

# ANNUAL IMPLEMENTATION PLAN 2026



Mahurangi  
COLLEGE

## WHERE WE ARE AT CURRENTLY

Mahurangi College enters 2026 with strong foundations established through the 2025 Annual Plan. Key wellbeing, curriculum, pedagogy and culture initiatives are embedded, including the establishment of Kauri House, strengthened behaviour routines, explicit instruction as a Tier 1 pedagogy, and clear attendance expectations. Achievement data shows positive trends in NCEA outcomes, with continued work required to lift attendance, sustain engagement, and respond to curriculum and assessment change.

## LINE OF SIGHT: STRATEGIC PLAN → ANNUAL IMPLEMENTATION PLAN

The 2026 Annual Implementation Plan operationalises the priorities of the 2026–2028 Strategic Plan. Each action contributes to achieving the school vision of providing a rich and inspiring education grounded in local identity and strengthened through meaningful partnerships with whānau and community. The plan focuses on four strategic priorities:

- **Whanaungatanga** – culture of belonging and respectful learning environments
- **Ako** – informed and reflective practitioners

- **Kotahitanga** – flourishing and resilient community
- **Ākonga** – engaged and purposeful learners

Progress will be monitored through achievement data, attendance data, staff and student voice, and regular reports to the Board.

## TARGETS

Area	Target
NCEA Corequisites	>95% pass rate
UE	>70%
NCEA Pass Rates	L2 ≥93%, L3 ≥85%
NCEA Excellence Endorsements	≥20% of L2 & L3
Attendance	≥70% of students attending 90%+
Persistent Absence	<3%
Y7–10 Literacy	PAT Reading ≥5.6
Y7–10 Numeracy	PAT Maths ≥6.0
Co-curricular engagement	≥60% students in organised sport

# Strategic Priority 1: Whanaungatanga – Culture of Belonging and Respect

**Whanaungatanga refers to relationships, connectedness, and a sense of belonging grounded in mutual respect and care. It captures the idea that learning communities are strongest when people feel known, valued, and connected.**

**Aim: Build a culture of belonging and respect through clear expectations, consistent responses, and disruption-free learning environments.**

**Annual Target:** Improve regular attendance and engagement & behaviour across all year levels. By the end of 2026, Mahurangi College will see a measurable reduction in classroom disruption, evidenced by calmer lesson starts, reduced repeat behaviour incidents, improved attendance and punctuality, and student and staff voice confirming that learning environments are consistently focused and respectful.

## **What do we expect to see by the end of 2026?**

- Improved student and staff survey data indicating a strong sense of belonging, safety, and mutual respect across the school.
- Consistent, calm, and respectful interactions between students and staff, including during unstructured times.
- Clear, shared expectations for behaviour that are well understood by students, staff, and whānau, and applied consistently.
- Increased whānau engagement in school life, including learning conversations, cultural events, and school decision-making.
- A reduction in repeated behavioural incidents, particularly those involving disrespect or exclusion.
- Students able to articulate the school's values and describe how these are lived daily within classrooms and the wider school.

ACTIONS	WHO	RESOURCES	WHEN	SUCCESS INDICATORS
<p>Develop a shared description of what gratitude, courtesy, and respect look like in classrooms, corridors, and online spaces. Reinforce these through assemblies, form time, and visual prompts across the campus.</p> <p>Display visual cues (posters, signage, digital displays) highlighting respectful behaviours and positive interactions.</p> <p>Teach students explicitly how to disagree respectfully, seek help, and advocate for themselves.</p> <p>Share positive stories of student behaviour and service through newsletters and social media.</p>	SLT HOYs	Professional readings  Presentations for whanau	Throughout the year (assemblies etc)	<input type="checkbox"/> Leaders publicly acknowledge staff and student contributions in assemblies, newsletters, and Board reports. <input type="checkbox"/> Reduction in incidents related to disrespect, bullying, or rudeness. <input type="checkbox"/> Behaviour incidents related to disrespect decrease year-on-year <input type="checkbox"/> Staff report increased instructional time in survey data
<p>Staff agree and document <b>faculty-specific classroom practices</b> (e.g. seating plans, equipment expectations, silence during instruction).</p> <p>Maintain <b>high visibility of SLT</b> in classrooms, corridors, and learning hubs.</p> <p>Publish and explicitly <b>teach school-wide behaviour expectations</b> at the start of the year and at key reset points.</p>	SLT HOYs SCT	Carousel PD	Ongoing	<input type="checkbox"/> Explicit routines (entry, attention signals, device use) are consistently visible across classrooms. <input type="checkbox"/> Students can articulate classroom expectations and consequences when asked. <input type="checkbox"/> Teachers report increased time on instruction and practice, rather than behaviour management.

<p>Re-teach <b>entry, exit, and transition routines</b> in all classrooms during Term 1 and after major breaks.</p> <p>Support teachers to <b>script routines</b> and instructions where helpful.</p>				<input type="checkbox"/> Reduction in repeat incidents for the same students.
<p>Our <b>Attendance Strategy</b> addresses the needs of students / families who find it challenging to attend school.</p> <p>Pastoral staff are tenacious in tracking and addressing root causes of non-attendance.</p> <p>We continue to review the needs of individual students and put into place <b>individualised programmes</b> to address any attendance issues. The STAR (Stepped Attendance Response) system supports our attendance drive.</p> <p>Improvement in individual attendance is recognised &amp; celebrated.</p>	SHI SMT BOY	MOE resources  Attendance Service personnel		<input type="checkbox"/> Improvement in students attending regularly 90%+ (target: 70%) <input type="checkbox"/> Reduction in persistent absence >70% (target: less than 3%)
<p><b>Classroom instructional routines</b> (including entry &amp; exit) are fully embedded. Staff engage with research &amp; professional learning to understand the nuances. Each Faculty has detailed routines in their handbook leading to low-variance practice.</p>		PD Carousel Learning		<input type="checkbox"/> SMT observe high coherence with routines

## **Strategic Priority 2: Ako – Informed & Reflective Practitioners**

**Ako reflects the reciprocal nature of learning and teaching — staff as learners, learners as teachers, and ongoing reflection to improve practice. It encapsulates professional inquiry and reflection, supports culturally responsive pedagogy, and signals growth mindset for staff and leaders.**

**Aim: Develop highly effective teachers whose practice is culturally responsive, grounded in cognitive science, explicit interactive instruction and high-impact pedagogy.**

**Annual Target:** Increase consistency and quality of teaching practice while supporting staff through curriculum and assessment change.

### **What do we expect to see by the end of 2026?**

- Teachers routinely using evidence and student data to reflect on and adapt their practice.
- Professional learning that is clearly aligned to strategic priorities and results in observable changes in classroom practice.
- Increased consistency in effective teaching practices across learning areas, as seen through observations and walkthroughs.
- Teachers confidently articulating why they use particular strategies and how these support learner outcomes.
- Collaborative professional inquiry embedded within departments and teams.
- Appraisal and professional growth cycles that demonstrate genuine reflection, responsiveness, and impact.

ACTIONS	WHO	RESOURCES	WHEN	SUCCESS INDICATORS
<p>Teaching practice continues to improve. High impact strategies are used across all learning areas. Explicit interactive instruction is the predominant teaching pedagogy. PD on <b>student attention and questioning</b> occurs.</p>	<p>SCT HOFs SMT</p>		<p>Ongoing</p>	<p><input type="checkbox"/> Excellent questioning is seen in classrooms</p>
<p>The <b>PD programme</b> continues to support teachers. <b>Carousel Teaching PD</b> replaces Walkthrus.</p> <p>Staff continue to attend national &amp; international professional learning events to broaden their expertise of cog-sci informed teaching.</p> <p>A library of instructional videos is further developed to support classroom practice.</p> <p><b>Professional learning</b> focuses on:</p> <ul style="list-style-type: none"> <li>- Explicit teaching</li> <li>- Classroom management</li> <li>- Student attention</li> <li>- Questioning</li> </ul> <p>AI teaching PD supports such as <a href="#">Aristotal</a> and <a href="#">Learnalyze</a> are investigated and trialled if promising.</p>	<p>SCT SMT</p>	<p>Carousel Teaching</p>	<p>Term by term focus</p>	<p><input type="checkbox"/> ≥90% staff report PD is useful and relevant</p> <p><input type="checkbox"/> Walkthrough data shows consistent use of explicit instruction</p> <p><input type="checkbox"/> Faculty handbooks document subject-specific enactments</p>

<p><b>Instructional coaching</b> continues to support teachers, with an initial focus on HoFs</p>				
<p><b>Pacific Learners</b> are supported to be “<i>secure in their identities, languages and cultures, and participating, engaging and achieving in education, contributing fully to Aotearoa, New Zealand’s social, cultural and economic wellbeing.</i>” -Tapasa</p>	<p>HUT SCL</p>		<p>Ongoing</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pacific learners report a strong sense of identity, belonging and cultural pride.</li> <li><input type="checkbox"/> Attendance, engagement and participation of Pacific learners increase.</li> <li><input type="checkbox"/> Pacific learners demonstrate accelerated progress and improved achievement outcomes.</li> <li><input type="checkbox"/> Achievement gaps reduce and more Pacific learners gain NCEA success and meaningful pathways.</li> <li><input type="checkbox"/> Pacific families and communities are actively engaged partners in learning.</li> </ul>

## **Strategic Priority 3: Kotahitanga – Flourishing & Resilient Community**

**Kotahitanga is unity, collective strength, and purposeful collaboration — bringing people together in shared commitment and mutual support. It connects belonging with collective responsibility, strengthens relationships across the community, and positions the school as a place where diverse voices work together towards common goals and shared success.**

**Aim: Enhance wellbeing through strength-based practices that build resilience, connection and hauora.**

**Annual Target:** Strengthen student and staff wellbeing and sustain a supportive, inclusive school environment.

### **What do we expect to see by the end of 2026?**

- A school culture that actively promotes wellbeing, resilience, and balanced expectations for students and staff
- Systems in place that identify and respond early to wellbeing, learning, and engagement needs.
- Students demonstrating responsibility for their environment, relationships, and community.
- Sustainable practices embedded in school operations and learning programmes.
- Strong partnerships with external agencies and community groups that support learner and whānau wellbeing.
- Staff reporting manageable workloads, strong collegial support, and confidence in wellbeing systems.

ACTIONS	WHO	RESOURCES	WHEN	SUCCESS INDICATORS
<p>Consolidate <b>Kauri House</b> as a wellbeing, literacy and numeracy support hub for Y7&amp;8 students.</p> <p>New staff are successfully inducted into the space.</p> <p>Work continues to plan for a Y9&amp;10 space.</p>	SLT ARM	<p>Booster group resources</p> <p>Staff PD</p>	Ongoing	<input type="checkbox"/> Data shows impact of booster groups with continued growth in literacy & numeracy
<p>The <b>Y10 Rite of Passage</b> programme, including <b>Hōteo Wero</b>, runs successfully in 2026.</p> <p>Sponsorship is sought from the community to enable all students to attend.</p>	SLT Director of Camps		Ongoing	<input type="checkbox"/> Post camp surveys show positive experiences <input type="checkbox"/> Some sponsorship is secured
<p>The <b>HOF Wellbeing</b> continues to lead initiatives and oversee our wellbeing provision.</p> <p>Programs such as ‘<i>Travellers</i>’ and ‘<i>Love me not</i>’ are considered.</p>	HUT	<p>Pastoral programmes</p> <p>Community Police</p>	T1&2 establishment	<input type="checkbox"/> Wellbeing initiatives are embedded within the wider pastoral framework, with staff aware of available programmes and referral pathways coordinated through the HOF Wellbeing.
<p>Staff continue to explore <b>workload reduction</b> initiatives.</p>	SLT PPTA branch			<input type="checkbox"/> Staff report improved clarity and manageability of workload, as evidenced through staff voice, wellbeing surveys, and reduced administrative

				burden where possible.
<p>Our <b>EOTC program</b> operates safely and supports our Hauora intent.</p> <p>The <b>Health &amp; Safety Committee</b> engages with scenario planning to inform their work. Workplace hazards are anticipated and mitigated.</p>	TEN	Worksafe MOE	Ongoing	<input type="checkbox"/> Zero notifiable incidents <input type="checkbox"/> Key staff undertake PD
<p>Visible <b>signs of bi/multi culturalism</b> are added to the campus: Pou whenua, fale pacific, and cultural items to the reception area.</p>	HUT SLT	Sponsorship BOT reserves	Ongoing	<input type="checkbox"/> More signs of bi/multi culturalism are visible <input type="checkbox"/> Students indicate a greater sense of belonging
<p>The <b>Hautū</b> review tool is used to assess how culturally responsive the school is to our Māori community.</p> <ul style="list-style-type: none"> <li>- This self-review tool asks the board about how they will accelerate achievement success for Māori tamariki and rangatahi.</li> </ul>	Princip al BOT	Hautū	Ongoing - review in term 3	<input type="checkbox"/> The review tool is used & a report produced for the Board & community <input type="checkbox"/> Findings are woven into governance & management planning.

## **Strategic Priority 4: Ākonga – Engaged & Purposeful Learners**

**Ākonga places the learner at the centre, recognising agency, voice, and active participation in learning. It reinforces learner ownership and engagement, aligns with student agency and purpose, and keeps the strategic focus explicitly learner-centred.**

**Aim: Empower learners through challenging, well-sequenced curriculum with a strong focus on literacy and numeracy.**

**Annual Target:** Lift literacy and numeracy achievement in Years 7–10 and sustain strong senior academic outcomes.

### **What do we expect to see by the end of 2026?**

- Students demonstrating increased agency, including goal-setting, self-monitoring, and reflection on their learning.
- Higher levels of student engagement, attendance, and participation in learning across year levels.
- Students able to clearly explain what they are learning, why it matters, and how they are progressing.
- Increased uptake of leadership, service, and co-curricular opportunities by a broad range of students.
- Learning environments that promote student voice, choice, and purposeful challenge.
- Improved achievement and progress for all learners, with particular attention to priority groups.

ACTIONS	WHO	RESOURCES	WHEN	SUCCESS INDICATORS
<p>We continue to build an <b>ambitious and challenging Y7-13 curriculum</b>:</p> <ul style="list-style-type: none"> <li>- A process of continual review and refinement of curriculum occurs</li> <li>- The Mahurangi College curriculum aligns with the refreshed NZC</li> <li>- NCEA changes are embedded</li> <li>- Curriculum maps are developed</li> </ul>	SMT HOFs			<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers confidently implement the new NCEA standards and assessment practices, with internal moderation processes embedded and students demonstrating strong achievement and progression through the revised qualifications.</li> <li><input type="checkbox"/> Curriculum maps are developed across all learning areas, clearly showing progression, key knowledge, and assessment pathways from Years 7–13, aligned with the New Zealand Curriculum refresh.</li> </ul>
<p><b>Curriculum booklets</b> that align with cognitive science continue to be refined, with oversight from Liana &amp; Gaynor</p>	HOFs	MOE Curriculum maps & docs	Ongoing	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom resources e.g. booklets are NZ curriculum aligned</li> </ul>
<p>Support for students <b>needing extra assistance</b> continues. Booster group resourcing is refined and improved.</p>	TAH ARM	DIBELS PATS		<ul style="list-style-type: none"> <li><input type="checkbox"/> Booster groups demonstrate acceleration for students at risk</li> </ul>

Develop and implement a whole-school writing strategy focused on sentence-level fluency, clarity, and grammatical accuracy across learning areas.	SCL	PD (ResearchED Ballarat + David Didau PD)	Term 1 & 2	<input type="checkbox"/> Strategy published and shared with staff <input type="checkbox"/> Writing expectations visible in curriculum materials <input type="checkbox"/> Student writing samples show improvement over time
A clear, evidence-informed <b>homework policy</b> is developed to give clarity to staff and parents.	SCL	PD (Carousel webinar)	Term 2	<input type="checkbox"/> Policy written and promulgated
Curriculum areas for <b>review</b> (Board presentations) 2025: <ul style="list-style-type: none"> <li>- Maths</li> <li>- Technology</li> <li>- Social Science</li> <li>- Library</li> </ul>	Principal BOT HOFs			<input type="checkbox"/> Strategic review continues
By the end of the year, Mahurangi College demonstrates a coherent, shared instructional approach, with <b>five clearly defined instructional practices</b> (routines, student attention, explicit interactive instruction, responsive question, adaptive teaching) consistently visible in classrooms, embedded in professional learning, and documented within faculty handbooks.	SLT HOFs	Videos of practice  PD modules	End of 2026	<input type="checkbox"/> The five instructional practices are consistently visible across learning areas and year levels. <input type="checkbox"/> Professional learning is consistently anchored to the five practices. <input type="checkbox"/> Faculty handbooks contain clear, subject-specific

				enactments of the practices.
<p><b>Engagement.</b> Secure and sustain the attention of all students to maximise engaged thinking time and ensure every learner is cognitively present. Support teachers to plan lessons with appropriate pace and challenge. Share exemplars of effective attention-building strategies. Embed consistent use of retrieval practice, cold calling, guided practice, and checks for understanding.</p>	Staff	In-house PD	On-going	<input type="checkbox"/> Teachers consistently use strategies that sustain attention and engagement throughout lessons. <input type="checkbox"/> Student voice confirms learning is engaging, challenging, and consistent across the school.
<p>A structured Years 7–8 <b>Extension Programme</b> is implemented, providing challenge for high-achieving students in literacy, numeracy, and problem-solving domains.</p>	ARM HOA	<a href="#">Junior Ex... Da Vinci Decathlon</a>	<p>Phase 1 - by end of term 2</p> <p>Evaluation - end of 2026</p>	<input type="checkbox"/> A clearly documented Y7–8 Extension Programme is operational in 2026, with explicit entry criteria, curriculum intent, staffing, and timetable structure communicated to students and whānau. <input type="checkbox"/> An end-of-year evaluation report is completed in 2026, incorporating student voice, staff feedback, and learning evidence, with clear recommendations for improvement.