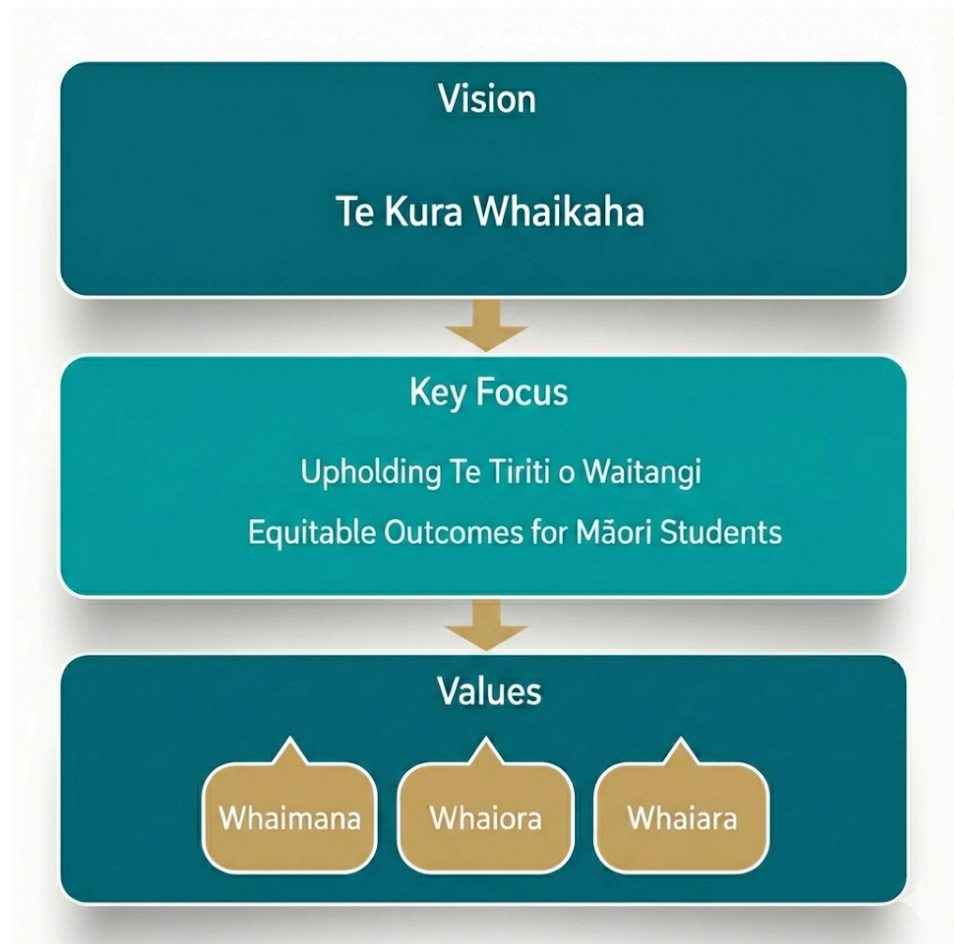




# ANNUAL IMPLEMENTATION PLAN 2026





### Strategic Goal 1: We will build a culture of belonging and feeling safe for everyone in our kura.

Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
To support and improve student attendance.	Regular attendance rates 2025: Term 3: 19% Term 4: 19%  Māori regular attendance rates for Term 4 2025: 17%  "ERO report 2025: Less than a third of students attend school regularly and nearly half of students are chronically absent. Although attendance has slightly improved since 2024 the school must urgently take action to improve attendance."	1. Develop and implement STAR plans to support student attendance.	TBR, KHA, JHY	Actions required by ERO: "Improve regular attendance and reduce chronic absence levels" by "tracking initiatives on student attendance, achievement and progress".  MOE goal is 80% of students attending 90% of the time. The target rate for regular attendance is 35%.  Māori attendance rates are at the school average rate.	BOT meetings  Newsletter to whānau  SLT meetings	
		2. Hold fortnightly meetings with MOE adviser Karen Crowe to monitor and review attendance processes.	TBR, KHA, JHY			
		3. Meetings with staff to look at attendance across the school.	TBR, KHA			
		4. Review termly attendance.	SLT			
		5. Carry out activities in school (i.e. attendance competitions) to support attendance.	TBR, KHA			



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To strengthen student engagement across the school.	<p>The guidance team for 2026: two guidance counsellors, school nurse.</p> <p>The Me and My School Survey in Term 3, 2025 showed that nearly 50% of students did not look forward to coming to school in the morning, and 45% found it difficult to focus in class.</p> <p>For disengaged students, a programme is run by Te Kōhao Health for selected students.</p>	1. Review processes and systems for the guidance team.	TBR/JHY	<p>Guidance support target students who require help are identified, with focussed support and improved outcomes.</p> <p>Me and My School Survey will show an improved perspective of school from students.</p>	<p>SLT meeting: weekly reports</p> <p>Term 3 Me and My Survey report</p> <p>BOT report of survey</p> <p>Consultation with students</p>	
		2. Evaluate and enhance programmes for guidance.	TBR			
		3. Provide additional mentoring support in the school.	TBR/JHY			
		4. To review the Te Kōhao Health programme and next step for the school.	KHA			
To embed clear and consistent expectations for student behaviour and learning.	<p>Suspension/stand rates in 2025 were down compared to 2024</p> <p>ERO report 2025: "The school is still</p>	1. Communicate clear expectations regarding uniform, behaviour, and phone use to staff.	TBR, JHY, Senior Leadership Team	<p>Suspension rates/stand-down rates decrease.</p> <p>Clear processes are put in place for</p>	<p>BOT meetings (suspensions/stand downs, PLD)</p> <p>SLT meetings</p>	



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	establishing a physically and emotionally secure and inclusive environment for all learners. School systems are beginning to support students through restorative and responsive practices. Positive behaviour for learning is improving, and serious behavioural incidents have reduced noticeably. However, this remains a priority for the school."	students, and the wider community.		expectations in the school.		
		2. Conduct regular reviews of implemented behavioural strategies.	TBR			
		3. Restorative practice training understanding with staff, and integrated into the Whaikaha Way.	TBR/ELE			
To celebrate and embrace diversity within the school community.	The school has: Kapa Haka roopu Several Pasifika groups. In 2025, the school celebrated its first cultural night.	1. Teachers oversee and support cultural activities across the school.	ELE	Culture is a prominent part of the school and is integrated into the MKT curriculum.	Newsletter to whānau BOT – annual review Cultural meeting	
		2. Mentoring programmes are established to support our diverse ethnic groups.	ELE	Strong Kapa Haka roopu and Pasifika groups.  Māori and Pasifika students achieve at		



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		3. Consultation with the local ethnic communities.	ELE	same level as other groups in the school.		



### Strategic Goal 2: We will build a culture of exceptional teaching and learning for everyone in our kura.

Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
To improve achievement outcomes for all learners Year 11-13.	NCEA results 2025: Level 1 NCEA: 35.4% Level 2 NCEA: 58% Level 3 NCEA: 53.1% UE: 9%  NCEA Māori results 2025:	1. Review 2025 results – overall achievement levels, % per subject, external results.	NBA	Students achieve at the same rate as other HQI schools. <ul style="list-style-type: none"> <li>Year 11 – 60% of students achieve the Te Whanaketanga qualifications.</li> </ul>	BOT meetings SLT meetings LAL/LF meeting	
		2. Track and monitor NCEA results over the year.	NBA			



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Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
	<p>Level 1 NCEA: 20.0% Level 2 NCEA: 37.7% Level 3 NCEA: 40.9% UE: 9.1%</p> <p>ERO report 2025: "Less than half of students achieved National Certificate of Educational Achievement (NCEA) at Level 1, 2, or 3 in the school's first year and very few students achieved University Entrance (UE)".</p>	3. Track Year 11 achievement using the Te Whanaketanga Certificate.	NBA	<ul style="list-style-type: none"> <li>Year 12 – 60% students achieve NCEA Level 2.</li> <li>Year 13 – 59% of students achieve NCEA Level 3.</li> <li>Year 13 UE – 20% of students achieve the qualification.</li> </ul> <p>Māori students are achieving at the same rate as other students at Mangakōtūkū College.</p>		
To improve literacy and numeracy teaching strategies and outcomes school-wide.	ERO report 2025: "The school is yet to develop a clear understanding of progress and achievement in reading, writing and mathematics for students in Years 7 to 10. Of the students	<p>1. The school analyses the 2025 data.</p> <p>2. Programmes implemented to support literacy (e.g. Liz Kane, Writing Revolution).</p>	ELE	<p>That students at each year level are achieving accelerated progress (making at least one year's progress in a school year in reading, writing, and numeracy).</p> <p>Most students at Year 7-10 are meeting the</p>	<p>BOT meetings</p> <p>Staff meeting</p> <p>LAL/LF meeting</p>	



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	<p>who were assessed, less than half of the students meet or exceed the expected curriculum level."</p> <p>End of Year AsTTle data that while students have made progress since the Beginning of Year data, most students are below expected levels for reading, writing and numeracy for their year level.</p>	<p>3. To track and monitor NCEA literacy and numeracy for students.</p> <p>4. To track and monitor UE literacy at Year 12 and 13.</p> <p>5. To track and report on Year 7-10 progress, using the MOE progression descriptors.</p>	<p>NBA</p> <p>NBA</p> <p>NBA</p>	<p>expected level for reading, writing and numeracy.</p> <p>CAA rates are at the expected level as other HQI schools.</p> <p>UE literacy rates at MKT are the same as other HQI schools.</p>		
To support all learners in accessing and engaging with the curriculum.	ERO report 2025: "Learners needing additional support are identified and some supports are in place. More tailored approaches are needed to accelerate	1. Clear learning support and processes are developed and put in place to support all students.	TBR, MBO, KRI	<p>ERO action "improve learning support provision".</p> <p>Clear learning support processes are in place.</p> <p>Students requiring learning support are identified, with clear</p>	<p>BOT meetings</p> <p>Learning Area report</p>	



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Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
	students' progress."	2. PLD with staff will continue to improve understanding of neuro-diverse students.	TBR, MBO, KRI	support and outcomes are measured.		
To develop consistent, culturally relational teaching across the school.	ERO report 2025: "Leaders are taking steps to strengthen the quality and consistency of teaching and learning... Leaders and teachers are beginning to improve student engagement and achievement by fostering positive relationships and behaviours for learning. This is supported by ongoing professional development to grow staff capacity."	1. The school starts walkthroughs in Term 1.	JHY, ELE	ERO action: "leaders develop and implement a system for regularly observing teaching and learning and using feedback and support to improve teaching practice".  The school develops the Whaikaha Way for teaching at Mangkōtūkū College.	BOT meetings SLT meetings LF/LAL meeting Annual review in Term 4	
		2. Poutama Pounamu oversees cultural responsive programme in the school and develops a Whaikaha Way for teaching.	ELE			



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Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
To design and implement a whole-school curriculum that reflects the college's vision and values.	Thematic approach has been implemented across all levels at the college.	1. Learning areas continue to implement the MKT curriculum.	NBA	The school will implement and monitor the new curriculum within the school.	BOT meetings LF/LAL meetings SLT meetings Staff meetings Community Consultation	
	The school has introduced the Te Whanaketanga Qualification for Year 11 students, replacing Level 1 NCEA.	2. SLT to review the curriculum areas and implementation of the new NZ curriculum.	NBA			
	ERO report 2025: "Students in the senior years are provided a well-developed curriculum with different options and pathways to support their progress and achievement.  The junior curriculum is in the early stages of being developed to provide adequate literacy and numeracy	3. LALs and SLT keep abreast with the changes and implementation of Te Mātaiaho curriculum.	NBA			



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Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
	teaching for students to develop foundational skills and to support their successful progression."					



### Strategic Goal 3: We will build warm and productive relationships with our rich, thriving community of Mangakōtukutuku College.

Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
To continue strengthening relationships with mana whenua and other Māori whānau through ongoing engagement and partnership.	ERO report: "There is disparity for Māori students' achievement across all outcome measures".  The school works closely with Matua Tommy.	1. Consultation taking place with the community.	JHY, Consultation committee	The school develops close relationships with local marae and iwi.	Consultation Committee  Marae Committee  Board meetings	
		2. To visit local marae to make connections with mana whenua and forge relationship with	JHY, ATA			



### Strategic Goal 3: We will build warm and productive relationships with our rich, thriving community of Mangakōtukutuku College.

Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
	Consultation community started in Term 4 2025, with a hui with Māori whānau.	Ngāti Mahanga and Ngāti Wairere.				
		3. To develop strategies and connections, that help to strengthen the identity of rangatahi, such as Ko Wai Au Trust.	JHY, ATA, Consultation Committee			
To build closer connections with local schools.	The school developed a promotion plan in 2025, with a focus on working with local primary schools.  Glenview, Melville and Deanwell are the	1. Principal to make connections with local primary schools.	JHY	Enrolment numbers from Glenview, Melville and Deanwell increase from 2025 to 2026.	BOT meetings  Promotion Committee	
		2. The promotion team meets to plan the promotion of MKT	JHY, NBA, Learning Facilitators.	Increase number of enrolments from		



### Strategic Goal 3: We will build warm and productive relationships with our rich, thriving community of Mangakōtukutuku College.

Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
	contributing schools to the college.  March 1st 2025 roll return: 801.4	with local primary schools.  3. Activities with primary school take place to strengthen relationships.	JHY, NBA, ELE	other contributing schools.  March 1st 2026 roll return 800+		
To forge meaningful relationships with the wider community, including local businesses and sporting groups	Consultation community started in Term 4 2025, with a hui with Māori whānau.	1. Consultation with the community, through hui. 2. Forging closer relationships with business and gateway opportunities. 3. To encourage participation rates of sporting groups in the school.	JHY, Consultation Committee. NBA, SHA NBA, SWO, BTO	Consultation of the community has been undertaken. Goals reviewed with all in the community and graduate profile is developed further	BOT meetings	



### Strategic Goal 4: We will build an environment that is conducive to support learning for everyone in our kura.

Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
Develop a property plan that reflects and supports the aspirations of our community.	<p>In 2025, upgrades were planned for the school: Reroofing project. Nga iti Kahurangi refurbishment Heat pump Fire alarm upgrade</p> <p>Other issues: Water pipe issues, general conditions of the school. Working over two campuses</p>	1. School to meet with MOE and project leaders on school projects and monitor progress.	ELE, JHY	For 2026, there are complete refurbishments for Technology block and C-Block	BOT meetings Property Committee	
		2. A plan put in place for the development of the school over the next five years.	ELE, JHY, Property Committee	A plan is put into place to support the future of school, with roll growth.		
To build a sound and sustainable financial foundation to support the school's priorities.	<p>School is financial sound, with strong reserves.</p> <p>To October 2025:  Operating surplus year to date (YTD) \$642,802 (2025 budget \$461,991 - Reforecast)</p>	1. The Principal and Finance manager draft a budget to meet needs of the school.	Finance Committee, JHY, PKU	<p>A continuation of strong finances.</p> <p>A clear alignment with budget and priorities with the school.</p>	BOT meetings Finance Committee	



### Strategic Goal 4: We will build an environment that is conducive to support learning for everyone in our kura.

Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
	Net Working Capital \$2,566,846 (Dec 2024 \$1,735,322)	2. Principal to continue to seek advice on the developing strong budgets for the school.	JHY, PKU, Shawn Gielen, Finance Committee			
To promote leadership among staff and students at Mangakōtū College, fostering a culture of initiative, responsibility, and shared growth.	ERO Review 2025: "The new leadership team are establishing priorities and improvement goals and updating strategic and annual plans to guide the school and support leadership growth. Leaders work together to develop their leadership capability and build effective teams across the school."	1. Investigate models for leadership with staff.	NBA/JHY	ERO action: "strengthen leadership capability to bring about improvement and achieve strategic goals and targets".  A PGC is developed to support teachers and middle leaders.	Staff meetings  LAL/LF hui	
		2. Support middle leadership with LAL/LF.	NBA/JHY			
		3. Promote student leadership in the school.	NBA			
To foster a culture of relational trust across the school.	Term 3 2025 Work Place identified teacher morale and workplace transparency as areas of improvement.	1. Principal is approachable to staff, through individual meetings, and	JHY, JRO	To improve staff morale and satisfactions across the school is shown in the Work Place survey for 2026.	BOT meetings  Staff meetings	



### Strategic Goal 4: We will build an environment that is conducive to support learning for everyone in our kura.

Objective	Current state	Strategies	Who	What we expect to see	Reporting	Review
		developing support plans				
		2. Supporting wellbeing activities in the school.	Senior Leadership Team			