



WHANGANUI HIGH SCHOOL

Annual Implementation Plan 2026

Strategic Goal 1

- **Practise mātauranga Māori through weaving tikanga (customs, procedures, protocols) into our teaching and learning.**

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"> • Te Ao Māori normalised within our school. 	<ul style="list-style-type: none"> • SLT, HOFs, Form teachers, Subject teachers 	<ul style="list-style-type: none"> • All of 2026 	<ul style="list-style-type: none"> • Ruruku in all staff meetings, assemblies, form times, prizegivings. • Developing te reo Māori basic proficiency for all staff. • Supporting staff to incorporate tikanga into daily life around school and in classrooms. • Continue developing a Reo Māori resource bank of common kupu and rerenga kupu Māori (Māori words and phrases). 	<ul style="list-style-type: none"> • An understanding of mātauranga Māori becomes part of normal every-day life at Whanganui High School. • All teachers report increased use of kupu and rerenga kupu Māori in classes. • Ongoing student voice shows increased use of reo Māori across the school.
<ul style="list-style-type: none"> • Focused professional learning development and professional growth for all staff regarding mātauranga Māori. 	<ul style="list-style-type: none"> • Principal MC, Deputy Principal MT, Deputy Principal LA, HOD Māori. 	<ul style="list-style-type: none"> • All of 2026 	<ul style="list-style-type: none"> • Professional learning sessions led by Deputy Principal (MT) and HOD Māori, regarding culturally responsive and relational pedagogies. • Collaborative focus school-wide on: Wai Ora (Transitions); Whanau Ora (Engagement); Piki Ora (Māori achievement). • Strengthening our Whanganui High School Effective Teacher Profile to ensure that class observations clearly identify the opportunities students have had to engage with mātauranga Māori. 	<ul style="list-style-type: none"> • More staff signing up for Te Wānanga o Aotearoa Māori courses (or similar). • Strengthening of our Whanganui High School Effective Teacher Profile to put more emphasis on observed class and teacher engagement with mātauranga Māori.

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"> Strengthen and implement localised curriculum across all learning areas and faculties 	<ul style="list-style-type: none"> HOFs SLT 	<ul style="list-style-type: none"> All of 2026 	<ul style="list-style-type: none"> Faculties provide evidence of curriculum planning that incorporates local contexts and culturally responsive practice. Leadership and resourcing decisions support culturally responsive curriculum delivery and relational teaching. 	<ul style="list-style-type: none"> The Board reviews evidence of the implementation of localised curriculum in faculty planning and reporting documentation. Attendance, engagement, and retention data increase. Behaviour and pastoral care reports decrease.
<ul style="list-style-type: none"> Increasing the number of Māori Science students involved in the Pūhoro STEM Academy – continuing with the current Pūhoro students, and expanding to include a new Year 11 group in 2026. 	<ul style="list-style-type: none"> HOF Science 	<ul style="list-style-type: none"> All of the senior school year 	<ul style="list-style-type: none"> HOF Science to contact Year 11 and Year 12 Māori Science students at the beginning of 2026. Register interest and commitment for the weekly tutorial sessions. 	<ul style="list-style-type: none"> Current Pūhoro students continue with the STEM programme. One new Year 11 group of Māori Science students sign up for regular weekly sessions with the Pūhoro STEM Academy tutor and the HOF Science. Attending termly regional wānanga with other Māori Science students, teachers, and tutors.

Strategic Goal 2

- **Focus on literacy and numeracy to ensure improved achievement levels.**

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"> • School-wide Literacy Team continuing from 2025 	<ul style="list-style-type: none"> • Literacy Leader/HOF English with the support of Principal MC and Deputy Principals LA and TD, all HOFs, and the Academic Dean. 	<ul style="list-style-type: none"> • All of 2026 	<ul style="list-style-type: none"> • <u>At least</u> one representative from each Learning Area on the Literacy Team as well as SLT representation from Principal MC and Deputy Principals LA and TD. 	<ul style="list-style-type: none"> • Regular Literacy Team meetings; presentations led by the Literacy Leader to HOFs & SLT and whole staff; dissemination and regular practical application in all subject classes of professional learning development resources.
<ul style="list-style-type: none"> • Strengthen literacy and numeracy teaching across Years 9–10 and embed cross-curricular literacy strategies in senior subjects. 	<ul style="list-style-type: none"> • Deputy Principal LA, HOFs, Literacy/Numeracy Leads, Academic Dean 	<ul style="list-style-type: none"> • Term 1 baseline → Term 2–3 implementation → Term 4 evaluation. 	<ul style="list-style-type: none"> • Deliver explicit teaching and Science of Learning strategies across departments. • Align curriculum with Te Mātaiaho and NCEA literacy/numeracy requirements. • Implement shared instructional cycles. • Track student progress using common formative assessments. 	<ul style="list-style-type: none"> • Improved literacy/numeracy assessment results. • Consistent instructional strategies observed. • Curriculum schemes completed and used in planning. • Improved assessment completion.
<ul style="list-style-type: none"> • A culture of high expectations and accountability. • Focused programme for targeted literacy and numeracy support regarding NCEA co-requisite. 	<ul style="list-style-type: none"> • Literacy Leader/HOF English; HOF Mathematics; Academic Dean; Principal MC, Deputy Principals LA and SP in combination with PLD provider. 	<ul style="list-style-type: none"> • All of 2026 	<ul style="list-style-type: none"> • Identifying learners to provide tailored and targeted support to raise their literacy and numeracy skills. • SMART testing twice yearly for Year 9-10 students. 	<ul style="list-style-type: none"> • Accelerated literacy and numeracy learning. • Further improvement in NCEA co-requisite Common Assessment Activities (CAA) results. • Literacy and numeracy progression noted.

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"> Curriculum request to Te Mahau for Curriculum Advisors support. 	<ul style="list-style-type: none"> Principal MC, Deputy Principals SP, LA, MT, TD, Academic Dean, HOFs English, Mathematics, and Social Sciences. 	<ul style="list-style-type: none"> All of 2026 	<ul style="list-style-type: none"> Working with SLT, HOFs English and Mathematics, and whole staff, to grow our awareness and understanding of the Science of Learning (SoL), knowledge rich curriculum, refreshed learning areas, curriculum change. 	<ul style="list-style-type: none"> Working closely with the English and Mathematics Faculties to implement the refreshed learning areas of the New Zealand Curriculum. Engaging in evaluation of the ANZH and Te Ao Tangata/Social Sciences learning area to inform next steps forward for the Social Sciences Faculty.
<ul style="list-style-type: none"> NCEA Level 1 – 85% NCEA Level 2 – 85% NCEA Level 3 – 80% UE – 52% To reduce disparities in NCEA achievement to under 8% between Māori and non-Māori students. To increase NCEA Merit and Excellence Certificate Endorsements to 40% at all levels 	<ul style="list-style-type: none"> Principal MC, Academic Dean, all of SLT, all HOFs, all Senior year level Deans 	<ul style="list-style-type: none"> All of 2026 	<ul style="list-style-type: none"> Effective academic tracking and monitoring of all students to support all students in achieving to their full potential. Consistent and constant communication and messaging with students and whānau by Year Level Form teachers, subject teachers, Careers Adviser, Deans and Academic Dean, Senior Leadership Team, and Principal. One-on-one hui; whānau hui; increased attendance at Student Achievement Conferences; academic focus assemblies; emails home; phone calls home; academic focus newsletters home from Principal. Provide more frequent communication about UE requirements and available opportunities for students to gain the necessary credits through abovementioned methods and the new student-constructed newsletter being created by Senior special character form class (12CK) 	<ul style="list-style-type: none"> Regular term-by-term tracking and reporting of academic progress and follow-through with students. Checkpoint data at key stages during the year. Disparities are reduced in all areas Overall NCEA results improve Lift in NCEA Merit and Excellence Certificate Endorsements.

Strategic Goal 3

- **Actively engage and enhance hauora and well-being.**

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"> • Regular LIFE messages across the entire school. 	<ul style="list-style-type: none"> • Deputy Principal MT, House Leaders and Year Level Deans 	<ul style="list-style-type: none"> • Week 4, Term 1 onwards. 	<ul style="list-style-type: none"> • Deputy Principal MT and House Leaders to develop ways to encourage the promotion of our essential school LIFE values in Year Level Form classes and subject classes for all students and staff. 	<ul style="list-style-type: none"> • Our school LIFE values are seen and heard by students and staff on a daily basis across the entire school. • LIFE Matrix displayed in all classrooms
<ul style="list-style-type: none"> • To increase the number of students attending <u>more than 90%</u> of school days to <u>60% of our total school roll</u>. • To reduce the number of students attending <u>less than 70%</u> of school days. • To reduce the percentage of <u>unjustified absences</u> to fewer than 5% across all year levels. • To have an <u>average attendance week- by- week of more than 87%</u> throughout all of 2026 	<ul style="list-style-type: none"> • Deputy Principals MT and SP, Deans, Form Teachers, all subject teachers 	<ul style="list-style-type: none"> • All of 2026 	<ul style="list-style-type: none"> • Identify target groups of students whose attendance needs improvement (based on current data and attendance patterns). • To involve and support students with lower attendance rates to set and achieve their own attendance goals. • Utilising professional learning to build the capacity of Year Level Form teachers and subject teachers to take action in culturally responsive ways to support improved attendance. • All teachers to closely monitor attendance rates of students in their own Year Level Form classes and subject classes – each subject teacher and Year Level Form teacher to have three priority students that they focus on consistently throughout 2026 regarding attendance conversations and follow-through. • Collect student voice from students who have lower levels of attendance. • Individual education plans for students with more complex neurodiverse needs requiring support from our SENCO and our Learning Support Centre. 	<ul style="list-style-type: none"> • Constant daily, weekly, and monthly tracking, monitoring, and follow-through with attendance levels. • Significant improvement in overall levels of attendance. • Regular reporting regarding improvements to our community through newsletters, emails, letters, and regular reporting to students, staff, and the Board. • Increased active learning engagement in Year Level Form classes and in all subject areas. • Weekly Attendance and Engagement hui held with Principal MC, SENCO, Deputy Principal MT; and Attendance Services Officer, RTLB, Special Education Advisor – Te Mahau; as available.

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"> Making the most effective use possible of information from our NZCER student and staff Well-Being surveys as well as Student Council surveys and regular student and staff surveys. 	<ul style="list-style-type: none"> Deputy Principal LA 	<ul style="list-style-type: none"> All of 2026 	<ul style="list-style-type: none"> Identifying potential reasons for disengagement and supporting students through effective co-ordination and planning to ensure they remain on track and progress well with their education. Identifying the most relevant overall themes, trends, and patterns in student and staff surveys so that continual improvements can be made for student and staff hauora and well-being. 	<ul style="list-style-type: none"> Reduction in negative pastoral entries. Regular reporting regarding hauora and well-being measures and interventions to Principal MC, SLT, Board, staff, students and our wider community.
<ul style="list-style-type: none"> Strengthen student engagement, belonging, and wellbeing through curriculum design and school systems. 	<ul style="list-style-type: none"> SENCO, Deans, SLT, HOFs 	<ul style="list-style-type: none"> Term 1 planning → Term 2 implementation → Term 3 review → Term 4 embed. 	<ul style="list-style-type: none"> Include student and whānau voice in curriculum and implementation planning. Implement tiered support model. Ensure students see themselves reflected in curriculum content. 	<ul style="list-style-type: none"> Improved attendance and engagement data. Student wellbeing survey improvements. Reduction in incomplete assessments. Increased student voice feedback about feeling supported and included.
<ul style="list-style-type: none"> Strengthen reciprocal engagement with whānau, iwi and community. 	<ul style="list-style-type: none"> SLT Deans HOFs Teachers 	<ul style="list-style-type: none"> All of 2026 	<ul style="list-style-type: none"> Use multiple, accessible communication channels. Shift communication from “information sharing” to two-way dialogue. 	<ul style="list-style-type: none"> Regular reporting on whānau, iwi, and community engagement activities and outcomes. Data showing improved: <ul style="list-style-type: none"> Attendance and engagement Retention and pathway success Whānau attendance at Student Achievement Conferences increase.

SENIOR LEADERSHIP TEAM RESPONSIBILITIES 2026

Martin McAllen (MC) Principal	Jenny Langrish (LA) Deputy Principal (Teaching & Learning)	Lisa Martin (MT) Deputy Principal (Pastoral)	Elizabeth Spooner (SP) Deputy Principal (Daily Operations)	Nola Todd (TD) Deputy Principal (Assessment & Moderation)
<p><u>Line Manager for:</u> <i>Deputy Principals; Business Manager; Principal's Executive Assistant; Academic Dean; Careers & Vocational Studies; Counsellors & Nurses; International Director; SENCO & Learning Support & Te Atawhai; Māori; Sports Director</i></p> <p><u>Responsibilities:</u></p> <ul style="list-style-type: none"> • Achievement Targets & Strategic Direction • Alternative Education (Managing School) • Annual Implementation Plan & Strategic Plan & Statement of Variance • Board Reports • Co-Chair HOF & SLT Committee (link with LA) • Community and Iwi Consultation and Liaison • Digital Strategy (link with Network Administration Manager & Business Manager) • Finance (link with Business Manager) • Head Students • Health and Safety • House Leaders & Houses Overview • Leading Change and Improvement • Māori & Pasifika Overview (link with HOD Māori) • Media Communication & Liaison • Ministry of Education Liaison • Monitoring Strategic Leadership Focus progress against Deputy Principal Responsibilities • NCEA Change Implementation • Overall School Culture • Property (link with Business Manager & Property Manager) • School Tours & Prospectus • Special Needs (link with SENCO & Specialist Classroom Teacher) • Staff Appointments • Supported Learning & Progressive classes Overview (link with SENCO, Academic Dean, HOD Vocational Studies / Progressive & HOFs) • Teacher Registration & Endorsement • Timetable (link with Timetabler, Business Manager & MT) • Website Overview (link with Network Administration Manager) 	<p><u>Line Manager for:</u> <i>English; Literacy Leader; Mathematics; Physical Education & Health; Science; Social Science; Specialist Classroom Teacher</i></p> <p><u>Responsibilities:</u></p> <ul style="list-style-type: none"> • Co-Chair HOF & SLT Committee (link with MC) • EOTC Safety Management • Faculty Annual Reports (link with MC) • NCEA Change Programme (link with all of SLT, Academic Dean & HOFs) • New Staff Induction (link with Specialist Classroom Teacher) • Professional Growth Cycle (link with MC) • Professional Learning Development (link with MC and Business Manager) • Prefect Team (link with Year 13 Dean & MT) • Provisionally Certificated Teachers (link with Specialist Classroom Teacher & MC) • Student Council (link with Year 12 Dean & MC) • Well-being & Hauora 	<p><u>Line Manager for:</u> <i>Year Level Deans</i></p> <p><u>Responsibilities:</u></p> <ul style="list-style-type: none"> • Attendance – daily pastoral focus • Course Structure and Selection • Future Focus Week Overview • KAMAR Overview (link with Network Administration Manager) • Māori & Pasifika (link with MC & HOD Māori) • Pastoral Team Overview (link with MC) • Peer Mentoring • Police Youth Aid Liaison • Prefect team (link with LA) • Roll Returns (link with MC) • Student Subject Placement Overview • Student Voice (link with MC) • Timetable (link with MC, Timetabler & Business Manager) • Transport/Bus Overview 	<p><u>Responsibilities:</u></p> <ul style="list-style-type: none"> • Active Supervision & Active Duty Overview • Attendance – data focus • Contributing Schools' Liaison • Day Relief • Day-to-day School Calendar • Emergency Procedures • Examinations & School-wide Assessments (link with Principal's Nominee) • Live Reporting & Formal Reports • Prizegivings • Staff Handbook • Student Achievement Conferences 	<p><u>Line Manager for:</u> <i>Digital Technology; Languages & ESOL; Performing & Visual Arts; Technology</i></p> <p><u>Responsibilities:</u></p> <ul style="list-style-type: none"> • Academic Mentoring (link with Academic Dean) • Enrolments & Priority Transition (link with MC & SENCO) • Junior Student Achievement Data and Analysis (link with Academic Dean & HOFs) • Junior & Senior Diplomas (link with Academic Dean) • Te Kura Overview

Annual Implementation Plan 2026 – Board Summary

Goal 1 – Practise mātauranga Māori through weaving tikanga into teaching and learning

Target

Normalise Te Ao Māori and tikanga Māori through focussed PLD. Provide a coherent, knowledge-rich curriculum aligned with Te Mātaiaho and evidence-based teaching practice.

Led By

- SLT, HOFs, Form teachers, Subject teachers

Timeline

Term 1 audit → Term 2–3 implementation → Term 4 evaluation.

Implementation Actions

- Provide PLD to develop te reo Māori proficiency.
- Provide PLD on tikanga Māori and culturally sustaining pedagogy.
- Provide student access to Pūhoro STEMM Academy.

Evidence / Success Indicators

- Understanding of mātauranga Māori is part of normal life at Whanganui High School.
- All teachers report increased use of kupu and rerenga kupu Māori in classes.
- Student voice shows increased sense of belonging, self-belief and achievement.

Goal 2 – Focus on literacy and numeracy to ensure improved achievement

Target

Strengthen literacy and numeracy teaching across Years 9–10 and embed cross-curricular literacy strategies in senior subjects.

Led By

Deputy Principal LA, HOFs, Literacy/Numeracy Leads, Academic Dean.

Timeline

Term 1 baseline → Term 2–3 implementation → Term 4 review.

Implementation Actions

- Implement explicit teaching strategies based on Science of Learning research.
- Map Years 9–13 curriculum to identify gaps and sequencing issues.
- Align teaching and assessment with Te Mātaiaho and NCEA literacy/numeracy requirements.
- Track progress through common assessments and data review meetings.

Goal 2 - *continued*

Evidence / Success Indicators

- Improved literacy and numeracy results.
 - Consistent teaching practices observed across departments.
 - Curriculum schemes completed and used.
 - Increased NCEA credit attainment.
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Goal 3 – Actively engage and enhance hauora and wellbeing

Target

Improve student engagement, belonging, and wellbeing through curriculum design and school systems.

Led By

Deputy Principal MT, SENCO, Deans, HOFs.

Timeline

Term 1 planning → Term 2 implementation → Term 3 review → Term 4 embed.

Implementation Actions

- Implement tiered learning support model.
- Ensure culturally inclusive curriculum where students see themselves reflected.
- Monitor attendance, engagement, and progress data.

Evidence / Success Indicators

- Improved attendance and engagement data.
- Positive wellbeing survey results.
- Reduced incomplete assessments.
- Improved student voice feedback.