

Papanui High School Annual Plan January 2026 - 31 December 2026

*My School, My Success, My Responsibility
Tōku Kura, Tōku Tiketike, Tōku Haepapa*

Strategic Goal One:	A school culture that nurtures a strong sense of identity and belonging for all.
Starting point:	We are building on the 2025 work to embed the Tira system, which has established a baseline for student engagement and school pride. Regular attendance tracking is operational, but for the 2026 cycle, we must formalise our approach through a mandatory Attendance Management Plan aligned with the national Stepped Attendance Response (STAR) framework. While our school culture is strong, we now need to explicitly define and integrate the Papanui Values of Whanaungatanga, Hiranga, and Tika into our daily systems for both kaimahi and ākonga to ensure everyone feels a genuine sense of turangawaewae.

		Success: What we expect to see at the end of the year
1.1	Regular attendance above 55.6 % across the kura (*students attending school more than 90% of the time).	Regular attendance* greater than 55.6% across the kura as evident in Kamar
1.2	Explicitly define and embed the Papanui Values of Whanaungatanga, Hiranga, and Tika to foster a school culture where all ākonga and kaimahi feel their identity is seen and valued.	Published definitions and behavioural expectations for Whanaungatanga, Hiranga, and Tika for both staff and students. Values are integrated into the Tira system, pastoral care structures, and the school's behaviour management framework. Kaimahi and ākonga survey data shows a strengthened sense of turangawaewae and collective responsibility. Staff feel supported with professional learning and resources to successfully engage with the school's strategic direction.
1.3	Embed a shared vision for implementing change by formalising and implementing an agreed-upon collaboration framework across the kura.	The agreed-upon collaboration framework is fully embedded and utilised by school leaders to effectively drive strategic change, resulting in a high level of agreement and active contribution from all stakeholders (Board, staff, and community) towards the school's shared strategic vision.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi:

This Annual Plan upholds the principles of Te Tiriti o Waitangi by prioritising equity, partnership, and participation across our school culture. Our attendance target of 55.6 percent is a commitment to Equity (Ōritetanga). By using the STAR framework to identify and remove specific barriers to presence, we ensure Māori students have equitable access to the learning opportunities they need to thrive. This approach shifts the focus from truancy to supportive intervention, acknowledging that a student's well-being and sense of belonging are precursors to academic success.

The formal definition of our school values gives effect to Partnership (Rangatiratanga) and Participation (Kāwanatanga). By collaborating with mana whenua and whānau to define Whanaungatanga, Hiranga, and Tika, we ensure the school's moral compass is anchored in te ao Māori. Embedding these values into the Tira system and daily kura life creates an environment where Māori ākonga see their identity reflected and valued. This fosters a genuine sense of turangawaewae, allowing students to participate as their authentic selves and take ownership of their success and responsibility within the community.

Describe how the annual targets &/or actions support student progress:

Target 1.1 acknowledges the direct correlation between time in class and achievement. National research indicates that every additional half-day of absence is associated with a consistent reduction in the number of NCEA credits a student attains. By prioritising regular attendance and using the STAR framework to identify and respond to barriers early, we ensure that students maintain the continuity of learning necessary to meet curriculum expectations and avoid gaps in their knowledge.

Target 1.2 supports progress by establishing the cultural conditions for high expectations and learner agency. When the values of Whanaungatanga, Hiranga, and Tika are embedded into daily kura life, students gain a sense of belonging and turangawaewae that serves as a necessary platform for success. Hiranga specifically encourages ākonga to strive for their personal best and pursue excellence in their growth and achievement. By fostering a culture where every student feels their identity is seen and valued, we empower them to take responsibility for their learning journey and reach their personal tiketike, or highest peak of excellence.

Strategic Goal One

Annual Target 1.1

A school culture that nurtures a strong sense of identity and belonging for all.

Regular attendance above 55.6 % across the kura (*students attending school more than 90% of the time).

Action (9b)	Resources (9c)	Evidence/Measures of Success (9d)	Timeframe	Personnel	Mid-year review: Achieved ✓ Working towards → Next Steps
Implement and embed the mandatory 2026 Attendance Management Plan (AMP) aligned with the national Stepped Attendance Response (STAR) framework.	School SMS (KAMAR), SchoolBridge portal, MoE STAR guiding documents, and four Management Units for leadership.	AMP published on school website; response data for every threshold recorded in SMS; school-wide attendance exceeds 55.6%. Board and senior leaders annually evaluate the impact of attendance strategies to improve regular attendance; leaders and teachers review and refine attendance strategies every six months.	Terms 1 to 4	Principal, AP Pastoral, Pastoral Assistant	
Formalise and record STAR response activities for students hitting the 5, 10, and 15-day absence thresholds in a term.	SMS threshold reporting functionality, STAR templates, and Whānau Education Action Planner.	All threshold absences investigated with actions recorded in KAMAR; response data successfully submitted to the Ministry.	Ongoing	Pastoral Assistant, Kaiārahi, Deans	
Utilise Daily Attendance Dashboards and "Every Day Matters" reports to identify and address attendance trends and end-of-term dips.	Daily Attendance Dashboard and MoE reporting tools.	Board receives termly reports identifying barriers to attendance and effectiveness of interventions.	Termly	AP Pastoral, Data Team, SLT	
Strengthen the "culture of presence" through regular recognition celebrations and student incentives for regular attendance.	Pastoral hardship budget, Riccarton Mall vouchers, and SchoolBridge messaging.	Termly prize draws held; increased student engagement with real-time attendance tracking via SchoolBridge.	Terms 1 to 4	AP Pastoral, Deans, Attendance Liaisons	
Conduct transition interviews and history checks for new enrolments to identify potential attendance barriers early.	Enrolment interviews, ENROL database, and contributing school records.	Transition attendance plans or support options (e.g. bus passes, uniform) in place for at-risk students by week 4.	Ongoing	AP Pastoral, LSC, Deans	

Strategic Goal One	Annual Target 1.2
A school culture that nurtures a strong sense of identity and belonging for all.	Explicitly define and embed the Papanui Values of Whanaungatanga, Hiranga, and Tika to foster a school culture where all ākonga and kaimahi feel their identity is seen and valued.

Action (9b)	Resources (9c)	Evidence/Measures of Success (9d)	Timeframe	Personnel	Mid-year review: Achieved ✓ Working towards → Next Steps
Facilitate a collaborative process with mana whenua, whānau, and staff to formalise behavioural definitions and expectations for Whanaungatanga, Hiranga, and Tika.	Strategic planning time, community hui, and professional learning budget.	Published values matrix for staff and students; evidence of values in school signage and digital communications.	Term 1	Principal, AP Pastoral, Māori Learning & Achievement Lead	
Embed the defined values into the Tira system through Manu-based challenges, leadership awards, and regular Tira assemblies.	Tira Leads, four Management Units, and Tira-specific resources, including Manu metaphors and colours.	Tira event logs and student leadership meeting minutes reflecting values-based decision making.	Terms 1 to 4	Head of Tira, Tira Leads, Student Leaders	
Provide targeted professional learning (PLD) for all kaimahi on using culturally responsive practices and the Papanui Values as the foundation for teaching and behaviour management.	Staff Only Days, professional learning budget, and collaborative planning time.	Staff feedback from sessions; integration of values into the teacher Professional Growth Cycle (PGC) process.	Terms 1 and 2	AP Teacher Systems & Support, SLT	
Conduct school-wide "Belonging and Identity" surveys for ākonga and kaimahi to measure the impact of values implementation on school culture.	Digital survey platform, dedicated Data Team analysis time, student digital devices, and 2025 baseline survey data.	Analysis reports showing a strengthened sense of turangawaewae and collective responsibility compared to 2025 baselines. School leaders annually evaluate the effectiveness of strategies that increase a sense of identity and belonging for learners to inform next steps.	Terms 2 and 4	AP Pastoral, Data Team	Ensure initial analysis report is submitted to Board within six months to inform next steps.
Integrate values-based expectations into the school's revised behaviour management and pastoral care frameworks.	Pastoral care structures, staff handbook, and KAMAR pastoral templates.	Reduction in negative behavioural incidents; values-based language used in pastoral notes and student reports.	Ongoing	AP Pastoral, Head of Deaning, Deans	

Strategic Goal One	Annual Target 1.3
A school culture that nurtures a strong sense of identity and belonging for all.	Embed a shared vision for implementing change by formalising and implementing an agreed-upon collaboration framework across the kura.2

Action (9b)	Resources (9c)	Evidence/Measures of Success (9d)	Timeframe	Personnel	Mid-year review: Achieved ✓ Working towards → Next Steps
Develop and embed an agreed-upon collaboration framework to ensure all stakeholders contribute to the school's strategic change process.	SLT planning time, Board hui, staff meeting time, ERO guidance	School leaders gather and analyse Board and staff voice within six months to inform processes for developing a shared vision for implementing change	Terms 1-4	Principal, SLT, Board	School leaders evaluate the effectiveness of processes for developing a shared vision for implementing change every six months and annually

Strategic Goal Two:	A school curriculum that promotes equity and excellence, ensuring all students reach their full potential.
Starting point:	The school has established robust systems for identifying students who lack Common Assessment Activities (CAA) at the start of the year and providing academic mentoring for NCEA Level 2. As we enter 2026, we are required to implement the refreshed national curriculum for Years 9 and 10 in English and Mathematics. This coincides with the rollout of the SMART tool for curriculum-aligned progress monitoring, which provides data against new curriculum expectations. Our focus is now on shifting toward a coherent school-wide assessment framework that incorporates the PHS Leaver Profile to clarify student pathways.

Annual Targets: Informed by the strategic actions		Success: What we expect to see at the end of the year
2.1	Junior Curriculum and Assessment Refresh. Implement the refreshed Year 9 and 10 English and Mathematics curriculum, utilising the SMART tool to provide consistent, curriculum-aligned progress monitoring for all junior ākonga.	<ul style="list-style-type: none"> • Year 9 and 10 teaching programmes are 100 per cent aligned with refreshed national curriculum content and Tāhūrangi resources. • Twice-yearly reports provided to whānau include detail-rich data from the SMART tool against national progress indicators. • Junior kaimahi report increased confidence in using evidence-based teaching practices, such as structured literacy.
2.2	Senior Equity and Pathways. Embed the PHS Leaver Profile and targeted academic mentoring to improve equity in senior achievement, specifically reducing attainment gaps for Māori, Pacific, and male learners at Level 3 and University Entrance.	<ul style="list-style-type: none"> • The PHS Leaver Profile is formally integrated into the assessment framework, with senior students collecting evidence of their progress against its attributes. • Measurable improvement in NCEA Level 3 and University Entrance attainment for Māori and Pacific learners, moving closer to parity with the overall cohort. • All students at risk of not meeting NCEA requirements are identified early and engaged in a consistent academic mentoring programme

Describe how the annual targets and actions that give effect to Te Tiriti o Waitangi:

Target 2.1 gives effect to **Equity (Ōritetanga)** through the implementation of the refreshed national curriculum and the SMART tool. By using nationally consistent progress monitoring, we ensure that Māori students in the junior school are identified early if they require additional support, ensuring they build the strong foundations in literacy and numeracy required for senior success. The requirement for twice-yearly reporting against progress indicators strengthens **Partnership (Rangatiratanga)** by providing Māori whānau with transparent, detail-rich data about their child’s achievement.

Target 2.2 is a direct commitment to **Equity** by specifically addressing the attainment gaps identified in our 2025 results, where Māori and Pacific learners achieved Level 3 and University Entrance at lower rates than the overall cohort. Through targeted academic mentoring and the removal of barriers like streaming, we ensure that every student has an equal opportunity to reach their potential. Embedding the PHS Leaver Profile promotes **Participation (Kāwanatanga)**, as it empowers Māori students to select their own goals and collect evidence of their success, ensuring their unique identity and aspirations are reflected in their learning pathways. Finally, we continue to foster genuine relationships with mana whenua to ensure our curriculum and pathways are underpinned by tikanga and te ao Māori values.

Describe how the annual targets &/or actions support student progress:

Target 2.1 supports progress by implementing the refreshed national curriculum for Years 9 and 10, which focuses on a knowledge-rich approach and clear learning sequences. By utilising the new SMART tool, kaiako can access consistent, curriculum-aligned data to monitor student achievement in reading, writing, and mathematics. This enables the school to provide twice-yearly reports to whānau that use specific progress indicators, ensuring that any learning gaps are identified and addressed well before students enter the senior school. This foundational focus ensures that ākonga are better prepared for the rigours of NCEA and the mandatory literacy and numeracy co-requisites.

Target 2.2 drives progress by making senior achievement more transparent and equitable. The PHS Leaver Profile empowers students to become active partners in their education by selecting their own goals and collecting evidence of their growth across academic and personal attributes. This transparency helps ākonga articulate their next steps and make informed decisions about their future. Additionally, by using data-driven academic mentoring specifically for Māori, Pacific, and male learners, the school addresses the achievement disparities identified in the 2025 results. This targeted support ensures that all students, regardless of their background, have the guidance needed to attain Level 3 and University Entrance, providing them with the confidence and qualifications to thrive in further study or employment.

Strategic Goal Two

Annual Target 2.1

A school curriculum that promotes equity and excellence, ensuring all students reach their full potential.

Implement the refreshed Year 9 and 10 English and Mathematics curriculum, utilising the SMART tool to provide consistent, curriculum-aligned progress monitoring for all junior ākonga.

Action (9b)	Resources (9c)	Evidence/Measures of Success (9d)	Timeframe	Personnel	Mid-year review: Achieved ✓ Working towards → Next Steps
Align Year 9 and 10 English and Mathematics programmes with the refreshed national curriculum content, focusing on knowledge-rich sequences.	Tāhūrangi curriculum resources, department planning time, and MoE guidance documents.	100 per cent of junior English and Maths units mapped to the refreshed curriculum; clear learning progressions visible in planning.	Term 1	DP Junior School, HOD English, HOD Mathematics	
Deploy the SMART (Student Monitoring, Assessment and Reporting Tool) to assess all Year 9 and 10 students in reading, writing, and mathematics.	SMART tool access, student digital devices, and staff training sessions.	Assessment data for all junior students recorded in SMART; progress trends analysed to identify students needing support.	Terms 2 and 4	DP Junior School, HODs, Data Team	
Provide twice-yearly reports to	KAMAR reporting templates, SMART	Junior reports contain detail-rich	June and December	DP Junior School, Junior Teachers	

parents and whānau using nationally consistent progress indicators and descriptors from the SMART tool.	data exports, and SchoolBridge communication channels.	data against curriculum expectations; whānau feel well-informed about their child's progress.			
Facilitate professional learning (PLD) for kaimahi on structured literacy and numeracy to support evidence-based teaching in the junior school.	PLD budget, staff-only days, and specialised resources for structured literacy/numeracy.	Staff survey shows increased confidence in using new tools; teaching programmes reflect explicit instruction of foundational skills.	Terms 1 and 2	AP Teacher Systems & Support, Literacy/Numeracy Leads	
Review the impact of the refreshed curriculum and SMART data on junior student readiness for the NCEA co-requisite.	SMART progress reports and NCEA co-requisite results (CAAs).	Data shows a high correlation between junior progress indicators and success in Common Assessment Activities.	End of Term 4	DP Junior School, Data Team	

Strategic Goal Two	Annual Target 2.2
School curriculum that promotes equity and excellence, ensuring all students reach their full potential.	Embed the PHS Leaver Profile and targeted academic mentoring to improve equity in senior achievement, specifically reducing attainment gaps for Māori, Pacific, and male learners at Level 3 and University Entrance.

Action (9b)	Resources (9c)	Evidence/Measures of Success (9d)	Timeframe	Personnel	Mid-year review: Achieved ✓ Working towards ➡ Next Steps
Formalise the PHS Leaver Profile within the senior assessment framework, requiring students to curate evidence of progress against its defined attributes.	Digital portfolio templates, senior wānanga time, and careers planning resources.	Senior students have active portfolios showing evidence of resilience, integrity, and pathways focus; profile used in academic counselling.	Ongoing	DP Senior School, Careers Team, Senior Teachers	
Deploy a data-driven academic mentoring programme specifically targeting Māori, Pacific, and male learners identified as "at risk" of not attaining Level 3 or UE.	Academic mentors, KAMAR tracking tools, and senior achievement data from 2025.	100 per cent of identified priority students have a documented mentoring plan; credit tracking shows progress toward parity with the overall cohort. Curriculum leaders analyse achievement and engagement data every six months to adapt strategies to improve equity in learning.	Terms 1 to 4	Māori, Pacific, and Boys' Achievement Leads, SLT	
Implement the revised NCEA Level 2 and 3 achievement standards (RAMP) to ensure senior programmes focus on core knowledge and clear learning progressions.	Updated NZQA assessment specifications and RAMP supporting materials.	All senior course outlines reflect updated standards; internal moderation reports confirm the dependability of teacher judgements.	Term 1	Principal's Nominee (PN), HODs	
Facilitate regular Whānau Hui and	Whānau/Fono budget, community	Increased attendance and	Terms 1 and 3	Māori and Pacific Achievement	

Fono Nights specifically focused on senior academic pathways and University Entrance requirements.	liaison time, and tertiary partner resources.	engagement from Māori and Pacific whānau at evening events; whānau feel valued as genuine partners in learning.		Leads, SLT	
Strengthen partnerships with tertiary providers and industry to align Leaver Profile attributes with meaningful post-school employment or study pathways.	Careers guidance budget, MOUs with industry partners, and STAR/Gateway funding.	Increased student participation in tertiary transition programmes and work-based learning opportunities.	Ongoing	Careers Team, SLT, External Partners	