

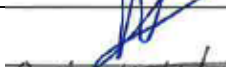



## **Ōpunakē High School / Te Kura Tuaru o Ōpunakē Annual Implementation Plan 2026**

**Our Vision:** *Growing Good People for a Rapidly Changing World*

**Our Values:** *DREAMS - Diligence, Respect, Exceeding Expectations, Aroha, Mana & Sustainability*

**2025 Annual Goal:** *Our learning community will work collectively to engage students' in their learning by offering authentic, contextually relevant, learning opportunities so they can achieve their personal best, particularly our Māori students.*

<b>Principals' endorsement:</b>	
<b>School Boards' endorsement:</b>	
<b>Submission date to Ministry of Education:</b>	31 March 2026

# Ōpunakē High School

Te Kura Tuarua o Ōpunakē



## STRATEGIC PLAN 2023-

GROWING GOOD PEOPLE FOR A RAPIDLY CHANGING WORLD  
HE WAIHANGATANGA O TE TANGATA PAI I ROTO I TENEI AO HURIHURI

VISION: To see Ōpunakē High School students aspire to be self-motivated, resilient, life-long learners, who show empathy for others with a strong connection to culture and community.

### HUARAHĪ WHAI HUA | PATHWAYS

- To open individual learning pathways that support student success
- Provide an innovative curriculum and responsive approaches to teaching and learning
- Promote opportunities to develop staff capacity

### HAUORA | WELLBEING

- To provide a sustainable environment where all members of Ōpunakē High School feel safe, supported, connected, included and respected.

### HAPORI | COMMUNITY CONNECTIONS

- Enhance relationships with local Māori, whanau and iwi

- Strengthen and grow connections and partnerships that support learning for all our students
- Build inclusive relationships within our kura and with our community



#### OBJECTIVES

1

##### LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

2

##### BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3

##### QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

4

##### FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

#### VALUES



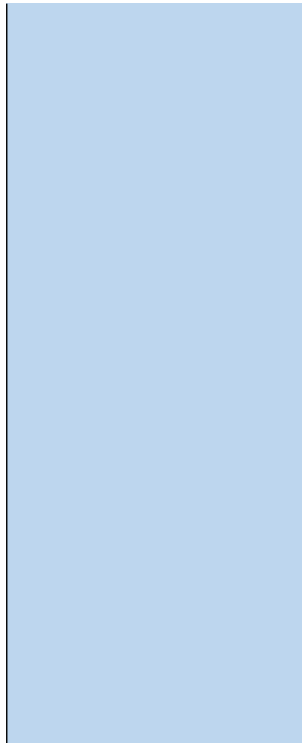
## Implementation of the Statement of National Education and Learning Priorities (NELPs) in schools and kura

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

	Objective	Actions for schools and kura		
<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</b>	1.1 Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	1.2 Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	1.3 Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong
	<b>2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</b>	2.1 Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	2.2 Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	2.3 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māori medium learning
<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</b>	3.1 Make use of targeted Ministry of Education funding to reduce parental fees and help address other financial barriers, such as food, clothing and transport, and support whānau and Pacific families to apply for funding available to reduce the costs of ECE	3.2 Ensure disabled learners/ākonga and staff, those with learning support needs, and neurodiverse learners/ākonga, are safe and included in their early learning service, and their needs are supported	3.3 Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing and participating in early learning
	<b>4. Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</b>	4.1 Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	4.2 Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	4.3 Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them
<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b>	5.1 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	5.2 Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	5.3 Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement
	<b>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</b>	6.1 Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support	6.2 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	6.3 Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching
<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</b>	7.1 Support learners/ākonga to see the connection between what they're learning and the world of work	7.2 Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	7.3 Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education

2022 Plan	DILIGENCE	RESPECT	EXCEEDING EXPECTATIONS	AROHA	MANA	SUSTAINABILITY
STUDENTS	<i>Focussing on success in all aspects of their lives. Setting goals and giving 100% to achieve them.</i>	<i>Fostering positive relationships with our peers, teachers, community and environment.</i>	<i>Doing more than what's expected, not just meeting standards.</i>	<i>Caring for ourselves, our peers and our community. Helping to ensure no-one falls out of the waka</i>	<i>Having pride in myself and my school. Through actions, develop the mana of our peers and school.</i>	<i>Showing care and aroha for their learning environments. Recognising and respects Aotearoa's bicultural and natural heritage.</i>
STAFF	<i>Demonstrating a continued focus on ensuring the development of the curriculum is future focussed, both inside and outside of the classroom.</i>	<i>Inquiring into our practise by reviewing, reflecting and improving our teaching" to ensure the diverse needs of our learners are met.</i>	<i>Setting and planning for high expectations of student achievement, wellbeing and citizenship. Continually seeking improvement in all that we do.</i>	<i>Embracing Tikanga māori, embedding culturally responsive pedagogies and understanding the deep history of Taranaki and Ngā Ruahine tangata whenua.</i>	<i>Ensuring each student develops their talents and passions and utilises their individual strengths to grow the community's mana through individual pathways.</i>	<i>Giving opportunities for students to act as kaitiaki of their rohe, be that in school, locally, nationally or on the global stage. Support each other with a working environment which sustains hauora.</i>
BOARD	<i>Setting and overseeing of the school's direction which is strategic, inclusive and collaborative</i>	<i>Being responsive to the students, community and society's needs. Always being future focussed, open and reviewing past, present and future</i>	<i>Using robust self-review practices to evaluate the effectiveness of the Board and direction of the kura.</i>	<i>Ensuring the highest levels of academic, sporting and cultural achievements are reached by all akonga. Motivating and celebrating the achievements of our community</i>	<i>Promoting the mana of our akonga, school and community. Focusing on increasing the mana and success of our priority learners.</i>	<i>Supporting, promoting, and creating environmentally stable, and sustainable systems, spaces, and opportunities.</i>

	Baseline Data	Targets	Tasks	Planning and Implementation & Evaluation 2026				Success indicators
				T1	T2	T3	T4	
<p><b>HUARAHI WHAI HUA / PATHWAYS</b>  <b>We will use data, structures and teaching strategies to effectively raise overall achievement in NCEA, and Junior school literacy. Strategies will be put in place to ensure continuing focus on target and priority learners, with a specific focus on endorsements at level 1,2, 3 and scholarships.</b></p> <p><b>We chose this strategic objective because although our NCEA results sit above the national average, our longitudinal data shows that a significant number of students coming in at Year 9 don't have the literacy/numeracy capability to be on track to achieve Level 1 literacy in Year 11. Māori students are consistently over represented each year, in this data at junior school.</b></p>		<p>1 Increase NCEA overall achievement:  Level 1 - from 87% in 2025 to 95%  Level 2 - from 99% in 2025 to maintain  Level 3 - from 89% in 2024 to 95%</p>	<p>Tracking</p> <p>Milestone mahi</p> <p>Communication with whanau</p>					
		<p>2 Increase NCEA Māori achievement:  Level 1 - from 89% to 95%  Level 2 - from 97% to maintain  Level 3 - from 82% to 95%</p>	<p>Tracking</p> <p>Milestone mahi</p> <p>Communication with whanau</p>					
		<p>3 Increase merit and excellence (combined) endorsements to 30% at NCEA Level 1, 2 and 3, with a greater focus on excellence from Year 11  Shift from Level 1: M 7.6%, E 3.0% = 11% total  Level 2: M 8%, E 10% = 18% total  Level 3: M 10%, E 7% = 17% total</p>	<p>Staff have PD to ensure up to date practice</p> <p>Extra study classes</p> <p>In class differentiation and extension - SCT</p>					
		<p>4 Whole staff focus on consistency of practice around behaviours, and ākonga agency for learning and achievement. Improving learning culture.</p>	<p>Mahi Milestones</p> <p>Whanau involvement</p> <p>Opportunities for catch up</p> <p>Dept focus</p>					
		<p>5 Improve CAA results from 85% at Level 1 to 95% by identifying and using effective and consistent literacy/numeracy strategies &amp; digital platforms across the curriculum in year 9 and year 10, involving whanau in the korero . Overseen by Principal and literacy lead. Increase number of students gaining literacy/numeracy through CAA</p>	<p>Use e-asttle data at IDPs to discuss next steps with whanau to keep them involved</p> <p>Staff to observe each other teaching literacy and provide feed forward and feed back</p> <p>Principal to observe staff and share best practice</p>					



6	Increase opportunities in vocational pathways and learning beyond the classroom	Implement the new Trades Programme  Increase by in for work placements & future employment opportunities  Promote engagement in Vocational Pathways Opportunities					
7	Develop love of literacy	Lit Lounge  Promotion  Whanau engagement					
8	All staff upskilled in new curriculum & changes in AI	TODs  PD focus  Reflect, review on ext mod					
9	Increase uptake of daily usage of te reo amongst staff and students	Kapa Korero  High profile language  Recognition					

Strategic Area + Objective	Baseline Data	Targets	Tasks	Planning and Implementation & Evaluation 2026				Success indicators
				T1	T2	T3	T4	
<b>HAUORA / WELLBEING</b>  We will use PB4L, RJ, consistent best practice, greater kaiako cultural capability, strengthening feeder school connections, kaimanaaki programmes, SCT and hauora coach support and opportunities for māori to succeed as māori to increase student attendance. Through a focus on resilience, presence, purpose, practice engagement, and academic success with a particular focus on Māori and @ risk students.		1 <u>Meet the goals of the attendance plan</u>  <u>Ōpunakē High School Attendance Management Plan 2026</u>	See Attendance doc - 3Ps					
		2 DREAMS pathway accessible to all resulting in increased blue, silver, gold recipients, reduction in negative off task behaviours, increased uptake in leadership opportunities, growing capable leaders.	Focus on consistency around values  Celebrate DREAMS values  Upskill KMs in delivery of DREAMS programme through medium of PB4L  Offer students leadership opportunities					
		3 Greater understanding and application of RJ resulting in reduction in recidivist negative behaviours.	PD for staff around RJ  Communicate RJ process to students and whanau					
		4 Increase pathways to improve mental/physical health	Introduce Pulse  Access avenues for support and review impact  Create opportunitites to develop peer-peer, peer to kaiako relationships  Sun smart  Environmental projects both in and out of the kura role modelled by staff					

Strategic Area + Objective	Baseline Data	Targets	Tasks	Planning and Implementation & Evaluation 2026				Success indicators	
				T1	T2	T3	T4		
<b>HAPORI / COMMUNITY CONNECTIONS</b>  To use kaimanaaki programmes and community based events and experts to increase community involvement in our kura, along with our kura's involvement in community, with a particular focus on engagement of Māori whānau.  We chose this strategic objective because research shows that parental engagement in developing learning pathways has a significant impact on outcomes. .	Currently funded on roll of 318	1	Increase opportunities to grow good people through sporting, cultural, sustainable, artistic, academic and career events happening at the kura and in the (wider) community	Actively seek and be involved in community events					
		2	Grow roll through connections with feeder schools, and connections to whanau. Increase IDPs from 85% to 100%.	Develop opportunities to liaise with feeder schools to upskill staff around delivery of curriculum  Grow opportunities to expose feeder schools' students to OHS  Promote IDPs, ensure whanau & ākongā gain valuable feedback and feedforward re: attendance, attitude and achievement					
		3	Strengthen reciprocal relationship between kura and hapori for mutual benefit of ākongā and te hapori whānui	Increase sharing of information about what's happening at OHS  Be mindful of & open to experts in community who can support our ākongā  Look for ways to support our te hapori whānui					

	2026 Key Improvement Strategies to Achieve Strategic Vision		Specifics	Planning and Implementation & Evaluation 2026			
				T1	T2	T3	T4
<b>PROPERTY</b> Utilise our property plan to create innovative and upgraded learning spaces for our students  Develop Wharekura as the heart of the school  Use community voice to inform future property development at Ōpunakē High School.	4.1	Ministry led work on D and F block on track to be started in 2025 and completed 2026	Upgrade aligned around being able to deliver curriculum  Ensure quality upgrade				
	4.2	Covered ways completed	To be finished, and art work attached				
	4.3	Heating and Boiler replacement/upgade before winter completed before Winter	To be finished and start use in winter				
	4.4	Cyclical Maintenance as scheduled	Services review, paint another 2 classrooms				
	4.5	Investigation of Astro Turf	Looking at funding avenues. Create a steering group, apply for funding.				
	4.6	Investigation of sci block upgrade	Start designing plans, and discus				
<b>FINANCE</b> Operate within annual grants  Resource strategically to fulfil strategic aims	5.1	Ensure banking staffing is managed to a zero balance by pay period 26 2022.	Regular Finance meetings  Banking Staffing checks				
	5.2	Ensure the deficit budget is cash neutral.					
<b>HEALTH AND SAFETY</b> Provide safe physical and emotional environment for all members of our school community	6.1	Tag testing continued throughout the whole school - new staff member upskilled in this area.	Tag testing schedule in place and checked off				
	6.2	Review all EOTC incidents	Regular H&S meetings H&S reported on at Board meetings				
	6.3	Site inspections completed twice a year to identify any issues					
	6.4	Ensure Health and Safety reporting is occurring at all levels of the school.	Council to clear all drains Look at base of hedging to allow water to flow off site				
	6.5	Provision for flooding					
<b>PERSONNEL</b>	7.1	When teaching vacancy occurs give consideration to the strategic plan and EEO in each appointment process					

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Target
L1 – all	80	83.6	85.7	81.4	83.6	90.3	86	85	88.3	83	87%	95
L1 Māori	73.3	75	72.4	75	80	85	77	82	86.2	75	89%	95
L1 Pasifika	N/A	100	100	N/A	75	100	100	100	100	33	100%	95
L1 Merit Endorsement	16.7	11.5	9.1	12.3	12.5	21.4	16	30	15.1	18	8%	
L1 Excellence Endorsement	5	16.4	18.2	15.8	10.7	21.4	13	4	7.5	9	3%	30
L2 All	93.1	85.5	81.5	78.8	88.9	87	86	88	85.2	90	99%	95
L2 Māori	96.3	80.6	71	64.2	85.2	84	87	76	77.3	92	97%	95
L2 Pasifika	100	N/A	100	77.8	N/A	80	90	N/A	100	100	100%	95
L2 Merit Endorsement	11.1	13.6	5.7	5.1	7.1	4.3	20	11	4.3	7	8%	
L2 Excellence Endorsement	3.7	6.8	13.2	15.4	12.5	12.5	9	9	6.5	7	10%	30
L3 All	68.6	65.2	67.9	62	74.1	95.2	81	82	91.5	76	89%	95
L3 Māori	57.9	59.1	56.5	50	44.4	88	84	82	88.2	64	82%	95
L3 Pasifika	100	100	N/A	N/A	100	100	100	N/A	n/a	100	100%	95
L3 Merit Endorsement	29.6	31.6	14.7	10	7.5	12	9	17	11.6	20	10%	
L3 Excellence Endorsement	14.3	3.3	2.8	16.1	20	8	12	8	7	3.3	7%	30