

2026 NPGHS Annual Implementation Plan (AIP)

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Summary of the plan

The **Education and Training Amendment Bill (No 2) 2025** includes a key change to the timing of strategic plans:

- The **Education and Workforce Committee recommended extending the start date for boards' next strategic plans by one year**, from **1 January 2026 to 1 January 2027**.
- This means **Schools would NOT need a new strategic plan in 2026**.

We are drafting this AIP anticipating that the current strategic plan remains in effect, but note that the references to **Regulations** below, are from the current Education and Training Act. There are some small changes to the wording and focus of the strategic plan to align more closely with the Bill which has now passed the third reading (11 November 2025), in anticipation that this will be required.

Where we are currently at:

In 2025, we made significant progress with explicitly teaching behaviour and routines for learning. This was a deliberate emphasis in 2025, to create a platform for the focus on educational achievement in subsequent years.

[Regulation 9\(1\)\(e\)](#)

How will our targets and actions give effect to Te Tiriti o Waitangi:

Please see the purple text in our [Strategic Plan and Annual Implementation plan](#).

[Regulation 9\(1\)\(g\)](#)

2026 NPGHS Annual Implementation Plan (AIP)

Strategic Goal Equity and Excellence To provide ākonga/students with an engaging teaching and learning programmes, following the refreshed curriculum documents (draft and final) which enables them to achieve qualifications, and prepares them for life beyond school in a globally connected Aotearoa. Regulation 9(1)(a), Regulation 9(1)(f)				
Annual Target/Goal (This will be the outcome if our actions/inputs and outputs make significant change): To implement teaching and learning programmes aligned with the refreshed curriculum, ensuring all students experience at least one year's progress for a year's learning. This includes embedding structured literacy and numeracy approaches, integrating local knowledge and mātauranga Māori, and supporting teachers through targeted PLD to deliver high-quality, evidence-based instruction. Regulation 9(1)(a)				
Actions (Inputs) Regulation 9(1)(b)	Resources Required, including personnel responsible. Regulation 9(1)(c)	What we expect to see or what 'things' will be produced? (Outputs)	Early outcomes: what happens because of our activities	Longer term impact/outcomes: what happens because of our activities? How will we measure this? Regulation 9(1)(d)
Continue targeted teacher professional learning and development on the science of learning and curriculum implementation	Senior Leader with overall responsibility: DP Teaching and Learning (SBO) Personnel involved: SLT HoDs Learning Support team Classroom Teachers	<ul style="list-style-type: none"> PL sessions for all teachers continue, focused on the science of learning and ways to integrate these in with the refreshed curriculum expectations. Teachers trained in high-impact strategies from "Teach Like a Champion" (e.g., Cold Call, No Opt Out, Right is Right). There are to increase attention and engagement in lessons. 	<ul style="list-style-type: none"> Teachers demonstrate a stronger understanding of science of learning strategies (eg retrieval practice, chunking, spaced practice). Increased confidence in applying new curriculum guidance. Teachers regularly use high-impact strategies and plan for these in the learning programme. 	<ul style="list-style-type: none"> Consistent use of evidence-based teaching practices across classrooms. Increased student engagement and participation. Improved achievement in literacy and numeracy for all learners, particularly Māori, Pasifika, and Learning Support students. Evaluation/Measurement: <ul style="list-style-type: none"> Teacher feedback surveys – pre and post Classroom observations and walkthroughs focused on science of learning strategies. Analysis of student progress data and actions are implemented as a result.
Develop and implement updated Teaching and Learning programmes	Resources: Time allocation in Tues PL and Wednesday meeting cycles. Investment by DP Teaching and Learning in SMART tool and evaluation (MYO). Principal to communicate plans and successes to whānau and families. Subscription to online programmes for learning support programmes.	<ul style="list-style-type: none"> Published teaching and learning programmes for English and Mathematics at Y9/10. Programmes developed based on draft curriculum documents in other learning areas, and refined when published. 	<ul style="list-style-type: none"> Students experience lessons aligned with refreshed curriculum and science of learning principles. Visible integration of strategies that support priority learners. Enhanced student self-esteem and confidence. Stronger relationships between students and teachers. 	<ul style="list-style-type: none"> Positive shifts in achievement and progress data in Y9 and Y10. Equal achievement and engagement rates for Māori, Pasifika, and Learning Support students. Evaluation/Measurement: <ul style="list-style-type: none"> Curriculum audits for alignment with refreshed documents (particularly for English and Maths at Y9 and 10). Surveys and interviews with students, teachers, and parents about teaching and learning. Achievement tracking over time.
Continued monitoring of progress in numeracy and literacy.		<ul style="list-style-type: none"> Exploration of the SMART tool, when released in 2026, and evaluation of it against PAT with one selected as a tracking tool for literacy and numeracy. Regular reporting of progress and success to staff as well as whānau, including equity-focused data 	<ul style="list-style-type: none"> Teachers increase use of data to support student learning. Continued identification and support for students needing additional assistance. 	<ul style="list-style-type: none"> Sustained improvement in achievement for all learners. Evidence-based decision-making embedded in school practice. Greater academic and social success for students receiving interventions, particularly those who have had AFL support. Evaluation/Measurement: <ul style="list-style-type: none"> Termly analysis of progress data by cohort and priority groups. Review of intervention effectiveness. Stronger review and analysis of success in numeracy and literacy assessments for qualifications including CAAs.

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Underpinning Assumptions:

1. Teachers and staff are willing to engage in ongoing professional development and apply new strategies in their classrooms.
2. Students are receptive to new teaching methods and willing to participate actively in their learning.
3. Parents and the wider community are supportive and engaged (eg, via facebook) in the school's efforts to improve teaching and learning.

Barriers

1. Some staff members may be resistant to changing their established teaching practice, or believe they do this already.
2. Teachers may struggle to find time for professional development and collaboration due to their existing workload.
3. Variability in how teachers implement new strategies can lead to inconsistent outcomes.
4. Some students may be resistant to new teaching methods, especially if they are used to different approaches.

Enablers

1. Use of established Teacher Teams to foster collaboration and continuous improvement among teachers.
2. Regular and clear communication about the goals, processes, and benefits of the initiatives as well as revisiting the purpose and the 'why'
3. Staff have already started on this learning, and go in to 2026 talking about good practice and recognising the positives of trying new things in their teaching practice.
4. Upskilling of new staff as they join NPGHS, as this will help keep initiatives implemented with fidelity.

2026 NPGHS Annual Implementation Plan (AIP)

Strategic Goal Culture and Belonging To enhance understanding of cultural competency in a range of contexts, including Te Ao Māori, and what this looks like at NPGHS. Regulation 9(1)(a), Regulation 9(1)(f)				
Annual Target/Goal (This will be the outcome if our actions/inputs and outputs make significant change): To provide a coherent, future-focused careers education programme that recognises cultural identity and develops self-awareness, skills, knowledge, and capabilities to make informed decisions about pathways beyond school. By broadening their horizons while at school, students will be ready to participate fully in society and the labour market. Regulation 9(1)(a)				
Actions (Inputs) Regulation 9(1)(b)	Resources Required, including personnel responsible. Regulation 9(1)(c)	What we expect to see or what 'things' will be produced? (Outputs)	Early outcomes: what happens because of our activities	Longer term impact/outcomes: what happens because of our activities? How will we measure this? Regulation 9(1)(d)
Develop and embed a Y9-13 careers education programme	Senior Leader with overall responsibility: DP Culture and Development (SBR) Personnel involved: SLT HoDs HoD Careers HoD te reo Māori and Honohono Committee Classroom Teachers Kāwai Huia Teachers	<ul style="list-style-type: none"> Careers education framework published and shared with staff. Integration of career-related learning into pastoral and curriculum programmes, or as stand alone lessons (to be determined). 	<ul style="list-style-type: none"> Teachers and students engaged and participating in career education opportunities. Teachers are clear on their role in careers education. Increased student participation in Y9-11 career-related activities. 	<ul style="list-style-type: none"> Strengthened school-community relationships. Students demonstrate understanding of diversity of pathways beyond school. Improved readiness for tertiary study, employment, and vocational training. Evaluation/Measurement: <ul style="list-style-type: none"> Student surveys on awareness and confidence in career planning. (Data compared with May 2025 OECD report based on PISA 2022 data). Tracking participation in career events and activities Tracking of post school training, study and employment.
Provide targeted career guidance and experiences	Resources: Time allocation in Tues PL. Principal to communicate plan and ongoing engagement of community providers to parents and whānau. Community partnerships.	<ul style="list-style-type: none"> Group career guidance sessions delivered at various levels. School careers evening, employer visits established. 	<ul style="list-style-type: none"> Students begin to articulate career interests and goals. Increased engagement with external career opportunities. 	<ul style="list-style-type: none"> Improved study and vocational outcomes for Māori, Pasifika and Learning Support students. Students transition successfully to chosen pathways post-school. Students have an understanding of current Taranaki careers, alongside and the changing vocational options in the region. Students see staying in the region, or returning to it, as possibilities in their career future. Average age of leavers increases, the proportion of students staying at school until 17 years of age increases. Evaluation/Measurement: <ul style="list-style-type: none"> Student voice surveys on usefulness of guidance, cultural identity, personal capabilities, and possible careers. Destination data for school leavers. Feedback from employers and tertiary providers. Whanau feedback on school careers evening.
Embed cultural identity and self-awareness in Career Education		<ul style="list-style-type: none"> Workshops and resources developed to connect cultural identity with career aspirations. Continue and strengthen partnerships with community organisations to support Māori and Pasifika students (eg Pūhoro, WhyOra). 	Students express confidence in their identity and its relevance to future pathways. Increased participation by Māori and Pasifika students in career programmes.	<ul style="list-style-type: none"> Equitable outcomes for Māori and Pasifika learners in career readiness. Stronger school-community partnerships supporting holistic development. Evaluation/Measurement: <ul style="list-style-type: none"> Student self-assessment on identity and on career confidence. Monitoring participation rates (proportions/percentages) by priority groups.

2026 NPGHS Annual Implementation Plan (AIP)

Underpinning Assumptions:

- Staff value career education as integral to holistic learning.
- Students and whānau engage with career planning opportunities.
- External partners (employers, tertiary providers, community groups) are available and willing to collaborate.

Barriers

1. Limited budget and time in curriculum for career education.
2. Staff confidence and capability in delivering career-related learning.
3. Access to external providers and resources.

Enablers

1. Dedicated Careers Advisor and pastoral team.
2. Partnerships already developing with community groups, tertiary providers, local employers.
3. Use of digital tools (including new development tools) for student planning.

2026 NPGHS Annual Implementation Plan (AIP)

Strategic Goal Engagement To increase the rate of ākonga/students attending school regularly. The definition of 'regular' is attendance of above 90%. To develop educationally powerful connections with ākonga and whānau which show ākonga how to learn and challenge them to achieve their personal best. Regulation 9(1)(a), Regulation 9(1)(f)				
Annual Target/Goal (This will be the outcome if our actions/inputs and outputs make significant change): To implement the reviewed (2025) Attendance Management Plan and school-wide strategies that meet Ministry of Education requirements, to improve regular attendance (90%+) while reducing chronic absence (70% and below). Regulation 9(1)(a)				
Actions (Inputs) Regulation 9(1)(b)	Resources Required, including personnel responsible. Regulation 9(1)(c)	What we expect to see or what 'things' will be produced? (Outputs)	Early outcomes: what happens because of our activities	Longer term impact/outcomes: what happens because of our activities? How will we measure this? Regulation 9(1)(d)
Finalise and Publish the Reviewed Attendance Management Plan (AMP)	Senior Leader with overall responsibility: DP Achievement and Attendance (MYO) Personnel involved: SLT Attendance support team Classroom Teachers	<ul style="list-style-type: none"> AMP approved by Board and published on school website. Clear processes for monitoring, intervention, and reporting attendance. 	<ul style="list-style-type: none"> Staff and whānau understand attendance expectations and processes. Increased responsiveness to attendance issues. 	<ul style="list-style-type: none"> AMP embedded in daily practice. Improved consistency in attendance management across the school Sustained improvement in regular attendance rates (90%+). Reduction in chronic absence (70% and below). Evaluation/Measurement: <ul style="list-style-type: none"> AMP compliance check against MoE guidelines. Publication of reviewed AMP on school website, replacing the 2024 document. Attendance data analysis (termly and annual).
Implement Targeted Attendance Interventions	Resources: SLT confirm AMP and STAR. Principal to communicate plans and successes to whānau and families. Rewards and supports are allocated within budget. Simplified and more personalised whānau and caregiver reporting systems investigated and implemented as appropriate.	<ul style="list-style-type: none"> Staff use the new stepped interventions, as described in our 2025 STAR. System for identifying students at each threshold reviewed, and operational. Individual attendance plans created for at-risk students. 	<ul style="list-style-type: none"> Whānau and students understand attendance by term and their own progress. Increased whānau engagement for students flagged as at-risk. Initial improvement in attendance for supported students. 	<ul style="list-style-type: none"> Reduction in chronic absence (≤70%). Sustained improvement for previously at-risk students. Evaluation/Measurement: <ul style="list-style-type: none"> Number of interventions initiated and completed. Attendance improvement within 4–6 weeks of intervention. Term-by-term chronic absence data.
Build a Positive Attendance Culture	Resources: SLT confirm AMP and STAR. Principal to communicate plans and successes to whānau and families. Rewards and supports are allocated within budget. Simplified and more personalised whānau and caregiver reporting systems investigated and implemented as appropriate.	<ul style="list-style-type: none"> Attendance expectations communicated to students and whānau. Positive attendance outcomes reinforced and highlighted (eg ball attendance, sports exchanges, Takatū Poutama, leadership roles etc). 	<ul style="list-style-type: none"> Increased student motivation and awareness of attendance importance. Fewer absences. 	<ul style="list-style-type: none"> Cultural shift: regular attendance seen as the norm. Higher proportion of students meeting 90%+ target. Evaluation/Measurement: <ul style="list-style-type: none"> Student and whānau survey on attitudes toward attendance and any barriers they encounter. Term-by-term attendance trends.

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Underpinning Assumptions:

- Staff prioritise attendance marking and follow up within their key roles.
- Accurate attendance data available daily.
- Whānau willing to engage with support plans.

Barriers

1. Staff not prioritising this work amongst the new curriculum focus and other requirements.
2. Complex family circumstances.
3. Limited resources for ongoing support
4. Hard-to-reach families not engaging with messaging.

Enablers

5. Government requirement.
6. Clear communication (website, messaging to whānau, email updates, and whānau meetings)
7. Staff who have this as a core component of their role.
8. Positive reinforcement embedded in school culture.