

Annual Implementation Plan 2026

Summary of the plan

The document outlines Opihi College's 2026 Annual Implementation Plan, focusing on improving student achievement, attendance, and engagement. The school aims to increase performance in Reading, Writing, and Mathematics.

Where we are currently *Regulation 9(1)(e)*

Reading, Writing and Mathematics (2025 Analysis): The baseline data for 2026, as presented, shows that Opihi College is not yet meeting the Government's priority of 80% of learners achieving at or above the expected curriculum level across all year levels.

Reading

- Year 7: 36% of Year 7's were at or above the standard at the end of 2025
- Year 8: 46% of Year 8's were at or above the standard at the end of 2025
- Year 9: 46% of Year 9's were at or above the standard at the end of 2025
- Year 10: 42% of Year 10's were at or above the standard at the end of 2025

Writing

- Year 7: 37% of Year 7's were at or above the standard at the end of 2025
- Year 8: 48% of Year 8's were at or above the standard at the end of 2025
- Year 9: 34% of Year 9's were at or above the standard at the end of 2025
- Year 10: 30% of Year 10's were at or above the standard at the end of 2025

Mathematics

- Year 7: 28% of Year 7's were at or above the standard at the end of 2025
- Year 8: 43% of Year 8's were at or above the standard at the end of 2025
- Year 9: 20% of Year 9's were at or above the standard at the end of 2025
- Year 10: 33% of Year 10's were at or above the standard at the end of 2025

NZQA Analysis: The NZQA result analysis includes all students enrolled in each Year Level, regardless of their participation in a full assessment programme. It does not reflect the number of students who were actively entered for NCEA Level 1 (with 80+ credits), Level 2, or Level 3 (with 60+ credits). Therefore, the data may not fully represent the performance of students engaged in the comprehensive assessment pathways leading to NCEA certification.

Literacy (2023-2025 Analysis):

Year 11 Literacy rates at Opihi College increased from 61.9% in 2024 to 74.3% in 2025. This increase is 4.5% behind the national average, but 1.6% above schools of the same equity band. The increase in Year 11 Literacy was also reflected in the national and equity band data with both increasing between 2 - 3.5%.

Numeracy (2022-2024 Analysis):

Year 11 Numeracy achievement at Opihi College increased from 50% in 2024 to 65.7% in 2025. This is still below the national average of 78.1% and equity band schools of 72.4%. Our numeracy data is still below the 76.1% achievement that we had in 2023. The increase in Year 11 Numeracy was also reflected in the national and equity band data with both increasing in 2025 between 3.1 - 6%.

NCEA Results (2019-2025 Analysis):

- **Level 1:** Achievement in Level 1 has increased from 50% in 2024 to 64.5% in 2025. This is comparative to our results in 2023 which were 64.7%. In 2025, we were trailing the national results (72.1%) and slightly above equity band schools (62.5%)
- **Level 2:** Achievement in Level 2 increased from 56.8% in 2024 to 70% in 2025. This was comparative to our results in 2023 which were 72.2%. In 2025, we were just below the national level (72.7%) and above equity band schools (66.9%)
- **Level 3:** Achievement in Level 3 decreased from 63.6% in 2024 to 40.9% in 2025. This was comparative to our results in 2021 which were 42.3%. In 2025, we were well below the national level (70.4%) and the equity band schools (67.3%).

University Entrance (UE):

UE attainment has increased from 9.1% in 2024 to 18.2% in 2025. This is comparative to our 2023 level of 18.8%. However this is still well below the national level of 49.0% and equity band schools of 32.4%

Engagement (2025 Analysis):

In Term 4, 2025, 51% of students attended school regularly (above 90%), meaning nearly half of the student population did not meet the threshold for regular attendance. Of the remaining students, 24% were irregularly absent, 10% moderately absent, and 15% chronically absent. Across 2025 there has been variation between terms. Regular attendance was 51% in Term 2, dropped to 40% in Term 3, and returned to 51% in Term 4, indicating attendance patterns are inconsistent across the year and influenced by seasonal factors. The most common reason for absence is illness or medical absence, accounting for approximately 50–57% of all absences, followed by unexplained or trivial absences (13–18%). These patterns suggest that while many absences are legitimate, there remains a proportion of avoidable absences that requires targeted intervention and stronger engagement with whānau. Attendance patterns also vary across student groups. Senior students, particularly those in Years 12 and 13, have higher levels of chronic absence compared with other year levels. Attendance data also shows disparities between groups, with some ethnic groups experiencing higher rates of chronic absence than others.

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

At Opihi College, we recognize the importance of Te Tiriti o Waitangi in shaping our educational approach and are committed to aligning with the principles outlined in Ka Hikitia and Ngāi Tahu's Education Strategy. Our targets and actions reflect the following key areas:

- **Te Whānau:** We will ensure that Māori learners and their whānau are supported with the right information, at the right time, through appropriate channels. This enables them to make informed decisions about their education and ensures their voices are heard and acted upon. We will offer facilitation and brokerage support for Māori learners, ensuring that we work with whānau in ways that meet their needs. This approach aligns with our commitment to partnership and engagement with Māori communities to foster strong, productive relationships.
- **Te Tangata:** Opihi College is dedicated to eliminating racism, discrimination, and stigma within our education system. We will set clear expectations for staff and students to actively engage in creating an inclusive environment. Our professional development will focus on equipping our staff to work effectively with Māori learners and whānau, ensuring that every learner is free from discrimination. We will create a culture where everyone is empowered to "call out" racism, and we will model professionalism that prevents and addresses racism.
- **Te Kanorautanga:** We acknowledge the diversity of Māori learners and their varied aspirations. Our curriculum will be responsive to the diverse needs of Māori students, respecting and celebrating their lived experiences. We will provide early and intensive support for learners who need it and will maintain high standards for teachers to work effectively with Māori learners. This support will empower Māori students to achieve their educational goals and aspirations.
- **Te Tuakiritanga:** Māori identity, language, and culture will be central to our educational approach. We will ensure high-quality Māori language education is offered, and Māori perspectives are embedded throughout the curriculum. Opihi College will support Māori learners to actively participate in te ao Māori, Aotearoa, and the wider world by creating an environment where their language, identity, and culture are valued and promoted every day.
- **Te Rangatiratanga:** We are committed to enabling Māori learners, their whānau, and Māori communities to exercise their authority and agency in education. Opihi College will provide opportunities for Māori whānau and iwi to lead and participate in educational pathways and governance decisions. We will support Māori participation in the leadership of the school and ensure that Māori perspectives influence school policy and practice.

Information of teaching and learning strategies *Regulation 9(1)(f)*

As part of our 2026 Annual Plan, Opihi College is working towards fully implementing these approaches, supported by external partners and professional development providers. These collaborations will ensure that our teaching staff receive the necessary guidance and training to effectively integrate these methodologies into the classroom, ensuring that all students benefit from high-quality, evidence-based education.

- The **Year 7-8 Maths and Pāngarau Acceleration Programme** provides targeted support for students who are not yet ready to access Phase 3 of the NZ Curriculum or Tūārere 3 of Te Marautanga o Aotearoa. Building on the successful 2025 tutoring trial, the programme focuses on accelerating foundational maths and pāngarau knowledge in four key areas:
 - Number structure and addition/subtraction
 - Multiplication and division fluency
 - Rational numbers (fractions, decimals, percentages)
 - Reasoning and solving word problems using mathematical language

These areas are considered essential building blocks for success across the maths and statistics learning area. The programme uses explicit teaching and targeted support to address gaps and support students to progress confidently into more complex mathematical concepts. In 2026 Opihi College was successful in accessing funding for 5 cohorts.

- **Implementation PLD for the refreshed Mathematics and Statistics Learning Area for Years 9-10**

Opihi College teachers are participating in Year 9-10 Mathematics PLD to strengthen pedagogical content knowledge and support implementation of the refreshed Mathematics and Statistics curriculum. This professional learning focuses on effective teaching strategies in number, algebra, statistics, probability, geometry, and measurement, while supporting teachers to accelerate progress for students who require additional support.

- **Structured Literacy:** We are committed to bridging the gap between evidence-based research and classroom practice in the teaching of reading, spelling, and writing. Through our partnership with Liz Kane Literacy, our teachers receive training aligned with the science of reading.
- **The Playbook Project:** Opihi College senior leaders are engaging with The Playbook Project to support the implementation of clear, evidence-based teaching and learning strategies across the school. Through this work, senior leaders will develop a shared instructional playbook that identifies the core teaching practices expected in all classrooms.
- **Collaborative Proactive Solutions & Student Support Model:**
We are committed to strengthening our pastoral systems by bridging evidence-based research with everyday practice in how we support student behaviour, wellbeing, and engagement. Through the implementation of Collaborative & Proactive Solutions (CPS), and in partnership with RTLB and *Lives in the Balance*, our leadership team and designated leads are undertaking training to become qualified CPS coaches. This ensures our staff develop a deep understanding of the neuroscience of behaviour, lagging skills, and trauma-informed



responses, equipping them to work relationally and proactively with students. Operating within a dedicated Student Support Model, our team provides a coordinated, strengths-based and trauma-informed approach to engagement, leading to improved attendance, reduced stand-downs, and greater long-term success for our ākonga.

Strategic Goal 1:

Improve overall student achievement across Reading, Writing, and Mathematics, with a specific focus on increasing literacy and numeracy rates at Opihi College to meet or exceed Government targets. The goal is to raise achievement levels across all year groups, with a particular emphasis on Year 7 to Year 10, and improve NCEA performance for senior students

Annual Target *Regulation 9(1)(a)*

By the end of 2026, Opihi College will accelerate achievement in Reading, Writing, and Mathematics across Years 7–10, with a particular focus on Years 7 and 8 as foundational years for literacy and numeracy development.

We target the following achievement levels:

- Year 7: 50% in Reading, 50% in Writing, and 45% in Mathematics.
- Year 8: 60% in Reading, 60% in Writing, and 55% in Mathematics.
- Year 9: 55% in Reading, 45% in Writing, and 35% in Mathematics.
- Year 10: 52% in Reading, 42% in Writing, and 45% in Mathematics.

These targets represent a 10–15 percentage point lift across most year levels and learning areas. This reflects a significant and realistic acceleration from current baseline data and establishes a clear stepped pathway toward the Government's long-term target of 80% or above achievement in these key areas. Additionally, we aim to increase Year 11 NCEA Literacy and Numeracy co-requisite attainment to 75%, strengthening foundational skills required for senior pathway success.

For NCEA results, our targets are:

- 75% achievement at NCEA Level 1 (students entered for 80+ credits),
- 78% achievement at NCEA Level 2 (students entered for 60+ credits),
- 55% achievement at NCEA Level 3, and
- 30% University Entrance attainment for Year 13 students.

What do we expect to see by the end of the year? *Regulation 9(1)(a)*

By the end of 2026, we expect to see clear evidence that the implementation of our refreshed junior curriculum, structured literacy approach, and mathematics acceleration programme is driving measurable and sustainable improvement in student achievement.

Years 7–10 Reading, Writing, and Mathematics

With the Years 7–10 curriculum now finalised and aligned to the refreshed New Zealand Curriculum and Te Marautanga o Aotearoa, we expect:

- Greater coherence between curriculum design, classroom practice, and assessment.
- Increased consistency in the explicit teaching of literacy and numeracy across learning areas. Accelerated progress in foundational skills, particularly at Years 7 and 8, as a result of Structured Literacy and the Maths and Pāngarau Acceleration Programme.
- A measurable increase in the proportion of students meeting or exceeding expected curriculum levels in Reading, Writing, and Mathematics.
- Reduced variability in achievement between cohorts as teaching practice becomes more consistent and evidence-based.

Year 11–13 Literacy, Numeracy, and Qualifications

In the senior school, we expect to see the continued strengthening of literacy and numeracy capability based on what we learnt in the Te Manu Ka Rere Project, where foundational competencies are reinforced across learning areas. While the draft Year 11–13 curriculum and finalised qualification framework are being developed, planning is underway to ensure strong alignment between junior curriculum expectations and senior course pathways.

By the end of 2026, we expect to see:

- Improved Year 11 Literacy and Numeracy co-requisite attainment.
- Earlier identification and support for students at risk of not achieving qualifications.
- Improved credit tracking and monitoring across NCEA Levels 1–3.
- Stronger Level 1 and Level 2 achievement as a result of improved readiness and curriculum coherence.
- Clearer pathway alignment at Level 3 and improved University Entrance attainment for students pursuing academic pathways.

Action Plan

Actions <i>Regulation 9(1)(b)</i>	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Measure <i>Regulation 9(1)(d)</i>
Implementation of Structured Literacy Approaches			
Engage with Liz Kane Literacy to support the implementation of structured literacy approaches across relevant learning areas.	Principal Deputy Principal – Curriculum	Liz Kane Literacy PLD Staff professional learning time	Teachers participate in PLD Structured literacy strategies used in classrooms
Provide professional learning and development for teachers to strengthen knowledge of structured literacy, including explicit teaching of phonological awareness, decoding, spelling, and vocabulary	Head of Year 7 & 8 Liz Kane Literacy	Structured literacy teaching resources Teacher collaboration and planning time	Teaching programmes reflect structured literacy approaches Student literacy progress monitored through assessment data
Integrate structured literacy strategies into classroom teaching programmes and learning sequences.			
Review teaching practice and student outcomes to refine and embed structured literacy approaches across the school.			

Implementation of Year 7–8 Maths and Pāngarau Acceleration Programme			
Identify and confirm five cohorts of Year 7–8 students who would benefit from participation in the Maths and Pāngarau Acceleration Programme. Provide professional learning and guidance for teachers to implement the programme and deliver targeted acceleration strategies.	Principal Deputy Principal – Curriculum Head of Mathematics Head of Year 7 & 8 Year 7–8 Teachers	PLD for Maths and Pāngarau Acceleration Programme Assessment tools and student data Mathematics teaching resources Teacher planning and collaboration time	Target students identified and participating in the programme Student progress monitored through assessment data
Implement the Maths and Pāngarau Acceleration Programme with identified cohorts, focusing on strengthening number knowledge, mathematical thinking, and confidence.			
Monitor student progress through regular assessment and classroom evidence to track acceleration in learning.			
Review outcomes for each cohort and refine teaching approaches to support sustained improvement in mathematics and pāngarau achievement.			

Implementation PLD for the refreshed Mathematics and Statistics Learning Area for Years 9-10			
<p>Webinars Term 1 & 2 (Day 1) - Number and Accelerating Progress (Day 2) -Algebra, Planning, and Communication in Mathematics and Statistics</p>	<p>Deputy Principal – Curriculum Head of Mathematics Year 9–10 Mathematics Teachers</p>	<p>PLD webinars and workshops Travel and release time for staff Planning time to incorporate new approaches</p>	<p>Teachers attend PLD sessions Explicit teaching strategies evident in planning and lessons Improved student engagement and progress in mathematics</p>
<p>Workshops (Timaru) Term 3 & 4 (Day 3) - Statistics, Probability and Positive Relationships with Mathematics and Statistics. (Day 4) - Geometry, Measurement and Mathematical Processes.</p>			

Implementing Curriculum Change (Strengthening the New Zealand Curriculum - Implementation Timeline 2024-2030)			
<p>Consolidation of 2025 Curriculum Development (Term 1, 2026) Confirm and document findings from the 2025 curriculum review and Teacher Only Day, including evidence from teaching practice and student learning.</p>	<p>Principal</p> <p>Senior Leadership Team</p> <p>Heads of Learning Areas</p>	<p>Curriculum refresh documentation</p>	<p>Curriculum review findings documented</p>
<p>Programme Structure Decision (Term 2, 2026) Senior leaders confirm the preferred Year 9-10 programme structure to support effective delivery of the refreshed curriculum from 2027.</p>		<p>Teacher Only Day and staff meeting time</p>	<p>Updated Year 9-10 programmes developed</p>
<p>Programme Redesign and Alignment (Term 3, 2026) Redesign Year 9-10 programmes to ensure alignment with the refreshed curriculum, including learning progressions, assessment approaches, and teaching strategies.</p>		<p>Planning time for programme redesign</p>	<p>Staff and community informed of curriculum changes</p>
<p>Implementation Preparation (Term 4, 2026) Prepare staff, teaching programmes, and community communication to support the implementation of the updated Year 9-10 curriculum model.</p>			

The Planbook Project			
<p>Professional Learning and Exploration (Term 2, 2026) Team participate in The Playbook Project to explore high-impact, evidence-based teaching strategies.</p>	<p>Principal Senior Leadership Specialist Classroom Teacher</p>	<p>Participation in The Playbook Project Professional learning and research resources</p>	<p>Core teaching practices identified Opihi College Instructional Playbook developed</p>
<p>Identification of Core Teaching Practices (Term 2–3, 2026) Identify and prioritise the key teaching practices that will form the foundation of teaching and learning at Opihi College.</p>	<p>Curriculum Leaders</p>	<p>Time to develop and document teaching practices</p>	<p>Playbook shared with staff and used to support teaching practice</p>
<p>Development of the Instructional Playbook (Term 3, 2026) Curate and document these practices into a shared Opihi College Instructional Playbook.</p>			
<p>Refinement (Term 4, 2026) Review and refine the playbook to ensure clarity and alignment with the school's teaching and learning priorities.</p>			

Strategic Goal 2:

Opihi College is committed to strengthening student engagement by improving regular attendance and reducing the need for exclusionary responses such as stand-downs, suspensions, and exclusions. In alignment with the Government's target of 80% of students attending regularly (90% or more of the time) by 2030, the College will implement a staged improvement pathway grounded in a trauma-informed, strengths-based Collaborative and Proactive Solutions approach that prioritises early intervention, relationship-based practice, and restorative responses. Through the full implementation of the Attendance Management Plan, strengthened home-school partnerships, data-informed decision making, and coordinated multi-agency support, the College will progressively increase the proportion of students attending regularly each year, reduce chronic absence (70% attendance or below), decrease unjustified absences, lower stand-downs, and maintain suspensions and exclusions at minimal levels through proactive pastoral systems that build belonging, accountability, and engagement.

Annual Target *Regulation 9(1)(a)*

In 2026, Opihi College will take a staged and evidence-informed approach toward achieving the Government's 2030 target of 80% of students attending school regularly (90% or more of the time). Based on 2025 data, where 51% of students were attending regularly by Term 4, we are setting a target to increase regular attendance to **at least 60% by Term 4, 2026**. We will also reduce chronic absence (students attending 70% of the time or less) from 15% to **below 12%**, and continue to reduce unjustified absences through strengthened implementation of our Attendance Management Plan, earlier identification of concerns, and closer partnerships with whānau. As part of our wider focus on student engagement and wellbeing, we aim to reduce stand-downs from 30 in 2025 to **fewer than 22 in 2026**, supported by a trauma-informed, strengths-based and proactive approach to behaviour and pastoral care.

What do we expect to see by the end of the year? *Regulation 9(1)(a)*

By the end of 2026, we expect to see measurable improvement in regular attendance across all year levels, with clear progress toward our target of 60% regular attendance and a reduction in chronic absence. Earlier identification of attendance concerns, consistent implementation of the Attendance Management Plan, and strengthened partnerships with whānau will result in fewer unjustified absences and more timely intervention. We expect to see the full implementation of the College's Student Support Model, ensuring a coordinated and proactive approach to attendance, behaviour, and wellbeing. This will include designated leads completing training as Collaborative & Proactive Solutions (CPS) coaches through Lives in the Balance, in partnership with RTLB, strengthening our capacity to respond constructively to unmet needs and lagging skills. Staff will also be trained in the application of neuroscience and trauma-informed practices in education, leading to more consistent, relational, and preventative responses to behaviour. As a result, we expect to see a reduction in stand-downs, fewer repeat behavioural incidents, and stronger student engagement overall.

Action Plan

Actions <i>Regulation 9(1)(b)</i>	Who is responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Measure <i>Regulation 9(1)(d)</i>
Implementation of Collaborative Proactive Solutions Framework			
Staff Capability Building Six staff members complete Collaborative & Proactive Solutions (CPS) certification through Lives in the Balance to strengthen staff capability in responding to challenging behaviour	Principal Senior Leadership Team Student Support Team	CPS certification training through Lives in the Balance RTLB partnership for trauma and neuroscience PLD Child protection and specialist trauma training	Staff complete CPS and trauma-informed professional learning CPS and trauma-informed approaches evident in behaviour responses and pastoral systems
Professional Learning in Trauma and Neuroscience Deliver professional learning on trauma-informed practice and neuroscience in partnership with RTLB to build staff understanding of how trauma impacts learning, behaviour, and regulation.		Staff professional learning time Resourcing and redesign of Kōwhai House	Students receiving support through Kōwhai House demonstrate improved engagement and regulation
Strengthening Specialist Knowledge Provide targeted professional learning including child protection training and specialist trauma training to support safe and responsive practice across the school.			

<p>Environment and Programme Alignment Redesign Kōwhai House to better support students requiring additional wellbeing, behavioural, and relational support.</p>			
<p>Embedding Practice (Ongoing) Integrate CPS and trauma-informed approaches into student support processes, behaviour responses, and pastoral systems across the school</p>			

Implementation of Kōtutū - Cross-Agency Attendance & Engagement Hui			
<p>Engagement with the Kōtuitui Network Participate in the Kōtuitui attendance project alongside local schools and agencies to strengthen collective responses to attendance challenges. Work with partner schools and agencies to identify and share effective strategies for improving student attendance and engagement.</p>	<p>Principal Attendance Officer Kōtuitui partner schools and agencies</p>	<p>Participation in Kōtuitui network meetings and hui Opihi College Attendance Management Plan Student management system attendance data Staff time for monitoring attendance and collaboration with partner schools and agencies</p>	<p>Regular participation in Kōtuitui attendance hui Regular participation in Kōtuitui attendance hui and cross-agency collaboration Attendance concerns identified early and responded to through stepped processes</p>
<p>Implementation of the Attendance Management Plan Implement the Opihi College Attendance Management Plan, including early identification of attendance concerns and stepped responses to support student engagement.</p>			<p>Attendance data monitored and reviewed to support improved student attendance and engagement</p>