

TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata
People reaching their full potential

Annual Plan 2026



Annual Plan

Strategic Goal 1

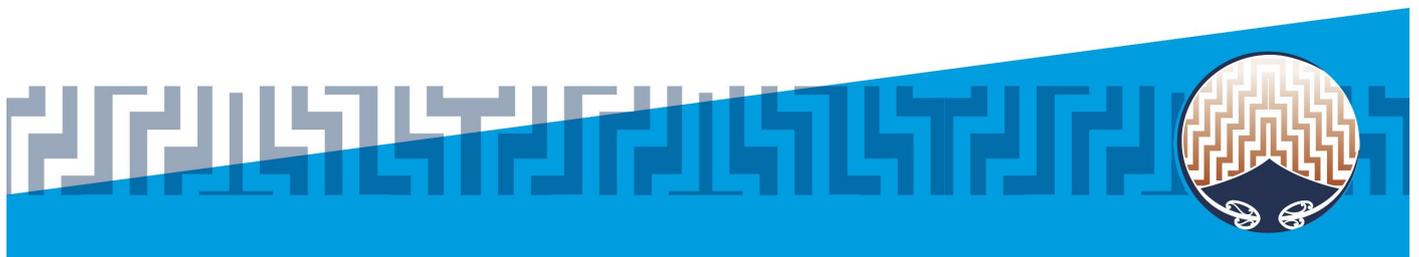
Strategic Goal 1: Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued.

3 Year Goal (End of 2026)

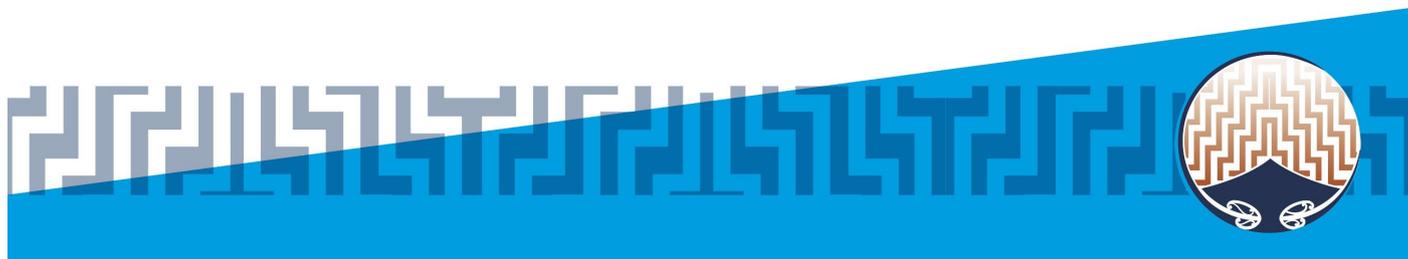
- Increase students who attend school regularly (more than 90%) to over 70%
- Decrease the number of stand downs and suspensions to the national average.
- Board of Trustees who serves, and effectively works collaboratively with the school community to set, monitor and prioritise the school's strategic direction.
- Wellbeing data improved from the 2024 baseline.
- Increase in the number of students participating in extra-curricular activities from 2023 baseline data (Voice of Rangatahi)
- My Mahi points have a positive impact school-wide on the Huakina Mai indicators (eg number of pastoral entries, types of behaviour)
- Quality leadership opportunities available to students from Year 7-13.

Where are we currently at?

- In 2025 we had 42% of students at Te Paepae o Aotea attending school regularly (90% or more) up from 31% and 29% in 2024 and 2023 respectively. For Māori students this dropped to 29% (up from 21% the previous year).
- 135 students were stood down in 2025 compared with 197 in 2024 and 154 in 2023. 10 students were suspended in 2025 compared with 7 in 2024 and 21 in 2023. Overall, the number of stand down and suspensions were lower in 2025 compared with both 2024 and 2023.
- Our school had an establishment board in place which was appointed by the Minister of Education in December 2021. This board had a representative from each of Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine. There were also three members who were co-opted on in January 2022. June 2025 saw the transition from an establishment board to an elected board. Our board now consists of five parent representatives, one staff representative, one student representative and principal.



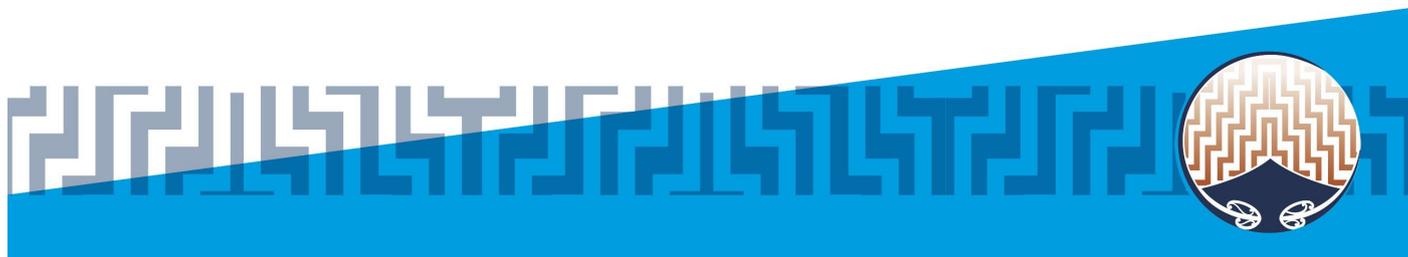
- In 2024 we collected specific wellbeing data for the first time. This continued in 2025, data was collected via forms. Students were given a 5-point scale for each of the indicators. The average for each awa was 3.33. The number of students wanting a follow up conversation on their wellbeing ranged from 10 – 12 each time the form was administered. The lowest scoring question continues to be “I look forward to coming to school” whilst the highest scoring question continues to be “I have friends at school I can trust” closely followed by “I feel safe from bullying”.
- The Voice of Rangatahi data was collected in 2023 and 2025, the Te Paepae o Aotea data was then compared to Taranaki and national data. Our data shows that we had a lower percentages of students being satisfied, very satisfied or extremely satisfied than other schools in Taranaki and nationally. Our school data compares favourably with the number of students who do 7 days of physical activity but we have a larger percentage of students doing no or 1 day of physical activity a week compared to the Taranaki and national data.
- PB4L implementation has been underpinned by our school values of Aotea, Taupaenui and Paepae. Rewards systems were in place within each awa in 2023 but it was not consistent across the school until 2024. The PB4L team was established late in 2023 and meant that the school wide reward system was in place for 2024. Term 4, 2024 saw Te Paepae o Aotea sign up to Huakina Mai. An audit of the PB4L under the Huakina Mai lens was completed and results were shared with staff. The 2025 action plan for Huakina Mai was implemented and a review was conducted at the end of the year and shared with MoE.
- In 2025, the Huakina Mai team achieved significant progress in strengthening partnerships and embedding positive behaviour practices across the school. Regular hui with Ngāti Ruanui and Ngāruahine ensured iwi voice informed decision-making, supported by data sharing and co-construction of next steps. The team enhanced alignment between pastoral care, pedagogy, and cultural capability by including Whānau Support Team members. Student voice was gathered to shape values-based practice, and weekly Huakina Mai lessons were delivered as part of the SEL curriculum. Visuals and signage planning reflected school values, while the My Mahi acknowledgment system continued to reward positive behaviour, supported by improved shop processes. Community engagement was fostered through events like the Food Truck evening, and data-driven approaches guided practice through refined KAMAR systems and AREA-informed hui. Professional development remained a focus, ensuring staff capability and consistency in implementing Huakina Mai across all learning spaces.
- Student leadership structure was developed in 2022 by the senior and middle leaders and this was implemented in 2023. A review of this structure was completed at the end of 2024 with amendments made for the following year. 2025 saw the continued development of the school’s student leadership structure with a major focus on providing quality leadership training to students.

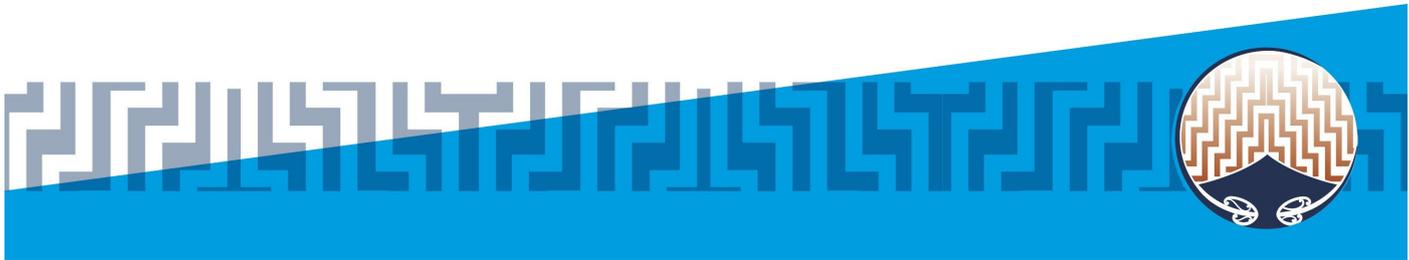
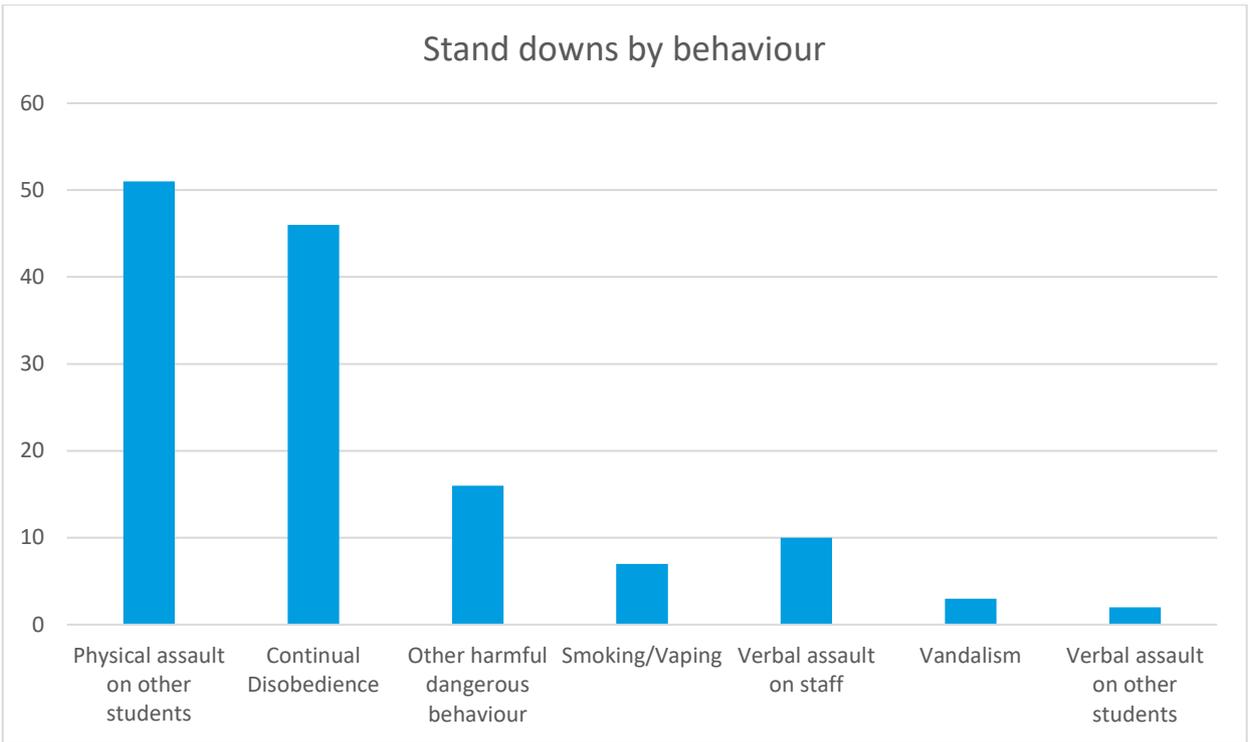
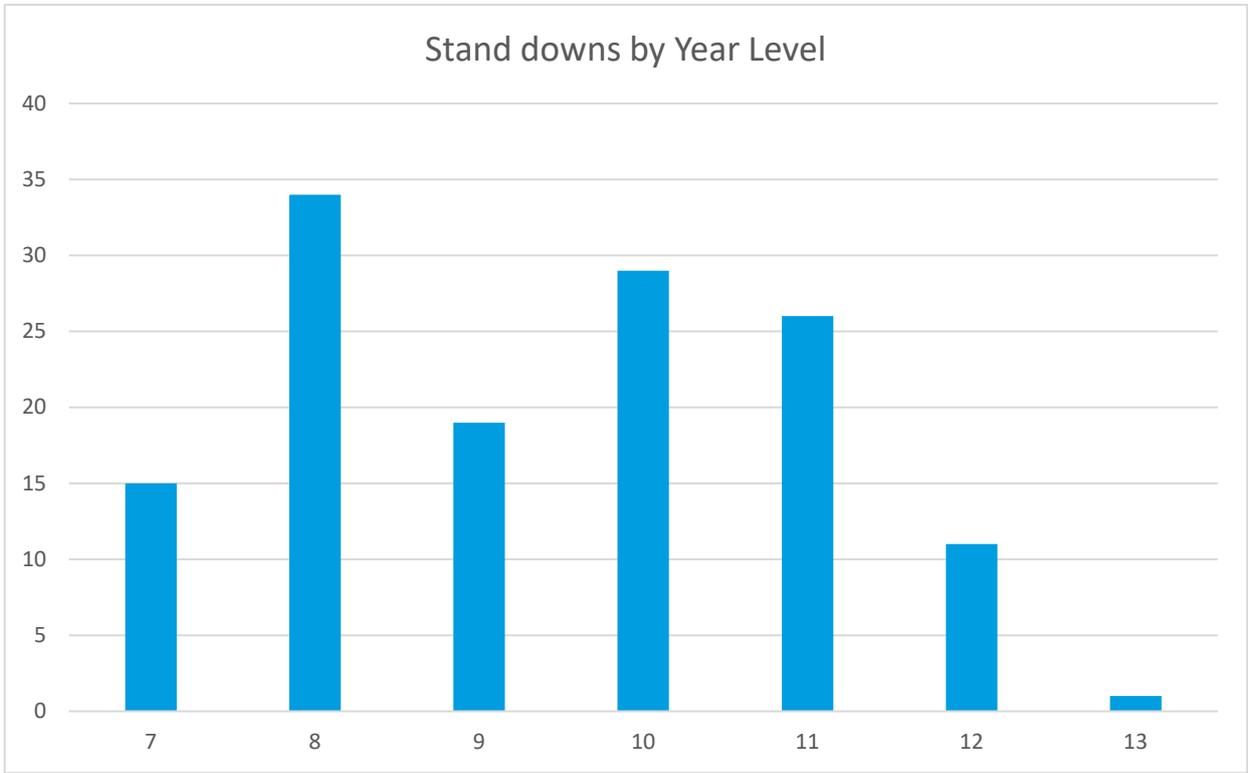


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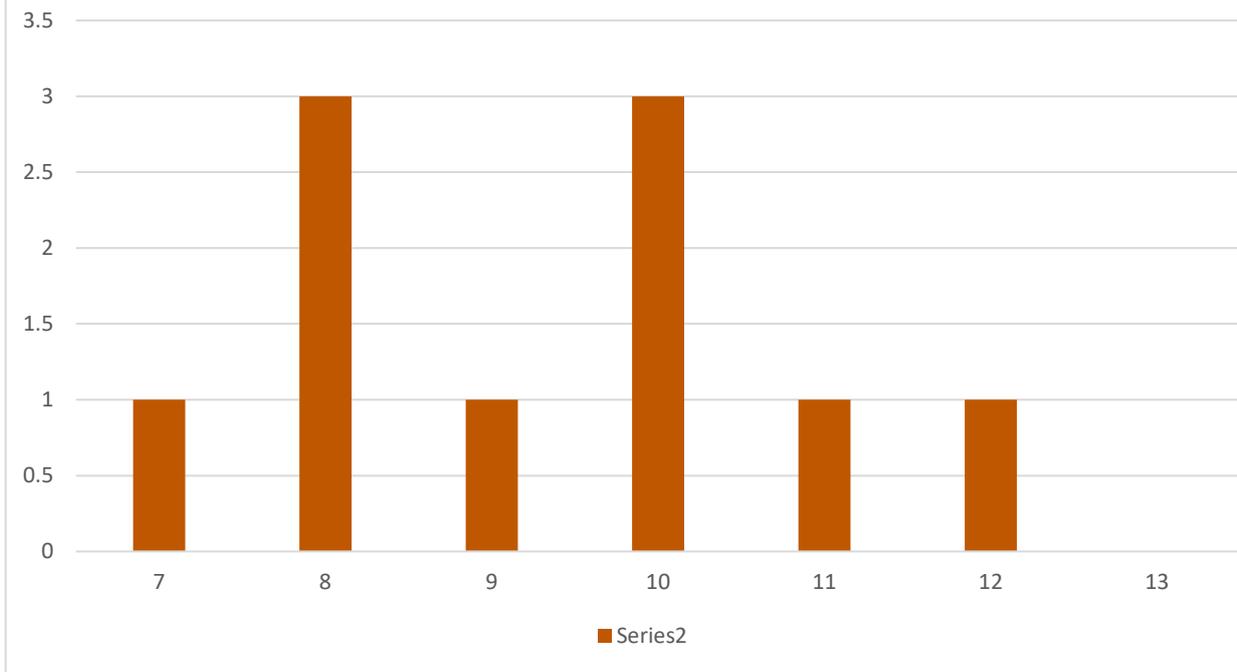
Strategic Goal 1

Type	Regularly attending (Attending more than 90%)		Irregular absence (Attending more than 80% and up to 90%)		Moderately absent (Attending more than 70% and up to 80%)		Chronically absent (Attending 70% or less)	
	Number	%	Number	%	Number	%	Number	%
All	410	42%	294	30%	132	13%	147	15%
Asian	31	69%	6	13%	6	13%	2	4%
European	227	50%	122	27%	54	12%	49	11%
Māori	131	29%	158	35%	68	15%	93	21%
MELAA	5	71%	1	14%	1	14%	0	0%
Other	2	100%	0	0%	0	0%	0	0%
Pasifika	14	52%	7	26%	3	11%	3	11%
Level 7	85	52%	55	33%	13	8%	12	7%
Level 8	62	45%	42	30%	15	11%	19	14%
Level 9	62	39%	47	29%	31	19%	20	13%
Level 10	60	38%	49	31%	16	10%	32	20%
Level 11	54	39%	39	28%	18	13%	27	20%
Level 12	55	42%	36	27%	20	15%	20	15%
Level 13	32	34%	26	28%	19	20%	17	18%
Another Gender	2	40%	0	0%	1	20%	2	40%
Female	192	41%	129	28%	70	15%	74	16%
Male	216	42%	165	32%	61	12%	71	14%

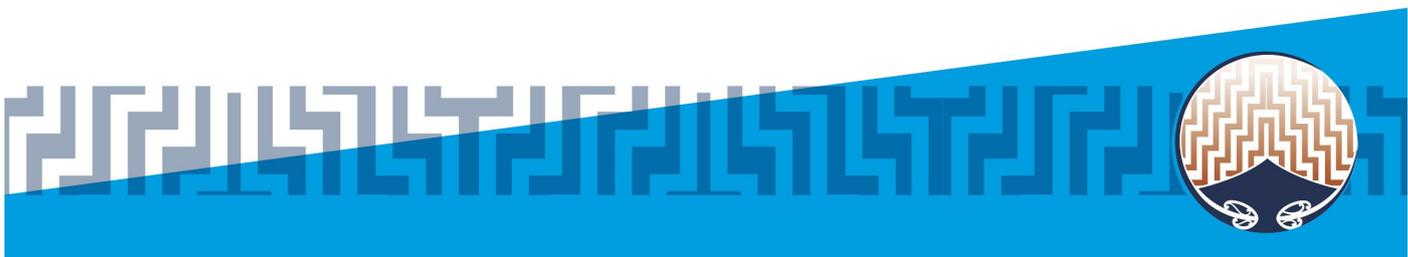
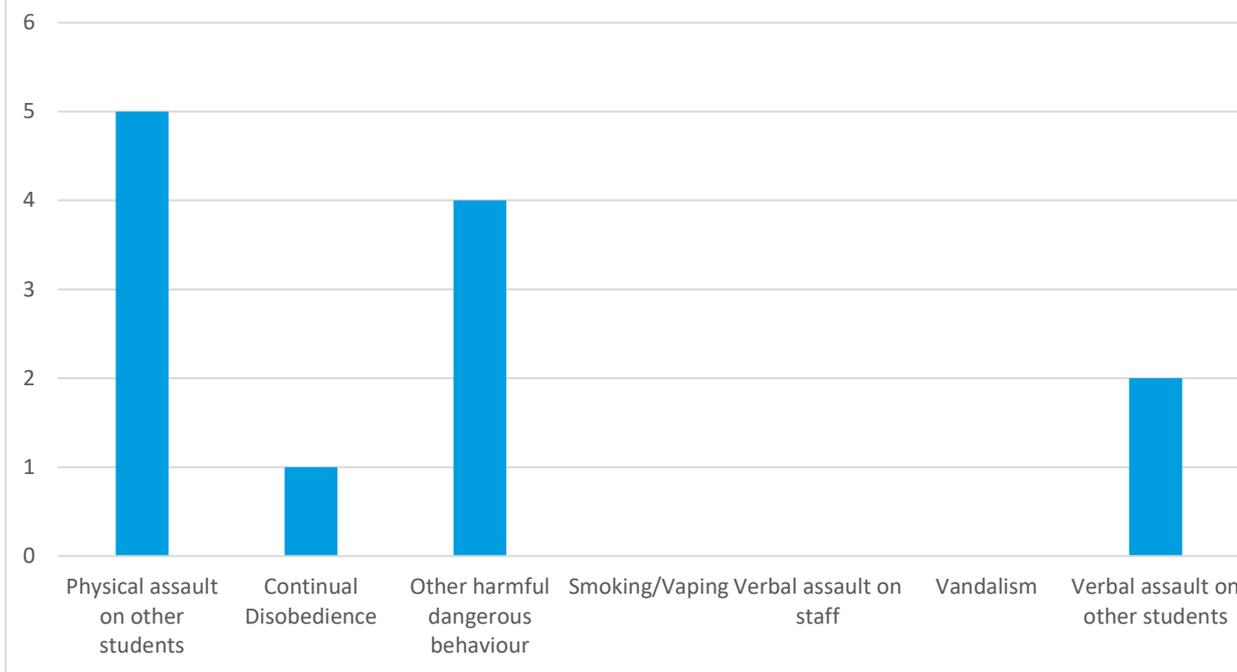




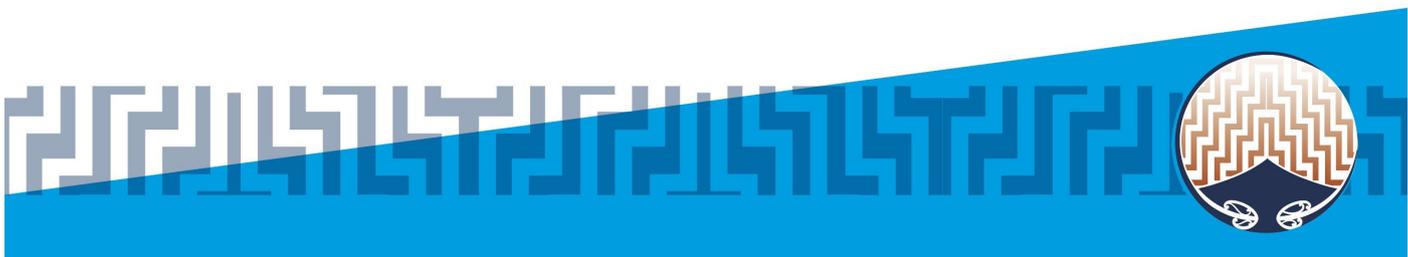
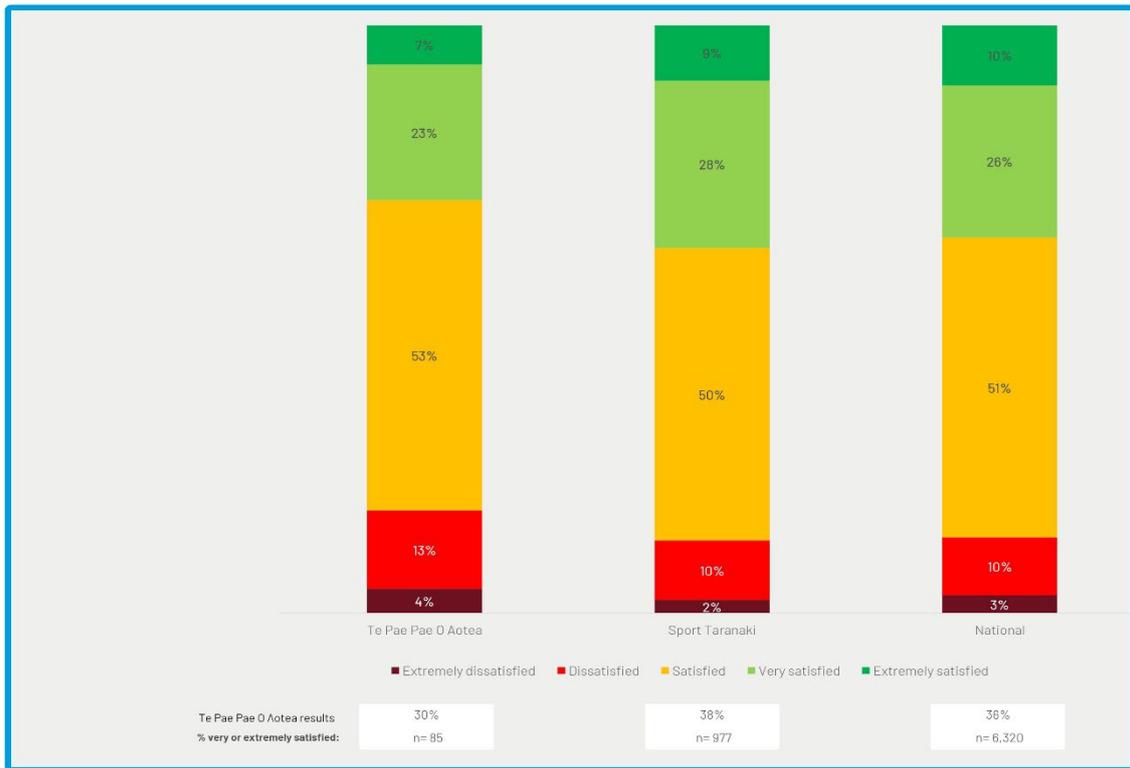
Suspensions by Year level

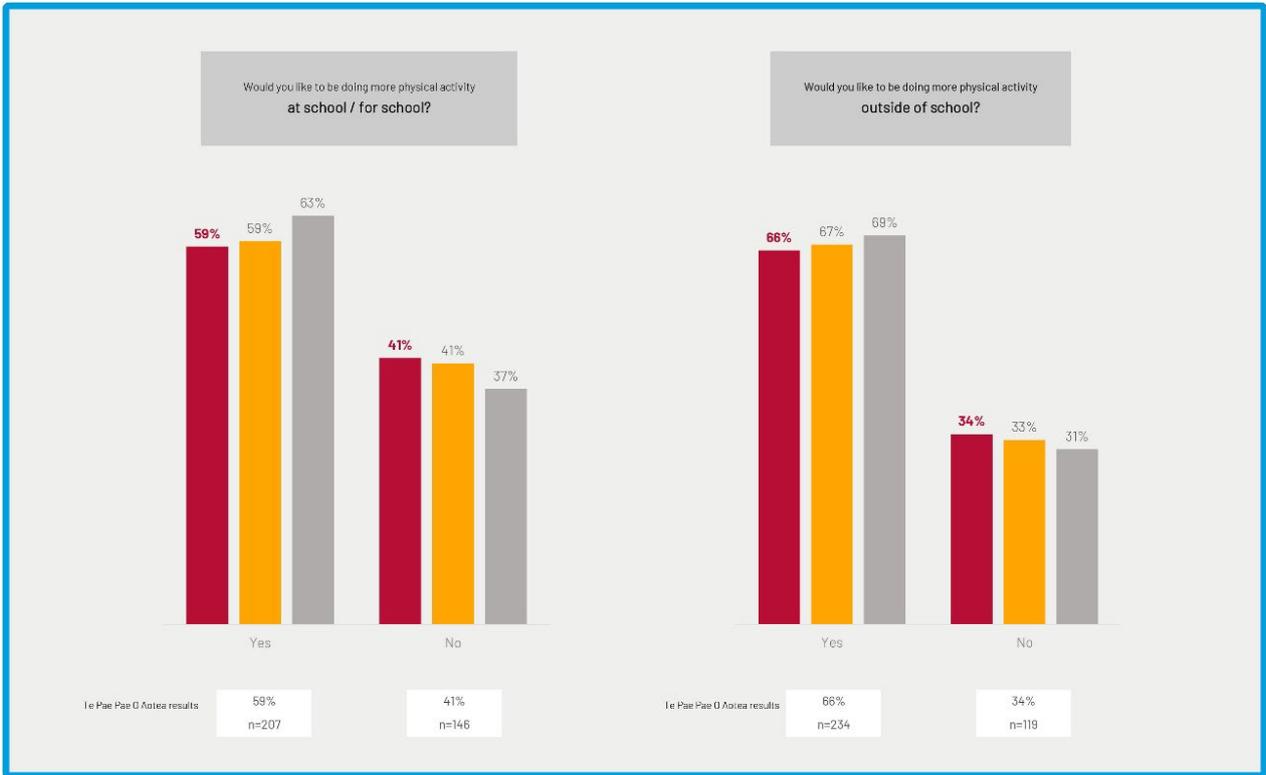


Suspensions by behaviour

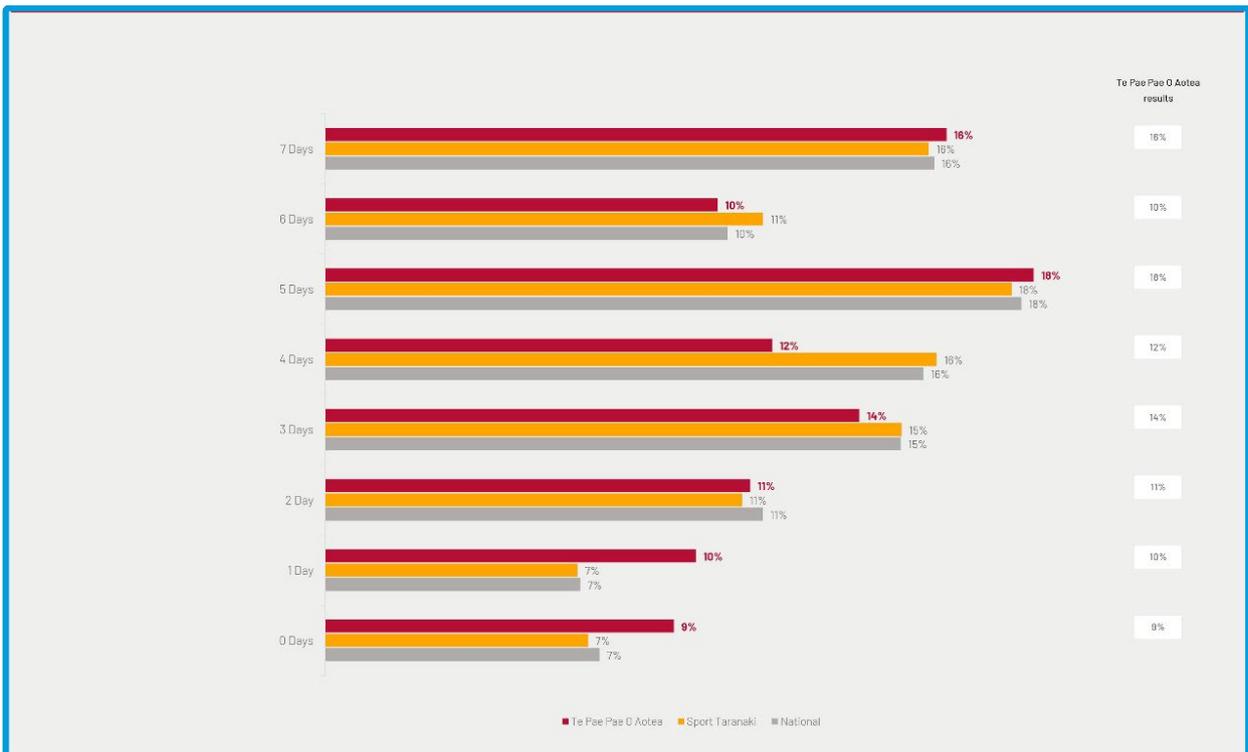


Overall Satisfaction with Physical Activity at School

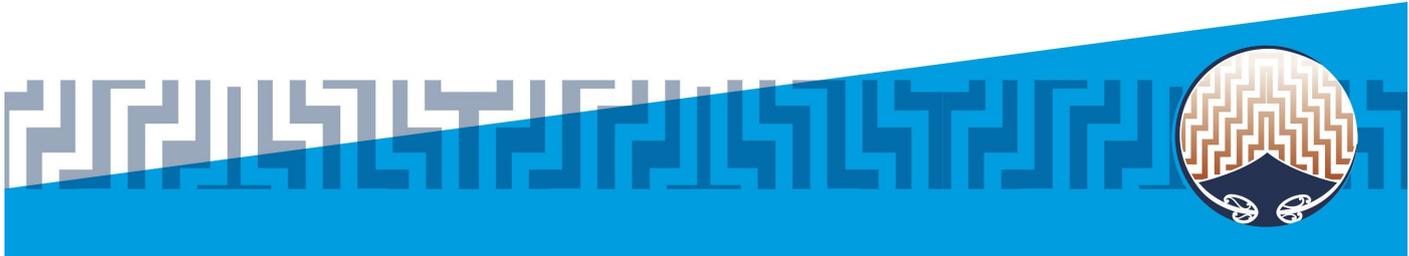




TE PAEPAE O AOTEA – Survey Support
 Appetite for More Physical Activity in School and Outside of School



TE PAEPAE O AOTEA – Survey Support
 Amount of Physical Activity

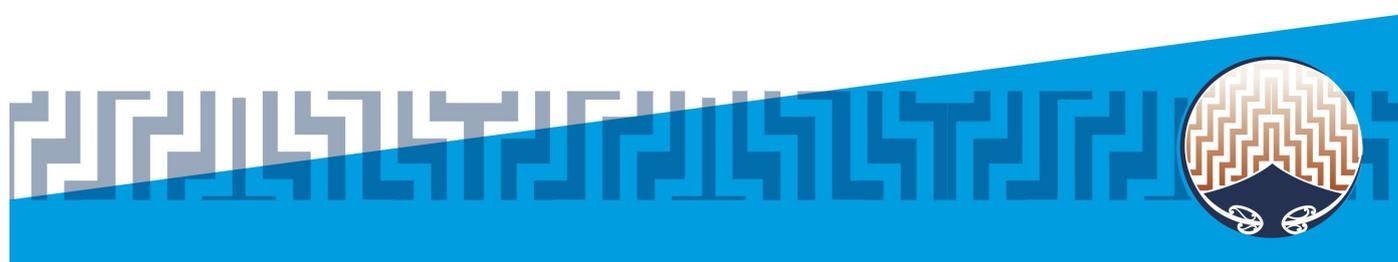


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Strategic Goal 1

Questions	T1 - W5	T1 - W11	T2 - W5	T2 - W9	T3 - W3	T3 - W7
Participation	433	549	488	293	279	468
I ask for help when I need it	3.26	3.35	3.36	3.37	3.23	3.31
I believe I can learn things that are difficult	3.38	3.37	3.4	3.36	3.37	3.37
I bounce back quickly after something bad happens	3.22	3.28	3.21	3.16	3.17	3.16
I keep trying even when my schoolwork is difficult	3.45	3.38	3.46	3.45	3.38	3.37
I believe things will work out for the best	3.4	3.37	3.44	3.4	3.39	3.37
I feel like I belong at my school	3.35	3.43	3.4	3.45	3.26	3.23
I look forward to going to school	2.89	2.9	2.88	2.91	2.76	2.8
Students at my school care about me	3.26	3.37	3.34	3.42	3.24	3.28
I have friends at school I trust	4.1	4.05	4.07	4.07	3.81	3.96
I can talk to an adult at my school when I have a problem	3.11	3.19	3.18	3.16	3.05	3.12
My school is a safe place for me	3.2	3.21	3.25	3.26	3.11	3.12
People at my school respect my personal boundaries	3.17	3.18	3.19	3.21	3.14	3.07
I feel safe from bullying at my school	3.5	3.45	3.36	3.44	3.28	3.35
I can be myself at school	3.46	3.57	3.5	3.57	3.39	3.47
I feel safe online from bullying	4.07	4.08	4.06	4.01	3.95	4.05
How successful do you feel in your learning?	3.39	3.46	3.5	3.48	3.33	3.36
Do you think your teachers think you are a good learner?	3.41	3.42	3.52	3.52	3.34	3.36
How challenging do you find your classes?	3.02	3.17	3.16	3.08	3.06	3.13
How well are your learning needs being met at school?	3.33	3.39	3.4	3.4	3.24	3.36
Overall average data	3.37	3.40	3.40	3.41	3.29	3.33
I can talk to an adult at my school when I have a problem	3.11	3.19	3.18	3.16	3.05	3.12

Awa	Average Well-being score
Pātea	3.36
Kaupokonui	3.30
Tangahoe	3.34
Waingongoro	3.34



Leadership Opportunities

Te Paepae o Aotea encourages student leadership. We are committed to being a student-led, student-centred school. Students are given leadership training opportunities and are encouraged to take on positions as role models for other students. Leaders contribute to the leadership of our school. There are opportunities for both senior and junior students to be leaders.

Head Students

Four Head Students work together to lead our school. Each Head Student holds responsibility for one of the following aspects of school life:

- Academic
- Culture/Arts
- Community
- Sport

Head Students report to our Tumuaki and meet regularly.

Awa Leaders

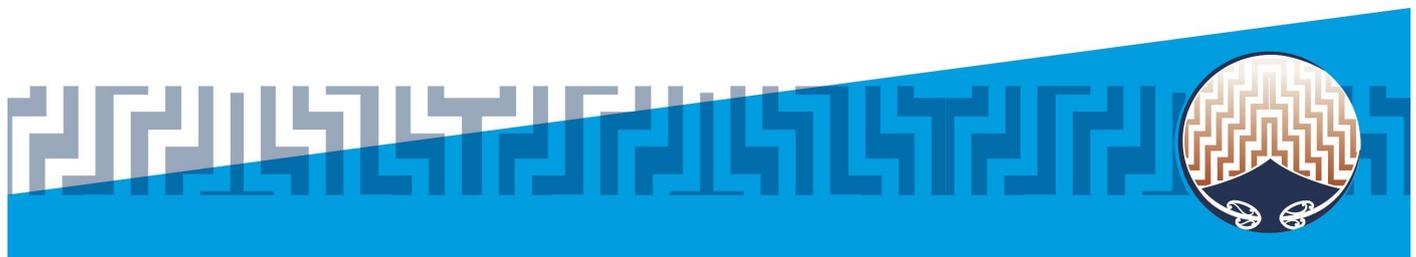
Each Awa is led by four Junior Awa Leaders and four Senior Awa Leaders. Awa Leaders lead and work with their Whare Pastoral Leaders to organise their students in the inter-house activities/competitions throughout the year. They are responsible for developing and driving the culture of their Awa. Senior and Junior Awa Leaders take on a responsibility in one aspect of school life; sport, arts/culture, academic or the community.

Awa Leaders support their Whare Pastoral Leaders to run their Awa assemblies and build their culture and identity. Awa Leaders work with their Head Student with the same area of responsibility.

Service Leadership

Service Leadership roles include: Resource Hub, bus, lunchtime recreation equipment distribution, kai duties, school environment, plus any others needed.

Leaders of service areas work alongside staff in charge and the Community Head Student to ensure the smooth running of daily life at Te Paepae o Aotea.

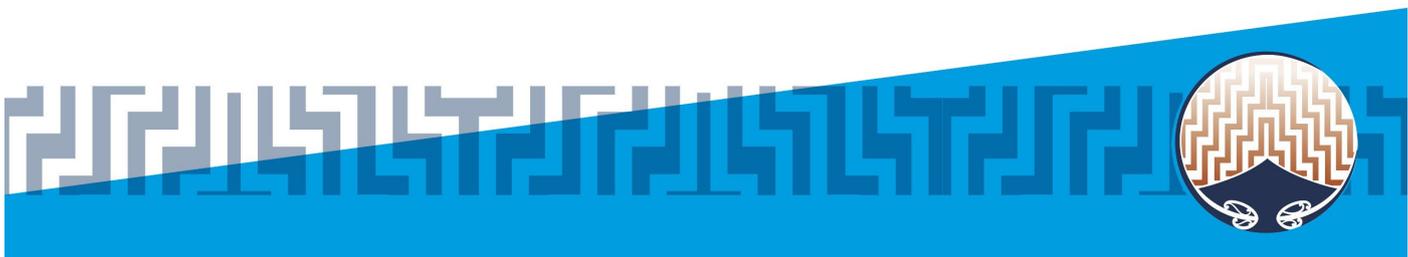


Improvement Plan

Strategic Goal 1

Objective: Use students, whānau and community voice to inform curriculum and pastoral support

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Create an efficient voice collection methodology school wide.	Term 1.	Senior Leaders.	Time for key staff.	Efficient voice collection school wide.
Collect community, whānau, student, staff voice.	Ongoing throughout the year.	All staff.	Allocation of time to collect voice Allocation of time to collate voice. Miscellaneous and Technology.	Learning programmes and pastoral systems that met the needs and aspirations of the school community. (Kai, prizes).



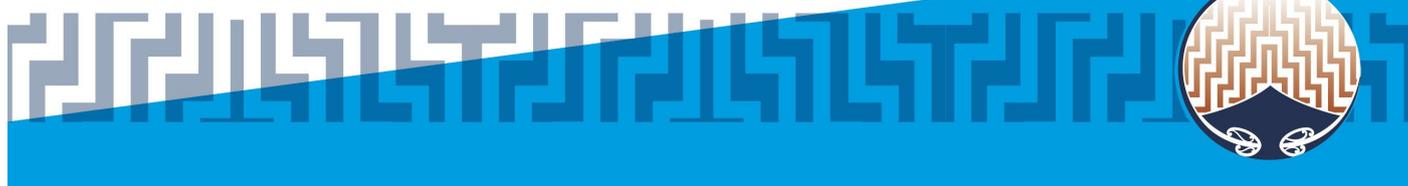
Objective: Connect with our Kahui ako to establish attendance initiatives

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Engage in attendance initiatives community wide.	Ongoing	Principal, attendance staff.	Time	New initiatives up and running.
Implement new attendance initiatives.	Ongoing.	Senior Leaders Attendance staff Pastoral Leads	Staffing to pay for interventions. Certificates to celebrate success. Rewards for students. Joint School Initiative Fund. In school attendance officer.	New initiatives up and running.
Review attendance initiatives community wide.	Term 4.	Senior Leaders Attendance officer Pastoral Leads.	Senior Leaders, Attendance Officer and Pastoral Leads.	Improvement of student attendance 70-89% to 90% plus.



Objective: Develop the capability of staff to use data to identify learners who are not engaged or attending

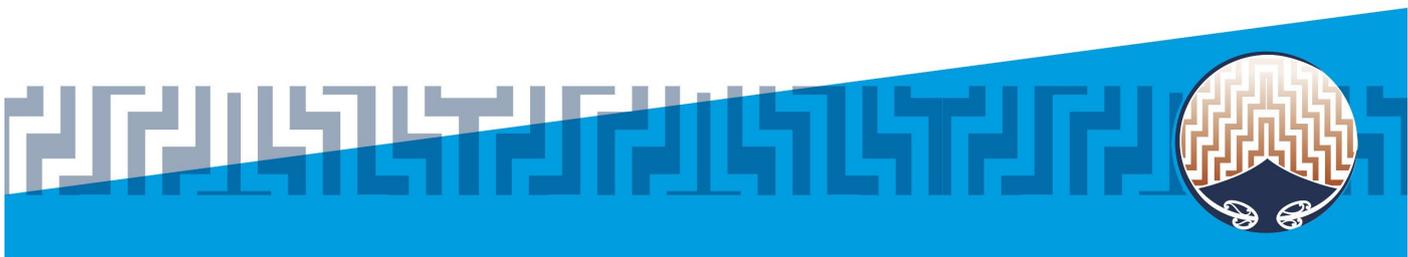
Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Develop the capability of staff to use Huakina Mai data on Kamar.	Ongoing throughout 2026.	Senior Leaders Huakina Mai Leads Pastoral Leads	PLD time.	Identification of trends to inform practice allowing interventions to be put in place in a timely manner.
Collect and review data connected to the Pastoral Hub. 1. Referrals to guidance internally 2. Referrals to social workers internally 3. Referrals to external	Ongoing throughout 2026.	Pastoral Hub Staff Senior Leaders	Time	Gather baseline data on the referrals being seen in the pastoral hub to inform next steps in this area of the school.
Develop the capability of staff to use attendance data on kamar.	Term 1 and 2	Senior Leaders Pastoral Leads	PLD time	Whānau teachers effectively monitoring student attendance. Increase in the number of students attending school regularly (90% plus) from 31%.
Develop the capability of staff to use school wide data on Kamar. Eg PAT, SMART, OTJs.	Ongoing throughout 2026.	Senior Leaders Curriculum Leads	PLD time	Whānau and subject teachers effectively monitoring student progress to enable accelerated progress.
Develop the capability of staff to use NCEA data on kamar.	Term 2 - 4	Senior Leaders Curriculum Leads	PLD time	Whānau teachers effectively monitoring NCEA data to improve Level 1 – 54%, Level 2 – 67% and Level 3 52%.



Collect wellbeing data on a once a term basis.	Ongoing throughout 2026.	Pastoral Leads Senior Leaders	Whānau time data analysis time.	Wellbeing tool used to inform practice and referrals.
Implement a self-referral well being tool.	Ongoing throughout 2026.	Pastoral leads Senior Leaders	PLD time	Wellbeing tool introduced and used.

Objective: Ensure that social and emotional learning programmes are robust and effective

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Consistent implementation of the social and emotional learning programmes school wide.	Ongoing throughout the year.	Pastoral Leads Hauora Leads Within School Teacher with responsibility for Social and Emotional curriculum.	Learning resources for the social and emotional curriculum. Time for development of resources.	A consistent social and emotional programme available for staff use across the school that is age appropriate for each year level.
Professional development for staff to enable them to successfully deliver the social and emotional curriculum.	Ongoing throughout the year.	Senior Leaders within school Teacher with responsibility for Social and Emotional Curriculum.	PLD time.	Staff capable of delivering the social and emotional curriculum effectively, this will be evidenced through student voice and lesson observations.
Review of the social and emotional curriculum.	Term 4	Senior Leaders Within School Teacher with responsibility for Social and Emotional curriculum.	Time to collect student, whānau and teacher voice.	Review of 2026 practices to inform planning for 2027.



Objective: Develop and maintain a strong school culture through the explicit teaching of Te Paepae o Aotea values using the Huakina Mai

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Explicit teaching in whānau hui and awa assemblies of school values.	Ongoing during whānau hui and tuakana teina time.	All staff	Teaching resources and time to develop TPOA specific resources	All students know, understand and can demonstrate the school values.
Develop school wide opportunities to demonstrate school values eg haka competition.	Ongoing during whānau hui and	Senior and Middle Leaders.	Time to develop resources to use school wide .	Successful school wide events led by students.
Staff development to support the teaching of school values.	Monday and Friday mornings before school throughout the year.	All staff	PLD time	Staff know, understand and demonstrate the school values.
Refine use of Huakina Mai school wide strategy.	Ongoing.	Huakina Mai team and senior leaders	Time for Huakina Mai team PLD time for staff	Huakina Mai strategy is evident throughout the school. PB4L indicators eg pastoral entries, stand downs, suspensions decrease in



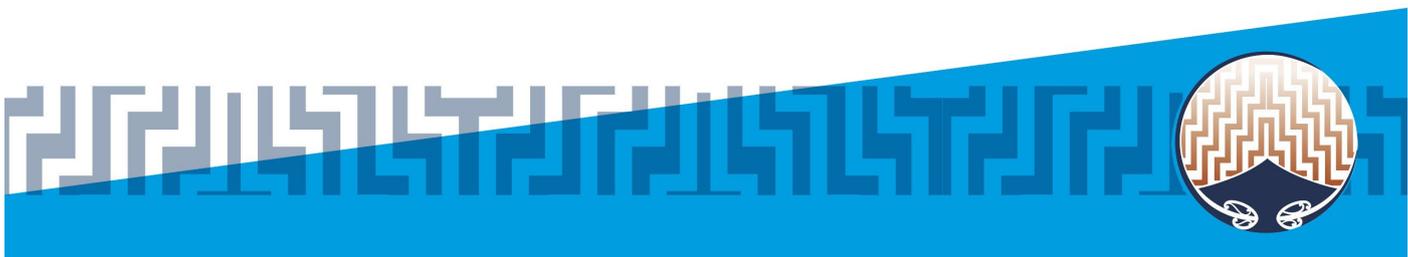
Objective: Maintain and develop relationships with external agencies to support the wellbeing of our students

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Connect with external agencies in our area.	Ongoing.	Senior Leaders Pastoral Hub Staff.	Time to form and/or develop these connections.	Have a school register of what external agencies are available to students and whānau.
Communicate to the school community resources that are available from external providers.	Ongoing throughout the year	Senior Leaders Pastoral Hub Staff.	Time	Use of social media platforms and newsletters to deliver key wellbeing messages to the school community.
Maintain relationships with external agencies in our area.	Ongoing	Senior Leaders Pastoral Hub Staff.	Time	Seamless service in operation where students are supported effectively by TPOA and external services.
Review the external agency relationships and services.	Term 4	Senior Leaders Pastoral Hub Staff.	Time	Clear direction for 2027 and beyond.



Objective: Continue to develop students leadership capabilities

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Appoint student leaders.	Term 1	Senior Leaders Pastoral Leads Whānau Teachers	Time	Structure in place and students appointed.
Provide multiple opportunities across the school environment eg community contribution, tuakana teina, lunchtime recreation activities and service.	Ongoing throughout 2026.	Senior Leaders Pastoral Leads Sports and Arts Coordinators	Time Equipment eg sports, arts, Trophies for competitions Prizes for competitions	Students participating in school wide events. Friday afternoon attendance improves (Tuakana Teina time). Increased numbers of students being involved in physical activity for a longer period of time each week. All Service Leaders appointed.
Students attend appropriate leadership development programmes.	Ongoing.	Senior Leaders Pastoral Leads	Time Resources to allow students to attend leadership courses.	Students attend internal and external leadership courses.



Annual Plan

Strategic Goal 2

Strategic Goal 2: Engage each ākonga to pursue knowledge and strive for excellence through culturally responsive quality teaching practices. NELP 4, 5 and 6

3 Year Goal (End of 2026)

- Increase Numeracy and Literacy achievements of students so that 75% of students are at or above expected curriculum level for Year 7-10 students.
- Increase Numeracy and Literacy achievements of students so that 95% of students gain Numeracy and Literacy co-requisites for Year 11-13 students.
- Increase Level 1 NCEA pass rate to 75% for Year 11 students.
- Increase Level 2 NCEA pass rate to 80% for Year 12 students.
- Increase Level 3 NCEA pass rate to 85% for Year 13 students.
- Increase University Entrance pass rate to 35% for Year 13 students.
- Equitable achievement for Māori and Non-Māori.

Where are we currently at?

In 2024 we had the following data for Year 7 – 10 students in reading, writing and numeracy. This data is based on Overall Teacher Judgements, triangulated with PAT and eASTTle data. At most year levels for reading, writing and maths we are below our 2024 target of 60%. The disparity seen between all students and Māori students is variable across reading, writing and maths, up to 15% for some indicators. In Year 9 and 10 the percentage of Māori students at or above expected level is actually higher than all students.



2025 Baseline – End of Year % of students at or above expected level



TE PAEPAE O AOTEAROA
Kia eke atu ki Taupaenui o te tangata

All Students

Māori Students

Reading

Year 7 66%
Year 8 62%
Year 9 41%
Year 10 45.8%

Year 7 57.3%
Year 8 47.2%
Year 9 46.6%
Year 10 51.8%

Writing

Year 7 50.5%
Year 8 45.6%
Year 9 50.5%
Year 10 51%

Year 7 36.6%
Year 8 52.8%
Year 9 41%
Year 10 43.1%

Numeracy

Year 7 64.4%
Year 8 57.3%
Year 9 56.2%
Year 10 59.5%

Year 7 57.3%
Year 8 47.2%
Year 9 46.6%
Year 10 51.8%



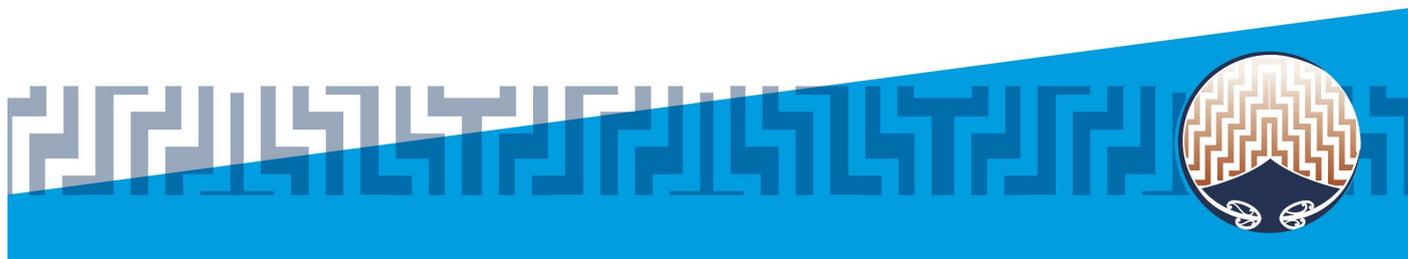
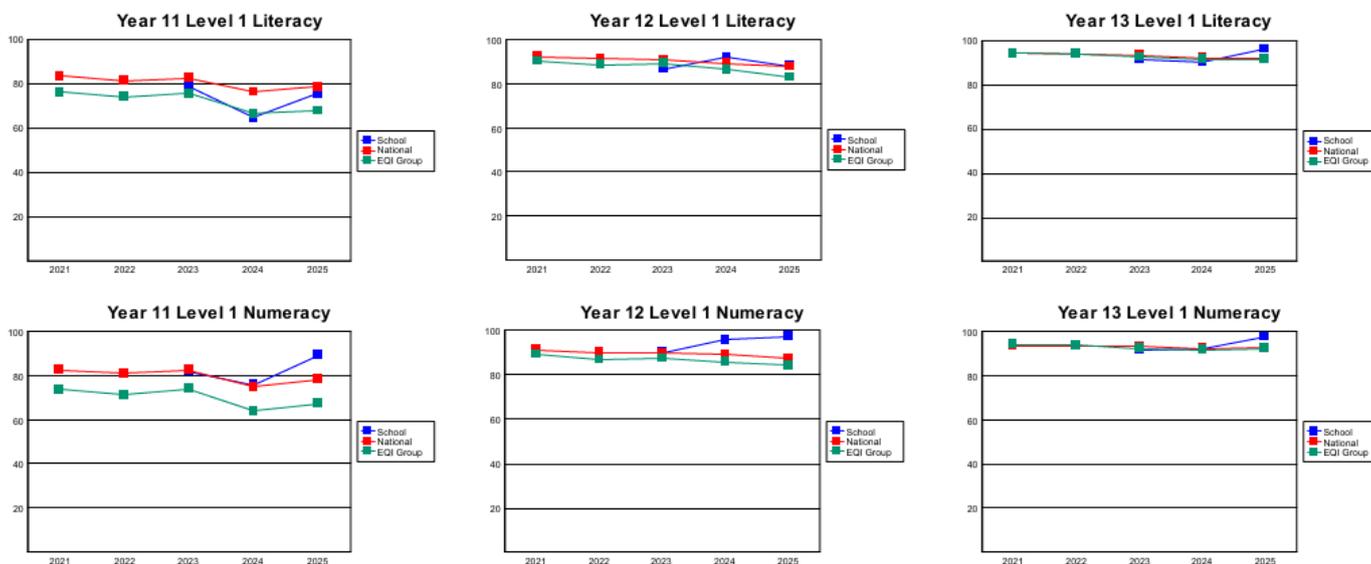
The 2025 Literacy and Numeracy pass rates can be seen below, our Year 12 and 13 cohorts are both at our 2025 target of 90% for Numeracy. For Literacy our Year 13 cohort has made the 2025 target of 90% whilst the Year 12 cohort is slightly below this target. The disparity seen between all students and Māori students is between 0.6% - 4.3%. Overall disparity between all students and Māori students has reduced from 2024 to 2025.

% Pass Rate	All Students	Māori Students
Literacy	Year 11 75.8% Year 12 87.9% Year 13 96.3%	Year 11 76.8% Year 12 83.6% Year 13 96.9%
Numeracy	Year 11 89.1% Year 12 97.4% Year 13 97.5%	Year 11 85.7% Year 12 97.7% Year 13 96.9%

Above pass rates are enrolment based. Participation based pass rates Year 11 71%, Year 12 90%, Year 13 89% and UE 27.4%.

Our Māori students at Te Paepae o Aotea are above the national Māori students average for literacy and numeracy pass rates for Year 11, 12 and 13 except Year 12 literacy which is just below.

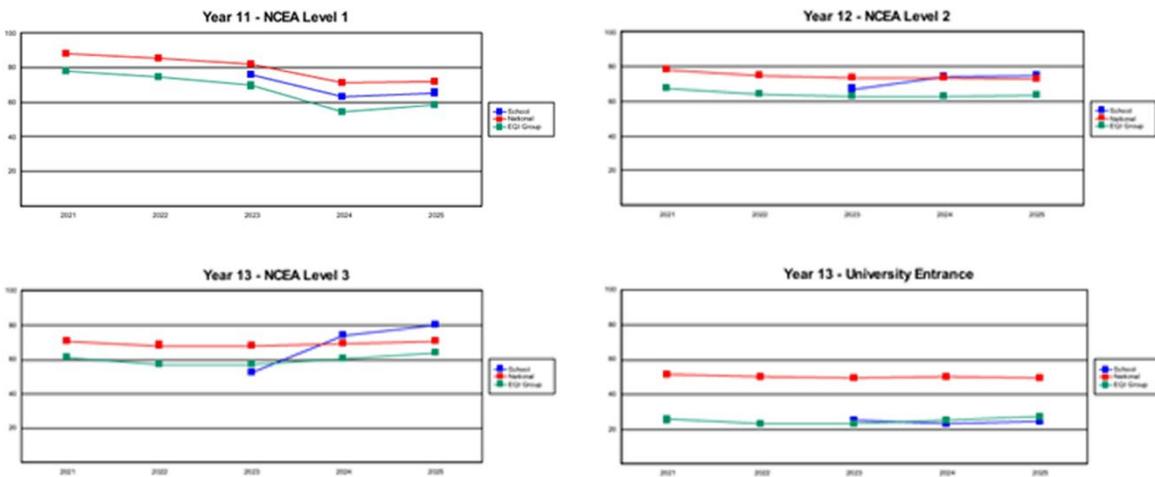
Te Paepae o Aotea is above the national average for literacy and numeracy pass rates for Year 11, 12 and 13 except for Year 12 literacy which was exactly at the national average. Year 12 literacy Year 11 numeracy and Year 12 numeracy. When compared with the average of other schools in our Social Equity Index Group we are above the average in all areas.



The NCEA pass rates can be seen in the table below, our targets for our Year 11, 12 and 13 cohorts were 70%, 75% and 75% respectively.

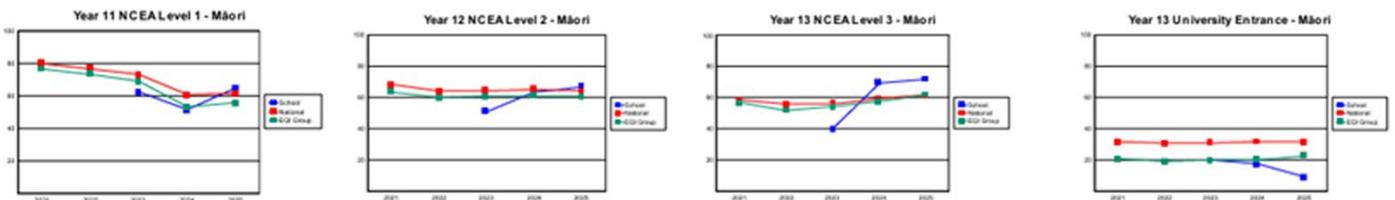
% Pass Rate	All Students	Māori Students
NCEA	Year 11 60.9% Year 12 75% Year 13 80.2% UE 24.7%	Year 11 58.9% Year 12 67.4% Year 13 71.9% UE 9.4%

Te Paepae o Aotea is above the national average pass rate for NCEA Level 2 and 3 but are below the national average pass rate for Level 1 and University Entrance. The gap between Te Paepae o Aotea Level 1 pass rate and national pass rate has reduced in the last year. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and 3.



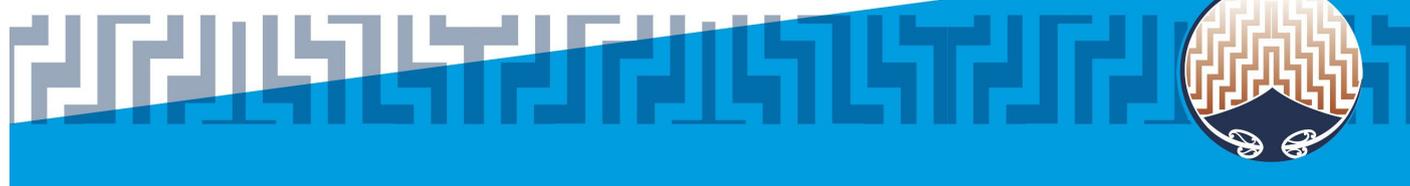
Māori Students NCEA Data

Te Paepae o Aotea is above the national average pass rate for NCEA Level 3 but are below the national average pass rate for Level 1, Level 2 and University Entrance. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and 3.



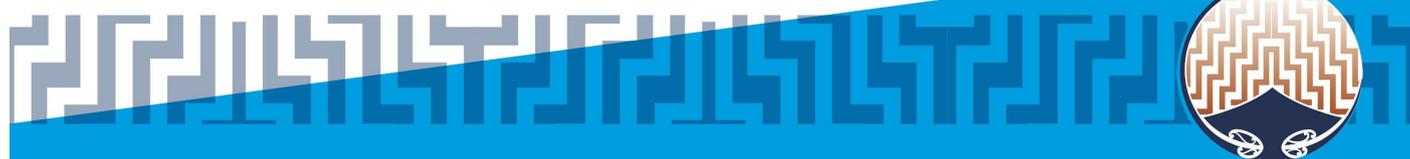
Objective: Develop staff competency in Te Reo and Te Ao Māori

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Te Reo Māori Professional Development offered to staff internally and externally.	Ongoing throughout 2026 on Tuesday mornings.	Senior Leaders champions of responsibility for cultural Competency.	PD time	Staff using Te Reo Māori authentically within the school inside and outside of the classroom environment.
Te Ao Māori Professional Development offered to staff internally and externally.	Ongoing throughout 2026 Tuesday mornings.	Senior Leaders Within School Teachers with responsibility for cultural competency.	PD time	Staff gaining a deeper understanding of Te Ao Māori concepts and displaying appropriate tikanga across the school environment.
Create a safe time and space for staff to learn and practice.	Ongoing for 2026.	All staff have the responsibility to create a safe environment.	Time	Staff increase confidence and capability with Te Reo Māori.
Creation of taonga to be shared with staff through the Te Kahui Kotahitanga.	Ongoing for 2026.	Guiding coalition.	Time Kai for meetings twice a term.	Staff learn appropriate local dialect and tikanga.



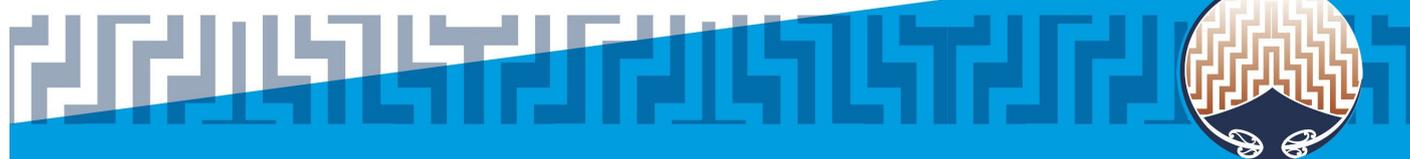
Objective: Develop staff competency in teaching literacy and numeracy

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Literacy and numeracy goals set and shared.	Term 1	Senior Leaders Literacy and Numeracy leaders.	PD time	Baseline data collected and collated for 2025. Baseline data used to inform practice for 2026.
Literacy and numeracy Professional Development offered to staff internally and externally.	Ongoing throughout 2026 on Thursday mornings.	Senior Leaders Literacy and Numeracy Leads.	PD time	Staff increase their competency in teaching literacy and numeracy.
Literacy and numeracy goals monitored.	Ongoing 2026.	Senior Leaders Literacy and Numeracy Leads.	Time to monitor.	The number of students who are at or above the expected level increased throughout the year.
Literacy and numeracy goals reviewed.	Term 4	All staff who teach literacy and numeracy.	Time to review.	The number of students that are at or above expected curriculum level for Year 7-10 students is over 65%. The number of students that have numeracy and literacy co-requisites is over 90% for Year 11-13 students.



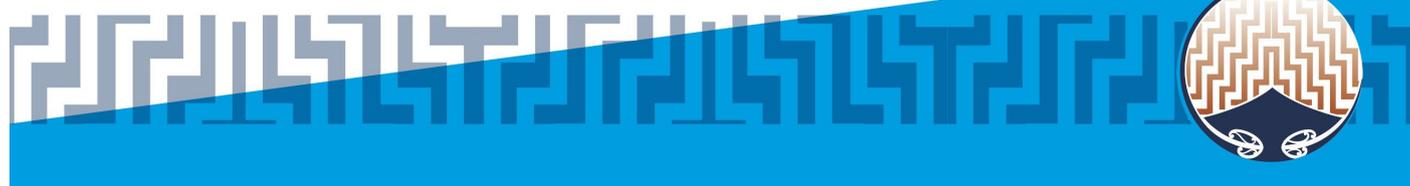
Objective: Develop staff capability through professional development that focuses on effective strategies

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Provide professional development for staff on effective teaching strategies.	Ongoing 2026.	Senior Leaders Within School Teacher with responsibilities for Relationship based Learning.	Morning PD time.	Classroom observations show evidence of Relationship-based Learning strategies.
Classroom observations.	Ongoing for 2026.	Middle Leaders Senior Leaders	Release time for staff.	Classroom observations show evidence of Relationship-based Learning strategies.
Review and implement the Individual Learning Plan Template.	Term 1	Teaching staff	Time to review Whānau meetings at the start of the year.	All students from Year 7-13 have an Individual Learning Plan in place for 2026 which includes SMART goals.
Monitoring of Individual Learning Plans.	Ongoing 2026.	Teaching staff.	Teacher/student/whānau meetings.	Teachers, students and whānau aware of the progress students are making throughout the year towards reaching their goals.
Review of Individual Learning Plans.	Term 4.	Teaching staff.	Teacher/student/whānau meetings.	95% of students school wide reach their Individual Learning Plan goals.
Teachers use students' achievement data to inform practice.	Ongoing 2026.	Teaching staff.	Time	Teachers are aware of the areas of strength and the next steps for each learner.



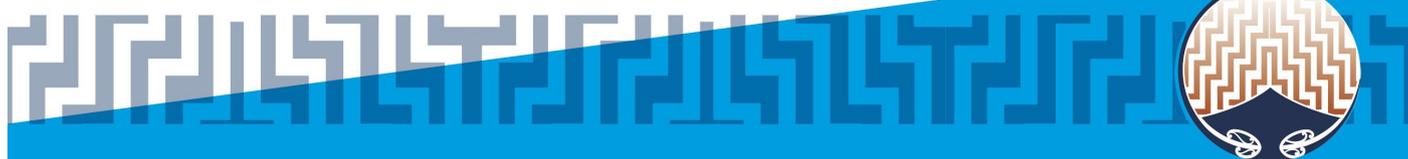
Objective: Develop staff capability to work in digitally enabled learning environment

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Digital technology professional development offered to staff.	Ongoing 2026.	Senior Leaders Within School Teachers with responsibility for Digital competency.	PD time.	Staff improve their digital competency, this will be seen through appropriate use of digital technology in classrooms.
Staff engaged in the school's digital strategy.	Ongoing 2026.	All staff	Time Appropriate devices for staff.	Staff use technology appropriately and effectively in their role within the school. Staff use technology in their classroom in line with the school's digital strategy.
Staff engage in professional development that allows students to use technology safely for their learning.	Ongoing 2026.	Teaching staff	PD time	Students use technology safely for their learning.



Objective: Ensure learners have equitable access to the New Zealand Curriculum

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Use of baseline data from 2025 to determine appropriate learning programmes for all students.	Term 1.	SENCO Senior Leaders Teaching staff	Time	All students have an appropriate learning programme that meets their needs, abilities and interests.
Monitor learning programmes of students with additional needs including gifted and talented.	Ongoing 2026.	SENCO Senior Leaders Teaching staff	Release time Extension classes Remedial small groups Supported Learning class.	All students in the school able to access the New Zealand Curriculum at the appropriate level for their developmental stage.
Special assessment conditions applied for.	Term 1.	Principal's Nominee Learning Assistants Teaching staff.	Testing time Time to complete applications.	Special assessment applications completed for students who need them.
Special assessment conditions used for assessments.	Ongoing 2026.	Principal's Nominee Learning Assistants.	Learning Assistants and technology to ensure special assessment conditions can be used.	Students are supported to make the most of the special assessment conditions allocated.



Annual Plan

Strategic Goal 3

Strategic Goal 3: Ensure that ākonga have rich and coherent pathways NELP 3 and 7

3 Year Goal (End of 2026)

- Students have meaningful pathways.
- Students are successfully transitioned to work or further study.
- All school leavers enrol in further study or gain employment.
- Destination known for all of school leavers.
- Improve retention rate of students staying until they complete their Level 2 qualification.

Where are we currently at?

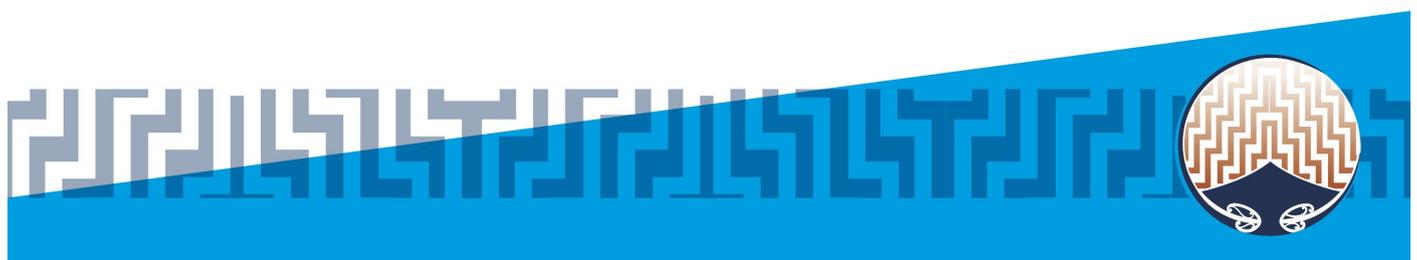
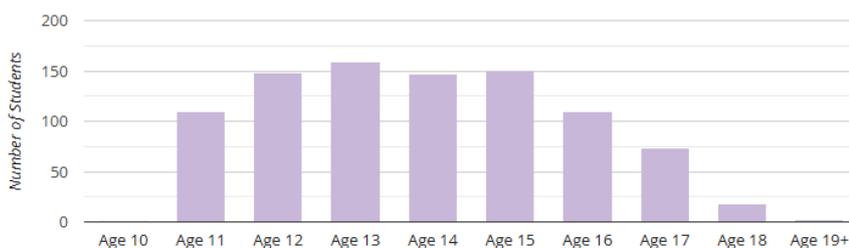
Our junior school programmes (Year 7 – 10) are designed to prepare our students to be successful in the senior school. The junior school has a massive focus on teaching literacy and numeracy foundational skills to enable students to be successful in the senior school. Students are tracked in the junior school to ensure that they have covered the breadth of the New Zealand Curriculum.

Transition from students from the junior school to the senior school can be challenging and each year we observe students that struggle with this transition. In 2024 and 2025 a specific transition programme was implemented that focused on Year 10 students developing the necessary skills to be successful in Year 11.

School leaver information is recorded on our school student management system (Kamar). Leaver information is taken from a student's leaving form, an increased focus on collecting and collating data in 2025 has meant that we now have very few students who leave that do not have a destination listed on Kamar.

As a school that has only completed three years of operation, retention statistics and leavers data is not yet wholly available on education counts. The age data indicates that only 10% (an increase of 2% from the previous year) of the school's population is 17 years or above. What is also evident in the population data is that the retention rate of students in Year 12 and 13 is lower than in earlier years.

Roll by age, as at 1 July 2024



Roll by year level and ethnic group, as at 1 July 2024

Funding year level	Māori	Pacific	Asian	MELAA	Other	European/Pākehā	International students	Total
Year 07	64	5	7	0	0	104	0	136
Year 08	65	4	11	1	0	102	0	151
Year 09	71	5	6	2	1	124	0	158
Year 10	66	5	3	2	0	111	0	147
Year 11	62	3	7	2	1	111	0	143
Year 12	42	5	8	2	1	92	0	116
Year 13+	22	3	6	0	1	55	0	68
Total	392	30	48	9	4	699	0	919

Te Paepae o Aotea Leavers 2025

	Year 11	Year 12	Year 13
Total number of leavers throughout the year	19 (31 in 2024)	33 (52 in 2024)	86
Tertiary study	1	5	25
Known workplace	5	12	42
Transferred to another school	5	7	1
Unknown destination	8	9 (was 29 in 2024)	15 (was 44 in 2024)
Overseas			2



Table 1: School leavers with at least NCEA level 1 or equivalent by gender and ethnic group (2022-2024)

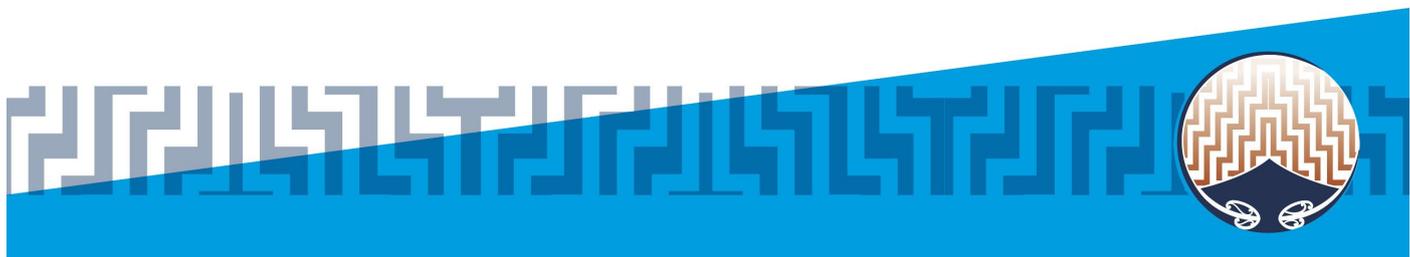
Group	Below NCEA level 1			NCEA level 1 or above			Percentage with NCEA level 1 or above		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Female	0	17	13	0	57	41	0.0	77.0	75.9
Male	0	21	19	0	46	65	0.0	68.7	77.4
Māori	0	20	18	0	32	35	0.0	61.5	66.0
Pacific	0	x	x	0	x	x	0.0	x	x
Asian	0	2	1	0	6	5	0.0	75.0	83.3
MELAA	0	x	x	0	x	x	0.0	x	x
Other	0	x	x	0	x	x	0.0	x	x
European/Pākehā	0	30	24	0	83	88	0.0	73.5	78.6
Total	0	38	32	0	103	106	0.0	73.0	76.8

Table 1: School leavers with at least NCEA level 2 or equivalent by gender and ethnic group (2022-2024)

Group	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Female	0	26	18	0	48	36	0.0	64.9	66.7
Male	0	29	28	0	38	56	0.0	56.7	66.7
Māori	0	26	25	0	26	28	0.0	50.0	52.8
Pacific	0	x	x	0	x	x	0.0	x	x
Asian	0	3	1	0	5	5	0.0	62.5	83.3
MELAA	0	x	x	0	x	x	0.0	x	x
Other	0	x	x	0	x	x	0.0	x	x
European/Pākehā	0	43	35	0	70	77	0.0	61.9	68.8
Total	0	55	46	0	86	92	0.0	61.0	66.7

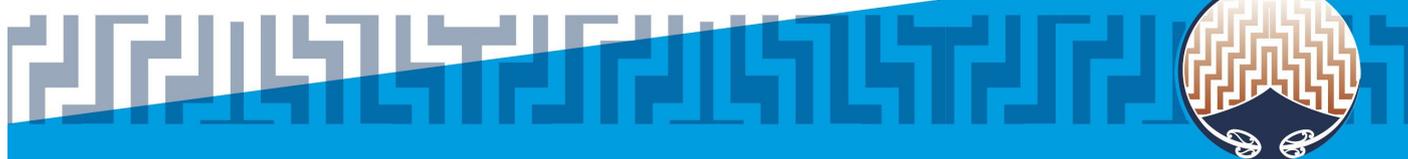
Table 1: School leavers with at least NCEA level 3 or equivalent by gender and ethnic group (2022-2024)

Group	Below NCEA level 3			NCEA level 3 or above			Percentage with NCEA level 3 or above		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Female	0	49	29	0	25	25	0.0	33.8	46.3
Male	0	50	46	0	17	38	0.0	25.4	45.2
Māori	0	42	35	0	10	18	0.0	19.2	34.0
Pacific	0	x	x	0	x	x	0.0	x	x
Asian	0	6	1	0	2	5	0.0	25.0	83.3
MELAA	0	x	x	0	x	x	0.0	x	x
Other	0	x	x	0	x	x	0.0	x	x
European/Pākehā	0	79	59	0	34	53	0.0	30.1	47.3
Total	0	99	75	0	42	63	0.0	29.8	45.7



Objective: Develop and refine coherent and meaningful learning programmes for Year 7-10 students that build on prior knowledge and lead to success in the senior school

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Use data from feeder schools and 2025 data to inform each student's individual learning plan.	Term 1.	Teaching staff.	Administration time and whānau meeting time.	Students have appropriate Individual Learning Plans set for 2025 which are informed by data.
Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> Localised curriculum Matauranga Māori Integrated Curriculum Planner New Zealand Curriculum Literacy and numeracy 	Ongoing 2026.	Senior Leaders Within School Teachers Kahui Ako personnel Curriculum Leads	PD time	Learning Programmes in Year 7-10 that are relevant and meaningful for students. Teacher planning is underpinned by this professional development, and teachers use the school wide planners effectively.
Review of Year 7-10 learning programmes.	Term 4	Teaching staff	Planning time when seniors go on study break	Learning programmes reviewed thoroughly using accurate, reliable data.
Transition programme delivered for Year 10 students into the senior school.	Term 3	Senior Leaders Curriculum Leaders	Planning time Term 3	Transition programme developed that supports Year 10 students to experience life in the senior school in a safe environment.
Deliver career education throughout the Year 7-10 learning programmes.	Ongoing 2026.	Careers Lead Careers Assistant Teaching staff	Time to plan and deliver transport to key events. Other associated costs to key events. Purchase of appropriate learning resources.	Students who are aware of school pathways that lead to further study and work opportunities.



Objective: Develop and refine coherent and meaningful learning programmes for Year 7-13 students that build on prior knowledge and lead to success in the senior school

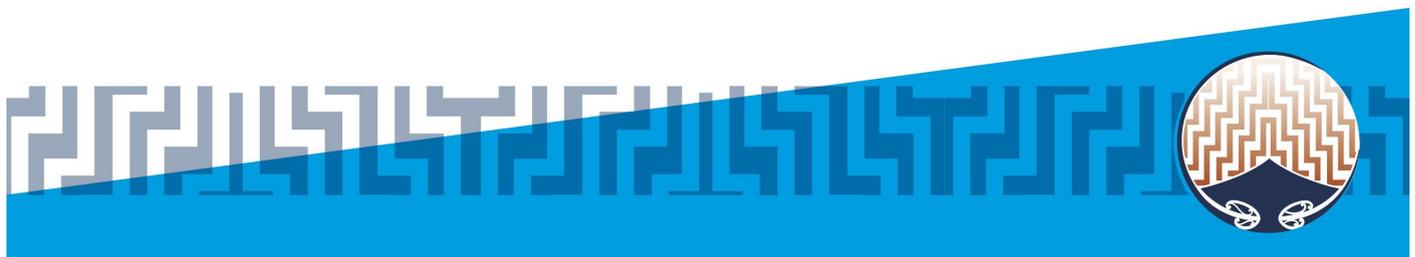
Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Use data from junior school and 2025 data to inform each student's individual learning plan.	Term 1.	Teaching staff.	Administration time and whānau meeting time.	Students have appropriate Individual Learning Plans set for 2026 which are informed by data.
Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> • Localised curriculum • Mātauranga Māori • Integrated Curriculum Planner • New Zealand Curriculum • NCEA Literacy and numeracy 	Ongoing 2026.	Senior Leaders Within School Teachers Kahui Ako personnel Senior Learning Designers	PD time	Learning Programmes in Year 11-13 that are relevant and meaningful for students. <ul style="list-style-type: none"> • Teacher planning is underpinned by this professional development, and teachers use the school wide planners effectively.
Review of Year 11-13 learning programmes.	Term 4.	Teaching staff	Planning time when seniors go on study break	Learning programmes reviewed thoroughly using accurate, reliable data.
Transition programme developed for Year 11-13 students.	Ongoing 2026.	Careers Lead Careers Assistant Teaching Staff	Time to plan and deliver Transport to key events Other associated costs to key events. Purchase of appropriate learning resources.	Students are aware of school pathways that lead to further study and work opportunities.



Provide Year 11-13 specific careers guidance.	Ongoing 2026.	Careers Lead Careers Assistant Teaching Staff	Release time for careers Lead Full time careers assistant appointed	Students transition from school to further study and work successfully.
Develop a survey for all school leavers to fill in.	Term 1.	Senior Leaders	Time	Accurate information about why students are leaving and what the school could do to improve.
Connect with all 2025 Year 12 and 13 leavers to determine accurately where they have transitioned to.	Ongoing 2026.	Transition Staff	Time	Accurate destination information.

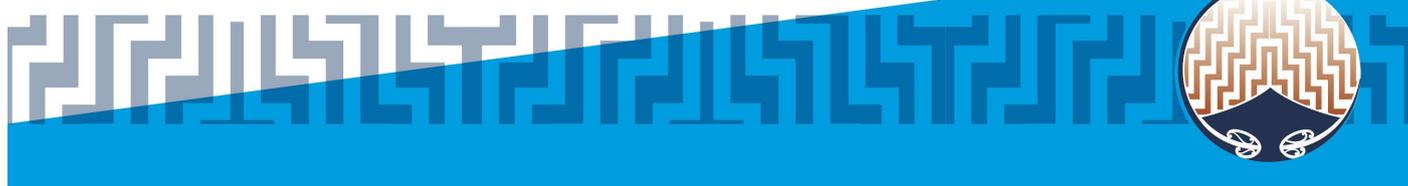
Objective: Use assessment data to monitor student outcomes and provide next steps for learning.

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Implement and monitor student progress using Overall Teacher judgements, PAT and EASTTLE data for Year 7-10 students.	Ongoing 2026.	Teaching staff	Administration time	Accelerated progress is seen in student achievement.
Implement and monitor student progress NCEA assessments data for Year 11-13 students.	Ongoing 2026.	Teaching staff	Administration time	Students are successful in gaining their NCEA qualification. An increased number of students leaving with their Level 2 qualification.



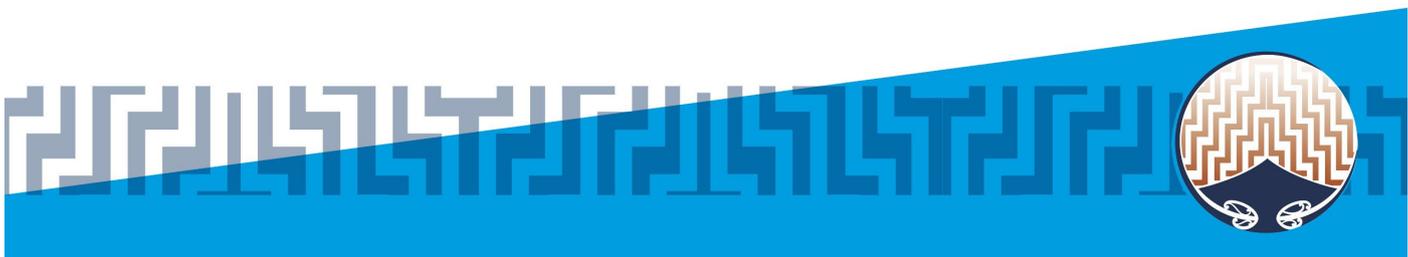
Objective: Promote academic achievement across the school

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Set the school calendar to allow for school wide and awa celebrations.	Term 1	Senior Leaders	Administration time	School calendar set to allow for Junior/Senior year level Awa and whole school assemblies.
School wide events are planned and delivered.	Ongoing 2026.	Senior Leaders Awa Leaders Student Leaders	Tuakana Teina Time Whānau Hui	Students are rewarded for the success they have both within the school and outside of school.
Social media/newspaper/website platforms are all used to celebrate success.	Ongoing 2026.	All Staff Creative Design Assistant	Administration time	A wide range of student success is shared with the wider community.
Open days are made available for the wider community.	Term 3.	Senior Leaders Teaching Staff	Staff to deliver this programme. Additional learning resources.	Community feels welcomed into the school and can share the success students are having with the wider community.
Transition days are made available for students looking to transition into Te Paepae o Aotea.	Term 4.	Senior Leaders Teaching Staff	Staff to deliver this programme. Additional learning resources.	Students starting at Te Paepae o Aotea in 2027 are able to engage successfully in the transition programme in Term 4 and then engage successfully in their learning in Term 1, 2027.



Objective: Ensure learning programmes are connected to the local community

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Maintain connections with external organisations eg BA5, Gateway, Careers, CATE, Community contribution providers.	Ongoing 2026.	Senior Leaders Transition Staff	Transition staff time	Staff are aware of the connections to outside organisations to help transition our students successfully. Staff are able to use the relationships formed with outside organisations to help transition our students successfully.
Maintain connections with WITT, FEATS and other education providers.	Ongoing 2026.	Senior Leaders Transition Staff	Transitions staff time	Staff are aware of the connections to other education providers to help transition our students successfully. Staff are able to use the relationships formed with other education providers to help transition our students successfully.
Maintain connections with local business/industry to develop a strong Gateway/work place programme.	Ongoing 2026.	Senior Leaders Transition Staff	Transition staff time	Staff are aware of the connections to local businesses to help transition our students successfully. Staff are able to use the relationships formed with local businesses to help transition our students successfully.



Objective: Ensure learning programmes reflect graduate profile

Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Review and refine learning programmes that reflect our graduate profile.	Ongoing.	Teaching Staff	Time	Learning programmes set for students that are meaningful and developmentally appropriate to deliver in whānau hui and Tuakana Teina time.

