

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

Summary of the plan

In 2026 we are extending our two year Strategic Plan into a third year. This extension is due to delays in replacing the NELPS. Changes in educational priorities, and unforeseen curriculum and qualification changes have meant that over the last two years we have not managed to implement all of our planned strategic goals. This leaves scope to continue the Strategic Plan into a third year.

We have commenced community consultation for the new Strategic Plan - this will be continued throughout 2026.

School Mission:

'By learning we live'

Maniototo Area School acknowledges Te Tiriti o Waitangi and gives effect to Te Tiriti by achieving equitable outcomes for Māori, and by embedding Mātauranga Māori and Te Reo Māori as key components of our learning programmes. We celebrate our whānau like environment and our close connections to the local community. Maniototo Area School values diversity in the school community and develops innovative and individualised learning pathways for all ākonga.

School Vision:

Maniototo Area School is committed to nurturing, supporting and challenging students who:

- Strive to learn, are resilient in their approach to learning and are curious about the world around them
- Uphold and live the PRIDE values of the school and use these to determine decisions and interactions with others
- Are connected to their community and are kaitiaki of their school and local environment
- Embrace diversity and celebrate difference
- Actively protect and enhance personal and collective hauora through awareness and management of personal wellbeing
- Graduate ready to embrace diverse opportunities and have the confidence and determination to develop personal pathways for learning and work

The 2024-2025 Strategic Plan has 4 broad priorities:

To give effect to Te Tiriti o Waitangi by embedding Te Reo Māori and Mātauranga Māori across the curriculum, and ensure Māori ākonga are empowered to achieve success as Māori

To provide ākonga with relevant and engaging programmes of learning, that are progressive and provide opportunities for personal success

To foster and enhance the wellbeing of all members of the school community

To develop close connections between the school and local community, with the objective of increasing student numbers and increasing community engagement

This annual implementation plan sets the actions for 2026, within each priority area.

Where we are currently at:

Review of Targets 2025:

Attendance: 80% of students will be present for 80% of the time.

This moves towards the Government 2030 goal that 80% of the students will be here for 90% of the time. Our target allows for students with special circumstances who are unable to have full attendance.

Data:

Term	80% attendance	90% attendance (MOE 2030 target)	90% attendance rate in 2024
1	93%	75%	45%
2	89%	71%	62%
3	69%	40%	35%
4	79%	74%	60%
Mean	82.5%	65%	50.5%

Target achieved. Overall 82.5% of students were present 80% or more of the time. This data shows a significant improvement from 2024 - especially in the first two terms. Of concern is term 3, where non attendance increased significantly.

Factors that helped achieve success include attendance interventions, letters and meetings, raising family awareness of attendance challenges through newsletters and parent nights and Friday breakfast provision.

I believe the school needs to retain a focus on attendance and move closer to the MOE target of 90% attendance. Particular consideration should be given to attendance initiatives in term 3.

Literacy/Numeracy: 80% of Year 10 students gaining each of the corequisites

We have identified the critical status of these corequisites and the potential for students to leave school without a qualification due to not obtaining these corequisites.

Data:

Standard	Pass rate (out of students who sat)	Pass rate (out of Y10 cohort)
Reading	17/18	94%
Writing	12/18 (note - not all students sat in 2025)	67%
Maths	18/18	100%

Target partially achieved.

The results for Numeracy and Reading were spectacular. One student with an ESOL background missed Reading, otherwise all students gained their corequisite qualification.

The writing results are harder to interpret as we prioritised Reading and Maths in 2025. Only 6 students sat the Writing corequisite and all of these students were successful.

Strong results were due to secondary staff engaging in Te Manu Ka Rere professional development, sharing approaches to literacy and numeracy across the curriculum and the term ¾ literacy and numeracy intervention.

I recommend that we retain a focus on these corequisites in 2026, with a particular emphasis on Writing.

Academic: Writing target: 80% of kids who are below move to at for sentence structure/punctuation

Writing remains an area of concern despite previous interventions. In 2025 we will focus on surface features as we believe this is a major obstacle to achievement of the literacy corequisites.

This target has been difficult to measure.

For Year 7 & 8 the students who were below expectations in the first Asttle (February) were identified. For Year 7 these students had an overall score 3B or less, for Year 8 the students had an overall score 3A or less.

There were five Year 7 students and four Year 8, a total of 9

Of these 9 students, five (55%) of them moved at least 2 sub-levels for Sentence Structure and 5 of them moved the same amount for Punctuation. Of the group of 9, three of them made improvements of at least 2 sub-levels for both Sentence Structure and Punctuation.

As writing remains a concern, I recommend we retain a writing target for 2026 but have a more holistic target around student performance.

This shows that we are making pleasing progress in most areas of student achievement, but there is scope for improvement. This data has been used to inform our 2026 targets.

The Board of Trustees has decided to maintain a continued focus on areas where we did not meet planned targets and focusing on the basics of literacy and numeracy. Being literate and numerate are key for success in learning, and in life beyond school.

The 2026 targets are:

Attendance:

Attendance: 80% of students will be present for 90% of the time.

This is a very ambitious target, but meets the government 2030 goal. While it is aspirational, in reality to meet this target a student can miss school five times per term. This actually is a generous allowance for most students and is really the requirement for academic success.

Literacy/Numeracy:

Lit/Num: 75% of Year 10 students gain 2 out of 3 corequisites

Academic:

Writing: 85% of students are at the level or above by the end of year.



Strategic Goal 1 To give effect to Te Tiriti o Waitangi by embedding Te Reo Māori and Mātauranga Māori across the curriculum, and ensure Māori ākonga are empowered to achieve success as Māori				
Annual Target/Goal: <ol style="list-style-type: none">1. Development of bicultural framework for PRIDE values2. Engage with Te Rūnaka o Puketeraki to complete cultural narrative3. Complete second stage of whānau consultation (full day wānanga)4. Begin to implement Te Reo Māori delivery plan				
What do we expect to see by the end of the year?				
<ul style="list-style-type: none">● Increased achievement for Māori ākonga● Mātauranga Māori and Te Reo Māori authentically integrated across all year levels● Continual feedback model established with whānau● Reduction in racism amongst student population● All ākonga more proficient in use of Te Reo Māori and with better understandings of Tikanga Māori● Enhanced mana of ākonga Māori in the school and local community				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the</i>

<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>			<i>success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Develop bicultural framework for PRIDE values	PB4L team Rūnaka Amie Curtis, MOE Whānau engagement Cultural leadership role (Celine)	<ul style="list-style-type: none"> ● Wānaka with whānau representation ● Funds for production of bicultural framework resources ● Kete for narratives and examples and activities to develop student understanding of PRIDE values ● Release time to develop materials and resources 	All year	Assemblies and whānau times draw on bicultural contexts Use of Te Reo names for PRIDE values Endorsement of these names from Rūnaka
Engage with Te Rūnaka o Puketeraki to complete cultural narrative	Principal SLT Cultural leadership role (Celine) Whānau Rūnaka	<ul style="list-style-type: none"> ● Wānaka to commence narrative process ● Funding for developing resource to record and promote the narrative ● Operational funding (signage) 	Terms 1 and 2	Narrative reflected in room naming, tikanga at the school High attendance and engagement at whanau hui

Complete second stage of whānau consultation process (full day wānanga)	Principal SLT Cultural leadership role (Celine) Whānau Rūnaka	<ul style="list-style-type: none"> • Funding for parent transport and kai 	Terms 1 and 2	High parent engagement in wānaka
Trial of Te Reo Māori delivery plan	Principal Cultural leadership role (Celine)	<ul style="list-style-type: none"> • All junior classes identify some language for instruction across each term (using Te Reo Māori delivery plan as basic structure) • Secondary staff identify language to be taught in key units of work 	All year	Teacher feedback from trial

Strategic Goal 2(As per your strategic plan)

To provide ākongā with relevant and engaging programmes of learning, that are progressive and provide opportunities for personal success

Annual Target/Goal:

(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

1. Implementation of curriculum change Year 9 and 10

2. Implementation of Structured Literacy and Numeracy Intervention programmes
3. Engage with tertiary open days to strengthen secondary tertiary transition
4. Embed structured literacy and numeracy programmes in primary school

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

- High levels of literacy/numeracy achievement
- Completion of Maths PD and implementation of structured maths approach (Primary)
- Completion of Te Manu Ka Rere intervention (Secondary)

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Implementation of curriculum changes Years 9 and 10	Principal SCT	<ul style="list-style-type: none"> • New English and Maths curriculum implemented at Years 9 and 10 • Trial of new resources • Unit planning template to be developed for secondary curriculum implementation 	All year	Long term plans for Years 9 and 10 English and Maths show coverage of new curriculum content

Implement structured literacy and numeracy interventions	Principal DP (Primary)	<ul style="list-style-type: none"> • Training days for both SL and SM interventions • Staffing provided by MOE which is equalled by school staffing • Development of resource bank of activities and resources to support literacy and maths interventions 	All year	Targeted analysis of data for the identified groups - this is embedded in the intervention programme via use of e-asttle, but should also be evident in who school data analysis
Engage with tertiary open days to strengthen secondary-tertiary transitions	Principal DP (Secondary) Careers Advisor	<ul style="list-style-type: none"> • Star funding used to take Year 12 and 13 students to Tertiary Open Day (noting we have had very low family engagement in this previously) • Funds to cover transport, accommodation and meals 	May	All Year 12 and 13s attend and engage with Tertiary open day
Embed structured literacy and numeracy approaches	Principal HODs English and Maths	<ul style="list-style-type: none"> • Participate in secondary Structured literacy and maths professional development when possible (including HOD Maths completing days 3 and 4 of Maths PD) • Planning time 	All year	Evidence of structured approaches to maths and literacy in Year 9 and 10 Maths and English teaching programmes.

Strategic Goal 3

To foster and enhance the wellbeing of all members of the school community

Annual Target/Goal:

(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

1. Plan and introduce staff wellbeing weeks (one per term)
2. Implement new EOTC guidelines
3. Consolidate the role of Guidance Counsellor
4. Implement attendance strategy

What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Regulation 9(1)(d)

- Greater support of staff and student wellbeing
- Guidelines developed and in place - staff working outside of work hours
- Streamlined and more effective RAMs forms and processes

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p><i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p>Regulation 9(1)(b)</p>	<p>Regulation 9(1)(c)</p>	<p>Regulation 9(1)(c)</p>	<p><i>This is optional however is useful to help with your planning</i></p>	<p><i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p>

Plan and introduce staff wellbeing weeks (one per term)	Melissa Staff wellbeing committee	<ul style="list-style-type: none"> • Staff wellbeing fund (in budget) • External presenters and facilitators for wellbeing initiatives 	All year - wellbeing weeks to be held once per term	Staff wellbeing survey (term 4)
Implement new EOTC guidelines	Melissa Whole staff	<ul style="list-style-type: none"> • New forms and protocols (developed and placed in Google Drive) • Staff PD time • BOT training (Area Schools Conference) 	Term 1 for whole staff pd	New forms and processes implemented
Consolidate the role of Guidance Counsellor	Melissa Kara Tarapi (GC)	<ul style="list-style-type: none"> • Funding for 0.2 role for GC • PD time for all staff on the counsellor role 	All year	Data on student engagement with GC (anonymous and non-identifiable)
Implement attendance strategy	Melissa	<ul style="list-style-type: none"> • Attendance Management Plan drafted using the Ministry of Education template • Attendance Management Plan communicated at Meet the Teacher event in February and shared via school website • Attendance target set for 2026 	February 2026	Improved attendance data

<p>Strategic Goal 4</p> <p>To develop close connections between the school and local community, with the objective of increasing student numbers and increasing community engagement</p>				
<p>Annual Target/Goal:</p> <p>(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)</p> <p>Regulation 9(1)(a)</p> <ol style="list-style-type: none"> 1. Commence the court and turf redevelopment 2. Complete community consultation to develop new strategic plan 3. Embed new branding from website into messaging to community 				
<p>What do we expect to see by the end of the year?</p> <p>(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</p> <p>Regulation 9(1)(d)</p> <ul style="list-style-type: none"> • New strategic plan developed • Updated communication to community • Court and turf redevelopment underway 				
<p>Actions</p> <p><i>Detail the key actions you'll take this year to reach your annual target listed above</i></p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe</p> <p><i>This is optional however is useful to help with your planning</i></p>	<p>How will you measure success?</p> <p><i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p>Regulation 9(1)(d)</p>

Commence the court and turf development	BOT Property sub committee	<ul style="list-style-type: none"> Funding - from school investments, property sales, community grants 	Term 3 and 4	Completion of new facility in time for Area Schools hosting in 2027
Complete community consultation to develop new strategic plan	Melissa BOT Presiding member	<ul style="list-style-type: none"> Community feedback (from 2025) Data for student focus group meetings and staff consultation Time for drafting, consulting and sharing new Strategic Plan 	Term 2-4 2026	New strategic plan in place.
Embed new branding from website into community	Melissa Anne	<ul style="list-style-type: none"> Branding from website - including images and phrases for replication at school events and communications 	All year	Consistency of messaging across all community platforms.
