



Rangitikei College Annual Implementation Plan 2026

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

Summary of the plan

The 2026 annual plan identifies priorities for continued development in the 2026 school year that give effect to the 2024-2026 Strategic Plan. Much of this continues on work commenced earlier and focuses on developing a more responsive curriculum at all levels, equitable outcomes and enhanced student wellbeing and identity.

Where we are currently at:

During 2022-2025 the following aspects were undertaken as part of the curriculum review process:

- Consultation with contributing school Boards, sector groups and iwi representatives
- Survey to whānau
- Externally facilitated hui with Māori and Pasifika students, and reports presented
- Wellbeing@School survey
- Participation in 6 teacher-only days focusing on preparation for changes in NCEA and the introduction of Te Mātaiaho (since removed), with a particular emphasis on Literacy and Numeracy co-requisites
- Externally provided whole staff professional development on using technology to enhance learning, Tapasā and ALiM
- Externally provided whole staff professional development on Literacy and Numeracy throughout the curriculum
- Revision of aspects of the Year 9-10 curriculum, including the integration (and then de-integration) of English and Social Studies in Year 9, and a move to the new curriculum for Years 9 and 10 to start in 2026
- Ongoing engagement with staff and the Southern Rangitikei Kahui Akō (since disbanded, although the cluster continues to thrive)
- Development of the first two 'Poutama' documents providing foundations for school tikanga and practices. These were **Poutama Manawa** which focused on classroom behaviour management, and **Poutama Rautaki** focussing on teacher pedagogy.

There was continued staff involvement with Poutama|Pounamu professional development, and the Kahui Akō iwi engagement initiative.

A revision of the strategic underpinnings of pastoral care and student wellbeing was undertaken, informed by Wellbeing@School and Rongohia te Hau surveys/tools, and the Māori and Pasifika student consultations above. Systems were strengthened and the provision of Alternative Education was re-envisioned. Te Whare Tapa Wha was identified as a lens to consider this going forward.

Planning for the major revisions of NCEA Level 1 dominated curriculum development in 2025, and led to ongoing prioritising of literacy and numeracy development.

Regulation 9(1)(e)

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

Te Tiriti is integral to decision-making in the school, and in the promotion and development of school culture through our pouwhenua. The school is absolutely committed to:

- Preparing all students for living in a bicultural and multicultural world
- Standing up to racism and confronting unconscious bias in all its forms
- Reducing inequities in educational achievement between non-Māori and Māori students

This is evident through Strategic Goal 3 below.

Regulation 9(1)(g)

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<p>Strategic Goal 1</p> <p>To successfully prepare for, and implement, the changes in the National Certificate of Educational Achievement.</p> <p style="text-align: right;"><i>Regulation 9(1)(a)</i></p>				
<p>Annual Target/Goal:</p> <p>Continue to embed Level 1 NCEA across all learning areas in 2026, enhancing the gains already made, with a particular emphasis on Numeracy and Literacy.</p> <p style="text-align: right;"><i>Regulation 9(1)(a)</i></p>				
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> • Wider school-wide staff PD on assessment and moderation in all learning areas • Students appropriately tracked and mentored, in particular those at risk of not achieving literacy and numeracy • Tracking of JCA students in preparation for the Literacy and Numeracy Common Assessment Activities (CAAs) • Enhanced understanding by all teachers of numeracy and literacy expectations <p style="text-align: right;"><i>Regulation 9(1)(d)</i></p>				
<p>Rationale</p> <p>Although there are plans for NCEA to undergo significant changes from 2028, the literacy and numeracy requirements remain a significant barrier to accessing NCEA qualifications. With the removal of the literacy and numeracy standards, the only pathway to gaining Literacy and Numeracy will be the Common Assessment Activities (CAAs). The focus will therefore be on preparing students for that pathway.</p> <p>NCEA changes will demand all students to sit external examinations, so the focus on assessment will be on developing skills for external examinations in general.</p> <p>Students in Years 9 - 10 need to be prepared to sit the CAAs (and external exams in general); students in Years 11 - 13 can be guided through NCEA (including Literacy and Numeracy) using both internal and external assessments (ie CAAs).</p>				
<p>Actions</p> <p style="text-align: right;"><i>Regulation 9(1)(b)</i></p>	<p>Who is responsible</p> <p style="text-align: right;"><i>Regulation 9(1)(c)</i></p>	<p>Resources Required</p> <p style="text-align: right;"><i>Regulation 9(1)(c)</i></p>	<p>Timeframe</p>	<p>How will you measure success?</p> <p style="text-align: right;"><i>Regulation 9(1)(d)</i></p>
<p>Appropriate tracking of all students in Years 9 - 11 for JCA, NCEA and Literacy / Numeracy and continued structured interventions in Years 9-11 for students at high risk of not achieving NCEA literacy and numeracy requirements.</p>	<p>Teacher i/c Literacy /Numeracy</p> <p>Teacher i/c Tracking and Mentoring</p> <p>Literacy/Numeracy Support Teacher</p> <p>AP i/c JAA</p> <p>PN/AP i/c NCEA</p>	<p>Adequate time and resources to be allocated (MOE funded).</p> <p>Introduce the new SMART Tool for testing Years 9-10.</p> <p>Evaluation of the Tracking and Mentoring role</p> <p>Will vary depending on the nature of the need (eg. Learning Support Assistants, class withdrawal/change, ILPs etc)</p>	<p>Ongoing</p>	<p>All teachers can access up-to-date numeracy/literacy data in their markbooks, especially e-asTTLe and eventually the SMART Tool, on Year 9-10 students.</p> <p>Relevant interventions clearly evident and responsive to student needs.</p> <p>Lit/Num extension class for students above level</p> <p>85% of Year 11 students (81% 2025), and 95% of Year 12 students (90% 2025) will have achieved NCEA Literacy co-requisites by the end of the 2026 school year. This exceeded our 2025 goals by 10% in Year 11 (goal was 75%) and met our Year 12 goal.</p> <p>85% of Year 11 students (84% 2025), and 90% of Year 12 students (83% 2025) will have achieved NCEA Numeracy co-requisites by the end of the 2026 school year.</p>

<p>Wider schoolwide staff professional development on assessment and moderation in all learning areas</p>	<p>PN/AP i/c NCEA HODs</p>	<p>Engagement with Ministry of Education Assessment professional development led by the Assistant Principal and HODs.</p>	<p>6 months (Ministry funded)</p>	<p>Moderation results 2025 - 2025 is the first time we have 'not met' the national external moderation requirements' (NB. 2024, 2021, 2019- we met the requirements. In 2022/2023 we 'met the majority of requirements').</p> <p>We had 8 standards rated 'Not Yet Consistent' (50%), 1 rated 'Not Consistent' (7%), and only 7 rated 'Consistent'.</p> <p>This year NZQA have requested L2/L3 standards, which most staff seem a lot more able to assess appropriately. A goal for the departments/subjects that continue to get NYC often is using subject specialist verifiers (someone who has experience in teaching/assessing that standard) as is the national expectation, using Putake assessor tools to upskill with the new standards/assessments, looking at prior moderation and using the feedback provided to make a range of benchmark samples for future assessment use.</p> <p>Most of the 9 standards at NYC, NC have had 'response to external moderation reports' completed where the TiCs/HoDs have made suggestions for improvements moving forward (one teacher was followed up several times - via email and face to face- and by the relevant HoD in both 2024 and 2025 but no forms were ever completed) - these are part of the national MNA requirements and will be asked to be seen as part of our MNA next term.</p> <p>Increased readiness of students for external assessments, including the CAAs.</p>
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Strategic Goal 2

To review and strengthen the content and delivery of the school curriculum, and ensure that it meets the requirements of Te Mātaiaho/NZ Curriculum with integrity. *Regulation 9(1)(a)*

Annual Target/Goal:

Continue to embed the principles of *Poutama Rautaki* into all teachers' practice as curriculum changes are rolled out.

Regulation 9(1)(a)

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

- Teachers involved in Professional Growth Cycles that meaningfully reflect their reflections on their teaching practice
- Chromebooks being used more productively in Year 9-10 classes; with limits on use in Term 1
- Growing evidence of *Poutama Rautaki* incorporated into the classroom
- Reporting reflects new Ministry Guidelines
- Attendance levels improve as engagement develops


Regulation 9(1)(d)

Rationale:

Development on Te Mātaiaho has also slowed. Staff training on developing a common pedagogical framework, a focus of the past four or so years, is coming to an end and needs review and evaluation.

Poutama Rautaki is the teacher document that describes and explains our common pedagogical framework in the college – ie. how we expect teachers to teach in our context, what we would see in each classroom etc. This was first presented to staff in 2024 and now needs locking in.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
<i>Poutama/Rautaki</i> used and referred to at staff meetings.	All	None	All year	Principles and actions outlined in the document become evident in classrooms.
Staff Professional Development Cycles established and <i>Poutama/Rautaki</i> used as their foundation.	DP (MH) AP (FL)	Time	All year	Staff PGCs set up and operating effectively. All teachers complete the required documents.
Professional development a focus of staff Monday hui	AP (OG) All	Some teacher release time - teachers teaching teachers..	All year	Strategies shared and consistent between subjects (eg Writing Process, TEXAS etc).

<p>To continue not to use chromebooks in Year 9-10 in Term One (except for reasonable exceptions) to focus on a screen-free classroom experience and to reintroduce using school protocols and good practice.</p>	<p>All</p>	<p>None</p>	<p>Term 1</p>	<p>Enhanced (not increased) use of Chromebooks in Year 9-10, and less evidence of them being used in 'blanket' activities (will also be shown in less damage and misuse)</p> <p>Fewer Smoothwall Monitor Alerts (see below for the week of March 16, 2028)</p> 
<p>To redesign written reports to reflect new MOE Requirements.</p>	<p>AP (OG)</p>	<p>None</p>	<p>Redesign completed early Term 2</p>	<p>Reporting process reflects new MOE requirements</p>

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<p>Strategic Goal 3</p> <p>To promote equitable outcomes for all students.</p> <p style="text-align: right;"><i>Regulation 9(1)(a)</i></p>				
<p>Annual Target/Goal:</p> <p>To increase levels of student attendance across the school.</p> <p style="text-align: right;"><i>Regulation 9(1)(a)</i></p>				
<p>What do we expect to see by the end of the year?</p> <p>- Improved attendance at all levels compared to 2025 data.</p> <p style="text-align: right;"><i>Regulation 9(1)(d)</i></p>				
<p>Rationale:</p> <p>Attendance at school remains our single biggest indicator of academic achievement. Non-attendance is above national levels, and is not shifting despite recent initiatives. Like numeracy and literacy development, this is a systemic issue and will take several years of concentrated effort to make a difference.</p> <p>Refer to <i>Every Day Matters</i> reports for specific data on attendance.</p>				
<p>Actions</p> <p><i>Regulation 9(1)(b)</i></p>	<p>Who is responsible</p> <p><i>Regulation 9(1)(c)</i></p>	<p>Resources Required</p> <p><i>Regulation 9(1)(c)</i></p>	<p>Timeframe</p>	<p>How will you measure success?</p> <p><i>Regulation 9(1)(d)</i></p>
<p><i>Refer to Goal 1 actions above which are also focussed on achieving equitable outcomes.</i></p>				
<p>Complete the Attendance Management Plan and publicise it on the school website by the end of February</p>	<p>Principal</p> <p>SLT i/c Attendance (GD)</p>	<p>Time</p>	<p>Completed December 2025</p>	<p>Visibility of AMP on the website.</p> <p>Processes in AMP referred to and used to monitor student attendance.</p> <p>The plan should:</p> <ul style="list-style-type: none"> Identify students at risk of significant non-attendance earlier and take steps to mitigate the risk Enhance communication between the pastoral team and whānau in relation to attendance concerns
<p>Update the Attendance Management Plan at the end of 2026</p>	<p>Principal</p> <p>SLT i/c Attendance (GD)</p>	<p>Time</p>	<p>By December 11, 2026</p>	<p>Plan reviewed and updated on school website.</p>

Use of the new CMS Referral System to track and monitor rangatahi at-risk of low attendance	SLT i/c Attendance (GD)	Training in the use of the new system (completed February 2025)	All Year	Increased levels of regular attendance at school (MOE definition).
Continue increased engagement with Te Puna Kaiherenga Whanau Kaimahi Attendance Advisor to effectively engage with whānau to assist them getting their children to school.	SLT	None	All year	Increased levels of regular attendance at school (MOE definition). Joint action with local iwi to provide transportation to school for students who are chronically late / absent.
Continue to commit to fees free sport for all students at Rangitīkei College	Board	Financial - see budget	All Year	Increased levels of involvement in sport, especially as a way to engage students at risk

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<p>Strategic Goal 4</p> <p>To deepen students' sense of wellbeing, connection and identity.</p> <p style="text-align: right;"><i>Regulation 9(1)(a)</i></p>				
<p>Annual Target/Goal:</p> <p>To continue to develop the school environment and structures (including behaviour management) to encourage student wellbeing and connection to the college.</p> <p style="text-align: right;"><i>Regulation 9(1)(a)</i></p>				
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> - School tikanga evident in school activities, and visible around the school; kai-time to start with karakia and increasing number of lessons starting and ending with karakia - Whānau Groups continue to be supported as an integral organisational structure within the school - whānau teachers are first point of contact for whānau - Continued enhancement of school physical spaces with a view to fostering pride, identity and connection <p style="text-align: right;"><i>Regulation 9(1)(d)</i></p>				
<p>Rationale:</p> <p>Continue and strengthen developments undertaken over the past three years.</p>				
<p>Actions</p> <p><i>Regulation 9(1)(b)</i></p>	<p>Who is responsible</p> <p><i>Regulation 9(1)(c)</i></p>	<p>Resources Required</p> <p><i>Regulation 9(1)(c)</i></p>	<p>Timeframe</p>	<p>How will you measure success?</p> <p><i>Regulation 9(1)(d)</i></p>
The re-establishment of Year Level Pastoral hui	Pastoral team	Staff meeting time added 1 in every third Wednesday afternoon	All year	Shared approaches and consistent expectations for students, especially those at risk or who are more challenging
Develop initiatives to promote general staff wellbeing.	Head of Pastoral Team (GD)	Minor	All year	Staff wellbeing given profile and significance at, for example, Teacher Only Days, staff meetings etc. Staff given regular opportunity to reflect on wellbeing in a safe and structured way at staff meetings.
<i>Poutama Manawa</i> document (behavioural management expectations, processes and systems) ratified and implemented by Pastoral Team and wider staff	Principal All staff	None specifically	All year	More consistent, fair, and effective behaviour management processes implemented.
Development of Poutama 'Tikanga' document that outlines school protocols, and ways of doing things for future reference.	Principal HOD Māori	None	End of Term One	Clarity on school tikanga (including why, what, how) for events like pōwhiri, poroaki, mihi whakatau, karakia, staff farewells, Year 13 leavers events, meetings etc.
Further development of student leadership programmes	DP (MH)	Varies	All year	Put in place a structure for formal application as a prefect.

	Head of Student Leadership (KM)	Staff time.		<p>Enhance the junior leadership team by connecting them to prefects.</p> <p>Junior Leadership team to run Kickstart Breakfast</p> <p>Tuakana-Teina initiative to include more primary schools</p> <p>Connection with Primary Schools to promote student leadership.</p>
Promote use of physical environment, within and outside school, as places of connection and pride	All staff	<p>Budgeted funding for:</p> <ul style="list-style-type: none"> - Signage - Student shelter - Visual art - Landscaping - Bathrooms 	All year	<p>Board plans for additional external student shelter.</p> <p>Landscaping changes to enhance physical environment.</p>