

Annual Implementation Plan – Tokoroa High School 2026

MISSION STATEMENT – THE BEST AND HIGHEST QUALIFICATIONS FOR ALL

VISION STATEMENT – *Our vision is to empower young people to stand tall, seize opportunities, overcome obstacles, make a difference and be resilient.*

Aim 1: Attendance: Improve regular attendance and reduce chronic absence, achieving 90% attendance for all students. Board of Trustees Primary Objective: Ensure all students are present, engaged, and supported to participate fully in learning. Aim 2: Data-Informed Teaching & Junior School Progress: Strengthen data use in Years 9–10 and accelerate literacy and numeracy progress in the junior school. Board of Trustees Primary Objective: Raise student achievement through effective teaching, evidence-based decision-making, and targeted support Aim 3: NCEA Achievement: Ensure every student gains 14+ NCEA credits per subject and achieves NCEA Level 1 Literacy and Numeracy. Board of Trustees Primary Objective: Ensure high levels of academic achievement and equitable outcomes for all learners Aim 4: Holistic Student Development: Create an environment that supports students’ physical, spiritual, mental, and social identity development. Board of Trustees Primary Objective: Promote student wellbeing, identity, belonging, and positive school culture.				
What do we expect to see by the end of the year? Measurable Outcomes (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)
Aim 1: Attendance - By 2030, 80% of students attain 90% attendance rate: 90% attendance improves to 40% of all students in 2026; 50% in 2027; 60% in 2028; 70% in 2029. Chronic absenteeism reduces to 30% of students in 2026; 25% in 2027; 20% in 2028; 15% in 2029; 10% in 2030. Aim 2: Data-Informed Teaching & Junior School Progress: Year 9-10 teachers use common assessment data two time per year. Aim 3: NCEA Achievement: Ensure every student gains 14+ NCEA credits per subject and achieves NCEA Level 1 Literacy and Numeracy Aim 4: Holistic Student Development: Create an environment that supports students’ physical, spiritual, mental, and social identity development. Board of Trustees Primary Objective: Promote student wellbeing, identity, belonging, and positive school culture.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)©	Resources Required Regulation 9(1)©	Timeframe Board reporting 2026:	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> Regulation 9(1)(d)
Aim 1: Attendance <i>For key actions, refer to the Tokoroa High School Attendance Management Plan</i>	Principal has primary responsibility with support from the SLT, SLA, Deans, Tutors, Attendance staff	* Refer to the Tokoroa High School Attendance Management Plan * Daily monitoring of Attendance information from Kamar * Senior Leader in charge of Attendance (SLA) is TA * Refer to 2025 Statement of Variance re Evaluation (where to next?) section: - Table 9, page 11 – Report on 2025 attendance - Table 13, page 14 – Attendance and 2025 Leavers report	Monthly attendance dashboard (schoolwide, year levels, priority learners). Chronic absenteeism trends and interventions in place. Commentary on whānau engagement actions and impact. Frequency: Monthly (high - priority indicator). Deep dive twice per year (Term 2 and 4).	* Schoolwide attendance improves annually toward 90% by Year 3. * Chronic absenteeism (reduces by 10% each year.) * Priority learner attendance improves each term. * Whānau engagement actions result in 70% of targeted students improving attendance
Aim 2: Data-Informed Teaching & Junior School Progress <i>Refer to department action plans 2026.</i> <i>Refer to 2025 S.O.V. re Evaluation (where to next?)</i>	Principal, SLT, HOD's, Teachers, Deans, Tutors	* Refer to Department action plans 2026. * Refer to 2025 Statement of Variance re Evaluation (where to next?) section: - Table 15, page 15 – To improve Numeracy skills across the school - Table 16, page 16 - To improve Literacy skills across the school - Table 17, page 17 - To improve Literacy & Numeracy skills across the school – Year 9 and Year 10 Junior Diploma	Termly progress data for Year 9–10 literacy and numeracy (e-asTTle, NCEA literacy/numeracy indicators). Summary of data-driven teaching adjustments by departments. Progress of targeted intervention groups. Frequency: Termly (aligned with assessment cycles). Mid-year and end-of-year analysis with clear “on track / off track” statements.	* Year 9-10 teachers use common assessment data two times per year * 100% of departments show evidence of data-driven adjustments * Identified students make one year’s progress in a year * Targeted groups achieve accelerated progress (eg., 1.5 years in 1 year)
Aim 3: NCEA Achievement <i>Refer to department action plans 2026.</i> <i>Refer to 2025 S.O.V. re Evaluation (where to next?)</i>	Principal, SLT, HOD's, Teachers, Deans, Tutors	* Refer to Department action plans 2026. * Refer to 2025 Statement of Variance re Evaluation (where to next?) section: - Table 3 page 6 - Raising student achievement in NCEA Levels 1, 2 & 3 - Table 6, page 8 - Raising student achievement in University Entrance - Table 7, page 9 - Raising student achievement in the Te Whanau A Noa programme - Table 8, page 10 - Raising student achievement in STEM - Table 15, page 15 – To improve Numeracy skills across the school - Table 16, page 16 - To improve Literacy skills across the school	Monthly senior school progress report Progress toward 14+ credits per subject. Literacy and numeracy achievement tracking. Internal assessment completion and pass-rate trends. Identification of at-risk students and interventions. Frequency: Monthly Comprehensive annual NCEA results analysis in Term 1.	* 85% of students achieve 14+ credits in each subject. * 100% attempt NCEA Literacy and Numeracy by Year 10/11. * 90% or more achieve NCEA Level 1 Literacy and Numeracy by Year 11. * Internal assessment pass rates improve by 5% per year. * “<i>Not Achieved</i>” results reduce by 5% annually.
Aim 4: Holistic Student Development	Principal, SLT, HOD's, Teachers, Deans, Tutors, Sports Coordinator,	* Refer to Pastoral action plan 2026 * Refer to Sports department twice-yearly reports * Senior leaders summarise data from wellbeing surveys * Pastoral meeting discussion & Minutes * Sports coordinator provides historical data of sports participation * Senior leaders continue to monitor behavioural issues	Termly wellbeing survey summaries (belonging, identity, safety). Participation data for extracurricular, cultural, and leadership activities. Behaviour data (stand-downs, suspensions, major incidents). Whānau engagement metrics (hui attendance, event participation). Frequency: Termly (wellbeing and behaviour). Twice yearly for extracurricular participation and whānau engagement.	* Participation in extracurricular, cultural, and leadership activities increases by 5% each year. * Wellbeing survey indicators improve annually. * All students participate in at least one identity or wellbeing programme each year. * Behaviour incidents reduce by 5% over three years. * Whānau engagement increases across hui, conferences, and school events.