

Māngere College | Annual Implementation Plan 2026

Goal One: Develop an effective, cohesive and strategic Senior Leadership Team			
Actions	Who is responsible	Evidence of Success	Tracking and Monitoring Progress
Recruit and induct a new DP Finalise induction plan end of Term 1 Conduct SLT-based induction during Term break Complete employee checklist Meet with LSM	Principal, LSM, PM	Candidate with necessary skills and experience appointed Smooth transition for the new leadership member demonstrated by effective integration into the team and positive feedback from staff	End of Term 1 - End of Term 1: Induction plan completed - Term Break: SLT induction completed - Weeks 1–5 Term 2: Supported transition - End of Term 2: Formal review

Provide operational induction (systems, KAMAR, processes) Assign portfolio and clear priorities for Term 2 Schedule weekly check-ins with Principal (Term 2) Provide shadowing opportunities with SLT members starting Term 2 Introduce DP to key staff in Week 1			
Review Senior Leadership Team (SLT) – clarify and document roles, responsibilities, portfolios and accountabilities Share initial restructuring thinking (Term 1)	Principal and LSM	All SLT have clearly documented roles, responsibilities, portfolios and accountabilities. Everyone understands their function within the team as	End of Term 2

Refine portfolios based on new DP strengths and align roles to Attendance, Achievement, Leadership priorities Hold SLT workshop early Term 2 Publish roles and responsibilities document		confirmed by team surveys or feedback sessions.	
Foster collaboration and regular review of leadership practices within the SLT Introduce strategic SLT meeting model Implement SLT inquiry cycle (SO framework)	Principal, LSM	Senior and middle leaders have set and documented professional goals as part of their PGC. Progress towards these goals is regularly reviewed and discussed at leadership meetings.	Term 1 and ongoing

Establish shared leadership norms Karen Smith from Education Group to run DP PGCs.			
Building capability within the SLT team. Strengthen clarity of roles and responsibilities Principal's engagement with Leanne Webb and MoE Principal advisor Luke Sumich Develop individual leadership growth goals	Principal; SLT	Increased cohesion and strategic alignment within the SLT, evidenced by collaborative initiatives and improved outcomes	Term 1 Break: Planning confirmed Term 2: Coaching begins End Term 2: Reflection Term 3 4: Continued development Term 4 EoY Reflections

Ensure leaders are equipped to drive improvement and foster a positive school culture Termly coaching and school visits Plan mid-year SLT reflection session			
Build and develop the evaluation capability of the SLT	Principal, SLT	All SLT members can confidently use the SO framework to analyse a priority area, evidenced by completed individual SWOT analyses and clearly articulated inquiry focuses aligned to leadership, attendance and achievement. Consistency in use of the framework is evident in SLT	End of Term 3 and ongoing

		meeting discussions, documentation, and decision-making.	
Goal Two: Raise student achievement and improve achievement in Literacy and Numeracy			
Actions	Who is Responsible	Criteria for Success	Tracking and Monitoring Progress
Analyse 2025 relevant achievement data (Maths, Literacy, NCEA, CAAs) to set achievement targets for 2026 and identify students' learning needs.	Principal, DP Curriculum and HoDs	2026 targets NCEA Level 1: 45-50% NCEA Level 2: 45-50% NCEA Level 3: 60-65% UE: 25% <i>Lift Māori and Pasifika Senior achievement by 10% minimum.</i> <i>Reduce the gender achievement disparity at L2 and L3 by lifting male achievement (Equity)</i> Junior Achievement Targets	End of Term 1

		<i>E-asttle: At least 50% of Year 9 and 10 students currently below/well below will make accelerated progress and the proportion of students at or above expected level increases by 20% from baseline data.</i>	
AsTTle testing carried out and reviewed T1 and T4. Priorities identified and incorporated into Department action plans.	DP Curriculum, HODs	School wide data will show significant improvement. Department action plans will reflect an ability to adapt to data and student learning needs.	End of Term 1 and ongoing
Develop a Curriculum Team to support the curriculum review and drive curriculum initiatives.	Principal, DP Curriculum	Better coordination of curriculum development efforts, enhanced leadership capacity and objectives aligned with strategic attendance and achievement goals.	End of Term 1

Review current assessment systems, processes and practices	Principal, DP Curriculum, HoDs, Curriculum Team	External PLD through Evaluation Associates tailored to meet leader and teacher needs.	End of Term 2 and ongoing
Build teachers' data literacy capability through targeted PLD	Principal; DP Curriculum; HoDs; Teachers; Evaluation Associates	Teachers confidently and consistently use achievement data to identify target students, to track progress, to inform planning	Term 2 and ongoing
Gather student feedback about the current curriculum programmes, using it to inform curriculum development and review.	SLT; HODs; Teachers	Teachers will gather feedback from their students which will be analyzed within departments.	End of Term 2 and ongoing
Develop assessment capability and consistent teaching practices across departments	DP Curriculum; HoDs; Teachers; Evaluation Associates	Consistent use of appropriate teaching strategies to accelerate and lift achievement. Consistent use of formative assessment strategies used	Term 1 and ongoing

		across departments e.g. Learning Intentions, Success Criteria	
New targeted literacy and numeracy courses will be designed for Yr 10 to meet the curriculum and learning needs of students.	DP Curriculum; HOD English and Maths; Teachers	We will see an improvement in e-asTTle achievement and pass rates in the Literacy and Numeracy CAAs.	Term 2 and ongoing
Rongohia te hau (observation of teachers) or another appropriate observation tool will be used to gather data on effective pedagogy Workshops on aspects of Culturally Responsive and Relational Pedagogy will be	SLT; HODs; SCT; Teachers	Teachers will work together to share understanding and implement effective teaching and behaviour management practices that lead to improved student learning outcomes.	End of Term 3 and ongoing

offered and will cater for a range of experience and confidence		Beginning Teachers and Teachers new to Mangere College will be supported to develop their practice through a combination of learning about effective teaching practice and coaching in the classroom.	
Goal Three: Improve attendance - Increase regular attendance to 50% by the end of Term Two			
Actions	Who is responsible	Evidence of Success	Tracking and Monitoring Progress
Analyse 2025 attendance data to set targets for 2026	Principal, SLT	Attendance Targets Whole school – 80% Years 12 and 13 – 65% Regular attendance – 53% Irregular attendance – 15% Moderate attendance – 8% Chronic attendance – 24%	End of Term 4
Develop an Attendance Management Plan	Board, SLT, Staff, Community	Attendance Management Plan finalised and uploaded to the school website.	End of Term 1

Conduct a review of attendance systems, processes and practices.	Principal, SLT, Deans, HoDs, teachers, support staff, Board and LSM	Attendance systems and processes are consistent, well understood and used effectively by all staff in their day-to-day practice	End of Term 2
Develop an Attendance Team to drive and support Attendance initiatives	Principal, DP Pastoral, Deans, Student Services	Better coordination of attendance efforts, enhanced leadership capacity and objectives aligned with strategic attendance and achievement goals	End of Term 1
Build Deans' and Awhina Teacher capability and capacity	DP Pastoral and Attendance Team	Effective follow-up, monitoring, tracking and support systems in place, improved attendance data	End of Term 2 and ongoing
Strengthen relationships and communication with whanau	All staff; Communications Manager; Data Manager	Stronger relationships with whanau and community, evidenced by increased	End of Term 3 and ongoing

		engagement and positive feedback	
Promote the importance of attendance to the community and students	Principal, Board, SLT, Deans, HoDs, teachers, support staff	Increase in regular attendance and decrease in chronic non-attendance.	End of Term 2
Daily focus on Attendance in all classroom lessons, school meetings; assemblies; newsletters; communications	Principal, SLT, Deans, HoDs, teachers, support staff	Stronger focus on attendance, positive upward trajectory in attendance data	End of Term 1 and ongoing
Establish weekly attendance tracking and monitoring meeting	LSM, DP Pastoral, AO and school Navigator	Attendance patterns and trends data identified, enabling the school to respond early and appropriately to attendance concerns	End of Term 1 and ongoing