



Strategic Goal: To improve student, staff, whānau, iwi and community engagement.

Objectives	Expected Outcomes	Actions and Expected Evidence	Key People	Progress/Evidence Towards Expected Outcomes	Next Steps
<p>1.1 Lead the school through major educational changes by providing appropriate strategic support and resourcing to Senior Leaders and staff.</p>	<ul style="list-style-type: none"> Senior Leaders are empowered to effectively lead their respective portfolios, resulting in consistent progress across the school. Portfolio 2 Wānanga (Learning): Successful implementation of the refreshed curriculum and continued embedding of "Relationships First" PLD. Portfolio 3 Whanaungatanga (Relationships): Attendance targets (80% regular attendance) are progressed toward using the new Attendance Management Plan (AMP). EOTC systems are fully compliant with the Safety Management Plan described in school policies and reviewed procedures. Portfolio 4 Manākitanga 	<p>Actions</p> <ul style="list-style-type: none"> Conduct regular line management and strategy meetings with Senior Leaders to monitor progress on their specific portfolio milestones (Wānanga, Whanaungatanga, Manākitanga, Aromatawai). Allocate appropriate financial and time resources to support the "Relationships First" professional learning. Address the findings of the EOTC Review by defining the split between the EOTC Co-ordinator and LOL PE/OE roles, and ensuring sufficient time allocation for these responsibilities. Address Monitor the implementation of the AMP to ensure efficient and effective implementation. <p>Expected Evidence</p> <ul style="list-style-type: none"> Senior Leaders provide monthly 	SLT		

	<p>(Caring): A supportive pastoral environment is maintained with clear behaviour management systems.</p> <ul style="list-style-type: none"> • Portfolio 5 Aromatawai (Assessment): Staff are prepared for NCEA changes (2027) and effectively implementing Literacy and Numeracy assessments. <p>Actions</p>	<p>updates to the Board.</p> <ul style="list-style-type: none"> • Programmes (Relationships First, EOTC, and the AMP are sufficiently resourced to enable them to be effectively implemented. 			
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1.2 Facilitate a collaborative review of the Te Puke High School Strategic Goals (Central Pou) in partnership with the Board and major stakeholder groups.	<ul style="list-style-type: none"> A refreshed Strategic Plan is developed that reflects the aspirations of students, staff, whānau, iwi, and the wider community. The Board is supported in their governance role by having the consultation process managed and facilitated effectively on their behalf. Enhanced relationships with local iwi andio 3 Whanaungatanga (Relationships): Attendance targets (80% regular attendance) are progressed toward using the new Attendance Management Plan (AMP). EOTC systems are fully compliant with the Safety Management Plan described in school policies and reviewed procedures. 	<p>Actions</p> <ul style="list-style-type: none"> Help the Board develop a consultation timeline and framework. <p>Expected Evidence</p> <ul style="list-style-type: none"> Consultation timeline and framework produced. 			
		<p>Actions</p> <ul style="list-style-type: none"> Help the Board organise and facilitate hui and consultation sessions with key stakeholder groups (iwi, Pasifika fono, staff, student leaders) to gather voice on the future direction of the school. <p>Expected Evidence</p> <ul style="list-style-type: none"> Stakeholder voices are gathered. 			
		<p>Actions</p> <ul style="list-style-type: none"> Collate and analyse feedback from consultations to form Central Pou for the school. <p>Expected Evidence</p> <ul style="list-style-type: none"> Central Pou decided. 			

		<ul style="list-style-type: none">• Strategic goals align with ERO recommendations.			
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1.3 Exhibit leadership that results in the effective management of the school's personnel, property, and financial resources.	<ul style="list-style-type: none"> Financial stability is maintained with resource allocation aligned to the school's annual and strategic objectives. A safe and effective learning environment is provided through proactive property management and adherence to Health and Safety systems. Staff effectiveness is maximised through proper personnel management and leadership opportunities. 	<p>Actions</p> <ul style="list-style-type: none"> Prepare and manage the 2026 budget, ensuring the Board receives timely and accurate financial information. <p>Expected Evidence</p> <ul style="list-style-type: none"> Monthly finance reports show prudent management of school finances. 			
		<p>Actions</p> <ul style="list-style-type: none"> Oversee the school's property maintenance and capital works projects to ensure facilities meet educational and safety needs. <p>Expected Evidence</p> <ul style="list-style-type: none"> School property maintenance and capital works projects are implemented in a timely manner. 			
		<p>Actions</p> <ul style="list-style-type: none"> Ensure the implementation of performance management for Senior Leaders and 			

		<p>teaching staff are completed.</p> <p>Expected Evidence</p> <ul style="list-style-type: none">• Senior Leaders and teaching staff will gather evidence for renewal of their practising certificate through the Relationships First programme.			
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2.1 To achieve equitable academic outcomes for ākongā Māori	<ul style="list-style-type: none"> Parity of achievement between ākongā Māori and non-Māori in Literacy and Numeracy corequisites. School-wide pedagogy reflects a consistent, culturally responsive framework. Kaiako demonstrate a clear understanding of the upcoming senior curriculum changes in preparation for the 2028 rollout 	<p>Actions</p> <ul style="list-style-type: none"> Accelerate the teaching of Literacy & Numeracy integration: Target professional learning for kaiako to ensure distinct Literacy and Numeracy strategies are embedded within every curriculum area <p>Expected Evidence</p> <ul style="list-style-type: none"> All Learning Areas have clearly documented Literacy/Numeracy strategies embedded in their Unit Plans Strategies are evident in Relationships First classroom observations Kaiako surveys show improved confidence in integrating Literacy and Numeracy strategies 	DP - THP LOLs Maths - DES English - MFD ALOLs Maths - HKE English - TRE		
		<p>Actions</p> <ul style="list-style-type: none"> Roll out the Year 9 and 10 Refreshed Curriculum with a Mana Ōrite focus: Support English, Maths, and piloting 	DP - THP LOLs Maths - DES English - MFD All LOLs Maths - DES English - MFD Science - NKA Social Sci - EHL Health/PE - LKD Arts - ARM Māori - RAD		

		<p>departments to implement new curricula, ensuring content and delivery are responsive to the needs of ākonga Māori.</p> <p>Expected Evidence</p> <ul style="list-style-type: none"> • New Year 9/10 programmes for English and Maths are fully operational in Term 1. • Learning Areas submit draft curriculum documents (to review inclusion of Mana Ōrite perspectives) to LOLs and SLT by the end of Term 3. • Ākonga Māori voice is collected by Learning Areas to check that content is catering to their learning needs 	<p>Languages - REN Technology - SRA Careers - BUR</p>		
		<p>Actions</p> <ul style="list-style-type: none"> • Monitor Curriculum Impact: Establish a review cycle to measure how curriculum changes are specifically impacting ākonga Māori engagement and achievement data. <p>Expected Evidence</p> <ul style="list-style-type: none"> • The achievement gap between Māori and non-Māori in the Literacy and Numeracy Co-requisites is eliminated by the end of 2027. • Review of Term 1 and 2 attendance data in core classes shows a closing gap. 	<p>DP - THP LOLs Maths - DES English - MFD</p> <p>ALOLs Maths - HKR English - TRE</p>		

		<ul style="list-style-type: none"> Whānau Māori report (via hui or survey) that the new curriculum content feels relevant and culturally responsive. 			
		<p>Actions</p> <ul style="list-style-type: none"> Embed a Relationships First pedagogy: Implement a mandatory, school-wide framework to ensure teaching practices specifically support and engage ākonga Māori. <p>Expected Evidence</p> <ul style="list-style-type: none"> Collated graphs from Relationships First classroom observations show a North-East trend Ākonga Māori, whānau and kaiako voice shows significant improvement in the key elements of relational pedagogy Attendance rates for ākonga Māori improve to match or exceed the school average 	<p>Impact Coaches: DP – THP LOLs English - MFD Maths – DES Science - NAK Māori - RAD SCT - STA AA – MOK TIC ESOL – PNA Kaiako Dance - CRJ Careers - POA PE/OED - LOM Support Class - LP</p>		
		<p>Actions</p> <ul style="list-style-type: none"> Learning Areas scope the draft Year 11-13 Refreshed Curriculum <p>Expected Evidence</p> <ul style="list-style-type: none"> Feedback is prepared and submitted to the Ministry of Education 	<p>DP – THP All LOLs Maths - DES English - MFD Science - NKA Social Sci - EHL Health/PE - LKD Arts – ARM Māori - RAD Languages - REN Technology - SRA Careers - BUR</p>		



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<p>3.1 To increase regular attendance (≥90%) across Years 9–13 by strengthening consistent attendance processes, early intervention, and whānau engagement in line with Ministry of Education expectations.</p>	<ul style="list-style-type: none"> 80% of students will be present for more than 90% of the term by 2030, as per government target. 	<p>Actions</p> <ul style="list-style-type: none"> Brief staff on attendance expectations and procedures Ensure consistent attendance coding, expectations, and follow-up processes across the school. <p>Expected Evidence</p> <ul style="list-style-type: none"> Staff briefing agenda and minutes; published attendance guidelines 	<p>SLT, Heads of House (HoHs), Kaiarahi Ngā Puna</p>		
		<p>Actions</p> <ul style="list-style-type: none"> Implement early identification and tiered response for students below 90% attendance Daily & weekly monitoring and graduated HOH-led follow-up for emerging concerns. <p>Expected Evidence</p> <ul style="list-style-type: none"> Existing SMS /attendance system reports; HOH time. Weekly attendance reports; documented student follow-ups 	<p>HoHs, Deputy Principals</p>		

		<p>Actions</p> <ul style="list-style-type: none"> • Strengthen proactive whānau engagement for attendance • Early, solution-focused contact with whānau where attendance concerns emerge. <p>Expected Evidence</p> <ul style="list-style-type: none"> • Phone/email time; attendance conversation guidelines. • Logged whānau contact; improved attendance for targeted students 	<p>Kaiārahi Ngā Puna / HoHs, Pastoral Staff</p>		
		<p>Actions</p> <ul style="list-style-type: none"> • Align attendance practices with Bluelight Attendance Service and external supports • Engage in shared approaches and referrals for students with complex attendance barriers. <p>Expected Evidence</p> <ul style="list-style-type: none"> • Meeting time; agency liaison • Meeting notes; referral records; shared action plans 	<p>Deputy Principal, SLT, HoHs</p>		

		<p>Actions</p> <ul style="list-style-type: none"> • Review and report attendance progress each term • Evaluate effectiveness of actions and report to SLT and Board. <p>Expected Evidence</p> <ul style="list-style-type: none"> • Attendance data reports; meeting time • Termly attendance reports; Board reporting 	Deputy Principal		
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<p>3.2 To strengthen Education Outside the Classroom (EOTC) health and safety procedures so that all off-site learning is planned, approved, and implemented consistently, eliminating the risk of serious incidents.</p>	<ul style="list-style-type: none"> Implement improved health and safety procedures for EOTC, procedures which will eliminate the risk of serious incidents. 	<p>Actions</p> <ul style="list-style-type: none"> Clarify and standardise EOTC documentation requirements. Ensure all staff clearly understand mandatory EOTC documentation requirements, including RAMS, supervision roles, medical information, and approval timelines. <p>Expected Evidence</p> <ul style="list-style-type: none"> Updated EOTC procedures; standardised templates Completed EOTC documentation meeting required standard 	<p>SLT, Leaders of Learning (LoLs), Teachers in Charge (TiCs)</p>		
		<p>Actions</p> <ul style="list-style-type: none"> Implement a consistent EOTC approval and sign-off process Apply a clear, tiered approval process for all EOTC activities, with SLT oversight for higher-risk activities. 	<p>SLT, Deputy Principal</p>		

		<p>Expected Evidence</p> <ul style="list-style-type: none"> • Approval workflow; meeting/processing time • Signed approval records; compliance with approval timelines 			
		<p>Actions</p> <ul style="list-style-type: none"> • Build staff capability in EOTC risk management. • Provide targeted PL and guidance focused on risk assessment, supervision, and emergency planning for EOTC activities. <p>Expected Evidence</p> <ul style="list-style-type: none"> • PL time; exemplar RAMS and scenarios • PL attendance records; improved quality of RAMS 	Deputy Principal, TiC EOTC, LoLs		
		<p>Actions</p> <ul style="list-style-type: none"> • Monitor compliance and quality of EOTC planning • Regularly review submitted EOTC documentation to ensure accuracy, timeliness, and adherence to procedures <p>Expected Evidence</p> <ul style="list-style-type: none"> • Time for document review • Audit records; reduction in incomplete or late documentation 	Deputy Principal, TiC EOTC		
		<p>Actions</p> <ul style="list-style-type: none"> • Review EOTC incidents and near-misses to inform 	Deputy Principal, TiC		

		<p>practice</p> <ul style="list-style-type: none">• Use incident and near-miss data to refine procedures and reinforce safe practice. <p>Expected Evidence</p> <ul style="list-style-type: none">• Incident reporting system; meeting time• Incident reviews; procedural updates where required			
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4.1 Strengthen a consistent, relational, and responsive pastoral care system through Ngā Puna	<ul style="list-style-type: none"> All students are known, supported, and connected to a trusted adult within the Ngā Puna structure. Pastoral care processes are consistent across all Houses. Early identification and support of attendance, wellbeing, and engagement concerns. Development of strong, clear first-point-of-contact relationships with whānau 	Actions <ul style="list-style-type: none"> Strengthen the Ngā Puna mentoring structure 	HOH NPL SLT		
		Expected Evidence <ul style="list-style-type: none"> Clear role descriptions for Heads of House and Ngā Puna Leaders 			
		Actions <ul style="list-style-type: none"> Ensure the House system (5 Heads of House → 12 Ngā Puna Leaders → 18~20 students each) operates with clear expectations, consistent processes, and shared practice. 	Expected Evidence <ul style="list-style-type: none"> Regular mentoring check-ins documented Student voice indicates strong sense of belonging and connection Reduced referrals escalating beyond Ngā Puna level 		
		Actions <ul style="list-style-type: none"> Embed consistent pastoral routines 	NPL HOH		

		<p>during Ngā Puna time</p> <ul style="list-style-type: none"> • Use the 20-minute pastoral time (4x weekly) to consistently monitor attendance, wellbeing, and engagement. <p>Expected Evidence</p> <ul style="list-style-type: none"> • Documented Ngā Puna session plans • Shared weekly or termly Ngā Puna planning documents outlining: <ul style="list-style-type: none"> • attendance check-ins • wellbeing check-ins • values-based discussions • mentoring or goal-setting activities • Consistent Ngā Puna schedules across Houses: <ul style="list-style-type: none"> • Standardised Ngā Puna timetable showing 4 sessions per week • Alignment of session focus across Houses (e.g. Monday attendance, Tuesday wellbeing, etc.) • Ngā Puna Leader records or notes • Brief records of mentoring conversations • Notes of follow-up actions or referrals • Head of House monitoring: <ul style="list-style-type: none"> • House-level checks confirming routines are being implemented • Feedback provided to Ngā Puna Leaders where inconsistencies are 			
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		identified <ul style="list-style-type: none"> • Ngā Puna Check Sheets (link) 			
		Actions <ul style="list-style-type: none"> • Strengthen whānau communication pathways • Reposition Ngā Puna Leaders and Heads of House as the first point of contact for whānau, with clear escalation pathways when required Expected Evidence <ul style="list-style-type: none"> • Whānau report clarity around who to contact • Increased positive whānau engagement • Reduced communication breakdowns • Timely responses to pastoral concerns 	NPL HOH		



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4.2 Embed the teaching and lived experience of Te Puke High School values through pastoral care <i>(Respect, Relationships, Responsibility, Resilience, Realising Potential)</i>	<ul style="list-style-type: none"> Students can articulate and demonstrate the five school values. Values are explicitly taught, modelled, and reinforced through Ngā Puna. Improved student behaviour, engagement, and sense of belonging. Strong alignment between values, behaviour expectations, and pastoral practice 	Actions <ul style="list-style-type: none"> Develop a structured values-based Ngā Puna programme that is consistent and followed by each Ngā Puna. Expected Evidence <ul style="list-style-type: none"> Ngā Puna planning documents show explicit values focus Shared resources used consistently across Houses Student voice demonstrates understanding of values 			
		Actions <ul style="list-style-type: none"> Design and deliver planned activities and discussions that explicitly teach and explore the five values Expected Evidence <ul style="list-style-type: none"> Google Classroom lessons. 			
		Actions <ul style="list-style-type: none"> Embed team-building and relational activities within Ngā Puna time 			

		<ul style="list-style-type: none"> • Use pastoral time to strengthen peer relationships, leadership, and belonging <p>Expected Evidence</p> <ul style="list-style-type: none"> • Increased student participation during Ngā Puna • Reduced behavioural incidents • Positive student engagement surveys • Improved transitions for new students 			
		<p>Actions</p> <ul style="list-style-type: none"> • Align pastoral responses and behavioural management systems to school values • Ensure behaviour management and pastoral responses explicitly reference and reinforce values. <p>Expected Evidence</p> <ul style="list-style-type: none"> • Pastoral conversations reference values language • Consistent expectations across Houses • Students can reflect on behaviour using values framework 			



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4.3 To strengthen academic mentoring and holistic student support through Ngā Puna	<ul style="list-style-type: none"> Students understand their academic progress and next steps. Early identification of students at risk academically or socially. Improved engagement, goal-setting, and self-management Strong collaboration between pastoral and academic systems. 	<p>Actions</p> <ul style="list-style-type: none"> Embed academic mentoring within Ngā Puna Support students to track progress, set goals, and reflect on learning <p>Expected Evidence</p> <ul style="list-style-type: none"> Goal-setting completed and reviewed regularly within Kamar Students demonstrate increased ownership of learning through their ability to articulate goals, reflect on progress, and take responsibility for next steps. Improved engagement conversations documented by Ngā Puna leader 			
		<p>Actions</p> <ul style="list-style-type: none"> Strengthen early intervention and support pathways Use Ngā Puna as the first layer of response for 			

		<p>emerging academic, attendance, and wellbeing concerns.</p> <p>Expected Evidence</p> <ul style="list-style-type: none"> • Earlier identification of students requiring support • Reduced need for late-stage interventions • Improved coordination between pastoral, learning support, and SLT • Clear documentation of support actions and outcomes 			
		<p>Actions</p> <ul style="list-style-type: none"> • Evaluate and refine the Ngā Puna pastoral model • Use student, staff, and whānau voice alongside attendance, engagement, and wellbeing data to review effectiveness and inform future planning <p>Expected Evidence</p> <ul style="list-style-type: none"> • Survey and voice data collected and analysed from staff/students/whānau • Identified strengths and areas for development inform 2027 planning • Sustained improvement in wellbeing, attendance, and engagement indicators 			



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5.1 To carry out the duties of the Principal Nominee.	<ul style="list-style-type: none"> Quality Assurance of the NZQA qualification Well informed school community Sound policies and procedures around the delivery of the NZQA Qualification Planning and preparation for the new curriculum and qualifications 	Actions <ul style="list-style-type: none"> Quality assurance, ensuring integrity of the qualification. Expected Evidence <ul style="list-style-type: none"> 			
		Actions <ul style="list-style-type: none"> Running of external examinations and assessments. Expected Evidence <ul style="list-style-type: none"> 			
		Actions <ul style="list-style-type: none"> Policy Review & AI Conduct a comprehensive review of assessment policies. Update the Staff Assessment Handbook to address external moderation issues and include clear, communicated policies on Artificial Intelligence (AI) in assessment. Expected Evidence <ul style="list-style-type: none"> 			
		Actions <ul style="list-style-type: none"> Upskill Staff 			

		<ul style="list-style-type: none"> Upskill Academic Advisors (AAs) and key staff to assist with the planning and organisation of external exams (including Literacy/Numeracy co-requisites) <p>Expected Evidence</p> <ul style="list-style-type: none"> 			
		<p>Actions</p> <ul style="list-style-type: none"> Communication around NZQA With NZQA on behalf of the school and candidates. With students and whānau <p>Expected Evidence</p> <ul style="list-style-type: none"> 			



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5.2 Support, track and take action to improve attainment of literacy and numeracy across the school	<ul style="list-style-type: none"> Increased attainment of Literacy and Numeracy Collaboration across learning areas to improve Literacy and Numeracy outcomes Close achievement gaps for akonga Māori in Literacy and Numeracy 	Actions <ul style="list-style-type: none"> Track and monitor Literacy and Numeracy across the school Expected Evidence <ul style="list-style-type: none"> 			
		Actions <ul style="list-style-type: none"> Develop and work with a Literacy and Numeracy group action group to set goals and track literacy and numeracy within learning area Expected Evidence <ul style="list-style-type: none"> 			
		Actions <ul style="list-style-type: none"> Work with TAP on preparing and entering students into either Lit / Num or Te Reo matatini / pāngarau. Expected Evidence <ul style="list-style-type: none"> 			



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5.3 To Raise Senior Attainment and Close Achievement Gaps.	<ul style="list-style-type: none"> Improved NCEA Data at L1, 2 and 3 and UE Improved NCEA data for ākongā Māori 	<p>Actions</p> <ul style="list-style-type: none"> Targeted Senior Tracking Work with the Academic Focus Group to track and monitor academic progress in the senior school. Extend Māori student wānanga support to Level 2/3 students to lift UE rates Targeted Literacy/Numeracy focus Track Māori academic data <p>Expected Evidence</p> <ul style="list-style-type: none"> 			
		<p>Actions</p> <ul style="list-style-type: none"> Pathway & Curriculum Review Review subjects to ensure they offer sufficient credits for UE. Ensure early-year course goal setting to ensure attainment pathways are viable. <p>Expected Evidence</p> <ul style="list-style-type: none"> 			

		<p>Actions</p> <ul style="list-style-type: none"> • Pūhoro STEMM Tracking • Monitor the Year 11/12 Pūhoro STEMM cohort to secure future UE attainment. Track attendance and academic status and subject selection <p>Expected Evidence</p> <ul style="list-style-type: none"> • 			
		<p>Actions</p> <ul style="list-style-type: none"> • Retention & Leaver Data • Establish a system to track "leavers" to understand if students are leaving for employment / courses or disengaging. Analyse if attendance issues were a precursor to leaving. <p>Expected Evidence</p> <ul style="list-style-type: none"> • 			