



**St Peter's College
Annual Implementation Plan
2026**

Where We Are Currently:

- Academically our College performs well in both the NCEA and Cambridge qualifications. There is no disparity across our students, with almost all students gaining the qualification of University Entrance (2025 =96%). In 2025 NZQA Scholarships were 91 with 13 outstanding.
- One area requiring improvement is our attainment levels of the co-requisites in Year 10. Māori and Pasifika students are overrepresented in the group that fails these in the first sitting.
- The curriculum changes have been implemented seamlessly.
- An Attendance plan has been implemented with the goal to increase regular attendance from it's current rate of 68%.

How Do We Give Effect to Te Tiriti o Waitangi:

- St Peter's College gives effect to Te Tiriti o Waitangi by honouring partnership, protection, and participation for Māori students and whānau, consistent with our Catholic special character and commitment to equity and excellence
- The College values meaningful relationships with Māori students, whānau, and the wider Māori community. There is significant whanau presence on the Board of Trustees.
- Whānau perspectives are welcomed and considered in school decision-making, particularly where outcomes for Māori students are concerned.
- Te Tiriti principles are reflected in strategic planning, policies, and curriculum design.
- The College actively promotes Māori culture, language, and identity, ensuring te ao Māori is respected and visible within the school.
- Māori learners are supported to achieve success as Māori, with high expectations for both academic and personal excellence.
- Teaching practices are evidence-informed, structured, and inclusive, ensuring Māori students have equitable access to high-quality instruction.
- Māori students are encouraged to fully participate in all aspects of school life, including leadership, cultural, academic, sporting, and spiritual opportunities.
- The curriculum provides opportunities for all students to learn about Te Tiriti o Waitangi and Aotearoa New Zealand's bicultural heritage.
- Te reo Māori and tikanga Māori are integrated appropriately across learning and school practices.

Information on Teaching and Learning Strategies:

- At St Peter's College our teaching is grounded in the science of learning and delivered through explicit, teacher, directed instruction.
- Our teaching lessons are carefully sequenced, knowledge rich and have clear explanations using modelling and examples.. Teachers model new learning, guide students and then check in for understanding. Once these steps are in place students can work independently.
- Students are active participants in their learning through questioning, discussion, practice and regular check in's with the teacher for understanding.

2026 Strategic Goal:

- Improved regular attendance to support student achievement and wellbeing, with progress toward the Government target of 80% of students present for 90% of the term.

2026 Target:

- Increase regular attendance from 68% to 75% by the end of 2026.

What Do We Expect To See By The End Of 2026:

- Regular attendance to increase to at least 75% of students attending 90% or more of the term.
- Improved student engagement and learning continuity.
- Greater consistency in attendance expectations across our College community.
- Increased awareness and shared responsibility for attendance among students, staff and families.

Action Plan:

Actions to achieve Goal	Who is responsible	Resources required	Timeframe	How will success be measured
Review and enhance the school wide attendance plan to align with Government expectations and best practice	Deputy Headmaster Pastoral Care	Attendance data, pastoral systems, MOE guidance	Jan 2026	Updated attendance plan approved and implemented
Upload attendance plan to College website to ensure transparency and accessibility	IT Director	College website	Feb 2026	Easily visible and accessible on website
Socialise attendance plan with community and students	Headmaster	Assemblies, newsletters, parent communications	Feb – Dec 2026	Evidence of communication
Implement consistent Attendance procedures and early intervention strategies	Pastoral Team / All staff	Attendance data tracking, time	Feb – Dec 2026	Improved attendance, timely follow ups
Monitor attendance data regularly and identify at risk students	Deputy Headmaster / Pastoral Team	Data reports	Feb -Dec 2026	Weekly attendance reports reviewed

Targeted support and follow up for students with persistent absence	Pastoral Team	Time, MOE support (if required)	Feb – dec 2026	Improved attendance for identified students
Report attendance to the BOT	Headmaster	Board reports	Monthly	Board receives and reviews attendance data
Evaluate effectiveness of attendance strategies and refine if required	SLT	Data analysis, feedback	End of 2026	End of year evaluation completed.

2026 Strategic Goal:

Increase achievement for all groups for the NCEA Co-requisites.

2026 Target:

- Increase achievement in Numeracy in the Co-requisite exams.
- Increase achievement in Literacy in the Co-requisite exams.
- Achieve equitable outcomes for Māori and Pasifika students in literacy and numeracy corequisites.

What Do We Expect To See By The End Of 2026:

- Numeracy achievement to increase to 90% on first attempt.
- Literacy achievement to increase to 90% on first attempt.
- Improved student engagement and preparedness for the corequisites.
- Increased student understanding of the importance of literacy and numeracy for NCEA and future pathways.
- Greater emphasis on literacy and numeracy across all subjects.
- Reduced disparity in achievement outcomes in the corequisites for Māori and Pasifika.

Action Plan:

Actions to achieve Goal	Who is responsible	Resources required	Timeframe	How will success be measured
Analyse current literacy and numeracy achievement data, including Māori and Pasifika outcomes	Deputy Headmaster – Curriculum	NZQA reports, student data	Term 1 2026	Baseline data established
Strengthen explicit teaching of literacy and numeracy using structured, evidence-based approaches	HOF Mathematics, HOF English, classroom teachers	Curriculum resources, assessment tools	Term 1 -4 2026	Improved classroom assessment results
Embed literacy and numeracy expectations across all subjects	HODs / All Staff	Cross-curricular planning time	Term 1 – 4 2026	Literacy/numeracy evident in schemes and assessments
Provide targeted support and intervention for students at risk of	Junior Academic Dean, Year 11 Academic Dean Deputy Headmaster	Small-group programmes, additional teaching time	Terms 1 -4 2026	Increased achievement for targeted students

not meeting co-requisite	Curriculum, Learning Support coordinator, teaching staff			
Focused monitoring and support for Māori and Pasifika learners, including family engagement where appropriate	Junior Academic Dean, Year 11 Academic Dean	Time		Reduced achievement disparity
Increase student awareness of co-requisites through assemblies and guidance programmes	SLT	Assemblies, newsletters		Improved student understanding and engagement
Monitor progress regularly and adjust strategies as required	SLT	Data analysis		Regular reporting towards targets
Report progress to BOT	Deputy Headmaster Curriculum/ Headmaster	Board reports	Monthly	Regular reporting towards targets.

2026 Strategic Goal

- Implement the refreshed New Zealand Curriculum (NZC) for Years 9–13, ensuring coherent teaching, assessment, and reporting systems that reflect updated curriculum content and expectations.

2026 Targets:

- Updated English (Years 9–13) taught from 2026 as required.
- Updated Mathematics & Statistics (Years 9–13) taught from 2026.
- Reporting systems updated to reflect new progress descriptors and national reporting guidance, and staff confident in applying these accurately.
- Parents and whānau have clear access to reporting information, progress descriptors, and curriculum expectations in plain language.

What We Expect To See By The End Of 2026:

- Updated documentation (schemes, assessments, progressions) for Y9–13 English and Maths aligned to refreshed curriculum content.
- Clear and consistent reporting formats used school-wide, aligned with updated progress descriptors.
- Staff confidence in curriculum expectations, progressions, and reporting requirements as shown through moderation and internal PLD.
- Māori and Pacific learners' needs considered in planning, teaching approaches, and reporting conversations.
- Parents/whānau receiving timely, clear, and accurate information about student progress aligned with refreshed NZC expectations.

Action Plan:

Actions to achieve Goal	Who is responsible	Resources required	Timeframe	How success will be measured
Audit current Y9–13 English and Maths programmes against refreshed NZC content and expectations.	DH Curriculum; HOF English; HOF Maths	NZC Tāhūrangi materials; existing schemes	Term 1 2026	Completed audit and identified priorities.
Develop a Y9–13 curriculum implementation timeline.	DHC; HOFs	Planning time; release time	Term 1 2026	Published timeline; staff clarity.
Update Y9–10 and Y11–13 progressions for English and Maths.	HOF English & Maths; Lead Teachers	Progression templates; MoE exemplars	Terms 1–2 2026	Progressions embedded into planning.

Refresh priority units to include explicit instruction.	HOFs; classroom teachers	Unit templates; PLD	Terms 2–4 2026	Improved unit quality; explicit instruction evident.
Review and redesign reporting formats to align with updated descriptors.	DHC; HOFs	Reporting templates; MoE reporting guidance	Terms 1–2 2026	New reporting format drafted, trialled, and approved.
PLD for staff on using new descriptors accurately.	DHC; HOFs	Internal PLD; Tāhūrangi webinars	Terms 1–4 2026	Consistent moderation; staff confidence.
Provide parent/whānau communication on curriculum and reporting.	DHC	Info sheets; website updates	Terms 2–4 2026	Parent understanding evident via engagement.
Ensure curriculum and reporting approaches consider Māori and Pacific learners.	DHC; HOFs	Engagement time; culturally responsive frameworks	Terms 1–4 2026	Learner voice and whānau feedback.
Align common assessments with refreshed curriculum.	HOFs; Assessment Coordinator	Calendars; moderation time	Terms 2–4 2026	Reliable judgements across classes.
Monitor progress each term and adjust.	SLT; HOFs	Data reviews	Ongoing	Discuss in Faculty Meetings and feedback to DHC.
Report progress to Board.	DHC	BOT report cycle	Monthly	Board updates completed

2026 Strategic Goal:

- A consistent, evidence-based evaluation cycle that strengthens leadership accountability, ensures planned improvement, and aligns school development with strategic priorities.

2026 Targets:

- Staff to engage meaningfully with their Professional Growth Cycle (PGC).
- Staff to make links in what their work is during the year with the Goals of the College.
- Board of Trustees to develop a new Strategic Plan from 2026 – 2029.

What We Expect To See By The End Of 2026:

- Updated Professional Growth Cycle Template for staff sent out in Term 1.
- A concluding document having a reflection from staff on how they have helped the College achieve its 2026 goals.
- Board of Trustees to have developed a new Strategic Plan.

Action Plan:

Actions to achieve Goal	Who is responsible	Resources required	Timeframe	How success will be measured
Update the PGC for 2026	Associate Headmaster	PGC Template and 2026 College Goals	Term 1 2026	PGC Document updated
PGC document for sent to all teachers	Associate Headmaster	PGC 2026 Document	Term 1 2026	PGC Document sent to all teachers
Staff PD on new requirement document	Associate Headmaster	Staff PD	Term 1 2026	Staff updated
Board of Trustees to create process for creation of new Strategic Plan	BOT	BOT planning meeting	Terms 1- 2 2026	Timeline created for plan
Lead person to run the process of new Strategic Plan to be appointed	BOT	BOT planning meeting	Terms 1- 2 2026	Lead person designated
Lead person or team to meet with key stakeholders of the College	Lead of Strategic Plan	Meetings	Terms 2-3	Collection of information
Collation of information	Lead of Strategic Plan	Collation	Terms 2-3	Collation of information in

				preparation for meeting BOT and SLT
Meeting with Board and SLT	Lead of Strategic Plan	Synthesis	Term 3	Decision of key elements of Strategic Plan
Creation of final Strategic Plan for 2026- 2029	Lead of Strategic Plan	Creation	Terms 3-4	Strategic Plan created
Strategic Plan socialised with community	BOT	Website/newsletter	Term 4	Strategic plan implemented

2026 Strategic Goal:

- Incorporate Curriculum changes into the Middle School Curriculum

2026 Targets:

- Increase achievement in Numeracy in the Middle School (Y7-Y8)
- Increase achievement in Literacy in the Middle School
- Achieve equitable outcomes for Māori and Pasifika students in literacy and numeracy in the Middle School
- Middle School Social Sciences curriculum adapted/updated to meet necessary changes for 2027

What Do We Expect To See By The End Of 2026:

- Numeracy achievement to have 90% of Year 7 & 8 At or Exceeding their expected standard (this standard is based on Curriculum levels).
- 75% mean in the End of Year Numeracy Examination.
- Literacy achievement to have 85% of Year 7 & 8 At or Exceeding their expected standard (this standard is based on Curriculum levels).
- 75% mean in the End of Year Literacy Examination.
- Reduced disparity in achievement outcomes in the Middle School for Māori and Pasifika students.
- Improved student engagement and preparedness for transition to Year 9
- Alignment between the Literacy Schemes of work from Year 7 – 10 – incorporating the vocabulary, terminology and writing frameworks.
- Discussions and work completed with the Humanities Faculty with a curriculum that prepares and focuses students on the understanding and core skills needed moving into the secondary school.

Action Plan:

Actions to achieve Goal	Who is responsible	Resources required	Timeframe	How will success be measured
Analyse current literacy and numeracy achievement data, including Māori and Pasifika outcomes	Deputy Headmaster – Middle School, Heads of Year 7 and 8 and M.S. staff	Standardised Data and examination data	Term 1 2026	Baseline data established
Strengthen explicit teaching of literacy and numeracy using structured, evidence-based approaches that	Heads of Year 7 and 8 HOF Mathematics, HOF English, and MS classroom teachers	Curriculum resources, assessment tools	Term 1 - 4 2026	Improved classroom assessment results

are aligned with the Year 9 and curriculum				
Provide targeted support and intervention for students at risk of not meeting the standard	Head of Year 7 and 8, Learning Support coordinator, teaching staff	Remedial classes, Small-group programmes	Terms 1 -4 2026	Increased achievement for targeted students
Focused monitoring and support for Māori and Pasifika learners, including family engagement where appropriate	Head of Year 7 and 8, Learning Support coordinator, Pasifika Liaison and MS classroom teachers	Time	Ongoing	Reduced achievement disparity
Monitor progress regularly and adjust strategies as required	Deputy Headmaster Middle School, Head of Year 7 and 8	Data analysis		Regular reporting towards targets
Report progress to BOT	Deputy Headmaster Middle School	Board reports	Monthly and Annual report	Regular reporting towards targets.