



## 2026 Annual Implementation Plan

### **Wesley College 2026 Vision**

'Tooku manaaki tooku toiora, Tooku toiora tooku manaaki - *When service is my wellbeing, my wellbeing is served*'

### **Our Mission**

The Methodist ethos - our Rangatahi are prepared to lead positive change wherever they are.

- By Faith - Whakapono
- By Learning - Ako
- By Hard Work - Pukumahi

### **Our Strategic goals**

- Maatauranga Maaori
- Special Character
- Culture
- Teaching and Learning
- Leadership
- Resourcing

**OUR PEOPLE: Promote cultural understanding and equity**

**Goal** - To provide professional development for teachers to increase cultural capability, embed relational pedagogies, develop new curricula and provide high-quality pastoral care.

**Strategic aspiration**

**Strategic priorities**

Wesley College will provide professional development for kaiako that enables them to meet the cultural and learning needs of all aakonga so that they may achieve at their potential through a positive learning environment

Build an engaging and knowledge-rich curriculum at year 9 and 10 delivered through relational pedagogies. Strengthen the aromatawai (assessment) capabilities of school leaders, tumuaki and kaiako.

**Actions**

**Accountability**

**Timeframe**

**Measurement**

**Reporting**

Provide ongoing professional development and planning that focuses on the implementation of the new curriculum strands at Year 9 and 10

SLT / HOD

End of term  
4

Through structured PLD, all learning areas have programmes of learning that align with the new curriculum learning strands

Develop pedagogical skills to meet the needs of all learners, especially those at most risk

All Kaiako

End of term  
2

Kaiako inquiry reflections demonstrate deliberate shifts in planning, assessment, or pedagogy linked to new curriculum objectives and students' individual needs

Elevate and enrich the cultural competency and global fluency of every member of our staff

SLT

End of term  
4

PLD that embeds ngaa whanonga pono (principles) o Te Tiriti o Waitangi

Knowledge exchange and collaboration through the use of a process of growth coaching

SLT / Growth Coaches

End of each term

Constructive feedback from participants on the effectiveness of growth coaching in enhancing their teaching practice

**OUR PLACE: Mental Health and Wellbeing**

**Goal** - By the end of 2026, embed a supportive, inclusive, and holistic environment that measurably improves staff/student satisfaction, engagement, and wellbeing outcomes

**Strategic aspiration**

**Strategic priorities**

Forging and maintaining positive relationships throughout the whole College, so that everyone feels valued and safe, as well as a sense of 'family' and belonging.

Health and wellbeing at Wesley College will be integrated, culturally grounded, preventative, and student-centred. Health and wellbeing provision will create a college environment where wellbeing is intentionally designed into culture, systems, teaching, and relationships.

**Actions**

**Accountability**

**Timeframe**

**Measurement**

**Reporting**

Audit current health and wellbeing provision across the school

SLT /  
Safeguarding  
team

End of term  
4

Health and wellbeing provisions across the college are identified and reviewed

Gaps in health and wellbeing are resourced

Health centre  
staff

End of term  
2

Gaps in health and wellbeing measures have improved

Forging and maintaining positive relationships throughout the College, so that everyone feels valued and safe, as well as a sense of 'family' and belonging

SLT / Deans /  
Safeguard  
team

End of term  
4

Indicators of wellbeing in surveys and check-ins with staff.

**OUR PROVISION: Student outcomes and attendance**

**Goal** - By the end of 2026, for 90% of students to be achieving at their expected curriculum level with 90% or greater attendance

**Strategic aspiration**

Students' literacy and numeracy skills are at, or higher than their expected level for their year group so that they may achieve NCEA Literacy and Numeracy by the end of year 11 and experience success in all senior subjects. Level 3 achievement is raised to 90% or greater and that all students regularly attend.

**Strategic priorities**

Literacy and Numeracy provision is across the school at all year levels.  
All Level 3 students are achieving 14+ credits in all subjects  
All students have achieved NCEA Literacy and Numeracy via the CAA pathway.  
55% of students have an attendance rate at, or greater than 90%

| Actions  | Accountability             | Timeframe        | Measurement  | Reporting |
|--|----------------------------|------------------|--|-----------|
| Provision of structured literacy programmes at year 9, 10 and 11   | HOD / Kaiako / SLT         | End of term 1    | Creation of foundational skills courses at year 9, 10 and 11. Students without NCEA Lit/num have a pathway to achieve at Level 1 |           |
| Track submission rate and achievement of every student's assessments each term                           | Kaiako / HOD / SLT         | End of each term | All students have submitted assessments at each checkpoint in line with the course outline                                       |           |
| Create achievable and motivating pathways for Level 2 and 3 students                                     | Careers / SLT / HOD        | End of term 2    | Creation of an engaging Level 2 and 3 alternative pathway for students lacking the pre-requisites                                |           |
| Increase regular attendance of all students through the implementation of the Attendance Management Plan | SLT / HOD / Pathways staff | End of term 4    | 90% of students have 90% attendance or greater   |           |