

# 2026-2028 STRATEGIC PLAN 2026 ANNUAL IMPLEMENTATION PLAN



**KI TUA I TŌU KAHA**  
*Beyond personal best*

# MISSION STATEMENT



Embracing the uniqueness of each learner through personalised learning, in a caring community environment.

## *Ki tua i tōu kaha Beyond personal best*

The name Manawatū, given to the area by our Māori ancestor Hau, means, 'heart standing still'.

After travelling through and naming other areas, Hau looked down upon the Manawatū river with great apprehension. When he saw the river, his heart stood still because of its size and beauty. 'Manawatū' is broken down into two words; 'manawa' meaning heart and 'tū' meaning standing still.

At the heart of Manawatū College is our students. We recognise that they all have their own unique gifts and talents. It is our collective responsibility as a wider school community to ensure that our students have the skills, dispositions and qualifications they need to enable them to reach their full potential, and to achieve beyond their personal best, whatever that may be.

In order to equip our students with what they require to attain their future ambitions, we must first understand the challenges they face in meeting the demands of an ever-changing world. With this knowledge, we will then be able to design teaching and learning programmes which meet the diverse needs of all learners.

Students are supported as we embed a culture of success by actively encouraging and celebrating academic, leadership, cultural and sporting achievement. The principles of 'Restorative Practice' and Positive Behaviour for Learning are used as the basis for relationship development, that has a focus on 'putting things right', in a mana-enhancing way for all. This allows students to learn and develop the skills required for personal development here at Manawatū College.

We celebrate our diversity, seeing it as a strength and as a powerful tool for educating the whole person, growing good citizens who celebrate life, accept differences and develop into active, independent and caring New Zealanders.

# MISSION STATEMENT

**Mission Statement:**  
“We will empower learners  
in a mana-enhancing way.”

It is our intention to improve the educational outcomes for all of our students at Manawatū College through the effective and engaging delivery of the New Zealand Curriculum. It is our desire to create an open, flexible, student-centred environment in which teachers and students are able to collaborate on a shared learning journey, drawing also on the strengths of our community who play an important part in realising this vision.

Teachers at Manawatū College are, at all times, committed to maintaining the highest standards of professional practice to ensure that the academic, emotional, physical, spiritual and cultural needs of their students are met. We also acknowledge the rights of students, as learners, ensuring these are upheld in all aspects of our teaching and learning programmes. Through the teaching as inquiry model, data and evidence will be gathered to formulate the basis of an inquiry which requires teachers to consider the impact that their pedagogy is having on the achievement of the students they teach.

The teaching as inquiry model is cyclic and ongoing to reflect that learning, also, is a continuous spiral. Over the next three years, teaching as inquiry will become embedded into our teachers’ professional practice. This will be supported by professional learning development focussed on assisting teachers to better understand the principles of teaching as inquiry so as to foster a more collaborative, collegial approach to teaching and learning, one that is underpinned by a culturally responsive and relational pedagogy.

It is an exciting time for Manawatū College as we now take a refreshed direction moving forward into the future. We are looking forward to building on our strengths and exploring new opportunities that will enable our students to get the best education possible, so that they can achieve “Beyond Personal Best”.



# COLLEGE VALUES



**Manaakitanga**  
Respect

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**Ki tua i tōu kaha**  
Beyond Personal Best

We put the needs of others before our own



**Kotahitanga**  
Unity

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**Ki tua i tōu kaha**  
Beyond Personal Best

We accept each other as part of the same team



**Manawaroa**  
Resilience

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**Ki tua i tōu kaha**  
Beyond Personal Best

We can overcome any challenge with a growth mindset



**Kaihautūtanga**  
Leadership

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**Ki tua i tōu kaha**  
Beyond Personal Best

We are all leaders who have a positive impact on others

# TE TIRITI O WAITANGI

## Giving practical effect to Te Tiriti o Waitangi

At Manawatū College we actively promote the importance of individual cultural values, beliefs and whakapapa for all people who are connected to our school community. Recognition is given to mana whenua (whānau, hapū and iwi with chieftainship of land\*) where we continually work to maintain strong relationships with tangata whenua.

We acknowledge the critical role that mana whenua play in the governance and management of the school and ensure equity in the distribution of resources, the achievement of students, the employment of staff and decision making on all matters. We are committed to meaningfully incorporating te reo Māori into all aspects of our school life, working to preserve te reo Māori me ōna tikanga and ensure the protection of these and other taonga of tangata whenua.

It is important to us that all students, regardless of ethnicity, are able to develop the cultural competencies required to actively participate and contribute to the unique bi-cultural context of Aotearoa New Zealand. We want all students to have the confidence to speak te reo Māori without fear of judgment, to navigate cultural contexts with ease, and to know who they are and where they come from. To achieve this, as an educational organisation we must be comfortable with sharing decision making power with our community, led by the aspirations and vision that mana whenua has for our school and the educational success of our learners.

\* Ngāti Takihiku, Ngāti Ngarongo, Ngāti Rākau, Ngāti Tūranga, Ngāti Te Au, Ngāti Whakatere, Ngāti Kikopiri, Ngāti Parerukawa of Ngāti Raukawa ki te Tonga.



# STRATEGIC SUMMARY OVERVIEW 2026-28

STRATEGIC GOALS	BOARD PRIMARY OBJECTIVES	NATIONAL EDUCATION LEARNING PRIORITIES	CHANGES WE EXPECT TO SEE AT THE END OF 2028
<b>LEARNING</b> That all students are engaged and successful in learning	s127 (1)(a) s127 (1)(d)	P3 — Reduce barriers to education for all including for Māori and Pacific ākonga, disabled ākonga and those with learning support needs  P4 — Ensure every ākonga gains sounds foundation skills, including language, literacy and numeracy	<ul style="list-style-type: none"> <li>— All students are actively engaged in learning at school</li> <li>— Students leave Manawatū College with a meaningful pathway (vocational, academic, employment)</li> <li>— Neurodiverse learners experience learning success through programmes tailored to individual needs</li> <li>— The teaching of literacy and numeracy is embedded across all learning areas</li> <li>— Student achievement continues to trend upwards over time</li> <li>— All students attend school regularly and on time</li> </ul>
<b>TEACHING</b> To have effective teaching of the highest standard	s127 (1)(c) s127 (1)(d)	P2 — have high aspirations for every ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures  P6 — develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<ul style="list-style-type: none"> <li>— All staff integrate Trauma Responsive Practice into teaching and learning programmes</li> <li>— All staff integrate Culturally Responsive Practice into teaching and learning programmes</li> <li>— All staff integrate PB4L into teaching and learning programmes</li> <li>— All staff integrate Restorative Practice into teaching and learning programmes</li> <li>— Data is used to inform ongoing practice improvement conversations</li> </ul>
<b>CULTURE</b> An environment where students are safe and well supported through positive learning relationships	s127 (1)(b) s127 (1)(d)	P1 — Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying  P5 — Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning  P7 — Collaborate with industries and employers to ensure ākonga have the skills, knowledge and pathways to succeed in work	<ul style="list-style-type: none"> <li>— Students are confident in their identity and have the skills to build positive relationships with others</li> <li>— Ongoing practical effect is given to Te Tiriti o Waitangi</li> <li>— The school values, mission, motto and the principles of Restorative Practice, PB4L, Culturally Responsive Practice and Trauma Responsive Practice are reflected in all relationships between staff, students and whānau</li> <li>— Staff enjoy working at Manawatū College and feel well supported to do their job</li> <li>— Genuine partnerships with iwi, the community and local primary schools continue to thrive through the Horowhenua Kāhui Ako</li> </ul>

STEPS TOWARDS ACHIEVING OUR STRATEGIC GOALS 2027	STEPS TOWARDS ACHIEVING OUR STRATEGIC GOALS 2028	HOW WE WILL MEASURE SUCCESS
<p>Junior curriculum changes implemented for Term 1 2027</p> <p>Create a careers/pathways curriculum to be integrated with the Kaihāpai Ako programme</p> <p>Targeted whole staff professional development that supports the teaching of students with autism and dyslexia</p> <p>Implement Year 1 of the 2027 school wide literacy and numeracy action plan</p> <p>Ongoing internal review of systems and procedures that support increasing student achievement</p> <p>Year 2 of Attendance Management Plan (60% 'regular attendance')</p>	<p>NCEA changes and Curriculum refresh fully implemented</p> <p>Create system to track the achievements of graduates</p> <p>Review the effectiveness of school wide learning support systems in against student outcomes</p> <p>Implement Year 2 of the 2028 school wide literacy and numeracy action plan</p> <p>Ongoing internal review of systems and procedures that support increasing student achievement</p> <p>Year 3 of Attendance Management Plan (70% 'regular attendance')</p>	<ul style="list-style-type: none"> <li>— Junior curriculum review (including homeroom) completed with changes implemented for Term 1, 2027. NCEA changes and the curriculum refresh implemented in line with MOE expectations.</li> <li>— System for Student Learning Progress Reflection Sheets implemented in full by the end of Term 1, 2026. Careers/Pathways curriculum developed and integrated into the Kaihāpai Ako programme by the end of 2027. Graduate tracking system for school leavers created by the end of 2028.</li> <li>— All staff participate in professional development (teacher aides, autism and dyslexia) by the end of 2027. Review of school wide learning support systems are reviewed in 2028.</li> <li>— Literacy and numeracy practice stocktake completed, with findings used to inform the development of a two year action plan that is completed by the end of 2026. Year 1 of the plan implemented in 2027.</li> <li>— Manaiakalani programme investigated by the end of 2026. Review of systems that increase student achievement is completed at the end of 2027 and again in 2028. Student achievement continues to trend upwards over time.</li> <li>— Years 1, 2 and 3 of the Attendance Management Plan are implemented. Attendance targets for 2026, 2027, 2028 are met.</li> </ul>
<p>Provide ongoing professional development (maintenance) in Trauma Responsive Practice</p> <p>Provide professional development (maintenance) in Culturally Responsive Practice to all staff once a term</p> <p>Provide professional development (maintenance) in PB4L to all staff once a term</p> <p>Provide professional development (maintenance) in Restorative Practice to all staff once a term</p> <p>Student progress reporting system reviewed by the end of Term 3</p>	<p>Complete an internal whole school audit that identifies next steps for Trauma Responsive Practice</p> <p>Complete an internal whole school audit that identifies next steps for Culturally Responsive Practice</p> <p>Complete an internal whole school audit that identifies next steps for PB4L</p> <p>Complete an internal whole school audit that identifies next steps for Restorative Practice</p> <p>New student progress reporting system implemented for Term 1</p>	<ul style="list-style-type: none"> <li>— All staff complete professional learning (targeted and ongoing maintenance) with Trauma Responsive Practice. Internal audit completed, next steps for this professional practice tool are confirmed.</li> <li>— All staff complete professional learning (targeted and ongoing maintenance) with Culturally Responsive Practice. Internal audit completed, next steps for this professional practice tool are confirmed.</li> <li>— All staff complete professional learning (targeted and ongoing maintenance) with PB4L. Internal audit completed, next steps for this professional practice tool are confirmed.</li> <li>— All staff complete professional learning (targeted and ongoing maintenance) with Restorative Practice. Internal audit completed, next steps for this professional practice tool are confirmed.</li> <li>— Formal system to gather student voice is implemented and used on an ongoing basis to inform the improvement of teaching programmes. Progress reporting system is reviewed and re-designed by the end of 2027 and then implemented in 2028.</li> </ul>
<p>Refine the student leadership development programme (House, Council &amp; Senior Leadership)</p> <p>Develop a Te reo Māori language action plan for staff (Poutama Reo -ERO)</p> <p>Develop a strategy to increase parent/whānau engagement with Manawatū College</p> <p>Continue to embed practices that lead to positive outcomes for staff wellbeing</p> <p>Create a plan to host a student led community event in 2028</p>	<p>Increase the learning opportunities that develop the interpersonal skills of students</p> <p>Review and refresh existing Te Tiriti Strategy</p> <p>Implementation of community education – 'whānau learning evenings'</p> <p>Continue to embed practices that lead to positive outcomes for staff wellbeing</p> <p>Facilitate a student led community event</p>	<ul style="list-style-type: none"> <li>— Overseas learning exchange investigated with a proposal developed for board consideration. Student leadership programme refined and documented. All students participate in learning opportunities that develop their interpersonal skills.</li> <li>— All staff and students can confidently perform the school haka and waiata. Te reo Māori language action plan developed for staff. Te Tiriti Strategy is refreshed for future years beyond 2028.</li> <li>— Relationships between staff, students and whānau are built on school values and reflect the following professional practice tools; restorative practice, PB4L, culturally responsive practice and trauma responsive practice. Whānau engagement strategy completed. Two 'whānau learning evenings' take place in 2028.</li> <li>— An established system of wellbeing support helps individuals to succeed in their role. NZCER wellbeing data is collected every year and shows an upward trend of improvement in each key wellbeing domain. Staff report a high job satisfaction (PGCs).</li> <li>— The number of interactions with iwi, the community and local primary schools increase year to year. Student led community event takes place in 2028.</li> </ul>



# ANNUAL IMPLEMENTATION PLAN 2026

## Strategic Focus STUDENT LEARNING

**GOAL 1: That all students are engaged and successful with learning**

STRATEGIC INVESTMENT	FOCUS AREA 2026	ACTIONS 2026 + (WHO)	TARGETS AND MEASURES
Year 9 and 10 students are actively engaged in learning at school	Junior Curriculum Year 9 and 10 Curriculum Changes	— Review the Junior curriculum ensuring alignment with the new Junior Maths and English Curriculum, by the end of Term 2 (MT + SLT).	— Junior curriculum review completed and documented by the end of Term 2. The review is informed by the new Year 9/10 Maths and English Curriculum.
Students leave Manawatū College with a meaningful pathway (vocational, academic, employment)	Kaihāpai Ako Student Voice	— Implement a system for Student Learning Progress Reflection Sheets by the end of Term 1, using Hāpara as the platform for delivery (SLT).	— System for Student Learning Progress Reflection Sheets is implemented in full by the end of Term 1, 2026. Any adjustments to the implementation are informed by learning gained in 2025.
Neurodiverse learners experience learning success through programmes tailored to individual needs	Systems Staff Professional Development	— Targeted professional development enables teachers to integrate teacher aides effectively in the classroom (SLT and TIC Poipoia).	— All staff complete professional development to support the effective integration of teacher aides in the classroom by the end of Term 3, 2026.
School wide teaching of literacy and numeracy is established across all learning areas	Staff Professional Development NCEA Changes	— Develop a new two year action plan to support teaching of literacy and numeracy beyond the end of the co-requisites transition period (SLT).	— Literacy and numeracy practice stocktake completed, with findings used to inform the development of a two year action plan that is completed by the end of 2026.
Student achievement targets continue to trend upwards over time	Manaiakalani Programme	— Investigate the potential of the Manaiakalani programme at Manawatū College (FS).	— Manaiakalani programme investigated by the end of 2026.
All students attend school regularly and on time	School-Wide Attendance Systems	— Implement and review Attendance Management Plan each term (HT + SLT) — Raise 'regular student' attendance to 50% by the end of 2026 (All staff)	— Year 1 of the Attendance Management Plan is implemented. — Attendance targets for 2026 are met (50% regular attendance by the end of 2026, using data from Every Day Matters reports).



# Student Achievement Targets 2026

Year 9		Year 10	
Four selected students from each Homeroom (total of 12 students) will make improvement by at least two asttle subphases in Reading, Writing, and Mathematics.		Four selected students from each core class (total of 16) will make improvement by at least two asttle subphases in Reading, Writing, and Mathematics.	
Year 11	Year 12	Year 13	Raising Māori student achievement:
<p><b>90%</b> of Year 11 students will gain Level 1 NCEA Literacy (58.8% in 2025)</p> <p><b>90%</b> of Year 11 students will gain Level 1 NCEA Numeracy (66.7% in 2025)</p> <p><b>85%</b> of Year 11 students will gain NCEA Level 1 (51% in 2025)</p> <p><b>15%</b> of Year 11 students will gain a Level 1 NCEA Merit Endorsement (4.8% in 2025)</p> <p><b>15%</b> of Year 11 students will gain a Level 1 NCEA Excellence Endorsement (0% in 2025)</p>	<p><b>85%</b> of Year 12 students will gain NCEA Level 2 (74.5% in 2025)</p> <p><b>10%</b> of Year 12 students will gain a Level 2 NCEA Merit Endorsement (2.4% in 2025)</p> <p><b>10%</b> of Year 12 students will gain a Level 2 NCEA Excellence Endorsement (3.7% in 2025)</p>	<p><b>70%</b> of Year 13 students will gain NCEA Level 3 (32.4% in 2025)</p> <p><b>35%</b> of Year 13 students will gain NCEA University Entrance (13.5% in 2025)</p> <p><b>15%</b> of Year 13 students will gain a Level 3 NCEA Merit Endorsement (16.7% in 2025)</p> <p><b>15%</b> of Year 13 students will gain a Level 3 NCEA Excellence Endorsement (8.3% in 2025)</p>	<p><b>90%</b> of Year 11 Māori students will gain NCEA Level 1 (38.9% in 2025)</p> <p><b>85%</b> of Year 12 Māori students will gain NCEA Level 2 (71.4% in 2025)</p> <p><b>70%</b> of Year 13 Māori students will gain NCEA Level 3 (28.6% in 2025)</p> <p><b>35%</b> of Year 13 Māori students will gain NCEA University Entrance (0% in 2025)</p>

## Strategic Focus EFFECTIVE TEACHING

### GOAL 2: To have effective teaching of the highest standard

STRATEGIC INVESTMENT	FOCUS AREA 2026	ACTIONS 2026 + (WHO)	TARGETS AND MEASURES
All staff integrate Trauma Responsive Practice into teaching and learning programmes	Professional Learning Ongoing Internal Review	<ul style="list-style-type: none"> <li>Staff are provided with targeted professional development in Trauma Responsive Practice once a term (All staff + SLT)</li> <li>Internal review of professional learning completed by the end of Term 2 (SLT)</li> </ul>	<ul style="list-style-type: none"> <li>All staff complete professional learning (targeted and ongoing maintenance) with Trauma Responsive Practice.</li> <li>Internal review completed by the end of Term 2, next steps for this professional practice tool are confirmed.</li> </ul>
All staff integrate Culturally Responsive Practice into teaching and learning programmes	Kia Eke Panuku Observation Framework Ongoing Internal Review	<ul style="list-style-type: none"> <li>Kia Eke Panuku observation tool is used as the basis for practice improvement at least twice a year (Leaders of Learning)</li> <li>Kia Eke Panuku Matrix is updated by the end of Term 2 (All staff + SLT)</li> </ul>	<ul style="list-style-type: none"> <li>All staff receive two formal observations using the Kia Eke Framework (Term 1 and Term 3).</li> <li>Kia Eke Panuku Matrix reviewed by all staff and updated by the end of Term 2.</li> </ul>
All staff integrate PB4L into teaching and learning programmes	Staff Professional Learning Ongoing Internal Review	<ul style="list-style-type: none"> <li>Staff are provided with targeted professional development for PB4L (All staff + SLT)</li> </ul>	<ul style="list-style-type: none"> <li>All staff complete professional learning (targeted and ongoing maintenance) with PB4L once a term.</li> <li>Internal audit completed, next steps for this professional practice tool are confirmed by the end of 2026.</li> </ul>
All staff integrate Restorative Practice into teaching and learning programmes	Staff Professional Learning Ongoing Internal Review	<ul style="list-style-type: none"> <li>Staff are provided with targeted professional development for Restorative Practice (All staff + SLT)</li> </ul>	<ul style="list-style-type: none"> <li>All staff complete professional learning (targeted and ongoing maintenance) with Restorative Practice once a term.</li> <li>Internal audit completed, next steps for this professional practice tool are confirmed by the end of 2026.</li> </ul>
Data is used to inform ongoing practice improvement conversations	Student Voice	<ul style="list-style-type: none"> <li>A formal system to gather student voice is designed and implemented by the end of Term 4 (SLT)</li> </ul>	<ul style="list-style-type: none"> <li>Formal system to gather student voice is implemented by the end of Term 4, 2026.</li> </ul>

# Strategic Focus: SCHOOL CULTURE

**GOAL 3: An environment where students are safe and well supported through positive learning relationships**

STRATEGIC INVESTMENT	FOCUS AREA 2026	ACTIONS 2026 + (WHO)	TARGETS AND MEASURES
Students are confident in their identity and have the skills to build positive relationships with others	Learning experiences outside of the classroom	<ul style="list-style-type: none"> <li>Investigate the potential of an overseas learning exchange for senior students (FS)</li> <li>All students participate in three externally facilitated workshops that supports positive relationships with others (Year Level Deans)</li> </ul>	<ul style="list-style-type: none"> <li>Overseas learning exchange for senior students investigated and documented by the end of Term 3, 2026</li> <li>Three externally facilitated workshops that supports positive relationships take place by the end of Term 4, 2026</li> </ul>
Ongoing practical effect is given to Te Tiriti o Waitangi	School Haka and Waiata Te Tiriti Strategy	<ul style="list-style-type: none"> <li>Staff and students are supported to confidently perform school haka and waiata by the end of 2026 (all staff)</li> <li>Implement Year 2 of Te Tiriti Strategy (SLT)</li> </ul>	<ul style="list-style-type: none"> <li>All staff and students can confidently perform school haka and waiata by the end of 2026.</li> <li>Year 2 of Te Tiriti Strategy is completed in full by the end of 2026.</li> </ul>
The school values, mission, motto and the principles of Restorative Practice, PB4L, Culturally Responsive Practice and Trauma Responsive Practice are reflected in all relationships between staff, students and whānau	Relationships Professional Practice Tools	<ul style="list-style-type: none"> <li>Continue to foster a school culture where all relationships reflect the four professional practice tools and the school values (All staff)</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in recorded instances of bullying in Kamar by 40% (2025 as baseline data compared to 2026 data).</li> </ul>
Staff enjoy working at Manawatū College and feel well supported to do their job	Staff Wellbeing	<ul style="list-style-type: none"> <li>Staff social event at least once per term (SLT)</li> <li>Wellbeing Committee meets on a regular basis, providing feedback to SLT (LM)</li> </ul>	<ul style="list-style-type: none"> <li>Staff attend three social events per year.</li> <li>The Wellbeing Committee meets once per term, sharing improvement reports with SLT.</li> </ul>
Genuine partnerships with iwi, the community and local primary schools continue to thrive through the Horowhenua Kāhui Ako	Community initiatives	<ul style="list-style-type: none"> <li>Manawatū College continues to participate in initiatives led by the Horowhenua Kāhui Ako</li> <li>Local Primary Schools are supported by the college in a range of different events</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration on events with the community averages at least 18 per year.</li> </ul>



# GRADUATE PROFILE

## Ki Tua i Tōu Kaha | Beyond Personal Best



Our Graduate Profile describes the skills, knowledge and attributes that students will have when they graduate from Manawatū College. It outlines what success looks like, in line with our school values.

<b>Manaakitanga</b> Respect	<b>Kotahitanga</b> Unity	<b>Manawaroa</b> Resilience	<b>Kaihautūtanga</b> Leadership
<p><b>Putting others before yourself without expectation of something in return</b></p> <ul style="list-style-type: none"> <li>— Knows their self-worth as an individual</li> <li>— Shows genuine empathy towards others</li> <li>— Is confident in their own culture, heritage, language and identity</li> <li>— Takes pride in their achievements.</li> </ul>	<p><b>Forming connections where the strength of relationship is built on the acceptance of diversity</b></p> <ul style="list-style-type: none"> <li>— Takes care of other people</li> <li>— Has well-developed interpersonal skills and communicates effectively</li> <li>— Celebrates and accepts differences in others</li> <li>— Has a sense of belonging within the wider community.</li> </ul>	<p><b>Embracing challenges head on, where mistakes are seen as an opportunity to learn and grow</b></p> <ul style="list-style-type: none"> <li>— Can navigate challenging situations with confidence</li> <li>— Is comfortable making mistakes and learning from these</li> <li>— Has the knowledge, skills and qualifications to be successful in their chosen future pathway</li> <li>— Uses strategies to support and enhance individual wellbeing.</li> </ul>	<p><b>Positively impacting others in a mana enhancing way</b></p> <ul style="list-style-type: none"> <li>— Makes decisions that impact life with purpose and intent</li> <li>— Has self-determined what success in life is for them</li> <li>— Is open to life-long learning</li> <li>— Has the cultural confidence to actively participate in the unique bicultural context of Aotearoa.</li> </ul>



# BOT ANNUAL WORK PLAN 2026

## BOARD OF TRUSTEES ANNUAL WORK PLAN — 2026

YEAR 2026	AREA FOR REVIEW	2026 BOARD MEETING DATES							
		10 FEB	24 MAR	28 APR	09 JUN	04 AUG	15 SEP	27 OCT	08 DEC
STRATEGIC REVIEW		Confirm Annual Implementation Plan 2026	Regular progress updates on Strategic and Annual Goals						Review 2026/ Plan 2027
ASSURANCE				Board Administration	Curriculum, Learning & Achievement	Finance	Employment	Health & Safety	
REGULAR REVIEW	Student Progress & Achievement		NCEA 2026 Report	Year 9 & 10 Literacy & Numeracy Data	Priority Learners	NCEA Data		Graduate Profile	End of Year Report
	HR Principal							Staffing & Planning for 2027	
	Curriculum		Regular progress updates on NCEA and national curriculum changes						
	Finance	Approve budget	Check 2026 accounts ready for audit	Monitor	Audited accounts to MoE by 31 May	Monitor Mid-year Budget Review	Monitor	2027 Draft	Confirm Draft Budget
BOARD PROCESS REQUIREMENTS		Elect Presiding Member	Strategic Annual Plan & SOV approved and sent to MOE		Annual Report approved and sent to MOE Health & Safety Review	Board Elections Mid-Year Student Reports	Health Curriculum Consultation		End of Year Student Reports Draft Annual Plan 2027

## 2026 KEY DATES

FINANCE	<b>FEBRUARY/MARCH</b>	Board approves the draft Annual Report to send to your auditor.
	<b>31 MARCH</b>	Draft reports need to be with your auditor.
	<b>APRIL/MAY</b>	The board needs to sign the Statement of Responsibility and Financial Statements. Your auditor will follow with a signed Audit Report.
	<b>31 MAY</b>	Deadline for the Annual Report and audited Financial Statements to be submitted to the Ministry.
REPORTING	<b>31 MARCH</b>	Strategic Plan to MoE.
	<b>31 MAY</b>	Annual Report to MoE.



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