



## **ANNUAL IMPLEMENTATION PLAN 2026**

### **Purpose of the Annual Implementation Plan**

The purpose of this plan is to provide focus around key goals for the 2026 year, which feed into the school's Strategic Plan.

The Annual Implementation Plan is owned by the Principal and shared among the Board, Senior Leadership Team, kaiako, and kaimahi tautoko employed by the school and kura to direct their endeavours toward common and agreed goals.

The progress towards achieving the goals will form the foundation of the reports indicated in the annual Board work plan and will be shared with the school community using the platforms already established in the school to enhance community engagement.

### **Te Tiriti o Waitangi Partnership Statement**

Western Springs College Ngā Puna o Waiōrea gives effect to Te Tiriti o Waitangi through incorporation into all aspects of our school and kura including governance, management, school culture and practice.

Our co-governance constitution enacts our commitment to Te Tiriti o Waitangi.

Our Board will reach decisions by consensus.

Te Ohonga Ake operates within mana motuhake thereby determining Ngā Puna o Waiōrea educational development and priorities.

Western Springs College will accord high priority to the incorporation of te reo Māori, tikanga Māori and Te Tiriti into curriculum and school life and will be appropriately resourced.

The Board will address any educational disparities between Māori and non-Māori.

Māori will be an identified group in all policies and procedures relating to equity.

Te Ohonga Ake and Māori staff will guide the enactment of tikanga Māori across our shared campus.

## Mana Ōrite statement

Mana Ōrite is a fundamental tenet of Te Tiriti o Waitangi. It embodies partnership, equity and strength in working together. Mana motuhake actualises mana Ōrite for our ākongā, kaiako and whānau in a way that is safe for all.

At its hui on 11 November 2024, the Board received a draft Mana Ōrite statement and has committed to engaging with kaimahi and whānau in 2026 and beyond to ensure the statement reflects their whakaaro.

### Kaupapa

Nga Puna o Waiōrea (NPoW) and Western Springs College (WSC) operate under a unique co-governance structure that reflects the principles of Te Tiriti o Waitangi<sup>1</sup> and promotes a partnership between Te Ao Māori and mainstream education. The Mana Ōrite Co-Governance Framework aims to strengthen this partnership by ensuring that Māori perspectives, leadership, and knowledge systems are given equal weight in decision-making, curriculum design, and school culture. By aligning the 2026 Annual Implementation Plan with the Mana Ōrite principles, we commit to creating an environment where Māori students can thrive, express their identity, and achieve educational success as Māori. This plan focuses on fostering mana motuhake (self-determination), mana tangata (equity and belonging), and mana whakahaere (stewardship) across Nga Puna o Waiōrea Western Springs College .

### Overview

In 2026, the partnership between Nga Puna o Waiōrea and Western Springs College will continue to evolve through the integration of the Mana Ōrite Co-Governance Framework. This framework ensures that the principles of Mana Whakahaere (stewardship), Mana Tangata (equity and belonging), and Mana Motuhake (self-determination) are embedded across all aspects of school life—governance, teaching, learning, and community engagement.

### Key Objectives

- Upholding Mana Motuhake (Self-determination):  
Both schools will actively support Māori self-determination by creating pathways that reflect the aspirations of Māori learners. NPoW will deepen its role as a space for Mātauranga Māori, while WSC will integrate Māori knowledge into its mainstream curriculum.
- Promoting Mana Tangata (Equity and Belonging):  
The school will ensure that Māori students feel a strong sense of belonging by providing culturally responsive teaching, whānau support, and pastoral care that acknowledges and uplifts Māori identity.
- Implementing Mana Whakahaere (Stewardship):  
The co-governance structure will reflect true partnership by ensuring equal representation of Māori in leadership and governance, as well as equitable resource distribution to support Māori learners.

### Pathway to Success

- Collaboration with Whānau:  
NPoW and WSC will strengthen their relationships with Māori communities through active engagement, ensuring that whānau, hapū, and iwi are key partners in shaping educational pathways.
- Resource Allocation:  
Financial planning and resource distribution will prioritise equity, ensuring that both schools have the tools needed to support their distinct and shared goals for Māori success.
- Culturally Responsive Professional Development:  
Ongoing PLD for staff will focus on deepening the understanding of Te Ao Māori and embedding culturally responsive pedagogies in teaching.

### Conclusion

The integration of Mana Ōrite into the governance and operations of Nga Puna o Waiōrea Western Springs College will create an equitable, culturally inclusive, and collaborative educational environment that honours the principles of Te Tiriti o Waitangi and supports Māori learners in achieving success as Māori.

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<sup>1</sup> Te Tiriti Principles

This section outlines how Treaty principles apply to education:

- Mana whakahaere (Article I): Focus on enabling Māori educational aspirations.
- Mana motuhake (Article II): Emphasises Māori self-determination in education.
- Mana tangata (Article III): Aims at achieving equity in educational outcomes for Māori.
- Mana Atua (Declaration): Promotes the integration of Māori cultural practices and knowledge.

Priority			
Priority	Goals	Actions for 2026	Success measures <i>Evidence will we gather of progress towards achieving our goal?</i>
<b>Co-governance practices are embedded and effective in our way of operating</b>	Board sub-committee to review the alternative constitution and consider whether updates are necessary	Consider proposal from NPOW whanau  Consider other amendments necessary	Alternative constitution is amended
	Strengthen our tangata whenua partnership with Ngāti Whātua Ōrākei	Utilise Ngāti Whātua representative on the Board to progress this relationship.  Consider formal engagement with Ngāti Whātua	Agreement with Ngāti Whātua about how they would like to be represented on the Board and within the kura.
	Amend delegations policy to ensure it reflects co-governance and is mana-enhancing to all staff.		Amended delegations.
<b>Meaningfully incorporate Te Ao Māori and Tikanga into everyday life campus wide.</b>	Continue to grow Te Reo Māori (TRM) pathways in Kura Auraki and NPOW	Complete and publish the MEM action plan for 2026 by February of 2026	MEM Whānau class (WHW) noho marae is held in Term 1, 2026.
<b>Every learner   ākongā is able to achieve their highest possible standard.</b>	Focus on attendance in both Kura Auraki and NPOW	See attendance management plan	Regular attendance (less than one day off per fortnight) metric moving upwards from 47% to 55%.  Decrease chronic attendance (<70%) to below 10% (currently sits between 10 and 15% of the roll).
	Continue to monitor and assess the support and resources available for learning support.	Plan for learning support resources to be factored into budget decisions.  Professional development for all staff	Professional development completed.
	Focus on the literacy and numeracy co-requisites	Literacy and Numeracy Common Assessment Activity (CAA) prep to continue in junior classes. Workshops to be offered again after school as per 2025.	Increase in the number of senior students who have achieved Literacy and Numeracy corequisites compared to 2025.
<b>Topics and methods of teaching are effective to meet learner   ākongā needs</b>	Review and integrate new curriculum as required and as resources become available	Ensure PLD offered to support kaiako	
	Monitor the NCEA 2-year pathway for Kura Auraki	Track kura auraki students across Year 11	60% + Year 11 kura auraki students to have between 10 and 20 Level 2 credits. 20% + to have more than 20 credits. Maintain a quality credit rate of 75%.

<b>The physical and emotional welfare of learners   ākongā is supported</b>	Develop proactive approaches to address the impact of limited access and capacity issues for ākongā to Auckland Secondary Schools Centre (ASSC) and other alternative education pathways.	Continue to support Managed Moves and engage with the community of schools  Provide Restorative Practices PLD for all heads of House and other interested staff	Severely disengaged and socially disadvantaged students have a viable pathway
	Embedding kaupapa Māori pedagogies around whānaungatanga, kanohi ki te kanohi, manaakitanga, aroha, kaitiakitanga		
<b>The physical and emotional welfare of teachers   kaiako is supported</b>	Refurbish the Admin block	Part of the 5YA	More welcoming space for visitors and employees
<b>The physical spaces and resources for teaching and learning meet our current and future needs</b>	Continue to advocate with the MOE to commit to the Master Plan and confirm funding.		We will have an established plan ready for implementation when MOE releases roll growth funding.
	Develop and deliver a plan to reinstate a Pasifika Fale on campus	Choose an appropriate site on the campus for the location of the fale. Work with Jasmax on the design of the fale already presented by staff member, given their experience in establishing the University of Auckland fale.	Concept design and preferred location providing impetus for fundraising drive.
	Integrate the TAPAC facility into the school's 10 year Property Plan (10YPP).		TAPAC facility modernised for current demand  Advancing Studio 5 further up the MOE's priority list.
<b>NPOW is fully and equitably funded</b>	Build a budget that includes specific NPOW income and expenses	Consider independent audit of funding streams	Budgets set for NPOW.  Spending tracked against Budget
<b>Funding</b>	Increase funding from other sources, including increased payments from donations, venue hire income and other fundraising efforts.	Use of Kindo to manage payments. Continue to monitor level of payments of fees and donations	Increased payments of fees and donations compared to 2025.
<b>There is a strong and effective connection with our local community and whānau</b>	Develop and deliver a comprehensive plan to strengthen whānau and wider community engagement, with particular attention on Pacific learners' families, whānau of Māori in Kura Auraki, Waiōrea whānau	Lead teachers enact the action plans with the support of SLT and other staff	Achieve goals outlined in the MEM action plan and in the Pacific Students Action Plan
	Develop and strengthen community partnerships (inc. sports clubs)	Review/promote current partnerships.  Identify opportunities for expansion of partnerships.  Itemise contributions WSCW can make towards growing partnerships.	Operational partnerships. Tangible benefits to the WSCW community.

## HOW WE WILL MEASURE SUCCESS

During 2026, we will use the indicators in the table below to measure our success in delivering student achievement outcomes.  
I te tau 2025 me 2026, ka whakamahia ēnei tūtohu hei arotake i te angitutanga o te whakatutuki i ngā whāinga paetae ākongā.

During 2026, as part of the engagement with our school and kura community to develop our long term strategic plan, we will consider a suite of measures that collectively and holistically measure our success.  
I te tau 2026, ka mahi ngātahi mātou ki te hapori o ngā kura ki te whakarite rautaki pae tawhiti, ka āta whakaarohia ngā momo tātaritanga e kitea ai te angitutanga.

Key shift Ngā nekehanga	Measure Arotakenga	Target for 2026 Ngā whāinga mō te tau 2026
Ākongā achievement Ngā paetae ākongā	NCEA level 1 achievement (NPOW) Ngā paetae NCEA taumata 1	>90%
	Y11 achievement (Kura Auraki) Ngā paetae mō te tau 11 (Kura auraki)	> 20% students on 20+ Level 2 credits > 60% students with between 10 and 20 Level 2 credits
	NCEA level 2 achievement Ngā paetae NCEA taumata 2	> 80%
	NCEA level 3 achievement Ngā paetae NCEA taumata 3	> 80%
	Grade quality - merit and excellence Te kounga māka – Kaiaka me te Kairangi	> 75%
	UE achievement Paetae urunga whare wānanga	> 70%
	Pacific student achievement L2&3 Ngā paetae tauira Pasifika, taumata 2 me te 3	>80%
	Māori student achievement (Kura Auraki) L2&3 Ngā paetae tauira Māori (Kura Auraki), taumata 2 me te 3	>80%
	Literacy - reading (Y11) Te Reo Matatini – Pānui (Tau 11)	>70%
	Literacy - writing (Y11) Te Reo Matatini – Tuhituhi (Tau 11)	> 65%
	Numeracy (Y11) Mātau pangarau (Tau 11)	> 60%
Ākongā attendance Ākongā tae ā-tinana	Regular student attendance (defined as 90% or 1 day absent per fortnight) Te toharitetanga tae ā-tinana o ngā ākongā	> 55%
	Chronic non-attendance Te tamō auau	Further decrease in % students with attendance < 70% Whakaheke i te % mō ngā ākongā kua <70% te tae atu