

## Ōtāhuhu College Annual Plan for 2026

### Introduction

The 2026 Annual Plan adapts the strategic plan 2023 to 2026 and also the changing nature of the New Zealand education environment. The plan is grouped around five areas:

- Academic Achievement
- Engagement and Retention
- Teaching and Curriculum Development
- A culture of High performance
- Our Campus: Built Environment

### Academic Achievement

*Strategic plan goals are that by 2026, the quality of teaching and learning will have resulted in:*

- 55% of Year 13 students gaining UE
- 40% of all Ōtāhuhu College leavers attaining the UE Standard
- No significant gap between the outcomes for Māori or Male students.

The introduction of new literacy and numeracy requirements and the testing of these through the Common Assessment Activities (CAAs) has added to the academic challenges for our students since the strategic plan was written. Furthermore, the proposed change to the national qualifications poses further challenges.

Academic Achievement Targets for 2026 are:

<b>Academic Achievement</b>	<b>2025</b>	<b>Target</b>
Year 10 CAA Reading	38%	45%
Year 10 CAA Writing	36%	43%
Year 10 CAA Numeracy	28%	35%
Year 11 Literacy	61.9%	80%
Year 11 Numeracy	76%	80%
Year 12 UE Writing 48.7%	38%	45%
Year 12 UE Reading 56.6%	42%	49%
Year 12 UE Literacy	29	40
Year 12 Level 2 Internal Pass Rate 84%	84%	87%
Year 13 Level 3 Internal Pass Rate 90%	88%	90%
Year 12 Internal Merit and Excellence Rate of 33%	29%	35%
Year 13 Internal Merit and Excellence Rate of 34%	31%	35%
Level 2 assessed externals as percentage of entries	80%	84%

Level 2 Externals pass Rates	50.6%	60%
Level 2 External Merit and Excellence Rate	17.5%	22%
Level 3 assessed externals as percentage of entries	69%	74%
Level 3 External Pass Rate	51.8%	58%
Level 3 External Merit and Excellence Rate	19.7%	24.7%
Year 12 students gain Level 2	74%	81%
Year 13 students gain University Entrance	43%	50%

Monthly curriculum committee meetings will begin with an analysis of the results across the school to date, the identification of trends and variations below the targets. Professional development will also be included in these meetings with a case study approach utilised. From this action plans will be drawn up to improve outcomes for students.

Improving external examination rates will be a focus from the start of the year, with both timing of internals and high expectations for externals evident in classes.

External exam results, especially with the upcoming changes to the curriculum, need to be a major focus.

	<b>Assessment Type</b>	<b>Entries</b>	<b>Assessed Entries</b>	<b>% Not Achieved</b>	<b>Achieved</b>	<b>% Merit</b>	<b>Excellence</b>
Level 1	Externally Assessed	358	259	37.1	42.9	15.8	4.2
Level 2	Externally Assessed	1,216	975	49.4	33.4	14.7	2.5
Level 3	Externally Assessed	884	610	48.2	31.8	16.6	3.4

The above table is the 2025 External results.

Class sets of year 9 and 10 books will be marked weekly by senior management. Feedback will then be given to teachers on strengths and areas to improve on. Focus areas will be consistency, writing, organisation and feedback (teacher, peer and self ) evident in books.

Restructuring of English as a Second Language provision with more time being allocated for students with little or no English on arrival to Ōtāhuhu College.

## Engagement and Retention

*Strategic plan goals are that by 2026, the inclusive learning environment will have resulted in:*

- 90% retention of students until at least their 17<sup>th</sup> birthday
- 90% of students involved in extra-curricular activities.
- 90% weekly attendance
- 90% of students attending above the 70% half day mark

- *No significant gap between the attendance and retention of Māori or Male students.*

The Ministry of Education has revised the attendance processes and this will be a key focus area in 2026. Improving engagement and retention will be a significant area to improve in 2026.

Engagement and Retention Targets for 2026 are:

<b>Engagement and Retention</b>	<b>2025</b>	<b>Target</b>
85% retention of students until at least their 17 <sup>th</sup> birthday	76.7% (2024)	82%
Increase in students involved in extracurricular activities	51%	58%
Increase in students involved in sporting activities as measured by NZSSC	34%	41%
Attendance rate of 87% weekly attendance for the whole school	84.4%	88%
Term 1 Regular Attendance	53%	60%
Term 2 Regular Attendance	41%	48%
Term 3 Regular Attendance	38%	45%
Term 4 Regular Attendance	34%	41%

The retention rate targeted is above the national average for New Zealand, this will be done by identifying early students at risk of dropping out and developing retention plans for these students based on utilising learning support, careers and partnerships with families.

Extra-curricular activities will be strongly encouraged through new staff into the College.

A focus on 80% minimum attendance as per new policies for Attendance and Graduation and Attendance Management Plan are designed to further lift our attendance. We will also be working closely with STRIVE who have the contract for attendance services in our area and will be addressing the chronically absent students. As a general observation, the more we are black and white about attendance expectations, the higher the attendance.

## **Teaching and Curriculum Development**

*Strategic plan goals are that by 2026 these focus areas will have resulted in:*

- *95% of teachers being assessed as knowing their subject well or better by their students*
- *95% of teachers rated good or very good by their students.*
- *Longitudinal pathways in each subject so that students have the knowledge and skills to gain UE in that subject.*

The introduction of a new curriculum coupled with proposed changes to assessment will be a key area for development for the teaching staff. While the new curriculum and assessment plans are

not finalised the direction of travel is for a more rigorous approach which will benefit our students in the long term.

Teaching and Curriculum Development goals for 2026 are:

Teaching and Curriculum Development	2025	Target
95% of teachers being assessed as knowing their subject well or better by their students.	97%	95%
75% of students rate the quality of teaching as good or very good by their students.	75%	82%
Teacher Intern programme continues and further developed based on Science of Learning		
Introduction of New curriculum in Year 9	n/a	
Year 9 assessment and passing criteria introduced	n/a	
Reduced variation in pass rates for internal assessments while maintaining high levels of moderation success	18%	12%

Mid term one will see the introduction of a science or learning module for a group of teachers, as well as the continuation of the three aspects of the Teacher Intern programme currently running.

Year 9 will be a key focus area for development with new curriculum being introduced in preparation for a likely introduction of new national assessments in Years 12 and 13. The proposed exam structure for Year 9 in 2026 is designed to reinforce memory and fluency, encourage flexible application of knowledge, and promote deep understanding through elaboration. It draws on robust findings from cognitive psychology and neuroscience, emphasizing the importance of retrieval practice, interleaving, and elaboration in developing durable, transferable knowledge. For subjects taught for two hours per week, the exam will be one hour in length, while subjects with three to five hours per week will have a 90-minute exam. These examinations will be scheduled for both mid-year and end-of-year assessments.

To pass Year 9 at Otahuhu College, students need at least 50% overall across the year, attend at least 80% of school days, show consistent effort, and pass at least 4 subjects in their end-of-year exams without any very low marks. Student's attendance, effort, mid-year results, and end-of-year exams all matter.

Music classes in Year 11 to 13 will be split into predominantly instrumental and predominantly vocal. The rationale is to play to the strengths of the teachers and students. This will allow greater ability for higher levels of achievement as well as extra-curricular participation.

An objective is to strengthen the quality of teaching and the effectiveness of curriculum delivery within the Technology Department. To support this goal, structured weekly departmental meetings will be implemented, featuring a rotating agenda that includes forward planning for the upcoming four weeks, professional development focused on high-quality lesson delivery, review of junior exercise books and observation feedback, and detailed analysis of assessment practices. The Head of Department will conduct systematic weekly book checks to ensure consistency and adherence to standards. Furthermore, Technology Department staff will engage in cross-curricular

observations to broaden pedagogical approaches and share best practices. Targeted professional development will also be provided on establishing and maintaining effective routines at the commencement of lessons.

## **A Culture of High Performance**

*Strategic plan goals are that by 2026, a culture in high performance will have resulted in:*

- *10 or more scholarships across three or more subjects*
- *Ōtāhuhu College staff well regarded and being recruited for leadership roles.*
- *Auckland and National titles being won at team and individual level*
- *International tour implemented on triannual basis.*

High performance goals for 2026 are:

<b>A Culture of High Performance</b>	2025	Target
Excellence Rate in Level 2 Externals	2.5%	10%
University Scholarships awarded to students	9	14
NZQA Scholarships in 3 subjects.		10
International Tour to Japan	Planned	
Music tour of North Island		
Rugby 1stXV Top 4 in 1B competition		
Netball top 4 in Senior A competition		
Increase in number of areas of the College that have an Auckland wide reputation.	8	10
Ōtāhuhu College Distinguished Old Students Awards and Old Students Week introduced.		
Ōtāhuhu College Trust renewed to provide support for College		

We will continue to build an environment where respect and engagement are expected, and where every student feels empowered to aim high. Publicly celebrating achievements sends a powerful message: success is valued and attainable. Beyond recognition, we need to actively engage students through enriching opportunities and targeted support, ensuring that every learner develops resilience and a growth mindset. Accountability will be embedded in regular reviews and constructive feedback, driving continuous improvement and making high performance the norm, not the exception.

The process for application for University Scholarships will be reviewed with a focus on getting more students applying and having them better prepared.

In 2025 there were 8 areas of the College which had an Auckland wide (or wider) reputation for excellence, these were: Tongan Polyfest Group, EPO8 team, Robotics, Production, Business Studies, Whakairo, Art and Volleyball. Our aim is to increase this to 10 in 2026. This will be done in part by splitting the music classes into instrumental and vocal.

Creating strong links with our old students will help support our current students to strive for higher levels of performance. The renewal of the Ōtāhuhu College Trust will help meet both audit requirements and the provide a source of funding to support high performing areas of the College.

### **Our Campus: Built Environment**

*Strategic plan goals are that by 2026:*

- *Renovation of central heritage section of M Block*
- *Relocation and upgrading of Wharenuī*
- *Renovation of A Block*
- *Building of new class room blocks on east and west wing of the heritage M Block*
- *Landscaping of grounds.*

By the start of 2026, the Ministry of Education has put out for tender the renovation of the central heritage section of M Block, a new Wharenuī has been built, A Block has been renovated and the grounds have been landscaped with an extension of the covered courts, planting in T Block quad and the widening of the drive. The building of new classroom blocks will not be happening.

Our Campus: Built Environment goals for 2026 are:

<b>Our Campus: Built Environment</b>		
Office space established in Gym		
Staff Toilets established in A Block		
Renovation of central heritage section of M Block starts		
Students view the overall quality of the campus property and facilities as good or very good.	64%	71%

With major renovations scheduled for 2026 and onwards the focus will be on making small improvements around the built environment to create an environment that students find conducive to high levels of achievement and engagement.