



FRASER HIGH SCHOOL
Te Kura Tuarua o Taniwharau

FRASER STRATEGIC PLAN 2026-2027

Me ka moemoeaa ahau <i>If I am to dream</i> Ko au anake <i>I dream alone</i> Me ka moemoeaa e taatou <i>If we dream together</i> Ka taea e taatou <i>Then we will achieve</i> Te Pua Heerangi	Fraser Taniwharau prioritises Te Tiriti o Waitangi through whanaungatanga, emphasising the importance of strong relationships and partnerships among the school, aakonga/learners, whaanau/families, and the wider community in achieving shared educational goals.	We believe these are imperative for quality teaching and learning... ● Deep learning because we believe it engages students and helps them make sense of the world. ● Warm and demanding relationships because we believe that when students experience high expectations and know they are cared for, they flourish. ● Collaboration because we believe when everyone contributes their unique set of skills, knowledge and perspectives, learning is deeper and prepares learners to thrive. ● Inclusiveness because we believe all learners should feel seen and have equitable access so they can thrive. ● Character development because we believe learners should develop habits of thinking that will influence their actions so they can thrive.	
He Piko He Taniwha He Piko He Taniwha - LEAD			
Learn With Purpose Develop a deep understanding of themselves and the world around them.	Engage With Pride Embrace their unique identities and cultural backgrounds.	Act With Respect Develop empathy, compassion, and a strong sense of social responsibility.	Dare To Succeed Pursue their passions and achieve their aspirations.
Fraser's Mission			
Enhance our professional practice to continually improve the quality and relevance of learning experiences for all aakonga.	Celebrate the achievements and successes of our people, acknowledging the accomplishments of our aakonga, staff and whaanau.	Embrace a spirit of courage and resilience, striving for excellence and achieving our aspirations with determination and perseverance.	

2026 Annual Implementation Plan

Strategic Goals	Annual Goals 2026	Annual Goals 2027
Mahi Tahi Recognise and strengthen powerful connections	Ensure curriculum, teaching practice, and pathways respond to the strengths, interests, and needs of all learners.	
	Further develop, implement and report on strategies to improve attendance levels.	
	Consult with the school community to identify priorities for the strategic plan and curriculum development	
Mana Taurite Build efficacy and equity	Improve achievement outcomes for all learners, and levels of attendance and engagement in learning.	
	Implement and improve the responsiveness to the STAR (Stepped Attendance response) Plan.	
	Prioritise and use the Learning Support Review to improve the provisions for all students who require specific assistance.	
	Report progress and achievement information, including student behaviour trends and patterns to the board	
Maatauranga akoranga Recognise, and provide culturally sustainable leadership, learning and teaching	Improve curriculum, teaching practices and learner pathways that respond to the strengths, interests and needs of all learners	
	Implement Universal Design For Learning to strengthen with a specific focus on Years 9-10 curricula; and quality professional learning for HOFs. Review and report the Years 9-10 curricula in alignment with learning and achievement at the end of each term for every faculty.	
	Build leadership capacity across a range of levels to build capacity and empower staff to grow others for better student outcomes.	
	Review schoolwide implementation of the Pedagogical Framework and its impact on student achievement	
Hauora Social, physical, mental, emotional, spiritual well-being	Improve school culture and a reduction in learners behaviour issues.	
	Continue to monitor, analyse, report on integrating the Graduate Profiles in school processes and reporting.	
	Continue to monitor, analyse, report on implementing a Restorative Practice programme.	
	Improve student wellbeing outcomes and develop and implement an action plan to address identified areas of concern from the Review.	

GOAL 1: Mahi Tahi - Recognise and strengthen powerful connections			
Focus Area	Goals	Key Actions	Person Responsible
1. Curriculum	a. Ensure curriculum, teaching practice, and pathways respond to the strengths, interests, and needs of all learners.	i. Deliver quality staff professional learning: Culturally responsive curriculum, UDL, focus on teacher and learner agency, align with the pedagogical framework.	ROC
		ii. Report to the Board once a term on curriculum progress, including: - Implementation stages of the Graduate Profiles. - Preparation for the changes in the Qualification Framework.	ROC
		iii. Consult with the school community to identify priorities for the strategic plan and curriculum development. Build the structural and conceptual coherence of curriculum and qualifications.	Board ROC
		iv. Socialise and integrate the Graduate Profiles and Junior Diplomas framework in reporting and pedagogical framework. Map existing learning programmes to Graduate Profile capabilities and LEAD values.	ROC
		v. Design the Advisory Curriculum incorporating: - Careerwise and Tahatuu integration. - Wellbeing and “Me and My School” connections. - Literacy and numeracy development linked to CAAs.	SUD/TIJ
		vi. Integrate new NCEA qualification frameworks into senior curriculum pathways.	RUN
2. Vocational	b. Further develop, implement and report on strategies to improve alignment with academic curriculum and vocational education curriculum.	vii. Integrate academic pathways and VET (Vocational Education & Training) subjects, supported by careers counselling. - Include short case studies or examples of student progress within these curricula. - Utilise external programmes from e.g. Bluelight, Trades Academy - Wintec	CAM ROC

		viii. Appoint a HOD of Careers/Vocational Pathways for 2027: Responsible for Gateway, Careers, VET, Business relationships and partnerships, TEC.	CRV CAM
		ix. Increase business relationships and partnerships and improve the diversity of placements available to our students.	CAM
3. Community Consultation	c. Consult with the school community to identify priorities for the strategic plan and curriculum development. d. Students feel ownership of the school culture and contribute to maintaining it.	x. Ensure consistent, transparent, and forward-looking communication to the Board - Board Work Plan 2026 ● Adhere to a termly reporting cycle: - Term 1: Baseline data and target setting. - Term 2: Mid-year progress and curriculum update. - Term 3: Wellbeing and engagement deep dive. - Term 4: Annual summary and next-year planning. ● Provide succinct analysis of trends, themes, concerns and strengths supported by recommendations for improvement action.	CRV
		xi. Strengthen Student Voice and Leadership Use NZCER Surveys ● Involve students in evaluating and refining behaviour expectations. ● Create student-led initiatives promoting LEAD. ● Recognise and celebrate students who demonstrate the LEAD values and positive behaviour and integrating Graduate Profiles.	ROC
		xii. Deepen Whaanau and Community Partnerships ● Implement Whaanau Survey ● Implement School communication plan: expectations, supports, and successes. - Fortnightly: KAMAR snapshot subject teachers - Alternative fortnightly: News Bites ● Continue to provide whaanau opportunities to collaborate on plans for students who need targeted behavioural support. ● Continue to partner with external agencies (e.g., counsellors, RTLB, social services, AE) for complex cases.	Board CRV SUD/TIJ SUD/TIJ
4. Maaori Education	d. Implement the Maaori achievement and a partnership plan.	xiii. Reporting	CRV

		● Present to the board, the summative review findings against the Waikato Tainui Education Framework to the Board in Term 1, 2026. - Report quarterly on progress against Maaori achievement, attendance, and engagement indicators, with ongoing review by the internal Maaori Education team. ● Use data to set specific Maaori education targets and support professional learning actions for staff.	ROC
5. Pacific People's Education	e. Implement the Pacific People's achievement and a partnership plan.	xiv. Reporting ● Present to the board, the summative review findings to the Board in Term 1, 2026. - Report quarterly on progress against Pacific People's achievement, attendance, and engagement indicators, with ongoing review by the internal Aiga Tasi leadership team. ● Use data to set specific Pacific People's education targets and support professional learning actions for staff.	CRV SIJ

GOAL 2: Mana Taurite - Build efficacy and equity			
Focus Area	Goals	Key Actions	Person Responsible
1. Schoolwide evaluation and reporting	a. Report progress and achievement information, including student behaviour trends and patterns to the board.	i. Strategic Plan to be carried over for 2026 ● the board will review the strategic plan. ● the principal will reset the annual implementation plan from the board's strategic plan.	Board CRV
	b. Drive data to inform improvement rather than being collected for compliance.	ii. Develop a monitoring and evaluation framework (student voice, engagement, achievement data). - Refine Reporting Structures: create clear reporting pathways for: 1. Teachers → HODs/HOFs → SLT → Board. 2. Teachers → students, parents and whaanau.	RUN
	c. Develop a positive, improvement-focused data culture across the school.	iii. Use Data to Inform Decision-Making	CRV
	d. Embed an evaluative cycle that informs the 2026 Annual Plan.		

	e. Teachers confidently use the data to target student learning needs and track progress over time. Evident in Inquiry Practices, Faculty Meetings, Reporting f. Link the use of data to curriculum planning, inquiry for learning and teaching, and target setting.	● Use aggregated data to: 1. Identify priority learners and cohort trends. 2. Shape school-wide goals 3. Allocate resources and interventions based on evidence. ● Incorporate findings into: strategic planning, curriculum reviews, and professional growth cycles.	CAM
		iv. Review, Calibrate, and Improve the System Annually ● Conduct an annual review of the system's reliability, ease of use, and alignment with national expectations (including government priorities and the new Curriculum and Assessment Tools). ● Share key findings with staff, students, and whaanau to promote transparency and accountability, shared responsibility for learning progress.	CRV CAM
		v. Staff Capability Building for sustainable improvement and consistency across the school. ● Build staff capability through PL in: 1. Data-informed inquiry. 2. Restorative and relational practice. 3. Curriculum design - UDL - aligned with the Graduate Profile. 4. Pedagogical Framework ● Ensure that faculty and pastoral teams use shared data discussions to connect classroom practice with school-wide improvement targets.	ROC
		vi. Continuous Improvement and 2026 Planning ● Conduct an end-of-year evaluation of 2025 data to inform 2026 improvement targets. ● Ensure Board reports transition from descriptive summaries to evaluative insights, answering: "So what does this tell us, and what happens next?" ● Use findings to refine: 1. Curriculum implementation schedule. 2. Behaviour and wellbeing supports. 3. Professional learning focus for staff. 4. Communication with whaanau and the wider community.	CRV ROC SUD/TIJ ROC CRV

		vii. Embed Data Use in Department and Classroom Practice • Faculties will use data in regular team discussions (e.g., termly data reviews); including Inquiry data. • Establish data cycles: 1. Collect data (Week 6, Term 1; Week 8, Term 2; Week 7 Term 3; Week 8, Term 4). 2. Analyse results for trends and outliers - to be shared with HOFs and then all staff - to be used in Inquiry groups 3. Plan interventions or enrichment by DP responsible for Curriculum 4. Report progress to students and whaanau.	RUN ROC ROC RUN
		viii. Years 9-10 Testing and Curriculum • Schedule Years 9 and 10 PAT and e-asTTle testing: Reading, Writing, Mathematics • Understand and use MOE SMART assessment tool • Work with Latisha Kelly Curriculum Advisor MOE to understand and - implement the new curriculum school wide	ROC RUN
2. Years 9 and 10 Literacy and Numeracy School wide	g. Communicate Progress and Build Trust h. Share key findings with staff, students, and whaanau to promote transparency, accountability and shared responsibility for learning progress. i. Celebrate improvements in literacy, numeracy, or subject areas where data shows positive shifts. j. A positive, improvement-focused data culture across the school.	viii. Implement an acceleration programme for Years 9-10, Literacy and Numeracy • Implement moderation processes for literacy and numeracy assessments • Implement e-asTTle, PATs and the new assessment tool. • Appoint Teacher Aide for Learning Support Co-ordinators.	RUN
		ix. Provide PL opportunities to ensure all teachers understand how to use data for inquiry and improvement.	RUN ROC
		x. Accelerate Literacy and Numeracy achievement by focusing on: • Accelerate Literacy/numeracy (including ESOL support) using TAs, LSCs, Education Perfect, e-studee. • Faculties will deliberately plan and teach literacy and numeracy in all learning programmes.	RUN

		xi. Develop Years 9 and 10 literacy and numeracy dashboards that show both group and individual progress across the year. Use the SMART assessment tool that we need to do twice a year.	RUN
3. Development and implementation and tracking of strategies to improve attendance levels.	k. Improve achievement outcomes for all learners, and levels of attendance and engagement in learning. l. Implement and improve the responsiveness to the STAR (Stepped Attendance response) Plan. m. Clear accountability and community confidence in the school's attendance systems. n. Attendance improvement becomes an ongoing, sustainable feature of school culture. o. Attendance improvement becomes a shared community effort grounded in relationships. p. Attendance responsibility is owned across the whole school, not isolated to one team	xii. Strengthen Whaanau and Student Engagement - Proactively communicate with whaanau, focusing on relationships, understanding barriers, and celebrating improvements. - Provide individualised support plans for students with ongoing attendance challenges (e.g., social work support, mentoring, timetable flexibility, MOU providers). - Recognise and celebrate positive attendance patterns regularly in assemblies, newsletters, and student rewards.	CAM SUD TIJ
		xiii. Build Staff Capacity and Shared Ownership - Ensure all teachers and deans understand their role in monitoring and following up on absences. - Provide professional learning around effective engagement, trauma-informed practice, and relationship-based teaching to support regular attendance. - Embed attendance discussions into team meetings and pastoral systems. - Appoint an Attendance team and list their key duties in the AMP.	SUD TIJ CAM
		xiv. Sustain and Integrate for the Long Term - Embed attendance strategies into the school's annual plan, pastoral framework, and reporting cycle. - Set annual attendance targets and review progress as part of strategic planning: - Weekly (DP and Deans) - Monthly (Board) - Term (Board and SLT) - Maintain strong partnerships with external agencies (e.g., Attendance Services, iwi providers, social workers, truancy officers). - Implement and improve the responsiveness to the STAR (Stepped Attendance response) Plan.	CRV SUD/TIJ

GOAL 3: Maatauranga akoranga - Recognise, and provide culturally sustainable leadership, learning and teaching			
Focus Area	Goals	Key Actions	Person Responsible
1. The review of the sufficiency of learning support provisions for all students who require specific assistance.	a. Improve curriculum, teaching practices and learner pathways that respond to the strengths, interests and needs of all learners b. Prioritise and use the Learning Support Review to improve the provisions for all students who require specific assistance.	i. Learning Supports - use the Learning Needs Review (Rebecca Early) as the foundation for improvement - Implement the prioritised changes from Review (HOF Diverse Learning Needs and DP responsible for Teaching and Learning) - Clarify the ORs TIC role and responsibilities. - Implement agreed actions, adjusting timetables, deploying staff, and initiating PLD. - Ensure all teachers are aware of referral pathways, support processes, and inclusive practices. - Monitor early impact on students receiving learning support. - Review the implementation of the changes at the end of each Term - Schedule regular check-ins (e.g., once per term) to evaluate the effectiveness of new measures. - Collect feedback from teachers, students, and whaanau. - Report progress to the SLT and Board, and refine actions as needed.	RUN
	c. Implement Universal Design For Learning to strengthen with a specific focus on Years 9-10 curricula; and quality professional learning for HOFs.	ii. Implement and embed curriculum and assessment changes schoolwide. - Launch fully integrated Junior Diploma and Graduate Profile across all learning areas. - Provide PL Inquiry cycles, supported by external providers, i.e. Rebbecca Sweeney.	ROC RUN
2. Improve Year 9 and 10 Teaching and Learning Programme.	d. Review and report the Years 9-10 curricula in alignment with learning and achievement at the end of each term for every faculty.	iii. Every faculty will plan and deliver quality Years 9-10 learning and assessment programmes , integrating the teaching and learning of literacy and numeracy. Review the effectiveness of Years 9-10 learning and assessment programmes at the end of each term - work completion, common assessments, learning and achieving at or above the designated curriculum level.	ROC RUN

		● Trial the use of the MOE's new assessment tool – SMART and evaluate timing and usefulness of data. ● Integrate review of Years 9-10 learning and achievement in the faculty analysis of variance.	
	e. Review schoolwide implementation of the Pedagogical Framework and its impact on student achievement	iv. Review schoolwide teaching and learning practices and their impact on student achievement ● Socialise and deliver PL to understand and implement the pedagogical framework. ● Faculty Curriculum Management document aligns with the pedagogical framework ● Improve and develop the pedagogical framework from Inquiry learnings and student/whaanau voice.	ROC
3. Build leadership capacity across a range of levels to build capacity and empower staff to grow others for better student outcomes.	a. Provide leadership growth and accountability processes for the SLT.	v. Mentor coaching and appraisal reporting carried out externally for: ● 6 x Deputy Principals using Leading Learning ● Principal using Leading Learning – a separate consultant ● Establish professional goals in line with Annual Plan and/or job description ● Appraisal reports to be produced externally for all SLT members vi. Middle Leaders roles are refined, growth opportunities provided and accountability systems strengthened through: ● Reporting expectations reviewed ● Reporting formats and content expectation is workshopped ● Supervision/coaching/mentoring options reviewed	

		Continue to report trends and outcomes to the Board, staff, parents to guide ongoing decisions.	ROC
		x. Sustain and Embed Positive Culture - Promote a positive school climate through assemblies, Advisory, recognition tools, Graduate Profiles, Student Leadership opportunities - Continue to review the behaviour management framework annually to ensure alignment with evolving student needs and Ministry expectations. - Implement the Graduate Profiles - as part of LEAD, Graduation, reporting and Prize Givings; and News Sheets, social media inform students and parents. - Appoint Hauora Centre Administrator Manager and Clinical Supervisor	CAM ROC Board

Reporting and progress and achievement information

Summary

Focus Area	Key Actions	Reporting Frequency	Lead / Oversight Principal
Achievement Targets	Track progress against targets	Monthly Termly	Principal DP Evaluation
Behaviour Trends	Monthly trend analysis, interventions update	Weekly Monthly	APs Principal
Maaori Education	Summative review, target setting, progress updates	Quarterly	Maaori Education Team
Pacific People's Education	Summative review, target setting, progress updates	Quarterly	Pacific People's Team
Curriculum	Junior Diploma, Graduate Profile, pathways reporting	Monthly	DP Teaching and Learning Principal
Wellbeing & Engagement	NZCER surveys, staff and student voice analysis	Monthly/termly	PL Team / Pastoral Team Principal
Leadership Capability	Staff data inquiry	Weekly Monthly	DP Professional Learning Principal

Review student wellbeing outcomes and development of an action plan

Focus Area	Key Next Steps	Evidence / Indicators	Reporting Frequency	Lead
Behaviour & Safety	Complete policy, launch dashboard, staff PLD	Reduction in incidents, improved student safety perception	Weekly Monthly/Termly	DP OPs/APs Principal
Leadership & Respect	Rebuild student leadership structure	Increased student participation and voice	Monthly Termly	DP Student Council Principal
Equity & Culture	Develop Tikanga/Kawa, deliver PLD	Positive shift in being accountable for data, strengthen iwi partnership by attending poukai, Koroneihana, regatta, hui, waananga	Monthly Biannual	Principal Maaori Education Team
Learning Support	Publish map, monitor IEP progress	Increased awareness among staff, improved access to supports	Weekly Monthly	SENCO / DP Teaching and Learning Principal
Communication & Visibility	Wellbeing hubs, standardise updates	Increased "I know where to go for help" responses	Fortnightly Quarterly	Media team / SLT Principal