



Upper Hutt College

2026 Annual Implementation Plan

Upper Hutt College's 2023-2025 Strategic Plan has the following four strategic goals:

1. Learners at the Centre - Provide learning opportunities that enable ākonga success
2. Quality Teaching and Leadership - Promote excellence in teaching and leadership
3. Enhancing Hauora and Inclusion - Foster a safe and inclusive learning environment
4. Positive Partnerships - Grow partnerships with whānau and the wider community

The 2026 Implementation Plan includes Upper Hutt College's 2026 annual targets and actions to achieve its strategic goals.

Our values of Respect/Whakaute, Responsibility/Takohanga, Resilience/Manawaroa and Integrity/Ngākau pono underpin our Strategic and Implementation Plans.

Where we are at currently:

- Upper Hutt College continues to make strong progress in the academic achievement of its students. Barriers to learning have been reduced in the last 3 years but increasing requirements of digital assessment mean a review of resourcing in this area is necessary.
- We recognise the diverse needs of our students and the need for support for students especially those with learning needs, mental health issues. We have increased the number of counsellors (4 at the start of 2026) and are investigating a new Board-funded Counselling centre to provide better functioning counselling and external support services for students.
- We have also increased the number of Kaiawhina (teacher aides) in the Learning Support area and in Awhina to support students in the classroom.
- Our teachers are focussing on the large number of changes associated with the curriculum refresh at junior and senior level assessment and reporting. We have ensured they have sufficient time to discuss, familiarise, adapt to and implement these changes. This is a big job for teachers.
- The ongoing support of student wellbeing continues with targeted learning in an Ako Time programme and an energetic Student Wellbeing Committee overseeing a Wellbeing Week. Student use of Stymie has become a norm, and even the word Stymie is now being used as a verb. We offer a wide range of extra-curricular activities and there is truly something for everyone. Students not only participate in the activities, they run, manage, coach, and support the activities. We celebrate diversity and inclusivity with an active Pride Week, cultural and language weeks, and the increasing participation of Awhina students in our many activities. Our Poly Club and Kapa Haka groups continued to flourish with the kapa haka ropu enjoying timetable space for practices.
- We continue to grow our connections and partnerships with our wider community. We contribute to, and participate in, the Upper Hutt Network, connecting with our local schools and hosting and facilitating the second Upper Hutt Student Leadership Conference. Senior students visit local industries and businesses as part of their course. Our International Student programme flourished in 2025, with a large number of overseas students attending UHC over the year.
- Ongoing property issues in the school remain with major roofing works for the Library and C Block. The work in the Creative Arts has the potential to be disruptive to the day-to-day teaching and will need to be carefully managed.
- There are still (always) areas to work on. We need to further examine the barriers to learning for our Maori and Pasifika students, and continue to work on building connections with whānau and Pasifika parents. While results are strong, Incorporating te reo Maori into the classroom and around the school remain goals for us. Developing our use of data to identify areas of development and drive improvement in achievement is another goal.
- We are well-positioned to continue our success in key areas in 2026 and beyond.

Strategic Goal – Learners at the Centre

Provide learning opportunities that enable ākongā success

Annual Goal

- Having high aspirations for every ākongā
- Every learner has the opportunity to gain sound foundation skills
- Reduce barriers to learning
- Increased focus on digital literacy skills to ensure ākongā are suitably prepared for the future

What do we expect to see by the end of the year?

- Students are achieving in the classroom to their potential. Specific supports are utilised, new assessment tools are implemented and use of data drives decisions around further support and resourcing
- Student attendance is improved

Actions	Who	Resources	How will you measure success?
Develop consistency and accountability in measuring, moderating, and communicating, progress. <ul style="list-style-type: none"> • Introduce and consistently implement Progress Markers • Trial SMART tool in Reading, Writing, and Mathematics. • Introduce changes in reporting for other levels <ul style="list-style-type: none"> ○ Snapshot Reports ○ Learning Progression Reports • Feedback from parents sought on new reports 	PB	Learning Progress Reports Guidelines for Teachers	The current reporting system will have been reviewed with a timeline for any changes in place. UHC will trial the SMART tool by entering two Year 9 and two Year 10 classes (accelerate and mainstream). Report templates created Staff guidelines & How To Guides created Reports successfully published and sent home. Feedback analysed will indicate if changes/tweaks needed.
Introduce exam.net as a digital tool/platform for use in external practice exams.	PB / HODs	Funding Time allocation for staff PD	Staff successfully using exam.net for assessments.
Review impact of school-provided chromebooks for junior students in terms of reducing barriers to learning <ul style="list-style-type: none"> • Survey undertaken of staff, students and parents 	JT/JV		Survey completed and data analysed Decisions made on continuing this resourcing or not Clear information on requirements if a focus to be on BYOD.

Continue to provide resources and opportunities to decrease barriers to learning for Māori and Pasifika students	BK		<p>A range of opportunities will offered to students:</p> <ul style="list-style-type: none"> - Parent/whānau hui/fono - Hosting NCEA Information evenings - Offer range of programmes as previous years - Career evening for whānau, working with KWE at Pathways for students - University open days and visits for Māori and Pasifika students. <p>Feedback sought on effectiveness of opportunities.</p>
Funding used to remove barriers to attendance for selected students	PB/HC		Attendance of selected students improves and remains at acceptable levels.

<p>Strategic Goal – Quality Teaching & Leadership Promote excellence in teaching and leadership</p>			
<p>Annual Goal</p> <ul style="list-style-type: none"> ● Relevant and focussed professional development for teaching and leadership ● Implement NZ curriculum refresh and NCEA changes ● Develop middle management capability ● Matauranga Māori in subject areas. 			
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> ● Teachers will be well-prepared for curriculum and assessment changes and feel confident in implementing changes ● Consistency in classroom practice is evident and classrooms are uniformly settled and interesting learning environments ● Teachers are implementing strategies from our PLD programme and the teaching standards are well understood by teachers ● The Guidance Network is running effectively and Deans are able to use newly-learnt skills in positive ways with students. 			

Actions	Who	Resources	Time	How will you measure success?
<p>Review new curriculum changes and design an implementation plan</p> <ul style="list-style-type: none"> ● Provide feedback on subject draft materials ● Incorporate the principles of a knowledge rich curriculum with strands that 	JV / PB HODs	Information on changes - MoE webinars, subject associations	Ongoing all year	Feedback provided on draft curriculum across junior and senior curriculum areas.

<p>incorporate clear knowledge, capabilities and practice statements</p> <ul style="list-style-type: none"> Focus on other compulsory learning areas in Years 9-10 for full implementation in 2027.(Science, Social Sciences, Te Ao Maori, Health and PE) 		PLD opportunities and time in-school programme		<p>New junior curriculum is ready for use in 2027 across Science, Social Sciences, Te Ao Maori, Health and PE Departments.</p> <p>Planning for senior curriculum is underway with regular processes involved for any subject changes.</p>
<p>Begin preparation for the new national secondary qualifications - Foundation Certificate, The New Zealand Certificate of Education (Year 12) and the New Zealand Advanced Certificate of Education (Year 13)</p>	JV / PB	Ministry of Education release of information on new qualifications.	December	<p>Have a plan put in place for how the school will prepare for these qualifications.</p> <p>School (Departments and teachers) adhering to timetable of preparation.</p>
<p>Assess schoolwide consistency in classroom procedures and routines, along with curriculum delivery</p> <ul style="list-style-type: none"> SLT Observation Snapshots 	BK	Staff snapshot form	Term 2	<p>Observation of every teacher to be conducted.</p> <p>Analysis of observations against school behavioural management requirements undertaken and reported back to staff.</p>
<p>Develop PLD programme to ensure coverage of curriculum initiatives and requirements</p> <ul style="list-style-type: none"> Introduction of early-finish day 	BK	Term 2 Programme		PLD programme is implemented with staff being able to use time to upskill in a range of areas.
<p>Introduce new teaching standards and PGC process based around this</p> <p>Middle managers will receive specific training in coaching to support their conversations with staff in the PGC process</p>	BK	PGC paperwork	Ongoing	<p>New PGC process is implemented and running effectively.</p> <p>Connections to the teaching standards observed and made within the PGC paperwork and standard review.</p>
<p>Develop plan for use of AI in teaching and learning</p>	PB/JV	Staff feedback has taken place with what AI tools are being used and how often.		<p>Guidelines for staff on the use of AI in teaching are established.</p> <p>Staff upskilling on use of AI incorporated into PLD programme.</p>

Review of Guidance Network <ul style="list-style-type: none"> • Staffing • PLD • Environment 	HC/JT	PLD	Wed meeting cycle	More effective operation of Guidance with Deans developing middle management capability. Job descriptions of Deans reviewed.
Embed school-wide behavioural management system	HC		Staff Meetings	Consistent responses to behavioural issues in classrooms noted in SLT Observation snapshots. Ongoing PLD, individual work with teachers implemented.
Review Year 9 option structure	PB/HOD		Term 2/3	Feedback from HODs received. Changes made for Year 9 option booklet (if required).
Review Literacy & Numeracy options in Year 9/10			Term 2/3	The number of Literacy and Numeracy option classes & teachers reviewed.

Strategic Goal – Enhancing Hauora and Inclusion Foster a safe and inclusive learning environment
Annual Goal <ul style="list-style-type: none"> • Ākonga living the school values • Promotion of wellbeing for all ākonga • Ākonga are engaged and have a sense of belonging to the school • Incorporate te reo Māori and tikanga Māori into everyday life of UHC
What do we expect to see by the end of the year? <ul style="list-style-type: none"> • Improved attendance throughout school aligned with Government attendance goals • Increased engagement and participation by students in student events and activities

Actions	Who	Resources	Time	How will you measure success?
Provision of programmes and activities to enhance student wellbeing	HC	Kickstart Youth mentoring tam	Ongoing	Student feedback will show successful achievement of individual Kickstart programme goals

Provide modern and accessible spaces for counsellors, Kickstart and associated services		Board funding	By end Term 3	New Counselling & Wellbeing centre is in use by end of year.
Develop Sports Strategic Plan, for implementation in 2027	CCB, JT, PB/BK		End of year	Plan ready for implementation.
Increase activities of Student Wellbeing Committee in providing activities to enhance student wellbeing	HC	Student Meetings	2 -3 times each	Range of activities that recognise different student groups and interests offered to students.
Implement Pulse Wellbeing programme in Y9	HC	PLD/training from Linewize		Student Feedback Tracking updates that pick up changes and patterns.
Development and implementation of UHC Attendance Plan <ul style="list-style-type: none"> • Ensure accurate entering of information by staff • Track attendance and follow up within school • Ensure timely communication with parents/caregivers via STAR procedures and Awhi Attendance services notification • Recognition of students for their excellent attendance • Recognition of Ako teachers for their diligence with administration 	PB/JT			Increased student engagement with school measured by improvement in key attendance indicators 2024-2025: <ul style="list-style-type: none"> - increased whole school regular attendance - decreased whole school chronic absence - increased Year 9-11 regular attendance - increased Māori & Pasifika attendance. <p>Figures TBC after confirmed Term 1 Everyday Matters data received.</p>
Ensure full review of school uniform undertaken with Policy review	JT/Board		By end of year	Uniform reviewed Changes to uniform signalled, implemented in reasonable timeframe.

Strategic Goal – Positive Partnerships

Grow partnerships with whānau and the wider community

Annual Goal

- Strengthen partnerships between whānau, school, ākonga and with the community
- Enhance connections with contributing schools and schools in Upper Hutt Network
- Develop relationships with industry and employers
- Maintain a strong International Student Programme

What do we expect to see by the end of the year?

- Regular and positive engagement with contributing schools
- Growing involvement by parents/caregivers and whanau in school activities and meetings

Actions	Who	Resources	Time	How will you measure success?
Strengthen partnerships with local intermediates	SLT	Junior Leaders Senior PED classes		Increased and improved connections visible through: Increased enrolments More invites to participate in school activities.
Encourage connections with local businesses and communities				School interactions - visits to site, speakers at school - increases.
Continuing connections with Maori and Pasifika families	BK			Connections to Orongomai Marae with their 50th anniversary this year. Invitation to Māori Alumni to come back in and speak at whānau hui. Engagement and student voice from the cultural committee.
Continue to explore possibilities of new markets for international students	JV	International marketing trip and new materials in 2026 budget	Ongoing	Increasing diversity of students (students from countries other than Germany and Japan enrol at the college).