



**We value integrity, inclusivity and respect, and enable students to become creative, critical thinkers who positively contribute to our community.**

## **ANNUAL PLAN 2025: Overarching Targets - Achievement and Attendance**

<b>NCEA Level 2</b>	<b>Target (%)</b>
Class 11/year 12 cohort attaining Level 2	85

  

<b>NCEA Level 3</b>	<b>Target (%)</b>
All class 12/year 13 cohort attaining Level 3	85
Class 12 Māori students attaining Level 3	100

  

<b>University Entrance</b>	<b>Target (%)</b>
Class 12 cohort attaining UE	87
Class 12 Māori students attaining UE	100

  

<b>Endorsements</b>	<b>Target (%)</b>
Class 11 students gaining Level 2 endorsement	50
Class 12 students gaining Level 3 endorsement	50

## Goal 1: To lift learner engagement and achievement through strengthening high impact teaching strategies

### National Education and Learning Priorities (NELP)

**Priority 2:** Have high aspirations for every learner and support these with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

**Priority 3:** Reduce barriers to education for all, including Maori and Pacific learners/disabled learners and those with learning support needs.

**Priority 4:** Ensure every learner gains sound foundation skills, including language (oral or sign), literacy and numeracy.

**Priority 6:** Develop staff to strengthen teaching leadership and learner support capability across the education workforce.

**Priority 7:** Collaborate with industries and employers to ensure learners have the skills. Knowledge and pathways to succeed in work

### Background

Supporting student achievement remains our focus. Our teaching and learning goals are focused on increasing the use of the most effective pedagogies. We will review and refine our teaching practice, professional learning conversations and lesson observations. Well-being is a priority; we will inquire and strengthen effective strategies to enhance staff and student wellbeing.

Authentic learning and engagement	Led by	Timeline	Expected Outcomes
<b>Actions</b>			
Strengthen authentic learning from Class 1 through to Class 12 using culturally responsive (localised) curriculum throughout the school. Development of main lesson and culturally responsive curriculum content throughout the school	SLT HSQC	Ongoing	Curriculum documentation reflects the following characteristics of authentic learning and culturally responsive material: <ul style="list-style-type: none"> <li>• describes active student engagement in exploration and inquiry.</li> <li>• demonstrates that learning is centred on authentic, relevant, real-world tasks that are of interest to students.</li> <li>• values and integrates student language, culture and identity within the course content and in each classroom.</li> <li>• demonstrates that learning is closely connected to the world beyond the classroom</li> </ul>
<b>Differentiation</b>			
Teachers will collaborate to interpret achievement data to identify student learning needs.	SLT HSQC	Ongoing	Teachers will be enabled to collaborate with each other to inform differentiated learning programmes for students to inform their planning, meet the needs of each learner and identify students with learning needs.
Curriculum documentation reflects a commitment to differentiating learning for all students.	SLT HSQC	Ongoing	<ul style="list-style-type: none"> <li>• Unit planning includes a differentiated approach.</li> <li>• Formative practices are used to differentiate lessons and the needs of learners.</li> </ul>

## Goal 2: To inquire into and strengthen effective strategies to enhance staff and student wellbeing.

### National Education and Learning Priorities (NELP)

**Priority 1:** Ensure places of learning are safe, inclusive, and free from racism discrimination and bullying.

**Priority 2:** Have high aspirations for every learner and support these with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

**Priority 6:** Develop staff to strengthen teaching leadership and learner support capability across the education workforce.

Actions	Led by	Timeline	Expected Outcomes
Staff and students are consulted on what contributes to their well-being and how it could be further supported.	SLT	Termly	<p>Factors impacting well-being are clearly identified.</p> <ul style="list-style-type: none"> <li>• Ānahera (the Angels)</li> <li>• “What are wellbeing needs?” What is our staff perception of this question?</li> <li>• Consultation provides actions for the school.</li> <li>• Solutions are co-constructed with staff and enacted.</li> </ul>
High School students learn practical steps to manage their time during hui ako lessons.	HSQC HS Kaitiaki	Ongoing	<ul style="list-style-type: none"> <li>• Students will be able to discuss their time management strategies and how this links to their well-being with their kaitiaki and/or Horizon coordinator.</li> </ul>

**Goal 3: Teachers will strengthen, and students will experience (Māori as Māori/ Pasifika as Pasifika) culturally responsive learning pedagogy, partnerships in learning and targeted actions which will accelerate learners' progress towards aspirational outcomes.**

**National Education and Learning Priorities (NELP)**

**Priority 1:** Ensure places of learning are safe, inclusive, and free from racism discrimination and bullying

**Priority 2:** Have high aspirations for every learner and support these with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

**Priority 3:** Reduce barriers to education for all, including Maori and Pacific learners/disabled learners and those with learning support needs.

**Priority 5:** Meaningfully incorporate te reo Maori and tikanga Maori into everyday life of the place of learning

**Priority 7:** Collaborate with industries and employers to ensure learners have the skills. Knowledge and pathways to succeed in work

**Background**

Over the last 3 years a lead team of teachers have supported Māori students' achievement, cultural efficacy, culturally responsive pedagogy, and building relationships with community groups.

The support and interventions provided by the team have contributed to shifts in teacher mind set, and achievement of these students. For 2025 we aim to strengthen our practice of culturally responsive pedagogy of our teachers across the school, our partnerships with our Whānau Advisory Group, and the acceleration of learners' progress towards aspirational outcomes, through ongoing collaboration and inquiry into our practice.

We will have three key focus areas:

1. **teacher practice**
2. **student engagement and success**
3. **whānau and community engagement.**

These key areas will allow us to focus our priorities, maximise our resources and have a positive impact on our students.

**Teacher Practice:**

Actions	Led by	Timeline	Expected Outcomes	Evaluation
Staff will continue to develop culturally responsive pedagogy through professional learning.	SLT	Ongoing	<ul style="list-style-type: none"> <li>• Staff will be equipped to embed culturally responsive pedagogy into their teaching and learning practice.</li> <li>• This will be evident in teacher practice in the classroom.</li> <li>• Students will feel that their language, culture and identity is valued and integrated within the course content and each classroom.</li> <li>• Teachers will be empowered to share their knowledge of culturally responsive pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observations.</li> <li>• Student voice.</li> </ul>
Staff will share best practice, within sections, focusing on culturally responsive pedagogy.	SLT	Ongoing	<ul style="list-style-type: none"> <li>• Teachers will share, during section and faculty meetings, a snippet of best practice from their teaching during their peer-to-peer mentoring session in order to grow our kete of teaching strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff voice.</li> <li>• Faculty meetings.</li> <li>• Class observations.</li> </ul>

## Student Engagement and Success:

Actions	Led by	Timeline	Expected Outcomes	Evaluation
Mentoring of Class 10 – 12 students will occur.	HSQC HS Kaitiaki	Ongoing	Improved submission rates.  Achievement of high school students attains the school targets set.	HELIX entries for mentoring.  Achievement data.
Student achievement will be closely tracked.	HSQC SLT	Ongoing	Improved achievement rates and increase in student engagement.  Ongoing high school mentoring conversations with kaiako about achievement over the year will support students in their subjects and allow for early interventions and support. Early contact with whānau about achievement.	Achievement rates.  Kaiako/mentoring meetings.
Endorsement group identified and tracked.	HSQC	Ongoing	Improved level of endorsements.	Achievement data. Student voice.
UE pathways tracking, explicit tracking of students' courses.	HSQC	Ongoing	Improved UE Achievement rates. Increase in conversations with students in Class 8, 9 and 10 and about Pathways and subject courses.	Achievement data. Mentoring.
Each student supported with course selection and school/career pathways.	HSQC	Ongoing	Students will be in a meaningful course which will enable them to pursue their pathway within and out of school.	Edge profile.  Pastoral entries for check ins.

## Whānau and Community Engagement:

Actions	Led by	Timeline	Expected Outcomes	Evaluation
Engage whānau through regular events across the school.	Tumuaki	Ongoing	Communication and relationships between the school and whānau will have strengthened. Parents will feel more empowered and enabled to support their children.	Attendance at promoted events. Whānau voice.
Friday Flyer and social media will be used to inform whānau - outlining events coming up, recent progress and celebrating success.	SLT	Ongoing	Whānau will feel informed about events and that their children's success is being celebrated in a culturally responsive way. Identify success stories and create video clips to upload to our website.	Attendance at promoted events.
Whānau Advisory Groups established and termly meetings occurring.	Tumuaki	Termly	Termly engagement in Whānau Advisory Group Meetings to hear community voice and build on partnerships with the community.	Attendance and engagement at termly meetings. Meeting minutes. Advisory group voice.
Whānau voice on curriculum, belonging, school values, behaviour.	SLT	Parent Teacher Interviews	Whānau will share voice about these areas, to give us a triangulated view of their perspective of the school.	Survey data.

BOARD MEETINGS 2025									
TERM 1		TERM 2		TERM 3			TERM 4		
FEB	MAR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
24	24	19	16	21	18	-	21	24 TBC	-

  

(RSST) PROPRIETOR TRUST MEETINGS 2025									
TERM 1		TERM 2		TERM 3			TERM 4		
FEB	MAR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
25	25	20	17	22	19	-	22	25 TBC	TBC

  

COMBINED BOARD and RSST 2025							
TERM 1		TERM 2		TERM 3		TERM 4	
24 or 25 MAR TBC		TBC		TBC		DEC 9	

Reports to the Board of Trustees 2022		
MONTHLY		
What	Who	When due to Principal
Principal's report including staffing, employment, Special Character update, Board-alert	Principal	Mondays for Wednesday Board Pack dispatch deadline
Finance report including monthly accounts	Business Manager	
Enrolment and expressions of interest reports	Enrolments Officer	
RSST Report	RSST Representative	
Health and Safety	Principal	
Property report	Business Manager	
TERMLY		
What	Who	When due to Principal
Progress update on annual goals and targets	LS & HS Deputy Principals	3 Jun, 10 Sep, 4 Nov

<b>STUDENT ACHIEVEMENT</b>		
<b>What</b>	<b>Who</b>	<b>When due to Principal</b>
C10-12 summative analysis – <b>March Board Pack</b>	HS Assessment Coordinator and HS DP	4 March
OTJ summary and analysis for class 4-9	LS Assessment Coordinator and LS DP	4 March
C4-12 student achievement report – <b>March Board Pack</b> including NCEA and Steiner School Certificate results, graphed data, value added analysis on target groups and students in transition to High School (HS leaders to attend and respond to discussion)	HS Assessment Coordinator and HS DP	10 March
C1-7 Mid-Year student achievement report including progress towards targets and interim judgements re National Standards - <b>September Board Pack</b>	LS Assessment Coordinator and LS DP	8 September
C8-12 report on progress towards targets following mid-year exams and PTS conferences including analysis of mid-year student survey results, interim judgements for Classes 8 and 9 and student achievement across all subjects – <b>September Board Pack</b>	HS Assessment Coordinator and HS DP	8 September
6-Year-old Achievement Report – <b>November Board Pack</b>	Kindergarten Manager to Principal	10 November
<b>OTHER REPORTS</b>		
<b>What</b>	<b>Who</b>	<b>When due to Principal</b>
Finalised Strategic Plan	Principal	16 February
Finalised Annual Plan	Principal	16 February
Finalised Analysis of Variance	Principal	4 March
2024 Strategic project traffic light update term 1	Principal	4 March
High School Department Reports against 2023 Annual Plan	HS Deputy Principal & HSQC	10 March
High School Summative Analysis of Department Reports & Next Steps	HS Deputy Principal	10 March
2024 Strategic project traffic light update term 2	Principal	3 June
2024 Strategic project traffic light update term 3	Principal	2 September
APIS Report – <b>October</b> Board Pack	Principal and Business Manager	6 October
Budget update – <b>October</b> Board Pack	Business Manager	6 October
Professional Learning and Development summary 2023 – November Board Pack	Deputy Principal	10 November
2024 Strategic project traffic light update term 4	Principal	10 November
Draft 2024 Budget – November Board Pack	Business Manager	10 November
2023 Special Character Attestation (for SEANZ) Draft VERSION	Principal	10 November
Special Character Evaluation and development (Communication & Collaboration FINAL)	Principal	10 November
Draft update to Strategic Plan and preliminary analysis of variance - <b>November</b> Board Pack	Principal	10 November