

Strategic Plan 2024-2026 Annual Implementation Plan 2025

Mission, Vision and Values Statement



*Educating learners today for a better tomorrow
Poipoia nga mokopuna. Nga rangatira mo apopo.
Ka tihei! Tihei mauriora*

We Value

- **Manaakitanga**

We create a welcoming caring and creative learning environment that treats everyone with respect

- **Ako**

We learn together, are prepared to take risks and embrace challenges in all we do

- **Hauora**

We embrace diversity and support each other's well-being

- **Whanaungatanga**

We build positive and collaborative relationships with each other, our whanau and foster strong connections with our community.

The Vision Statement sums up our commitment to creating confident, connected - 21st Century learners.



MILES

HANOVER

TYBURNIA

WATTENBACH

HE WHAKA EKE NOA

RODNEY COLLEGE

MANAAKITANGA

WHĀNAUNGATANGA

AKO

HAUORA

CULTURE OF LEARNING

Tō Mātou Kaupapa

Rodney College is a co-educational Year 9-13 secondary school with around 340 students, 40% of whom are Māori, predominantly of Ngāti Whātua descent. The Board of Trustees values New Zealand's cultural diversity and upholds Te Tiriti o Waitangi, integrating Ka Hikitia and Tātaiako into its programmes to support Māori student success. Tikanga and te reo Māori are woven into the school's curriculum and culture, with all staff practicing Culturally Responsive and Relational Pedagogy (CRRP).

A strong house and whānau system, along with Student Leaders and Student Council, fosters belonging, leadership, and participation. Inter-house and inter-whānau events encourage pride, tuakana-teina relationships, and co-curricular involvement.

The school's Culture of Learning is built on Ako, Hauora, Whanaungatanga, and Manaakitanga, aligning with NZ Curriculum values. These principles are regularly reviewed with staff and students to ensure relevance and impact. Whānau and House structures continue to be strengthened to increase student voice and advocacy.

Student achievement and engagement are priorities, approached in partnership with families. Rodney College maintains strong NCEA results and integrates Mataiaho, Mātauranga Māori, and the NZ Curriculum refresh across all learning areas. Online learning options via Kotui Ako and Te Kura expand subject availability. The Learning Centre provides tailored support for Priority Learners, including those with diverse learning needs.

Achievement is tracked through AsTTle, JCEA, and NCEA results, with a strong Academic Counselling (AC) programme helping students set and achieve learning goals. Parent-Student-Teacher Conferences (PSTs) ensure ongoing communication. The Careers and Gateway programmes support students in identifying and pursuing vocational pathways.

The Board of Trustees remains committed to a healthy, safe learning environment, prioritizing staff development, improved facilities, and strong community connections to guide the school's strategic direction.



Strategic Goals 2024-2026

Strategic Goal 1

All students experience success as learners

AKO

Strategic Goal 2

All students have high levels of well-being

HAUORA

Strategic Goal 3

All students are valued members of our school and community

MANAAKITANGA & WHANAUNGATANGA



Ako/Learning

All students experience success as learners

- Every student takes ownership of their learning, with teachers monitoring progress and removing barriers to success.
- Students see themselves in their learning—through curriculum, pedagogy, and school life—ensuring their identity is recognised and valued.
- Students gain confidence to take risks, understanding mistakes as part of progress. Early success builds self-belief, supported by structured learning behaviours.
- Student progress is closely monitored, with proactive support ensuring they stay on track, whether academically, vocationally, or in leadership.
- All success is identified, acknowledged, and celebrated at all levels.
- Attendance is prioritised, with clear expectations and proactive support ensuring engagement and presence in learning.
- Our curriculum is responsive and future-focused, preparing students through innovation, technology, and real-world experiences.
- We are committed to raising Māori and Priority Learner achievement through culturally responsive teaching, individualised support, and strong whānau partnerships.

Hauora/Well-being

All students have high levels of wellbeing

- We actively create opportunities for students to develop resilience, self-management, and confidence, preparing them for challenges in and beyond school.
- A culture of care proactively supports well-being through relationships, routines, and belonging.
- Students develop skills for healthy relationships, managing challenges with confidence, and contributing positively to their community.
- Positive teacher-student relationships enhance learning.
- Our Whānau structure fosters respectful, supportive relationships and enables student agency.
- High-quality learning environments and shared spaces promote engagement, connection, and pride in our school.

Manaakitanga /Whanaungatanga

All students are valued, considerate contributors within our school & community

- Students are confident in their identity, language, and culture as citizens of Aotearoa New Zealand.
- Culturally responsive teaching fosters belonging and academic success.
- Diversity is embraced in all aspects of school life, ensuring every student feels respected, included, and empowered.
- Students actively shape school culture, with leadership and service embedded at all levels.
- Students, whānau, and the wider community take pride in our school, engaging through mentoring, leadership, and service.
- Service is embedded in school life—students contribute meaningfully, reinforcing our values through action.
- All students transition successfully to training, employment, or tertiary education.
- Strong school-whānau partnerships ensure parents are actively engaged in student success—through coaching, mentoring, shared learning, or leadership.
- Success is about more than outcomes—our students thrive when their identity, culture, and strengths are recognised in everything we do.

Rodney College Annual Plan 2025

	Ako / Learning	Hauora / Well-Being	Manaakitanga / Whanaungatanga
AIMS	All students experience success as learners.	All students have high levels of well-being.	All students are confident contributors within our school and community.
ACTIONS	<p>Embed CRRP and evidence-based teaching through PLD, aligned with the science of learning.</p> <p>Sustain clear learning expectations and reinforce them consistently.</p> <p>Consolidate literacy and numeracy foundations to prepare students for NCEA co-requisites, ensuring they meet national benchmarks.</p> <p>Continue to align curriculum with NCEA Change & NZC Refresh.</p> <p>Enhance assessment and data use for consistent tracking of student progress.</p> <p>Enhance targeted support for Māori and male learners to improve achievement</p>	<p>Embed Restorative Practices in behaviour management.</p> <p>Strengthen learning support interventions for students with additional needs.</p> <p>Strengthen well-being services (Whanau, Deans, Guidance, Nurse, Senco).</p> <p>Implement Stepped attendance and engagement strategies, particularly for Māori learners.</p> <p>Embed 'Away for the Day' policy and digital responsibility education.</p> <p>Strengthen student voice in decision-making.</p>	<p>Sustain Whānau and House leadership structures.</p> <p>Deepen student participation in inter-house activities and mentoring.</p> <p>Deepen iwi and contributing school partnerships.</p> <p>Advance Māori student achievement, attendance, and engagement in collaboration with Māori education representatives.</p> <p>Embed tikanga Māori (pōwhiri, haka, karakia, waiata).</p>
OUTCOMES	<p>Increased achievement in literacy and numeracy, ensuring students are well-prepared for and successfully meet the NCEA literacy and numeracy co-requisites</p> <p>Higher NCEA endorsement rates.</p> <p>Consistent monitoring and reporting of student progress using smarter assessment methods.</p> <p>Culturally responsive practices embedded in all learning areas.</p>	<p>Improved student well-being and engagement.</p> <p>Reduced behavioural incidents and absenteeism.</p> <p>Increased access to targeted learning support for students with additional needs.</p> <p>Students feel safe, supported, and valued.</p>	<p>Stronger school spirit and leadership participation.</p> <p>Increased student confidence and contribution to community initiatives.</p> <p>Māori learners experience success as Māori, with improved attendance and engagement.</p>

Also see Expanded Detail of Actions, Timing and Personnel

2025 Achievement Targets

1. Participation-Based Achievement

Goal - Raise achievement across all year groups with targeted support for at-risk learners.

- 80% of Senior students will achieve NCEA Level 1, 2, or 3, with interventions reducing disparities.
- 80% of Year 9 students will reach Curriculum Level 4 / Achieved JCEA, strengthening literacy and numeracy.
- 80% of Year 10 students will achieve Curriculum Level 5 / Achieved JCEA, ensuring readiness for NCEA.

2. Quality Achievement

Goal - Enhance academic excellence through structured strategies and student support.

- Increase NCEA Merit/Excellence endorsements by 5% annually through subject-specific strategies.
- 20% of Year 10 students will attain Excellence JCEA / Advanced at Curriculum Level 5, with high-expectation teaching embedded.
- 60% UE attainment, supported by structured mentoring and academic counselling.
- 100% of leavers will attain NCEA Level 1 numeracy and literacy

3. Attendance Targets (Aligned with STAR Initiative)

Goal - Meet and sustain national attendance targets, reducing chronic absenteeism.

- 80% of students will attend 90% or more of the time, meeting Ministry of Education benchmarks.
- Chronic absenteeism (<70% attendance) reduced to below 5%, with targeted interventions.
- Māori attendance meets or exceeds national targets, supported by culturally responsive engagement and whānau partnerships.
- STAR initiative strategies implemented, emphasizing early identification, proactive engagement, and community collaboration.

NELP Framework and Linkages

NELP Priority	Rodney College Alignment	Source
1. Safe & Inclusive Learning	Hauora & Manaakitanga Goals: <ul style="list-style-type: none"> - PB4L & Restorative Practices ensure safe and inclusive learning. - Whānau & House systems foster belonging and student identity. - CRRP embeds Māori identity and language in learning. 	Strategic Goals on Hauora & Well-being PB4L Tier 2 Implementation Culturally Responsive Pedagogy (CRRP) Focus
2. High Expectations & Whānau Partnerships	Strong Community Engagement: <ul style="list-style-type: none"> - Regular whānau involvement in learning. - Student achievement co-constructed with families. - Cultural identity supported in curriculum. 	Academic Counselling (AC) Programme Whānau & House Support
3. Barrier-Free Access	Ako & Learning Support Goals: <ul style="list-style-type: none"> - Learning Centre supports Priority Learners. - Achievement tracking through AsTTle, JCEA, NCEA. - Literacy/Numeracy focus at Years 9 & 10. 	Participation-based Achievement Targets (80% proficiency at Curriculum Levels 4 & 5) Support for Priority Learners in Learning Centre
4. Strong Foundation Skills (Literacy & Numeracy)	Curriculum & Teaching Focus: <ul style="list-style-type: none"> - NCEA preparation at Level 1 & 2 includes literacy and numeracy scaffolding. - Teaching practices emphasize explicit instruction and cognitive load management. 	NCEA Achievement Targets Curriculum Framework (NZC Refresh)
5. Te Reo Māori & Tikanga in Learning	Cultural Identity & Language Integration: <ul style="list-style-type: none"> - Te reo Māori and tikanga are embedded in school culture. - Whānau leaders support Māori student success. - Powhiri, haka, waiata incorporated into student experiences. 	School-wide emphasis on Māori student achievement CRRP & Tikanga Focus
6. Teacher & Leadership Development	Professional Growth & PLD: <ul style="list-style-type: none"> - Teachers engage in PLD on CRRP & Effective Teaching Practices (ETP). - PGC supports teacher development. - Staff receive training on PB4L & leadership capability. 	PGC & PLD Development Leadership Training Programmes
7. Future Pathways & Workforce Readiness	Careers & Vocational Pathways: <ul style="list-style-type: none"> - Gateway & Careers programmes provide industry experience. - Employer links support student work experience. - Focus on successful transitions to training, employment, or tertiary education. 	Strategic Goal: 'All leavers have a successful transition' Vocational Pathways via Careers Dept & Gateway