



RODNEY COLLEGE

Educating learners today for a better tomorrow

RODNEY COLLEGE CHARTER

Strategic and Annual Plan

2022-2025

In accordance with Section 64 of the Education Act, the Rodney College Board of Trustees undertakes to take all reasonable steps to achieve the intentions, targets and strategies in this charter which has been approved by the board following consultation with the community in terms of Section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations. The Board has accepted this charter as its undertaking to the Ministry of Education.

Chairperson Board of Trustees: J Warahi
Principal: I D Symes
287-319 Rodney St
Wellsford

Phone: 09 423 6030
e-mail: principal@rodneycollege.school.nz
www.rodneycollege.school.nz



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.



General Description

Rodney College is a state co-educational Year 9 to 13 secondary school of approximately 380. Approximately 30% of learners are Māori - predominantly of Ngati Whatua descent. The Board of Trustees acknowledges and respects New Zealand's cultural diversity and the unique position of Maori as tangata whenua. This includes ensuring that the strategic and annual plan both include a specific achievement plan for Maori, and that tikanga and te reo are integrated into the kawa (protocols) and curriculum of the college. All teaching staff practice culturally responsive and relational pedagogy.

The strong house and whanau structure, which was established soon after the College opened in 1962, is still an important aspect of our pastoral system and school culture. The inter-house and inter-whanau competitions develop a sense of pride and give a 'family' feel to the college, with all students knowing each other. This structure also allows students to develop as leaders and mentors, responsible for looking after each other, **tuakana/teina** and for the running of important house and school events. The RC **Culture of Learning** principles or pou: Ako, Hauora, Whanaungatanga and Manaakitanga are used to promote the values of the College. The meaning of this kaupapa is co-constructed and reviewed by staff and students regularly to maintain its visibility and relevance to the school community. We are currently working on strengthening our Whanau and House support through our student leadership structure, to increase student advocacy, allowing students to educate and empower their peers to be proactive about important social issues such as reducing Bullying, Racism and addressing the negative impact of social media usage.

Student achievement is of paramount importance and is approached in partnership with families. Learner achievement is measured through AsTTle results, JCEA and NCEA achievement. Rodney College has an effective Academic Counselling (AC) programme that supports the strong focus the college places on vocational and academic achievement. This year we are merging AC with Whanau time, so that we strengthen the AC teacher relationship and the connection with students' whanau. Tracking student achievement is on-going and AC teachers and students co-construct learning goals using this information. Two Parent/Student/Teacher Conferences (PSTs) are held over the course of a year to ensure that student achievement and learning goals are shared and discussed with parents and whanau as well. Our three focus areas for 2022-25 are: **AKO**/Learning, **HAUORA**/Well-Being and growing Considerate Contributors/**MANAAKITANGA/WHANAUNGATANGA**

Financial Objectives

The Board of Trustees' financial objectives are geared to the achievement of the intentions, targets and strategies as outlined in our charter. The Board of Trustees is committed to the provision of a healthy and safe learning environment for all.



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



<p>AKO/Learning</p> <p>All students experience success as learners</p>	<p>Hauora/Well-being</p> <p>All students have high levels of wellbeing</p>	<p>Manaakitanga /Whanaungatanga</p> <p>All students are valued, considerate contributors within our school & community</p>
<ul style="list-style-type: none"> ● Students make academic progress and achieve to their full potential ● Learners bring who they are to their learning ● Student achievement is regularly monitored by all teachers to support students to gain the best result possible ● All success is identified, acknowledged and celebrated at all levels. ● High levels of attendance occur across all Year levels ● We review what we teach to respond to the needs of our learners and the changing nature of society. ● We are all committed to raising the achievement of our Maori and Priority Learners. 	<ul style="list-style-type: none"> ● Our learning environment supports physical, social, mental/emotional well being ● Responsive processes and systems enable us to effectively manage student well-being ● Students are supported with the skills and knowledge to maintain healthy relationships and develop resiliency ● Effective positive relationships between teachers and learners enhance student learning ● Our Whanau structure fosters respectful, supportive relationships and enables student agency ● Improved physical infrastructure supports student learning and well-being 	<ul style="list-style-type: none"> ● Students are confident in their identity, language and culture as citizens of Aotearoa New Zealand ● Culturally responsive pedagogies enhance student learning and sense of belonging ● Diversity is valued, supported and celebrated ● Student voice and choice is valued and included in decision making ● Students, whanau and our wider community take pride in our school and are well connected ● All students will have a successful transition to training, employment or tertiary education as appropriate

Annual School Improvement Plan 2022

Improvement Plan - Domain: Ako/ Learning

Strategic Goal 1: All students experience success as learners

ANNUAL PLAN: Actions	Responsibility
<ul style="list-style-type: none"> ● Imbed the Culture of Learning kaupapa so it is widely understood and practiced by all. (PB4L) ● Teachers engage in effective teaching interactions and relationships with learners (CRRP/PB4L) ● Student success (academic and non-academic) is celebrated regularly at an individual, year group, school and community level. ● Innovative curriculum design & timetabling maximises our learners needs and engagement (NZC Review) ● Teachers are informed & engaged in the implementation of the new NCEA assessment framework (4 Accord TODs) and are redesigning junior teaching programme to align with the new framework. ● BYOD is embedded into learning programmes and teachers and learners are e-literate and e-capable ● Requirements of the Digital Curriculum delivery continue to be developed ● Our student participation in digital NCEA external exams is expanded to include new subjects. ● All teachers explicitly teach students to manage their learning, set goals and self-reflect, and report on these to learners and caregivers. ● Key Competences are expressed in clear progressions that are shared and understood by all ● Students are supported and equip with the appropriate content knowledge & skills to achieve with confidence in external assessments. ● Teachers provide effective feedback to learners and increase assessment for learning opportunities in their teaching and learning programmes. ● Improve data gathering and respond to information so that we lift student attendance at all levels (PB4L) ● Improve Maori student attendance and achievement to equal or better than the rest of the school ● Align department strategic goals and actions for improving Maori and Male student achievement with the school wide goals and actions. ● Identify students at risk of not achieving and initiate appropriate, timely interventions ● Teachers actively participate in the school based Professional Learning and Development (PLD) initiative that allows for inquiry, sharing of data, ideas & strategies to improve student learning experiences and enhance student learning and achievement. 	<p>All Teachers /AC/Deans/AKO/ WT/Deans/Principal HODs/SLT Depts/All Teachers All Teachers/Deans/HODs/AC SLT/Mili/Deans/WT/AC HODs/teachers/external facilitators HODs/All Teacher/AC/Deans All Teachers/SCT/SenCo/SLT</p>

Improvement Plan - Domain: Hauora / Well-Being

Strategic Goal 2: All students have high levels of well-being

ANNUAL PLAN: Actions	Responsibility
<ul style="list-style-type: none"> ● Well-Being is actively promoted by Principal, SLT and BOT ● Culturally responsive and relational practice (CRRP) and competencies are strengthened through effective PLD and are evident at all times. 	Principal/SLT/BOT All Staff/AKO/Facilitators
<ul style="list-style-type: none"> ● Restorative Practices are understood and used by all teachers, deans and SLT as a preventative measure and in response to inappropriate student behaviour ● Positive, respectful relationships are fostered and there are increased opportunities for students to develop their skills as tuakana/teina 	All Teachers/HODs/Deans/ GC/AC/WSC
<ul style="list-style-type: none"> ● Students are provided with choice, so that power is shared - Learners have a right to self- determination ● Student Voice is included in decision making at classroom, whanau and year level ● Students are taught to understand the effects of social media and how to manage device use appropriately ● Students are taught pro-social behaviours and are active agents in maintaining a Bully/Substance and Sexual Harassment Free school environment. 	All Teachers/WT/Deans/GC
<ul style="list-style-type: none"> ● Pastoral systems and Guidance are used to support students holistically and respond to student need appropriately. Regular MDT meetings occur to provide wrap around support for students identified as 'at risk' ● Improved use of KAMAR to record student behaviour and generate the data needed to make informed decisions around student behaviour management. 	WT/ Deans/SLT Deans/HODs/SLT/WSC/SLC
<ul style="list-style-type: none"> ● Implement the 5YP to systematically improve learning environments and facilities at the college i.e. enhanced Food Tech room, classrooms and outside areas. 	Principal /BOT

Improvement Plan - Domain: Valued Contributors Manaakitanga/Whanaungatanga

Strategic Goal 3: All students are confident, contributors within our school and community

ANNUAL PLAN: Actions	Responsibility
<ul style="list-style-type: none"> ● Teachers participate in PB4L to establish positive behaviour expectations and support students to do the right thing ● Build positive house spirit and increased student participation in House and Inter-Whanau activities by introducing new activities and reviewing current activities .i.e. House Charity competition, Quiz Week, No Phone Days, House assigned garden area etc ● Enhance the Whanau Leadership structure so that students have increased opportunities to develop as leaders and student agency is validated. ● Continue to strengthen our students' relationship with our contributing schools through our mentoring programmes / Matariki Week activities/ Sport coaching etc (tuakana/teina) 	<p>All teachers/ Learning Culture Co-Ord</p> <p>Student Houses/Whanau Leaders/ all students/WSC/SLC</p>
<ul style="list-style-type: none"> ● Diversity and unity is valued and celebrated in all aspects of school life. Whole school celebration events occur throughout the year that celebrate our diversity. i.e. Pink Shirt Day, Matariki Week activities. 	<p>All Teachers/ Deans/ SLT</p>
<ul style="list-style-type: none"> ● Tikanga is understood and interwoven in all we do. e.g. All staff and students know and participate in powhiri, the school haka, karakia and waiata 	<p>All School</p>
<ul style="list-style-type: none"> ● Develop opportunities for students to form partnerships with local community groups/events/ environmental activities at an individual, class and Whanau/House level. e.g. Atiu Creek/Dune planting, Food Bank collections, ● Continue to build on links to local businesses to enhance work experience opportunities and vocational pathways for learners. ● Develop meaningful partnerships with Maori whanau that includes regular meetings with parents/students to identify Maori aspirations and ways to realise these at the school. 	<p>WT/WHC/SLC/ Gateway/ SLT</p>
<ul style="list-style-type: none"> ● All leavers experience a successful transition to training, employment or tertiary education on leaving the college. 	

2023 Achievement Targets

Consultation based on historical participation- based data has been used to inform our targets.

AKO/Learning

All students experience success as learners

Managing Self

Participation based Achievement:

- 80% of Senior students will gain their NCEA Level 1/2/3 certificate
- 80% of Year 9 students will be Proficient at Curriculum Level 4/Achieved JCEA or better
- 80% of Year 10 students will be Proficient at Curriculum Level 5/Achieved JCEA or better

Quality Achievement:

- 15% of students who achieve NCEA Level 1, 2 and 3, will do so with Excellence
- 20% of Year 9 students will be Advanced at Curriculum Level 4/Excellence JCEA
- 20% of Year 10 students will be Advanced at Curriculum Level 5/Excellence JCEA
- UE Achievement: 30% of eligible students gain the UE qualification
- All leavers will achieve a minimum of NCEA Level 1 numeracy and UE literacy

Attendance: 80 - 100% attendance or better at all levels

Maori Attendance: Equal to European or better