



# RODNEY COLLEGE

*Educating learners today for a better tomorrow*

## RODNEY COLLEGE CHARTER Strategic and Annual Plan 2023-2026

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.

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***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 - 21<sup>st</sup> Century learners.**



## General Description

Rodney College is a state co-educational Year 9 to 13 secondary school of approximately 340. Approximately 40% 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. 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 2023-265 are: **AKO**/Learning, **HAUORA**/Well-Being and growing Considerate Contributors/**MANAAKITANGA/WHANAUNGATANGA**-Care and Respect for all.

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

# Annual School Improvement Plan 2023

## Improvement Plan - Domain: Ako/ Learning

### Strategic Goal 1: All students experience success as learners

ANNUAL PLAN: Actions	Responsibility
<ul style="list-style-type: none"> <li>● <b>Culture of Learning /Our Kaupapa</b> is widely understood and practiced by all. Student behaviour expectations are clear and consistently promoted and reinforced in all areas of the school.</li> </ul>	All Teachers/Deans/HODs / <i>Kaupapa Team</i>
<ul style="list-style-type: none"> <li>● Teachers engage effective teaching practices and know how to build positive relationships with learners. <b>(Culturally Responsive and Relational Pedogogy- CRRP)</b></li> <li>● Teachers differentiate their learning programmes and provide <b>effective feedback</b> to learners. <b>Assessment for learning</b> opportunities are utilised in their teaching and learning programmes.</li> </ul>	HODs/SLT- <i>The Leadership Lab/SCT</i>
<ul style="list-style-type: none"> <li>● <b>Student success</b> (academic and non-academic) is identified, acknowledged and <b>celebrated</b> regularly at an individual, year group, school community level. A formalised, school wide reward system is in place that motivates learners to achieve/strive for improvement <b>(PB4L)</b></li> </ul>	All Teachers/Deans/SLT – PB4L
<ul style="list-style-type: none"> <li>● Teachers are informed &amp; engaged in the implementation of the new <b>NCEA assessment framework. (NCEA Change)</b></li> <li>● Students are supported and taught the appropriate content knowledge &amp; skills to achieve with confidence in <b>external assessments.</b></li> </ul>	All Teachers/HODs/SLT
<ul style="list-style-type: none"> <li>● Teaching and Learning programmes at all levels are redesigned to align with the new curriculum framework <b>(NZC Refresh).</b></li> <li>● Innovative curriculum design &amp; timetabling maximises our learners needs and increases engagement <b>(NZC Refresh)</b></li> </ul>	All Teachers/HODs/SLT Science Dept -STEM PLD
<ul style="list-style-type: none"> <li>● Teachers explicitly teach students to manage their learning, set goals and self-reflect, and report on these to learners and caregivers.</li> <li>● <b>Work collaboratively with Maori whanau to increase Maori student attendance, engagement and achievement.</b></li> </ul>	<i>He Maara Hau/Kaupapa Team</i>
<ul style="list-style-type: none"> <li>● Align department strategic goals and actions for improving <b>Maori</b> and <b>Male</b> student achievement with the school wide goals and actions.</li> </ul>	All teacher/HODs/SCT/ Whanau teachers/Deans/SLT
<ul style="list-style-type: none"> <li>● Teachers participate in the school based <b>Professional Learning and Development (PLD)</b> initiative that allows for inquiry, sharing of data, ideas &amp; strategies to improve student learning experiences and enhance student learning and achievement.</li> </ul>	

## 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"> <li>● <b>Well-Being</b> is actively promoted by the Principal, SLT and BOT and staff and students know where to go for support.</li> <li>● <b>Culturally responsive and relational practice</b> (CRRP) and competencies are strengthened through effective PLD and are practiced in all interactions with students and whanau.</li> <li>● <b>Restorative Practices</b> are understood and used by all teachers, deans and SLT as a preventative measure and in response to inappropriate student behaviour. <b>(PB4L)</b></li> <li>● Positive, respectful <b>relationships</b> are fostered and there are increased opportunities for students to develop their skills as <b>tuakana/teina</b></li> <li>● Students are provided with <b>choice</b>, so that power is shared - Learners have a right to self-determination</li> <li>● <b>Student Voice</b> is included in decision making at classroom, whanau and year level. <b>Well Being Survey (NZCER)</b> to be completed early in 2023 and used to inform next steps.</li> <li>● Students are taught to understand the effects of social media and how to manage device use appropriately. Staff PLD and community education initiative (Netsafe) will occur.</li> <li>● Students are taught <b>pro-social</b> behaviours and are active agents in maintaining a Anti-Bully/Substance and Sexual Harassment Free school environment. (The <i>P Project</i> Year 11 / <i>Loves Me Not</i> Yr 12/13)</li> <li>● A review is conducted to enhance the use of our SMS-KAMAR to enter, collate and analyse student data so that we can be responsive to meet student pastoral/attendance and/or behavioural needs.</li> <li>● Pastoral systems and Guidance are used to support students holistically and respond to individual student need appropriately.</li> <li>● <b>Regular MDT meetings</b> occur to provide wrap around support for students identified as 'at risk of disengagement'. Students at risk of not achieving are identified and provided with appropriate, timely interventions.</li> <li>● Implement the 5YP to systematically improve learning environments and facilities at the college i.e. enhanced classrooms, specialised rooms areas and outside areas. (Gym/Food/Fabric rooms/prefabs/F &amp; D Block.)</li> </ul>	<p>Principal/SLT/BOT</p> <p><i>The Leadership Lab/HODs/Kaupapa Team.</i></p> <p>Deans/GC/PB4L/SLT</p> <p>All Teachers/HODs/Deans/WT/WC</p> <p>SLT/GC/PB4L</p> <p>All Teachers/WT/Deans</p> <p><i>Springboard/Police/NGOs</i></p> <p>SLT/Deans/PB4L</p> <p>SLT/Deans/GC/Gateway</p> <p>SLT/Deans/GC/SenCo/Nurse</p> <p>BOT Property Committee/Principal/EO</p>



## 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"> <li>● Teachers participate in PB4L/<i>Leadership Lab</i> development to establish positive behaviour expectations and support students to do the right thing</li> <li>● Build positive house spirit/pride in school through 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</li> <li>● Enhance the <b>Whanau Leadership structure</b> so that students have increased opportunities to develop as leaders and student agency is validated.</li> <li>● Continue to strengthen our students' relationship with our <b>contributing schools</b> through our mentoring programmes / Matariki Week activities/ Sport coaching etc (tuakana/teina)</li> <li>● Diversity and unity are 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.</li> <li>● Tikanga and <i>Our Kaupapa</i> 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</li> <li>● Develop opportunities for students to work with local community groups/events/ environmental activities at an individual, class and Whanau/House level. e.g. Atiu Creek/Dune planting, Food Bank collections.</li> <li>● Work collaborate with local iwi and Maori whanau to continue to foster Maori aspirations and develop pathways for learners to realise their potential and experience success as Maori.</li> <li>● Build on links to local businesses/employers to enhance work experience opportunities and vocational pathways for learners.</li> <li>● All leavers experience a successful transition to training, employment or tertiary education on leaving the college.</li> </ul>	<p>All teachers /PB4L / <i>Leadership Lab Kaupapa Team</i></p> <p>Student Houses/Whanau Leaders/ All students/WC/SLC</p> <p>All School staff and teachers</p> <p><i>He Maara Hau / Kaupapa Team /Deans/ WT Teachers</i></p> <p>Gateway/Year 12/13 Deans</p>

## 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:** 90 - 100% attendance or better at all levels

Maori Attendance: Equal to European or better