



RODNEY COLLEGE

Educating learners today for a better tomorrow

Strategic and Annual Implementation Plan 2023-2025

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Educating learners today for a better tomorrow

Poipoia nga mokopuna. Nga rangatira mo apopo. Ka tihei!

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.



Rodney College Details

Rodney College is a co-educational Year 9 to 13 secondary school of approximately 340. 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. The Treaty of Waitangi Principles, as presented in *Ka Hikitia* and *Tataiako*, guide the development of programmes to ensure the success of Maori students. 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.

Integrated structure such as the house and whanau system, Student Leaders and Student Council are important to achieve a sense of belonging and provide leadership opportunities for all students. The inter-house and inter-whanau competitions develop a sense of pride and give a 'family/whanau' 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 encourages co-curricular participation.

Our **Culture of Learning** principles or pou: **Ako, Hauora, Whanaungatanga** and **Manaakitanga** are used to promote the values of the College and align with the NZ Curriculum values. 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 continue to strengthen our Whanau and House support through our student leadership structure, to increase student voice and advocacy.

Student achievement and engagement is paramount and is approached in partnership with families. The college maintains strong NCEA outcomes consistently on par or above national norms. Incorporating Mataiaho, Matauranga Maori and ongoing NZ curriculum refresh continues in all learning areas. The college continues to provide online learning via Kotui Ako and Te Kura to ensure that a broad curriculum is available to all students. The Learning Centre provides an on-going focus on Priority Learners, including those with physical challenges and special learning needs, and provides in-class and individualised support to teachers and learners.

Student 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 supporting 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. The support offered by the Careers dept / Gateway programme ensure that vocational pathways for students are identified and maintained.

The Board of Trustees is committed to the provision of a healthy and safe learning environment for all. It promotes staff development, the improvement of facilities and the fostering of strong community links as being important for our strategic direction.



Strategic Goals 2023 – 2025

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 style="text-align: center;">AKO/Learning</p> <p style="text-align: center;">All students experience success as learners</p>	<p style="text-align: center;">Hauora/Well-being</p> <p style="text-align: center;">All students have high levels of wellbeing</p>	<p style="text-align: center;">Manaakitanga /Whanaungatanga</p> <p style="text-align: center;">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 Implementation Plan 2024 *Yellow = Annual goal / White = On-going*

Improvement Plan - Domain: Ako / Learning

Strategic Goal 1: All students experience success as learners

ANNUAL IMPLEMENTATION PLAN: Action	Strategy 2024	Responsibility
<p>School Wide Goal: Build teacher knowledge and skills in culturally responsive and relational pedagogy (CRRP). Teachers engage effective teaching practices and know how to build positive relationships with learners.</p> <ul style="list-style-type: none"> • Our Culture of Learning is widely understood and practised by all. Student behaviour expectations and consequences are clear and consistently reinforced in all areas of the school. Students adhere to the new 'Away for the Day' protocols. • Teachers differentiate learning programmes and provide effective feedback to learners. Assessment for Learning opportunities are maximised. • Student success (academic and non-academic) and positive behaviour is endorsed, acknowledged and celebrated regularly at an individual, year group, school community level. • Teachers are informed & engaged in the implementation of the new NCEA assessment framework. (NCEA Change). Teaching and Learning programmes at all levels are redesigned to align with the new curriculum framework (NZC Refresh). • Innovative curriculum design & timetabling maximises our learners needs and increases engagement. • Students at Level 1 & 2 are supported and taught the appropriate content and skills to achieve with confidence in externals/ and achieve with endorsement. • Align departmental strategic goals and actions for improving Maori & Male student achievement with school wide annual goals and actions. 	<p>Embedding observation tool in PGC. Continued PLD focus on CRRP/ETP in school-based programme and with HODs.</p> <p>Move to PB4L Tier 2 in 2024 Introduce and educate school community on 'Away for the Day' Re-form PB4L staff group</p> <p>Teacher engage with ETP /Giving Effective Feedback. Leading to the North East.</p> <p>A formalised, school wide reward system is in place that motivates learners to achieve/strive for improvement.</p> <p>Teachers are well prepared for the implementation of Level 1 NCEA in 2024 with focus on Level 2 in 2025.</p> <p>Maintain and build on strong NCEA outcomes and focus on improvements for all Priority students.</p> <p>Success for Maori will be achieved in collaboration with local Maori whanau to increase Maori student attendance, engagement and achievement.</p>	<p>Teachers/Deans/HODs / students Leadership Lab/SLT/SCT</p> <p>SLT/ Teachers/ students/ parents/ whanau PB4L group</p> <p>Leadership Lab PLD Teachers/Deans/SLT</p> <p>PB4L group Teachers/Deans/HODs/SLT</p> <p>Teachers/HODs/Deans</p> <p>Learning Centre staff/Teachers/ AC teachers</p> <p>SLT/Teachers/Deans</p>

Improvement Plan - Domain: Hauora / Well-Being

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

ANNUAL PLAN: Actions	Strategy 2024	Responsibility
<p>School Wide Goal: Restorative Practices are understood and used by all teachers, deans and SLT as a preventative measure and in response to inappropriate student behaviour. (PB4L Tier 2)</p> <ul style="list-style-type: none"> Well-Being is actively promoted by the Principal, SLT and BOT and staff and students know where to go for support. Positive, respectful relationships are fostered and there are increased opportunities for students to develop their skills as tuakana/teina 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 taking increased accountability/understanding of the effects of social media and how to manage device use appropriately Students are taught pro-social behaviours and are active agents in maintaining an Anti-Bully/Substance and Sexual Harassment Free school environment. (The P Project Year 11 / Loves Me Not Yr 12/13) Review occurs 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. Pastoral systems and Guidance are used to support students holistically and respond to individual student need appropriately. Regular MDT meetings 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. Plan & implement next 5YP to systematically improve learning environments and facilities at the college i.e. enhanced classrooms, specialised rooms areas and outside areas. 	<p>Restorative Practice (RP) PLD is provided to Deans & teachers by GC. RP is embedded in discipline procedures and teachers/ deans/SLT are confident practitioners.</p> <p>EAP (staff) pastoral/SenCo / Guidance /Youth Nurse support services are widely promoted/accessible.</p> <p>Ensure all students have Chromebooks for learning. Increase student opportunities to participate in extra-curricular activities. Implement 'Away for the Day' and educate school community on the rationale for this policy. Staff PLD / community education initiative (Our Kids Online) occur.</p> <p>Continue to improve facilities /beautification of the grounds.</p>	<p>SLT/ Deans/Guidance Counsellor Teachers PB4L Group</p> <p>Principal/SLT/BOT Deans/Whanau Teachers/GC/Nurse SenCo</p> <p>Teachers/HODs/Deans/WT/WC Student Leaders</p> <p>SLT/HODs /Teachers</p> <p>SLT/Deans/HODs/Students/Parents Teachers/WT/Deans Springboard/Police/NGOs</p> <p>SLT/Deans/PB4L facilitators</p> <p>SLT/Deans/Gateway/GC/SenCo/Nurse</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	Strategy 2024	Responsibility
<ul style="list-style-type: none"> ● 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. ● Teachers participate in PB4L/<i>Leadership Lab</i> development to establish positive behaviour expectations and support students to do the right thing. ● 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, 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). ● 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. ● 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 ● Build on links to local businesses/employers to enhance work experience opportunities and vocational pathways for learners. ● All leavers experience a successful transition to training, employment or tertiary education on leaving the college. 	<p>Further gathering of student and community voice to inform the effectiveness of learning programmes and approaches. CRRP/ <i>Leading from the North East</i> PLD. HODs using observation template through PGC. Increase opportunities for whanau to connect with teachers outside of PSTs. e.g. Year 9 Noho concept at other levels. Increase whanau understanding of our 4 pou/values.</p> <p>Student Leader assemblies are more informative, student-led content. Increase opportunities for Whanau leaders to lead. Develop opportunities for students to work with local community groups / environmental activities onsite and locally at class, Whanau & House level. e.g. Atiu Creek/ planting, Food Bank collections.</p> <p>Grow school tikanga .e.g. Increase karakia usage, introduce a school waiata. Staff PLD to include ToW / Te reo /Tikanga/ Kapa haka etc.</p> <p>Students succeed as connected life-long learners through a range of opportunities both onsite and beyond the classroom.</p>	<p>SLT/ <i>He Maara Hau</i> / <i>Leadership Lab</i></p> <p>Student Houses/Whanau Leaders/ All students/WC/SLC</p> <p>Student Council/ WC Deans/ WT/Teachers</p> <p>All staff and teachers / HOD Maori Leadership Lab</p> <p>Gateway/Year 12/13 Deans AC teachers</p>

2024 Achievement Targets

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:

- Increase of NCEA Merit/Excellence endorsements by 5%
- 20% of Year 10 students will be Advanced at Curriculum Level 5 / Excellence JCEA
- UE Achievement: 35% of eligible students gain 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: Attendance equal to European or better



NELP framework and timelines

