






Rotorua Boys' High School

Annual Plan 2025

19/02/25

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1. Students and their Learning – Teachers and their Teaching

Objective:

1. To have a school-wide approach to raising academic achievement for all students. Within this approach there will be:
 - a) A specific focus on the academic achievement of Māori students.
 - b) A specific focus on the academic achievement of Pasifika students

	Benchmark Aims	Responsibility	Measures
1.1.1	To maintain a school wide academic enrolment based pass rate of 90%+ across all senior year levels (Years 11-13).	DP Teaching and Learning DP Admin and Sport	Target reached
1.1.2	To continue to promote endorsements “Merits +” throughout the school as follows: <ol style="list-style-type: none"> a. Year 9 40% + b. Year 10 40% + c. Year 11 20% + d. Year 12 20% + e. Year 13 20% + 	DP Teaching and Learning Deans SLT	Target achieved <ol style="list-style-type: none"> a. Year 9 b. Year 10 c. Year 11 d. Year 12 e. Year 13
1.1.3	To further promote UE Literacy and having the appropriate programme at Level 3 as important academic outcomes for students with a view to eliminating any negative impact on student pathways to University.	DP Teaching and Learning LoL's Head of Pathways	85% Plus in Year 13
1.1.4	To review Classroom Iconography and establish a clear statement around Classroom Iconography for every teacher in every classroom.	DP Student Support LoL's	Iconography displayed as required in each classroom

Key

Achieved	Partly achieved	Not achieved
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Objective:

To have an effective teaching staff that provides high quality education for all learners.

This includes:

- a) A specific focus on the development of the implementation of the Effective Teaching Profile – Pouako o Raukura (ETP)
- b) A specific focus on the implementation of Digital Fluency.
- c) A specific focus on enhancing the teaching of Literacy and Numeracy
- d) A specific focus on enhancing student engagement – Tāne Raukura (ESP)

	Benchmark Aims	Responsibility	Measures
1.1.5	To reinforce the effective teaching profile across the teaching staff of the school and to lift to 60% plus, discursive interaction, using PGC measures. (level of embedness)	DP Teaching and Learning LoLs	Target met
1.1.6	To update and distribute the Staff Handbook.	SLT	Updated Handbook distributed
1.1.7	To update and distribute the Management Document at the beginning of the school year	SLT	Updated Document distributed

Key

Achieved	Partly achieved	Not achieved
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	Senior Leadership Team Vision, Goals and Action Points 2025		
Senior Leadership Vision	To provide leadership across all dimensions of the school whilst displaying consistency in the concept of “Whakatinanahia” (to embody what you say) within a Whānau Whānui context.		
Senior Leadership Goal 1	<p>The Senior Leadership Team will use the dimensions of the GPILSEO Model to guide our approach and we will embrace the key principles of Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations) and Whakapiringatanga (well managed environments).</p> <p>GPILSEO Model</p> <p>G - goals P - pedagogy I - institutions L - leadership S - spread E - evidence O - ownership</p>		
Senior Leadership Goal 2	The Senior Leadership Team will support the Middle Leaders (Leaders of Learning, Assistant Leaders of Learning, Deans and Pastoral Committee) to implement the goals and actions in the 2025 Annual Plan. We will collaborate with them, provide resources and professional development opportunities in a timely manner, in order for our school wide goals to be achieved. The achievement of these goals will lead to improved engagement, attendance and academic achievement for Māori students.		
	Actions - General	Responsibility	Measures
1.2.1	SLT members to oversee their allocated year level and provide support to the Deans.	9 DP Teaching and Learning 10 DP Student Support 11 DP EOTC 12 DP Admin and Sport 13 DP Cultural Capacity	Year Level support provided
	Actions - Deputy Principal, Teaching and Learning Tumuaki Tuarua - Whakaako & Ako	Responsibility	Measures
1.3.1	Work collaboratively and collegially with: <ul style="list-style-type: none"> • Leaders of Learning • Assistant Leaders of Learning • Our Community of Learning and in-school CoL Positions. 	DP Teaching and Learning	Evidence of collaboration and planning is evident in termly meetings and EOY co-construction meetings.
1.3.2	Ensure that we are implementing Te Mātaiaho and NCEA changes in a responsive manner.	DP Teaching and Learning	Te Mātaiaho and NCEA changes are implemented
1.3.3	Continue to provide a responsive induction and mentoring programme for our PCT's and TeachFirst Participants.	DP Teaching and Learning Mentor Teachers	Induction and Mentoring programme is provided.

Key

Achieved	Partly achieved	Not achieved
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1.3.4	Co-ordinate appropriate programmes for Student Teachers completing practicums at our school.	DP Teaching and Learning Mentor Teachers	Student teachers are supported.
1.3.5	Monitor the implementation of the changes to NCEA Level 1 programmes and ensure that faculties have the appropriate support.	DP Teaching and Learning Leaders of Learning	NCEA L1 successful
1.3.6	Co-construct and implement changes to our Junior Certificate in order to align with Te Mātaiaho and changes to NCEA.	DP Teaching and Learning SLT	Junior Certificate is reviewed and implemented
1.3.7	Lead the Professional Growth Cycle for 2025 and ensure that all requirements are met by Pou Whakarae and Pou Whirinaki.	DP Teaching and Learning	Professional Growth Cycle completed.
1.3.8	Upskill all staff in the use of AsTTle reports.	DP Teaching and Learning	AsTTle reports are used effectively
1.3.9	Plan for Rongohia Te Hau in Term 1 and Term 3 to ensure that the Effective Teaching Profile is being embedded across our school	DP Teaching and Learning SLT	Rongohia Te Hau is completed.
1.3.10	Continue to support the implementation of the NCEA Literacy and Numeracy co-requisites.	DP Teaching and Learning	Co-requisites are implemented
1.3.11	Provide the termly schedule for Core Class Co-constructions meetings and oversee the EOY Co-construction processes at all levels.	DP Teaching and Learning	Co-construction meetings are held
1.3.12	Work collaboratively with the Year 9 Deans to ensure success for the 2025 cohort.	DP Teaching and Learning Year 9 Deans	Evidence of collaboration with Year 9 Deans.
1.3.13	Complete the planning and administration for our Academic Review Days in Term 1 and Term 3.	DP Teaching and Learning	Academic Review Day processes are completed.
1.3.14	Ensure that staff have access to appropriate subject and schoolwide professional development.	DP Teaching and Learning	Appropriate PLD sourced and provided.
1.3.15	Provide direct support to the English Faculty and Te Whare o Raukura in 2025 given the number of new staff in those faculties.	DP Teaching and Learning.	English Faculty and Te Whare o Raukura work effectively as teams.

Key

Achieved	Partly achieved	Not achieved
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	Actions - Deputy Principal, Cultural Capacity Tumuaki Tuarua - Āheinga Ahurea	Responsibility	Measures
1.4.1	Continue to maintain relationships with iwi e.g. Ngāti Whakaue, Ngāti Rangiwewehi, Tūhourangi-Ngāti Wāhiao, Ngāti Pikiao and Ngāti Tarāwhai. Establish relationships with other iwi when necessary for kaupapa ā-kura.	DP Cultural Capacity	Strong relationships evident
1.4.2	Continue to maintain the relationship with Te Taumata o Ngāti Whakaue Iho Ake.	DP Cultural Capacity	Relationship maintained
1.4.3	Plan for Matariki 2025 i.e. Matariki Staff PLD Day and Pō Matariki.	DP Cultural Capacity	Matariki events held
1.4.4	Work collaboratively and collegially with: <ul style="list-style-type: none"> Te Reo Māori Faculty Tama Pasifika Staff Heads of Houses. 	DP Cultural Capacity	Evidence of collaboration presented at EOY co-construction meetings.
1.4.5	Ensure that all arrangements for Assemblies and Prizegivings are completed in a timely manner.	DP Cultural Capacity	All arrangements completed timeously.
1.4.6	Assist all staff and faculties with building cultural capacity, which includes such things as localised curriculum and reo ruatanga (bilingualism), of staff and learning programmes e.g. He Pātaka Kōrero etc.	DP Cultural Capacity	Cultural capacity strengthened
1.4.7	Organise the collection of whanau and student voice.	DP Cultural Capacity	Whānau and student voice collected.
1.4.8	Develop leadership capacity within the Whare staff group to ensure ongoing and effective planning and lead the Māori faculty's planning and delivery of the NCEA Level 1 Te Reo Māori course.	DP Cultural Capacity	NCEA Level 1 programme is implemented and successful.
1.4.9	Continue to build academic excellence within the Māori Faculty with NCEA Scholarships as a key measure.	DP Cultural Capacity	Scholarships gained.
1.4.10	Monitor, in conjunction with the catering team, the Year 13 student use of the Raukura Lounge.	DP Cultural Capacity	Raukura Lounge is used appropriately.
1.4.11	Work collaboratively and collegially with the Year 13 Dean.	DP Cultural Capacity	Evidence of collaboration with the Year 13 Dean.

Key

Achieved	Partly achieved	Not achieved
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	Actions – Deputy Principal, Administration and Sport Tumuaki Tuarua – Whakahearenga,	Responsibility	Measures
1.5.1	Establish good systems across the codes for the collection of fees.	DP Admin and Sport	95%+ fees collected
1.5.2	Explore with students who do not engage in sport, a further opportunity to participate in sport through mitigating barriers that may prohibit participation	DP Admin and Sport	50+ more students identified in School Sport NZ Census
1.5.3	Develop, in conjunction with the Director of Basketball a fixed season calendar and where possible, to align with 1st XV Rugby exchanges	DP Admin and Sport	Fixed season Basketball calendar is established.
1.5.4	Develop, in conjunction with DP EOTC a leadership theme Senior Academies	DP Admin and Sport DP EOTC	Leadership theme in Senior Academies is established
1.5.5	Develop, in conjunction with the Academy Directors, an Academy Manual.	DP Admin and Sport Directors	Academy Manuals are developed.
1.5.6	Manage the teaching and rooming timetables ,in easy to read documents, to ensure efficient operations.	DP Admin and Sport	Timetable and rooming operate efficiently
1.5.7	Source appropriate Professional Development for Directors and Coaches to support the development of mental toughness and resilience to be sourced and strategies implemented in 2025.	DP Admin and Sport Directors and coaches	PLD completed
1.5.8	Increase student engagement with house events by having some Year 9 only events, mixed team events and creating a “Festival like atmosphere” at the big events.	DP Admin and Sport Heads of Houses	New House Events are introduced.
1.5.9	Implement a Cultural Week as part of the House competition to include Chess, Debating, Speech, Music etc	DP Admin and Sport Heads of Houses	Cultural Week is implemented
1.5.10	Develop an “honours book” (journal/ diary) for each house which is passed on to the new House Captain at the beginning of each year.	DP Admin and Sport Heads of Houses	Honours Book is established
1.5.11	House points scoreboard to be visible.	DP Admin and Sport	Scoreboard visible
1.5.12	Work collaboratively and collegially with the Year 12 Dean	DP Admin and Sport Year 12 Dean	Evidence of collaboration with the Year 12 Dean.

Key

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	Actions - Deputy Principal Student Support Tumuaki Tuarua - Taunaki Ākonga	Responsibility	Measures
1.6.1	Work collaboratively and collegially with: <ul style="list-style-type: none"> Deans Committee Pastoral Committee MSB/Referrals Team 	DP Student Support	Evidence of collaboration presented at EOY Co-construction meetings
1.6.2	Maintain the high standards of communication with Bus driver, whānau and students, including timely fee collection.	DP Student Support	Bus services operate efficiently with 100% fee collection.
1.6.3	Chair the weekly Pastoral Meeting and distribute minutes to stakeholders	DP Student Support	Meetings held
1.6.4	Update the Attendance Protocol and review with Deans, Pastoral Committee, Attendance Team and Youth Workers each term. .	DP Student Support	Procedure updated.
1.6.5	Ensure that the Emergency Procedures document is kept up to date.	DP Student Support	Emergency procedures document updated.
1.6.6	Continue to aim for a 90% plus attendance rate and aim for 50% regular attendance. Implement more effective strategies around the 25 poor attendees.	DP Student Support	90% Attendance achieved 50% Regular Attendance achieved.
1.6.7	Continue to promote good staff attendance on duty and share specific document each term to remind staff about expectations on duty.	DP Student Support	Duty undertaken as per schedule
1.6.8	Consistently monitor the standard of student uniform and provide support where required.	DP Student Support	Good standard of uniform
1.6.9	Support the Enrolment Dean with the Enrolment Programme in 2025.	DP Student Support Enrolment Deans	300+ Year 9's for 2026
1.6.10	Manage and support the Te Honoa Toi programme as a positive after school learning environment.	DP Student Support	THT programme operates each afternoon.
1.6.11	Collate the SLT duty roster each term.	DP Student Support	Duty Roster provided.
1.6.12	Work collaboratively and collegially with the Year 10 Deans.	DP Student Support	Evidence of collaboration with the Year 10 Deans

Key

Achieved	Partly achieved	Not achieved
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	Actions - Deputy Principal – Education Outside The Classroom Tumuaki Tuarua - Akoranga ā-Hapori	Responsibility	Measures
1.7.1	Support Leaders of Learning and Assistant Leaders of Learning to develop their localised curriculum and utilise EOTC opportunities.	DP EOTC	EOTC opportunities utilised.
1.7.2	Co-ordinate Years 9-13 Outdoor Education Programme “Te Ara a Tāne”.	DP EOTC	Programme established
1.7.3	Co-ordinate and further develop the Year 9 -13 Leadership programme.	DP EOTC	Programme established.
1.7.4	Explore field trips to support the Digital Bookshelf and local narratives.	DP EOTC	Field Trips explored
1.7.5	Maintain the school calendar.	DP EOTC	Calendar updated timeously
1.7.6	Review and update all EOTC documents for 2025	DP EOTC	EOTC documents submitted and approved.
1.7.7	Provide Risk Management PLD for selected staff - delivered through EONZ.	DP EOTC	PLD provided
1.7.8	Oversee appropriate First Aid PLD for staff	DP EOTC	First Aid PLD evident
1.7.9	Develop a Curriculum EOTC planner.	DP EOTC	Planner established
1.7.10	Design a set of guidelines for off-site trips and manage arrangements, including Sport in conjunction with DP Administration & Sport.	DP EOTC	Guidelines established
1.7.11	Investigate an online approval process for EOTC.	DP EOTC	Online approval system investigated.
1.7.12	Investigate a Year 11 credit “boost” option.	DP EOTC	Credit ‘boost’ option investigated.
1.7.13	Grow student EOTC participation rates.	DP EOTC	Increased participation rates evident.
1.7.14	Manage fee collection for EOTC events.	DP EOTC	Fee collection managed.
1.7.15	The development and maintenance of positive industry relationships eg. Toi-Ohomai, Te Waiariki Pūrea Trust, Hei Matau Waka Club, NZ Whitewater Academy.	DP EOTC	Industry relationships evident
1.7.16	Developing key relationships with Local Iwi/Mana Whenua relative to OE and EOTC.	DP EOTC	Key relationships evident
1.7.17	Developing OED capability within RBHS staff and encouraging a training pathway to gain relevant industry qualifications.	DP EOTC	Capability & training options evident.
1.7.18	Oversee the School Lunch Programme.	DP EOTC	School lunch programme overseen
1.7.19	Review viability of Waiotapu Camp current agreement.	DP EOTC	Viability reviewed
1.7.20	Oversee Year 11 academic achievement to support, both Dean, and a 90% plus pass rate.	DP EOTC	Year 11 overseen

Key

Achieved	Partly achieved	Not achieved
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Leaders of Learning Vision, Goals and Action Points 2025			
LoL Vision	To lead our faculties in the development, implementation and delivery of innovative and engaging learning programmes within a Whānau Whānui context (extended family). Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), Whakapiringatanga (well managed environments).		
LoL Leadership Goal	We will continue to use the elements of the Professional Growth Cycle and Rongohia Te Hau to further develop teacher practice and embed the Effective Teaching Profile. We will use the 2024 He Kōrerorero discussions, the 2024 academic results and the 2025 Annual Plan to set our faculty goals and then individual Whāinga ā-tau. We will collaborate with our faculties to develop a faculty policy on the integration and authentic use of AI by teachers and students which will support the development of a schoolwide policy. We will implement the “buddy system” consistently to ensure that all teachers have a support system which will promote consistent good practice. We will utilise the EdPotential platform to closely monitor markbooks for submission and attainment. These actions will improve collective teacher efficacy and support the development of consistent good practice in each learning area as we aim for Rāwhiti ma raki. These actions will ensure that students have access to quality learning programmes and improve academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.8.1	Identify specific areas for attention using the 2024 NCEA results and include these in the 2025 Faculty Action Plan	DP Teaching and Learning LoL's	2025 Action Plan produced
1.8.2	Using the 2025 Annual Plan, personalise the Leader of Learning Action Points to suit your faculty and set Faculty Goals for 2025.	DP Teaching and Learning LoL's	Faculty specific action points created.
1.8.3	Complete the Whāinga ā- tau process with each teacher using the He Kōrerorero 2024 information and the Faculty Goals to ensure focus on the schoolwide goals.	DP Teaching and Learning LoL's	Whāinga ā-tau process completed
1.8.4	Implement the concept of each student gaining a minimum of 10 credits from each course.	DP Teaching and Learning LoL's	Concept implemented
1.8.5	Monitor Peer Observations as part of the Professional Growth Cycle.	DP Teaching and Learning LoL's	Peer observations monitored
1.8.6	Provide evidence to show that consistent good practice is evident across your learning area. (Rongohia Te Hau, Results, Observations etc)	DP Teaching and Learning LoL's	Evidence provided
1.8.7	Embed a faculty “buddy system” which will promote consistent good practice across the faculty.	DP Teaching and Learning LoL's	Buddy system embedded
1.8.8	Lead the development of a faculty policy on the integration and authentic use of AI as teaching and learning strategy for teachers and students.	DP Teaching and Learning LoL's	Faculty policy developed
1.8.9	Upskill in the use of the EdPotential platform to support maintenance of markbooks and interrogate submission and achievement data at faculty co-construction meetings.	DP Teaching and Learning LoL's	Upskilling is evident
1.8.10	Ensure that all Senior Course documentation is stored in the Faculty shared drive. (Schemes of Work, Unit Plans and Course Outlines)	DP Teaching and Learning LoL's	All Faculty Shared Drives are up to date.
1.8.11	Present a Teacher X case study. This case study should be an example of the Professional Growth Cycle in action.	DP Teaching and Learning LoL's	Teacher X case study presented.

Key

Achieved	Partly achieved	Not achieved
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LoL Pedagogical Goal	We will continue to focus on the NCEA Change programme and Te Mātaiaho to ensure that our Learning Areas are using, the principles of “Know Thy Impact”, the essential pedagogies and student voice to be responsive to the implementation of the curriculum changes. We will prioritise the importance of attendance and achievement in external exams where appropriate. We will ensure that our Year 10 programmes are stepping stone to the NCEA Level 1 programmes. We will use the Digital bookshelf and EOTC opportunities to further develop our localised curriculum and embed Mātauranga a iwi. (Ngāti Whakauetanga and Raukura). Assessment practices and assessment opportunities will be responsive to our students. Ngā Pūmanawa Ako o Raukura will be used to support the development of student agency. Digital fluency will continue to be a focus as each learning areas embraces the opportunities that digital technology provide. These actions will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.9.1	Leaders of Learning are actively involved in PLD opportunities provided by NZQA and subject associations in order to be abreast of all changes and resources that are available to support planning.	DP Teaching and Learning LoL's	Participation in PLD /Subject associations.
1.9.2	Meet with the DP- EOTC to plan opportunities for EOTC.	DP EOTC LoL's	EOTC opportunities are provided.
1.9.3	NCEA Level 1 programmes are evaluated on a termly basis to ensure that they are fit for purpose. The evaluation should include: <ul style="list-style-type: none"> • Coverage of the Learning Matrix. • Inclusion of the Literacy and Numeracy Pedagogy Guides. • Appropriateness of Learning Contexts and Mātauranga a iwi • EOTC opportunities. • Variety of assessment opportunities. 	DP Teaching and Learning LoL's	Evidence of termly evaluation is documented.
1.9.4	Work with the Assistant Leader of Learning to ensure that the Year 10 Learning Programmes provide a stepping stone to NCEA Level 1. The “ Step Up's” will be clearly identified and included in Learning Programmes.	DP Teaching and Learning LoL's	Evidence to support improved student agency.
1.9.5	Explore alternative modes of assessment and Universal design for learning as a means of ensuring that there is appropriate differentiation within senior courses. This can include the use of Unit Standard assessments where appropriate.	DP Teaching and Learning LoL's	Evidence of alternative modes of assessment is provided.
1.9.6	Develop a consistent approach across the faculty to ensure that Ngā Pūmanawa ako o Raukura are used to develop student agency.	DP Teaching and Learning LoL's	Evidence to support improved student agency.
1.9.7	Collaborate with the Senior Deans to explore the development of an “ Alternative Diploma” for our senior supported learning students.	DP Teaching and Learning LoL's	All Senior Course documentation in shared drive.
1.9.8	Explore innovative ways to include digital fluency skills in your learning programmes.	DP Teaching and Learning LoL's	Evidence of innovative use of digital technology.
1.9.9	Utilise Mātaipū - The Vision for Young People to guide the development of responsive learning programmes.	DP Teaching and Learning LoL's	Mātaipū and essential pedagogies are evident in learning programmes.

Key

Achieved	Partly achieved	Not achieved
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	Assistant Leaders of Learning Vision, Goals and Action Points 2025		
ALoL Vision	To provide the support within our faculties that will assist the teachers to develop and implement innovative and engaging learning programmes. Our guiding principles will be Whanaungatanga (connections) Manaakitanga (caring) and Mana Motuhake (high expectations).		
ALoL Leadership Goal	We will support our faculties to develop a common practice model for our Junior Programmes which will support differentiation and progression into the senior school. The common practice model will ensure equity of experience for every class. We will continue to examine the impact of our teaching(know thy impact) by using the EdPotential platform to support our interrogation of progress and achievement data. By doing this we will build teacher capability as we aim for Rāwhiti-mā- raki. These actions will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.10.1	Co-construct a common practice model with your faculty that will ensure that differentiation is embedded and that students see Year 10 as a bridge to NCEA Level1.	DP Teaching and Learning ALoL's	Common practice model co-constructed.
1.10.2	Schemes of work and Unit Plans are updated to reflect Te Mātaiaho and the co-constructed common practice model,where appropriate.	DP Teaching and Learning ALoL's	Updated schemes and planning shared.
1.10.3	Opportunities for sharing best practice are provided in order to implement the common practice model.	DP Teaching and Learning ALoL's	Opportunities to share best practice are provided.
1.10.4	Use EdPotential data, including Literacy and Numeracy co-requisite data, at Faculty Co-construction meetings to identify strengths and weaknesses in the Junior Programmes.	DP Teaching and Learning ALoL's	EdPotential data utilised at Faculty Co-construction meetings.
1.10.5	Develop a Junior Kamar Markbook protocol which encourages teacher accountability and supports the Junior Deans to track progress and achievement	DP Teaching and Learning ALoL's	Junior Kamar Markbook protocol developed.
1.10.6	Use AsTTle Reading, Writing and Mathematics reports to support differentiation and the inclusion of Literacy and Numeracy skills across all curriculum areas.	DP Teaching and Learning ALoL's	Evidence provided.
1.10.7	Case Study of Class X - Implementation of the common practice model.	DP Teaching and Learning ALoL's	Class X Case Study presented
1.10.8	Provide support for the CAA events in 2025.	DP Teaching and Learning ALoL's	CAA events supported by ALoL's
1.10.9	Ensure that all Junior Course documentation is stored in the Faculty shared drive. (Schemes of Work, Unit Plans and Course Outlines)	DP Teaching and Learning ALoL's	All Junior Course documentation in shared drive.

Key

Achieved	Partly achieved	Not achieved
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ALoL Pedagogical Goal	We will continue to focus on the refresh of the New Zealand Curriculum to ensure that our learning programmes in Year 9 and 10 are designed to meet the progress outcomes which describe what students should understand, know and do at each phase of learning. Our Year 10 programmes must provide a bridge to NCEA Level 1. Raukura Rauemi as well as, other digital tools will be integrated in our programmes. Literacy and Numeracy will continue to be explicitly included in our programmes. We will collaborate across the curriculum to ensure that EOTC experiences will benefit all learning areas. The Tāne Raukura Effective Student Profile and the concept of Whānau whānui will be used to support our work and ensure that our actions lead to improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.11.1	Each faculty will develop a shared understanding of what differentiation looks like in their Learning Area and this will be an expectation for all classes. Universal Design For Learning must be evident in planning and practice.	DP Teaching and Learning ALoL's	Faculty specific differentiation strategies are consistently evident in classroom practice.
1.11.2	An adapted programme for our Supported Learning Classes will be developed by the ALoL and the teachers of these 2 classes. (Core subjects).	DP Teaching and Learning ALoL's Tanekaha Teachers	Adapted programme for Tanekaha programme is developed.
1.11.3	Tāne Raukura profile and the Nga Pumanawa ako o Raukura will be explicitly included in the junior programmes using the strategies shared.	DP Teaching and Learning ALoL's	The Tāne Raukura profile and the Nga Pumanawa ako o Raukura evident in planning and practice.
1.11.4	The Literacy and Numeracy Pedagogy guides and the Common Practise Model will be used to ensure the appropriate inclusion of Literacy and Numeracy across all Learning Areas	DP Teaching and Learning ALoL's	Pedagogy guides and common practice model used appropriately.
1.11.5	EOTC opportunities to support the inclusion of Mātauranga a iwi and a localised curriculum will be planned for with the support of DP-EOTC	DP Teaching and Learning ALoL's	EOTC opportunities planned.

Key

Achieved	Partly achieved	Not achieved
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	Community of Learning Leaders Goal and Action Points 2025		
CoL's Goal	The In School CoL Leaders will clearly communicate with the Leaders of Learning, Assistant Leaders of Learning and teachers. They will work collaboratively with the other schools within the Kāhui Ako where possible. They will schedule meetings in a timely manner and provide the necessary support and resources to the teachers that they are working with. The initiatives that they are implementing will improve the engagement and achievement of Māori students.		
	Benchmark Aims	Responsibility	Measures
1.12.1	Action Plans detailing specific actions and measures will be prepared and submitted to the Principal and Deputy Principal - Teaching and Learning by 17 February 2025.	DP Teaching and Learning In School CoL teachers	Plan submitted
1.12.2	Action plans discussed with the relevant stakeholders.	DP Teaching and Learning In School CoL teachers	Action plans shared appropriately.
1.12.3	Plan collaboratively with the stakeholders for the implementation of the action plans.	DP Teaching and Learning In School CoL teachers	Stakeholders consulted
1.12.4	Connect with other schools within the Kāhui Ako where there is a common goal.	DP Teaching and Learning In School CoL teachers	Connections actioned
1.12.5	Prepare required resources to support the implementation of the action plan.	DP Teaching and Learning In School CoL teachers	Resources established
1.12.6	Support the Ihu Manea programme by offering expertise and resources which will support the enrichment of the participants.	DP Teaching and Learning In School CoL teachers	Support of the Ihu Manea programme evident.

Key

Achieved	Partly achieved	Not achieved
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	Āwhina Goal and Action Plan 2025		
Āwhina Goal	We will provide an integrated learning programme that is culturally appropriate and responsive and promotes the concept of whakamana (mana enhancing). The principles of manaakitanga and mana motuhake will guide us as we support our students to re-engage in learning. By doing this we will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
1.13.1	Appropriate entry and exit learning information is collected and shared.	Director	Learning information collected and shared.
1.13.2	An integrated unit of work is planned, in advance, for each term and the appropriate Literacy and Numeracy skills are explicitly covered within these units.	Director	Updated programmes are provided.
1.13.3	Transition plan and processes are embed across all contributing schools.	Director	Transition plan embedded
1.13.4	Complete EOTC processes in a timely manner and attend Risk Management PLD.	Director	EOTC processes completed and PLD attended
1.13.5	Collaborate with MoE Educational Psychologists to support students who are neurodiverse and have severe behaviour problems.	Director	Collaboration undertaken.
1.13.6	Āwhina Staff update their First Aid Certificates.	Director	First Aid Certificates updated
1.13.7	Utilise the subject specialist support that is available at RBHS.	Director	Subject support utilised
1.13.8	Complete all PGC requirements for all staff members.	Director	PGC requirements completed

Key

Achieved	Partly achieved	Not achieved
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2. Students and their Attendance

Objective:

1. To have a school-wide approach to improving attendance.

	Benchmark Aims	Responsibility	Measures
2.1.1	To achieve a school wide attendance rate of 90% plus.	DP Student Support	Target achieved
2.1.2	Continue to develop strategies to target the 25 worst attenders at each year level.	DP Student Support	Strategies established
2.1.3	Deans to promote and reward good individual attendance.	DP Student Support Deans	Top attendance celebrated
2.1.4	Follow established procedure for unjustified absence referrals with MOE.	DP Student Support	Referral process followed
2.1.5	Continue attendance challenges each term to promote and motivate student attendance.	DP Student Support Deans	Challenges promoted
2.1.6	Deans and House Group Tutors to encourage full attendance at Academic Review Days.	DP Student Support	85% ARD attendance target met

Key

Achieved	Partly achieved	Not achieved
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	Deans Committee Vision, Goals and Action Points 2025		
Deans Committee Vision	To provide support to students, Whānau and House Group Tutors which focuses on the academic progress and attendance of the students in each year level within a Whānau Whānui context (extended family) Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring) and Mana Motuhake (high expectations)		
Junior and Senior Deans Attendance Goal	The Deans and their House Group Tutors will develop collective teacher efficacy by embedding consistent processes and systems for monitoring punctuality and attendance. These systems and processes will have a clear flow chart that is displayed in all classrooms in order to ensure that regular attendance at school is a priority. The Deans and House Group Tutors will continue to have an agentic approach to the monitoring of attendance which will include motivational strategies for students as well as a focus on building positive relationships with Whānau that encourage Kanohi ki te kanohi and promote the concept of Whānau whānui. By improving attendance rates we will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
2.2.1	Contribute to the re-vamp of the Attendance Protocol and support its implementation.	DP Student Support Deans	Attendance protocol implemented
2.2.2	Attendance target groups are created based on previous years data as a starting point.	DP Student Support Deans	Target groups created
2.2.3	Identify the group of students who have poor attendance but satisfactory academic results.	DP Student Support Deans	Group identified
2.2.4	Deans, with support from the pastoral committee where required to meet with the student and whanau of this target group as soon as possible in 2025.	DP Student Support Deans	Meetings held
2.2.5	Support HG Tutors to correctly apply the Attendance Protocol.	DP Student Support Deans	Support provided
2.2.6	Hold regular, scheduled meetings with the Attendance Team, including the Learning Support Co-ordinator, to develop intervention strategies and share information.	DP Student Support Deans	Meetings held
2.2.7	Clear attendance iconography in “student speak” is prominently displayed in every room.	DP Student Support Deans	Iconography displayed
2.2.8	Continue to promote the concept of “regular attendance” with Whānau.	DP Student Support Deans	Regular attendance promoted

Key

Achieved	Partly achieved	Not achieved
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Junior Deans Academic Goal	The Junior Deans will establish academic target groups using Junior certificate and Fortnightly report data. They will support the House Group Tutors to establish a clear monitoring process for those students. The Deans will work with the Assistant Leaders of Learning to ensure that Kamar Markbooks are updated at agreed checkpoints. The Deans will participate in the co-construction of a revised Junior Certificate which will support Te Mataiaho and prepare students for the new NCEA requirements. By having a clear and consistent tracking system for academic target groups we will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
2.3.1	Support new House Group Tutors by creating a buddy system.	Junior School Deans	Buddy system established.
2.3.2	Academic target groups for “at risk” and aiming for endorsement” are established and monitored using report grades and pass rates.	Junior School Deans	Target groups created and targets met.
2.3.3	Deans and Assistant Leaders of Learning meet and co-construct time frames for Kamar Markbook check points.	Junior School Deans	Check points established
2.3.4	Pass rates and our fortnightly reporting system will be an integral part of our monitoring process.	Junior School Deans	Pass rates and report grades are monitored,
2.3.5	Implement a referral system for subject teachers to use to refer students to Te Honoa Toi.	Junior School Deans	Referral system implemented
2.3.6	Promote participation in the Ihu Manea programme at Year 9 and 10	Junior School Deans	Programme promoted
2.3.7	Participate in the co-construction of a revised Junior Certificate that includes co-requisites for attendance and report grades and is focussed on student progress.	Junior School Deans	Revised Junior certificate co-constructed.
2.3.8	Support our school community to develop an understanding of the NCEA Literacy and Numeracy co-requisites and the importance of gaining the co-requisite by the end of Year 10.	Junior School Deans	Co-requisites are promoted
2.3.9	Present a case study of House Group X. This House Group is exemplary in the areas of attendance and achievement.	Junior School Deans	Case study presented.

Key

Achieved	Partly achieved	Not achieved
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Senior Deans Academic Goal	The Senior Deans will establish academic target groups prior to the commencement of the academic year. They will include “at risk” and “aiming for endorsement” students. They will support the House Group Tutors to embed a clear monitoring process for those students. The Senior Deans will use EdPotential and collaborate with the Leaders of Learning to ensure that Kamar Markbooks support the use of EdPotential and other tracking systems that each year level utilises. Fortnightly reports, pass rates and estimated grades checkpoints will be an integral part of our monitoring process. By having a clear and consistent tracking system for academic target groups we will improve the academic outcomes for Māori students.		
	Actions	Responsibility	Measures
2.4.1	Support new House Group Tutors by creating a Buddy System and organising observations of experienced tutors.	Senior School Deans	Buddy system established
2.4.2	Academic target groups for “at risk” and aiming for endorsement” are established and monitored using report grades and pass rates.	Senior School Deans	Groups established
2.4.3	Support House Group Tutors to use EdPotential to track individual student progress.	Senior School Deans	Support provided
2.4.4	Communication regarding target groups and tracking processes is clearly understood and implemented by House Group Tutors.	Senior School Deans	Evidence that House Group Tutors understand the tracking system.
2.4.5	Senior Deans and Leaders of Learning meet and co-construct time frames for Kamar Markbook check points.	Senior School Deans	Checkpoints established
2.4.6	Estimated Grade Checkpoints for Week 8 of Term 2 and Week 8 of Term 3 are established and adhered to.	Senior School Deans	Checkpoints reviewed
2.4.7	Consistently use a “sign off” checkpoint system for portfolio based subjects and promote the “Subject Teacher Sign Off” at the end of the year.	Senior School Deans	Checkpoint established
2.4.8	Collaborate with Leaders of Learning to develop an “ Alternative Diploma” for our supported learning students.	Senior School Deans	Collaboration evident
2.4.9	Support programmes are utilised throughout the year as motivational strategy for “at risk” students.	Senior School Deans	Evidence of utilisation of support programmes
2.4.10	Consistent tracking of Literacy and Numeracy particularly for new enrolments in Year 12 and 13.	Senior School Deans	Tracking undertaken
2.4.11	Present a case study of House Group X - This House Group is exemplary in the areas of attendance and achievement.	Senior School Deans	Case study presented

Key

Achieved	Partly achieved	Not achieved
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3. Students and their Engagement

Objective:

1. To have a school-wide approach to increasing involvement and performance in co-curricular activities. This includes:
 - a) A specific focus on involvement and performance in sport.
 - b) A specific focus on enhancing opportunities for the development of Leadership and Citizenship.

	Benchmark Aims	Responsibility	Measures
3.1.1	To have all Teaching Staff (other than TF1 and PCT1 staff) participate in a school co-curricular activity, be it sporting or cultural.	DP Cultural Capacity DP Admin and Sport HOD Performing Arts	Target met
3.1.2	To have a 65% plus student participation rate in student co-curricular activities.	DP Cultural Capacity DP Admin and Sport HOD Performing Arts	Target met
3.1.3	To maintain a Top Ten National ranking in three sporting codes annually.	DP Admin and Sport	Target met

	Pasifika Goal and Action Points 2025		
Pasifika Vision	To provide students and Whānau with support which focuses on academic achievement and cultural engagement of Tama Pasifika at Raukura. Our guiding principles will be Whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), Whakapiringatanga (well managed environments).		
Pasifika Goal	By strengthening the connections of the Tama Pasifika students to their cultural identity, the Tama Pasifika Staff will empower and guide students to increase their participation, engagement and academic achievement during their years at Raukura.		
	Actions	Responsibility	Measures
3.2.1	Pasifika Cultural Responsiveness plan is reviewed and updated.	DP Cultural Capacity Tama Pasifika Staff	Pasifika Cultural Responsive Plan is updated
3.2.2	The specific roles and responsibilities of the Tama Pasifika Team are shared and promoted across the staff.	DP Cultural Capacity Tama Pasifika Staff	Roles and responsibilities are shared
3.2.3	Develop an action plan with the Pasifika Captain for 2025.	DP Cultural Capacity Tama Pasifika Staff	Action Plan developed
3.2.4	Ensure that planning and preparation for Pasifika events is completed in a timely manner.	DP Cultural Capacity Tama Pasifika Staff	Planning completed
3.2.5	Tama Pasifika Team to work closely with the Year Level Deans to provide timely support and interventions to ensure the success of Pasifika students.	DP Cultural Capacity Tama Pasifika Staff	Support and interventions are provided
3.2.6	Tupu Manuia study space to run each term and a target group should be identified and encouraged to attend.	DP Cultural Capacity Tama Pasifika Staff	Tupu Manuia runs each term

Key

Achieved	Partly achieved	Not achieved
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3.2.7	Use Academic Review Day to connect with Pasifika families and ensure that Kamar details regarding ethnicity are correct and that the 3 groups are identified.	DP Cultural Capacity Tama Pasifika Staff	Groups are identified
3.2.8	Consult with EdPotential to ensure appropriate identification of Pasifika students	DP Cultural Capacity Tama Pasifika Staff	EdPotential consulted
3.2.9	Continue to develop connections with Pasifika Male Role Models in order to support our pasifika students to stay connected to their cultural values.	DP Cultural Capacity Tama Pasifika Staff	Connections with role models are maintained
3.2.10	Provide appropriate and timely pastoral care to our international Pasifika students.	DP Cultural Capacity Tama Pasifika Staff	Pastoral care is provided
3.2.11	Liaise with the Pasifika Trust and SLT to ensure that the needs of our international Pasifika students are met.	DP Cultural Capacity Tama Pasifika Staff	Needs of International Pasifika Students are met
3.2.12	Pasifika Reo is maintained throughout the year.	DP Cultural Capacity Tama Pasifika Staff	Pasifika Reo presented
3.2.13	Famili Fono to be held each year.	DP Cultural Capacity Tama Pasifika Staff	Famili Fono held
3.2.14	Introduce a "Fiafia Night" in Term 4.	DP Cultural Capacity Tama Pasifika Staff	Fiafia Night held
3.2.15	Ensure that there is a Tama Pasifika presence on school social media platforms.	DP Cultural Capacity Tama Pasifika Staff	Presence on school social media evident

Key

Achieved	Partly achieved	Not achieved
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Sports Academies Vision, Goal and Action Points 2025			
Sports Academies Vision	To assist students in developing a skill set that allows them to explore a pathway in sport and find success in life.		
Sports Academies Goal	The Academy Directors will work collaboratively to develop appropriate code specific coaching and academic programmes in both the Senior and Junior Academies. They will use the principles of manaakitanga, mana motuhake and whakapiringatanga to develop better athletes both on the field and in the classroom. In doing this our Sports Academies will support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
3.3.1	Academy Directors will participate in the “Raukura Athlete Wellbeing Wananga”	DP Admin and Sport Academy Directors	Participation evident
3.3.2	Academy Directors will develop an Action Plan for their Academy in consultation with the Deputy Principal - Administration and Sport. Action Plans will be submitted by Monday 3 March 2025.	DP Admin and Sport Academy Directors	Action Plans completed
3.3.3	Academies will utilise the Mental Toughness Journals to support the development of resilience and wellbeing.	DP Admin and Sport Academy Directors	Use of journals evident
3.3.4	The programme for Senior Academies to be clearly defined by integrating the OED standards which will support regular credit acquisition.	DP Admin and Sport Academy Directors	Programmes are defined
3.3.5	The Academic programmes will be monitored by the Deputy Principal Administration and Sport.	DP Admin and Sport Academy Directors	Programmes are monitored
3.3.6	The sporting calendar for 2025 to be developed and updated in a timely manner.	DP Admin and Sport Academy Directors	Sporting calendar established
3.3.7	Appropriate Professional Development for Directors and Coaches will be sourced and promoted in order to ensure that we are developing highly skilled coaching teams in every academy	DP Admin and Sport Academy Directors	PD sourced and promoted
3.3.8	Implement the Academy Selection Process proposal for all Year 9 Academies.	DP Admin and Sport Academy Directors	Selection process proposal implemented.
3.3.9	Establish a robust and consistent academic program for the Year 9 cohort, by implementing one weekly lecture, co-delivered by experienced teachers. This structure is designed to enhance the delivery of the program while aligning it with the sporting calendar and fostering student and teacher success.	DP Admin and Sport Academy Directors	Program for Year 9 cohort established.
3.3.10	Implement a “Community Service” component for Sports Academy Students.	DP Admin and Sport Academy Directors	Community service evident
3.3.11	Explore pathways to ensure player retention in all Sporting Codes.	DP Admin and Sport Academy Directors	Pathways evident

Key

Achieved	Partly achieved	Not achieved
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	Head of House Vision, Goal and Action Points 2025		
HoH Vision	To provide an exciting, action filled Inter House Programme that builds school spirit, strong relationships and strong school engagement.		
HoH Goal	We will continue to work collaboratively with our House Captains, House Prefects, Kaiurungi, House Tutors and students to embed an identity, for each of our houses, that is culturally appropriate. The concept “Whakamana” will guide our decisions and actions. By doing this we will provide our students with a sense of whanaungatanga within their houses and this sense of belonging will promote participation in house activities. A strong House System will build engagement and therefore raise achievement for Māori students.		
	Actions	Responsibility	Measures
3.4.1	Attend the Prefect Camp to initiate the planning for 2025.	DP Cultural Capacity Heads of House	Prefect camp attended
3.4.2	Action plan for each House to be established with the Head of House, House Captain, House Prefects and Kaiurungi to ensure that the student leaders know what is expected of them.	DP Cultural Capacity Heads of House	Action plans established
3.4.3	Head of House meets regularly with his student leadership team.	DP Cultural Capacity Heads of House	Regular meetings held
3.4.4	The list of House Events for 2025 to be established and House Staff indicate their commitment to the events as early as possible.	DP Cultural Capacity Heads of House	List established
3.4.5	Teacher responsibilities as a member of a House are clearly outlined and shared with staff in order to increase engagement at interhouse events.	DP Cultural Capacity Heads of House	Staff Handbook updated
3.4.6	Increase Staff engagement with inter house events by providing clear instructions for the activity and ensuring that required equipment is easily accessible.	DP Cultural Capacity Heads of House	Increased student engagement
3.4.7	Increase student engagement with house events by having some Year 9 only events, mixed team events and creating a “Festival like atmosphere” with spot prizes at the big events.	DP Cultural Capacity Heads of House	New activities explored
3.4.8	The procedure for awarding attendance bonus points is clear and adhered to for the main house events.	DP Cultural Capacity Heads of House	Attendance bonus points awarded
3.4.9	The roster for Staff Duty is compiled and staff are held accountable for their attendance at the designated duty point.	DP Cultural Capacity Heads of House	Duty roster collated and monitored
3.4.10	Each house will create an “honours book” which will be passed on to the new House Captain at the beginning of each year.	DP Cultural Capacity Heads of House	Honours Book created
3.4.11	Implement a “Cultural Week” in Term 4 for the Junior School.	DP Cultural Capacity Heads of House	Cultural week implemented
3.4.12	Explore the inclusion of Academic House Challenges using the Ihu Manea programme as a starting point.	DP Cultural Capacity Heads of House	Academic House Challenges explored
3.4.13	Develop “House Iconography” to be displayed in classrooms.	DP Cultural Capacity Heads of House	House Iconography displayed

Key

Achieved	Partly achieved	Not achieved
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Hostel Goal 2025	To provide the students of Tai Mitchell Hostel with a secure living environment where they can thrive academically, culturally and socially. We will provide them with opportunities to experience success academically and in their chosen cultural and sporting activities. The concepts of whanaungatanga, manaakitanga and manu motuhake will guide our work and support improved academic outcomes for Māori students.		
	Actions	Responsibility	Measures
3.5.1	Hold regular Whānau Hui.	Director of Boarding	Whānau Hui held
3.5.2	Hostel House Groups are utilised for academic monitoring.	Director of Boarding House Group Tutors	Feedback from Deans
3.5.3	Create a visible tracking system for each year level to support the target of a 100% pass rate.	Director of Boarding House Group Tutors	Tracking system created
3.5.4	Academic Review Day is promoted as Kanohi ki te kanohi opportunity.	Director of Boarding	ARD statistics
3.5.5	A “care plan” for International Students who remain in the hostel in the holidays is devised and implemented.	Director of Boarding	Care plan established

4. Students and their readiness for learning

Objective:

1. To have a school-wide approach to the correct wearing of uniform both in and out of school.

	Benchmark Aims	Responsibility	Measures
4.1.1	To monitor and enhance both student appearance and behaviour whilst travelling to and from school both morning and afternoon as well as during the school day.	DP Student Support Staff Duty Team Heads of Houses	Evidence of student appearance improved
4.1.2	Improved support with student uniform from the wider staff.	DP Student Support	Collective staff response
4.1.3	Clear guidelines of staff responsibilities when doing duty are communicated with staff and duties are monitored.	DP Student Support	Duties schedule reviewed and distributed

Key

Achieved	Partly achieved	Not achieved
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Objective:

2. To have a school-wide approach to supporting behaviour for learning.

	Pastoral Vision, Goal and Action Points 2025		
Pastoral Vision	We will support our staff and students to provide a caring and supportive learning environment where staff, students and whanau feel valued and are able to contribute to, and participate in effective teaching and learning. This will enable teachers to teach and students to learn. Our guiding principles are whanaungatanga (connections), Manaakitanga (caring), Mana Motuhake (high expectations), Whakapiringatanga (well organised learning environments) and Whakamana (enhancing mana).		
Pastoral Goal	The Pastoral Committee will work collaboratively to provide the support our students require as they progress through their journey at Raukura. Our collective efficacy will enable the students to succeed in safe and supportive learning environments where both staff and students share the responsibility for the creation and maintenance of a well organised learning environment. This will improve engagement and the academic outcomes for Māori Students.		
	Actions		
4.2.1	Develop a protocol for the MSB duty roster so that appropriate cover is available when MSB members are away.	DP Student Support MSB Team	Protocol developed
4.2.2	Develop consistent processes for the use of the Withdrawal Room and the accurate tracking of this space.	DP Student Support MSB Team	Consistent processes and tracking developed
4.2.3	Explore the use of Kamar to record referrals to the Withdrawal Room.	DP Student Support MSB Team	Use of Kamar explored
4.2.4	Explore an appropriate space to accommodate students who are on an “ In School Suspension”.	DP Student Support MSB Team	Appropriate space explored
4.2.5	Support staff to consistently implement the Cellphone Policy.	DP Student Support MSB Team	Support evident
4.2.6	Explore engaging alternatives, like phone-free challenges or rewards for compliance.	DP Student Support MSB Team	Engaging alternatives explored
4.2.7	Continue to use the strategies that have been developed to support our uniform policy while responding to new challenges.	DP Student Support MSB Team	Strategies utilised
4.2.8	Celebrate the improvement in uniform to encourage ongoing compliance.	DP Student Support MSB Team	Improvement in uniform celebrated
4.2.9	Provide targeted education about the risks of vaping.	DP Student Support MSB Team	Education provided
4.2.10	Engage peer leaders or senior students in anti-vaping campaigns.	DP Student Support MSB Team	Peer Leaders/Senior students engaged
4.2.11	Increase supervision in known vaping hotspot areas.	DP Student Support MSB Team	Supervision increased
4.2.12	Focus on the Year 9 cohort to develop restorative practices, mentoring, and conflict resolution workshops in order to decrease anti-social behaviour.	DP Student Support MSB Team	Focus on Year 9 cohort evident

Key

Achieved	Partly achieved	Not achieved
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4.2.13	Investigate and report on the over representation of Māori in the behaviour statistics at Year 9 and Year 11.	DP Student Support MSB Team	Investigation and report completed
4.2.14	Provide the UBRS - The Raukura Way PLD session for new staff.	DP Student Support MSB Team	UBRS provided to new staff
4.2.15	Collaborate with the Deans and Attendance Team to revamp the Attendance Protocol.	Head of Guidance Guidance Team	Collaboration evident
4.2.16	Support the Attendance Team with their early intervention strategies.	Head of Guidance Guidance Team	Support evident
4.2.17	Provide an appropriate induction and mentoring process for the new Guidance Counsellor which includes professional supervision	Head of Guidance Guidance Team	Induction and mentoring process evident
4.2.18	Continue to use the Guidance Zen Desk to manage the Guidance Referral Process and identify trends in order to provide specialist support.	Head of Guidance Guidance Team	Data utilised to identify trends
4.2.19	Continue to source new agencies and external providers to support our students.	Head of Guidance Guidance Team	Support sourced
4.2.20	Expand the use of Adventure based Therapy to support students in a therapeutic environment outside of the counselling space.	Head of Guidance Guidance Team	Adventure based therapy expanded
4.2.21	Implement the use of an ethically approved model of note taking and information storage for the Guidance Team.	Head of Guidance Guidance Team	Information storage implemented.

Key

Achieved	Partly achieved	Not achieved
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5. Schoolwide self-review

Objective:

1. To have a school-wide approach to continuous self-review and the establishment of evidence-based decision making.

	Benchmark Aims	Responsibility	Measures
5.1.1	To ensure co-construction meetings at all levels are held in Term 4. SLT LoL ALoL CoL Āwhina Deans Pasifika Sports Academies Head of House	Principal	Term 4 meetings held
5.1.2	Undertake faculty reviews as per Board Faculty Review Schedule, Namely in 2025: a. Term 1 Guidance/Hostel b. Term 2 Science c. Term 3 Te Reo Māori		a. Faculty Review Held b. Faculty Review Held c. Faculty Review Held
5.1.3	Undertake Faculty Action Planning Meetings in 2025 as per schedule : Term 3, 2025 Week 1 Mathematics Week 2 Science Week 3 Social Sciences Week 4 English Week 5 Technology Week 6 Māori Week 7 PE/OE/Health Week 8 Guidance Week 9 Music/Art - The Arts Week 10 Hostel	Principal	Faculty Action Planning Meetings Held 1 Mathematics 2 Science 3 Social Sciences 4 English 5 Technology 6 Māori 7 PE/OE/Health 8 Guidance 9 Music/Art 10 Hostel
5.1.4	Complete Annual Curriculum Review document by the end of Term 1		

Key

Achieved	Partly achieved	Not achieved
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6. School Systems, Institutions and environment

Objective:

1. To have a school-wide understanding and sharing of school vision and values.

	Benchmark Aims / Annual Goals	Responsibility	Measures
6.1.1	To pursue both whānau and student voice annually.	DP Cultural Capacity	Whānau/Student voice collected

Objective:

2. To have a school-wide approach to establishing/reinforcing the school as the school of choice for boys with the Rotorua City and District. Within this approach there will be:
 - a) A focus on the enrolment of students into Year 9 from Rotorua Intermediate School
 - b) A focus on ensuring the Hostel is fully subscribed

	Benchmark Aims	Responsibility	Measures
6.2.1	To seek 300+ Year 9 enrolments for 2025.	Year 9 Deans	Target met
6.2.2	To seek 140+ Year 9 enrolments from RIS for 2025.	Year 9 Deans	Target met
6.2.3	To seek 20+ Year 9 enrolments in the hostel for 2025.	Director of Boarding	Target met
6.2.4	To ensure 110+ students enrolled in Tai Mitchell Hostel are full fee payers.	Director of Boarding	Target met

Objective:

3. To have a school-wide approach to communicating, engaging and consulting with the community of the school.

	Benchmark Aims	Responsibility	Measures
6.3.1	To develop strategies to ensure 90% + of students attend Academic Review Days in Term 1 and Term 3.	DP Teaching & Learning	Target met

Key

Achieved	Partly achieved	Not achieved
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Objective:

4. To continue the modernisation of the physical environment of the school.

Goal			
To annually enhance the school environment to better meet student needs and the requirements of Modern Learning Environments			
	2025 Specific Aims	Responsibility	Measures
6.4.1	Property Projects 2025 :	Principal Property Manager	Work completed
	Term 1 - Top Priorities		
	1. Main School Boiler Upgrade 93,000		
	2. SNUP Upgrade of Board Owned Buildings 58,000		
	3. Toilet Upgrade 100,000		
	4. Hall Heating/Cooling tbc		
	5. Hall Video Projectors 12,000		
	6. Parklands - Field Maintenance 39,000		
	7. Cricket Storage & Maintenance 10,000		
	Term 2 & 3 - Optional		
	8. S Block Acoustics S4, S7A, S7B 14,000		
	9. S Block Classroom Autex 14,000		
	10. Front Gate Update to link with security system 4,700		
	Term 4 - Optional		
	11. B Block Carpet 136,000		
	12. Ramp/Walkway Upgrades 47,000		
	13. Rear Hall Ceiling Upgrade 17,600		
	5YA Related		
	14. Food Tech Equipment 60,000		

Key

Achieved	Partly achieved	Not achieved
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	sAdditional Requests			
	15.	Quad Bike	20,000	
	Hostel			
	16.	Mattresses/Furniture	20,000	
	17.	Hostel Fence	9,500	
	18.	Toilet Upgrade Tūtauru	100,000	
	19.	Hostel Lounges Upgrade	50,000	

Key

Achieved	Partly achieved	Not achieved
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Objective:

5. To continue to strengthen the financial position of the school.

	Benchmark Aims	Responsibility	Measures
6.5.1	The Business Manager to work with the Director of Boarding to ensure 95% + collection of Hostel Fees annually.	Business Manager Director of Boarding	Hostel Fees report for each term established
6.5.2	Achieve a positive Annual Audit without compliance concerns.	Business Manager	Clear Audit Report
6.5.3	\$175,000 plus of Charity Funding.	Business Manager	Target met
6.5.4	Supporting management of the shop and iPads.	Business Manager	Shop and iPads operate effectively
6.5.5	Ensuring the collection of team and student fees in sport is at 90% plus.	Business Manager	Target met
6.5.6	Ensuring tournament teams funding is in place prior to both summer and winter tournaments.	Business Manager	Tournament budget met

Key

Achieved	Partly achieved	Not achieved
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Objective:

6. To continue the review of Board Policies and Management Procedures to ensure all operations comply with regulations and are aligned and consistent with the values aims and priorities of the school.

	2025 Policies	Responsibility	Measures
6.6.1	<p>GO GOVERNANCE</p> <p>GO1 Board of Trustees Policy</p> <p>GO2 Composition of the Board Policy</p> <p>GO3 Meeting Standard Orders Policy</p> <p>GO5 Delegations of Authority Policy</p> <p>GO14 Student Guidance and Support Policy</p> <p>GO16 Student Drug and Alcohol Policy</p> <p>GO17 Prescription Drugs Policy</p> <p>GO18 Smoking/Vaping Policy</p> <p>GO23 Ball Policy</p> <p>PR PROPERTY MANAGEMENT</p> <p>PR1 Health and Safety Policy</p> <p>PR11 Security Cameras/CCTV Policy</p> <p>PE PERSONNEL MANAGEMENT</p> <p>PE2 Protected Disclosures Act 2000 Policy</p> <p>PE4 Equity Policy</p> <p>PE5 Appointments Policy</p> <p>PE6 Police Vetting Policy</p> <p>PE7 Staff Development and Appraisal Policy</p> <p>PE8 Principal's Professional Leadership and Annual Performance Review Policy</p> <p>PE9 Advice and Guidance Procedure – Competency Policy</p> <p>PE10 Leave Policy</p> <p>PE12 Timetable Policy</p> <p>PE16 Staff Dress Policy</p> <p>HL HOSTEL</p> <p>HL2 Hostel Fees Policy</p> <p>HL6 Hostel Alcohol Policy</p>	Principal	Documents Reviewed

Key

Achieved	Partly achieved	Not achieved
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6.6.2	To ensure that the following documents are tabled at the February Board Meeting. A. 2025 Budget B. 2025 Annual Plan C. 2024 Annual Plan Report	Principal	Documents tabled
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