

RANGIORA HIGH SCHOOL

STRATEGIC PLAN & ANALYSIS OF VARIANCE 2024

MARCH 2025



RANGIORA HIGH SCHOOL
STRATEGIC PLAN & ANALYSIS OF VARIANCE
2025 (for the 2024 school year)

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VISION AND VALUES

VISION, LEARNER PROFILE AND VALUES

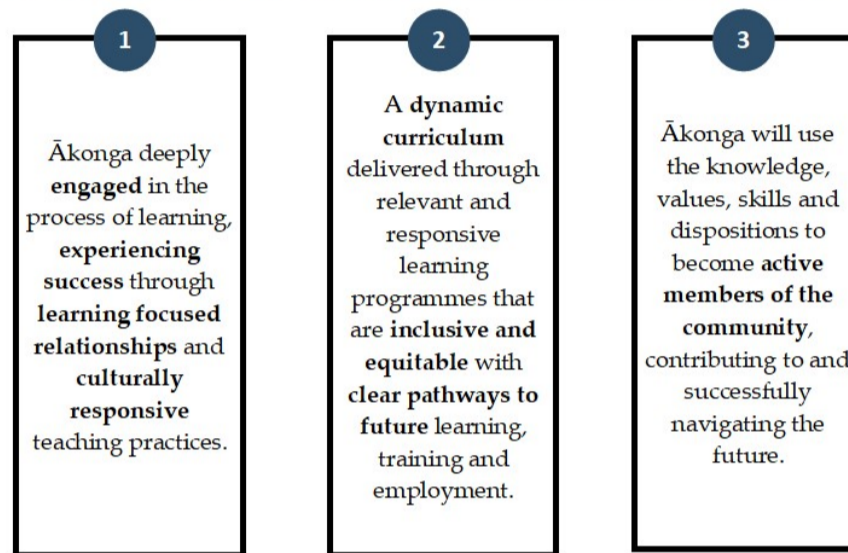
VISION

The vision relates to where we are going, the northern star. It sets the long term pathway for the school:
 Ākonga thriving in a **centre of learning excellence** that acknowledges the **past**, and focuses on their **future**; connecting ākonga to **community**, enabling them to contribute positively as **lifelong learners**.



MISSION

The mission states where we are now and what we are trying to achieve. The vision looks to the future and the mission is about the present.

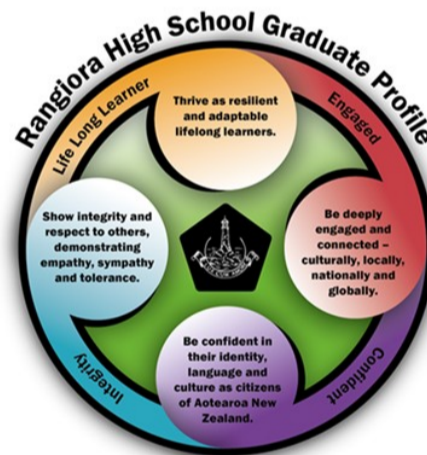


LEARNER PROFILE

We support each and every learner to develop the knowledge, values and skills to successfully navigate the future.

At the forefront of the learner profile are four key elements:

We expect every graduate to approach their future with positivity and confidence, and to aspire to reach their potential.



VALUES

Rangiora High School's values are its basic beliefs about what really matters, which guide how things should be done. These values are based on the school's culture of being a dynamic, caring, community based environment, inspiring lifelong learning.

Our work at Rangiora High School will be guided and informed by our beliefs and commitment to:



PART ONE:

DATA ANALYSIS 2024 SCHOOL YEAR (PROVISIONAL)

KEY STRATEGIC DATA		
A. Achievement	B. Attendance	C. Leavers
a. Pass Rates b. Endorsements c. Literacy & Numeracy d. Māori	a. Overall b. Māori c. Gender d. Non-Attendance	a. All Leavers b. Māori Leavers
Overview		

A. KEY STRATEGIC DATA

1. ACHIEVEMENT

Difference as a percentage table all results vs our EQI (which should be higher than National Average):

	Pass Rate	Māori	Merit	Excellence	Literacy	Numeracy
One	100/120	124-78	91	85	99	103
Two	103	108-94	102	95		
Three	101	99-86	112	65		
UE	105	130-85				

Note: 1: NCEA One has two numbers (national average participation vs national average roll based)
 2: Māori is two numbers (RHS Māori vs EQI Māori) and (RHS Māori vs RHS)

a. Pass Rates

	2022	22 EQI	2023	23 EQI	2024	24 EQI
Level One	72.5	69.9	69.2	64.3	69.1	57.3
Level Two	73.8	81.3	75.7	78.5	84	80.7
Level Three	74.8	73.7	65.8	73.5	70.9	70.7
UE	51.7	56.8	49.2	54.3	51.7	48.5

b. Endorsements

	Merit						Excellence					
	2022	22 EQI	2023	23 EQI	2024	24 EQI	2022	22 EQI	2023	23 EQI	2024	24 EQI
Level One	26.0	29.7	26.7	30.0	25.2	27.7	12.8	15.7	14.7	13.4	7.9	9.3
Level Two	22.1	21.5	16.1	21.1	22.4	21.9	10.6	13.0	6.9	11.3	11.4	12.1
Level Three	29.7	23.3	26.0	23.0	25.7	23	12.0	12.3	7.6	11.4	7.6	12.3

c. Literacy & Numeracy

	Pass Rate					
	2022	22 EQI	2023	23 EQI	2024	24 EQI
Literacy	87.7	86.9	87.1	87.1	81.3	82.2
Numeracy	85.3	84.4	90.9	85.3	81.8	79.6

d. Māori Pass Rates

	Māori						School	
	2022	22 EQI	2023	23 EQI	2024	24 EQI	2024	24EQI
Level One	62.3	61.6	60.4	55.2	53.8	43.8	69.1	57.3
Level Two	68.6	73.9	66.0	72.7	78.6	73.2	84	80.7
Level Three	72.7	63.0	56.5	64.0	60.6	61.3	70.9	70.7
UE	54.5	41.9	39.1	39.8	42.4	33.5	51.7	48.5

Overview:

We are doing *good*. We are not doing *great*. There has been a shift from not good to good which is really pleasing and endorses the changes that we have made over the last two years. There is work still to do and this cannot be in isolation – we need to continue to press hard on both academic and attendance targets.

- The first graph looks at our basic results with the average of our EQI (Equity Index which is higher than the national average) being 100. If we score a 105 this means we are doing 5% better than the EQI and if we have a result of 95, we are doing 5% worse than the EQI. In this graph we can see that with the exception of Merit and Excellence we are generally doing a little bit better than the EQI. Good but not great. We should be looking to increase this by about 5% a year if we are to take our school from good to great in the academic space.
- Higher levels are where we need to focus on:
 - UE is improving and we finally have gone past our EQI average
 - Level 3 are always above in Merit but below in Excellence
 - At Level 2 we are always above in Merit and only just below in Excellence (this is a good cohort)
 - Level One we are always below in both Merit and Excellence

It is good that we can now focus on this area whilst continuing to be more consistent in our pass rates.

- Māori pass rates are much better than the national pass rates, however they are not at the same level as our general pass rates and this is not good enough. For example, at Level One we see that in 2024 Māori pass rates were 53.8. This is better than Māori EQI schools of 43.8 but worse than RHS at 69.1. This needs some unpacking and work.

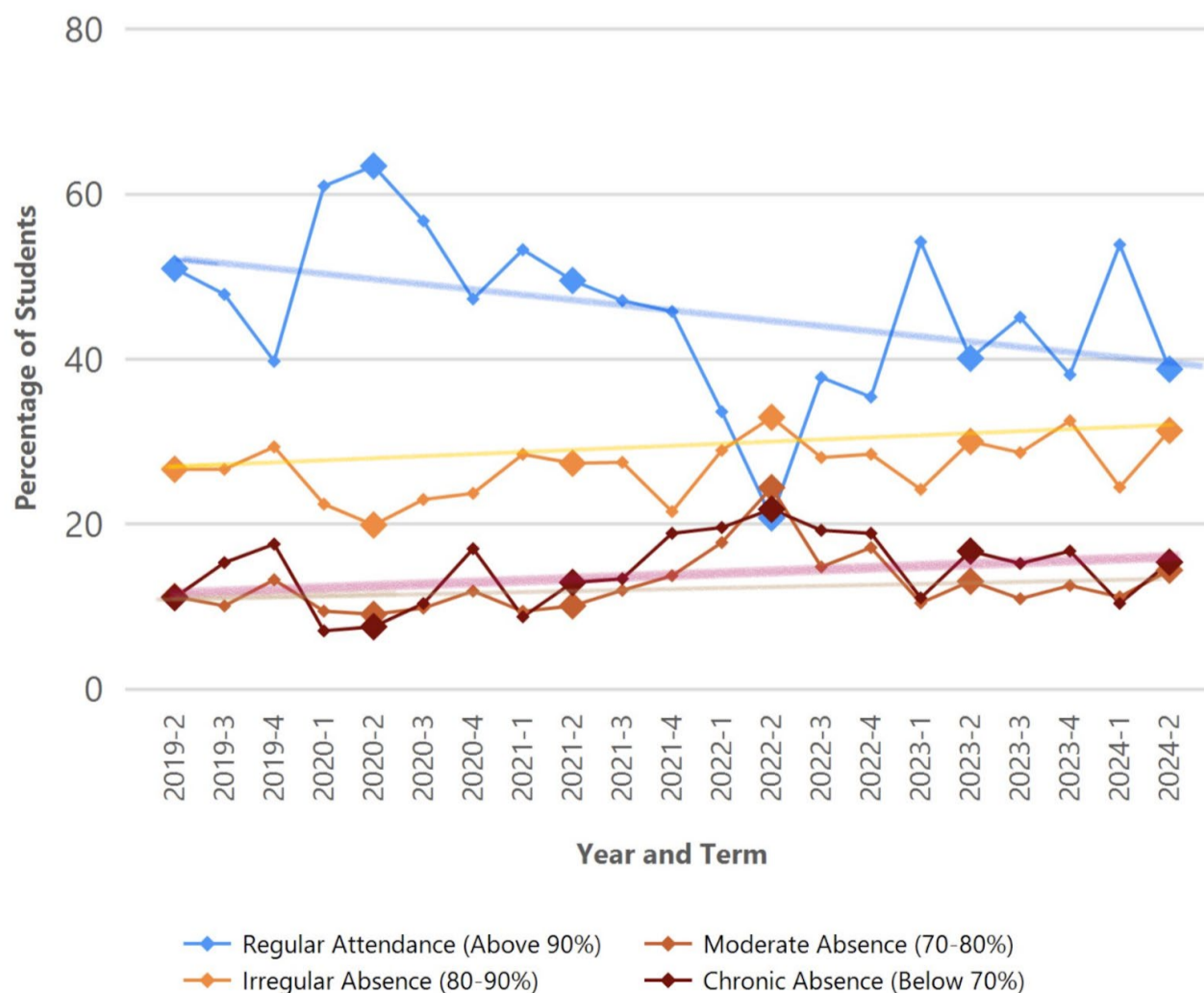
2. ATTENDANCE

a. Overall

Term Three attendance is the critical term where attendance traditionally falls away as the pressure of schooling and NCEA increases. The government states that regular attendance is at or above 90% attendance and their target is to shift this to 80% over the next 5 years.

Attendance Statistics from Every Day Matters (MOE)

RHS	2024 Term 2 (2023)	2024 Term 3 (2023)
Regular	39(40)	39(40)
Irregular	31(30)	31(30)
Moderate	14(13)	15(11)
Chronic	15(17)	15(15)



In New Zealand:

- 10% were chronically absent in Term 2 across all sectors in New Zealand.
- Issues created:
 - Students are 5 times more likely to be chronic if chronic the year before (25% chance)
 - Students are 4 times more likely to have a recent history of offending if chronic (4%)
 - If chronic then at 20 years old:
 - 55% will not achieve Level 2 NCEA
 - 92% will not achieve University Entrance
- The main reason for chronic absence is:
 - Wanting to leave school (25%)
 - Mental health issues (55%)
 - Physical health (27%)

ERO recently completed a piece of work that suggested a number of processes that worked. We also know that the Associate Minister of Education has discussed a process for dealing with the absence. My issue with his approach is that he is focusing on the symptoms and not the cause. Mr Seymour provided examples of how the scheme could work, such as:

- **Five days absent:** The school gets in touch with the parents/guardians to determine the reasons for absence and to set expectations.
- **10 days absent:** The school leadership meets with the parents/guardian and the student to identify barriers to attendance and develop plans to address this.
- **15 days absent:** Escalating the response to the ministry and steps to initiate prosecution of parents could be considered as a valid intervention.

Schools would develop their truancy plans with the Ministry of Education, attendance services and government and non-government agencies.

I think that he has the right idea about setting expectations and making sure that the community we serve understand those expectations, but I am concerned about a general prosecution rule and that he does little to actually address the causes of truancy – engagement, mental health and physical health, and instead focuses on a bit of a red herring around parents taking students out of school for holidays (only 5% truancy for our school). ERO suggests the following steps to improve truancy:

1. Setting clear expectations via policy.
2. Creating a clear definition of poor attendance.
3. A community approach – student, parents/caregivers, school and attendance services.
4. Students who are persistently absent are found and parents are engaged.
5. Barriers to attendance addressed and a compliance plan enforced.
6. A plan that includes mentoring and support.
7. Clear roles, responsibilities and resourcing.

It was noted that only 43% of parents met with the school when absence became chronic.

Schools that were successful in dealing with attendance issues:

- had a close connection with attendance services;
- they do what they are responsible for and
- hold students, caregivers and attendance services (and themselves) accountable.

Problems occur when:

- The school does not escalate early enough and do not share with attendance services.
- They do not identify the same barriers as the students do.
- Do not have a strong return to school plan.

Currently Rangiora has the following in place:

- Notification for parents of non-attendance
 - ? in Period 1 and 2 ends in a text/email home.

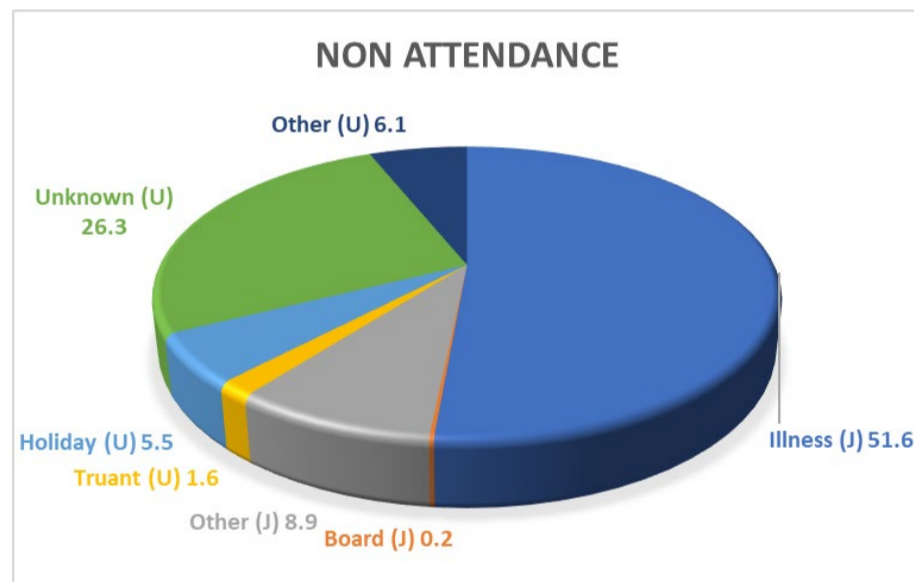
- Admin staff check any attendance that is red flagged and adjusts as needed.
- Non-attendance slips in Wānanga teacher pigeon holes for the week. *It has been noted that it is not unusual for these notes to still be in there by the following week.*
- Kaitiaki receive a fortnightly notice.
- Visits and contact by the school attendance officer.
- No notification of red flag for chronic absence.
- A board funded attendance officer.
- Attendance is a key element of our strategic target.

The areas that we could improve on are:

- our early notification for non-attendance,
- a more robust expectation and follow up (i.e. The Seymore expectation),
- creation of clear expectations in policy and in life,
- improved communication around expectations,
- higher expectations on attendance being the gateway to representing the school,
- a robust return to school plan that is connected to not only the symptom but also the cause and
- clear consequences, especially in the post 16 of non-attendance i.e. removal from school roll

b. Non-attendance

One of our key focuses is on the reason for non-attendance. Currently the major reason for non-attendance is illness at 51.6%. Unpacking Unknown (26.3) is critical to moving forward. Interesting that Truant is only 1.6% as I am sure that most of Unknown could be transferred into Truant or Illness.



3. LEAVERS DATA

Using the table below we have years 2018 - 2024. Each row relates to how many leavers left our school with at least Level One, then at least Level Two etc. They are divided into all Rangiora students and compared then to Māori students. Using 2018 as the comparison year, each cell is highlighted against 2018 for either improve (green), neutral (yellow) or decrease (red). **It is not a comparison from year to year.** The issue we have is a cumulative one which lasts three years. We can expect the same results until we start to shift the Level One results back into the 90's.

This is a concern with both all students consistently tracking down and Māori consistently lower than all students

		2018	2019	2020	2021	2022	2023	2024	Change
With Level One	RHS	94	91	88	87	87	86	83	-2
	Māori	84	70	83	76	82	77	74	-3
With Level Two	RHS	83	79	78	76	74	71	74	+3
	Māori	73	60	68	63	70	60	64	+4
With Level Three	RHS	49	51	51	43	49	40	46	+6
	Māori	33	35	39	32	43	27	40	+13
With UE	RHS	36	37	39	31	33	30	34	+4
	Māori	22	22	22	29	32	19	28	+9

A. All students:

- Students leaving with at least Level One has been on a decline since 2019 from 94% to 83%
- Everything was completely in the red in 2023. The reverse has happened in 2024 except for Level One (Level One in general decreased across NZ).

B. Māori:

- Māori are consistently leaving with lower qualifications when compared to all students and this continues for 2024. However, in Level 2, 3 & UE, the gap reduced for the first time.

Year 13 End of Year Leavers 2024				
Destination	Total	Percentage	No. of Māori Leavers	No. of NZ European Leavers
Another School	3	1%	1	1
Course	9	4%	1	7
Employment	64	29%	9	33
Other (International, ELE, Continuous Absence, Gap Year)	34	15%	2	20
Polytechnic	29	13%	7	20
University	73	33%	10	58
Unknown	11	5%	3	5
	223			

Year 12 End of Year Leavers 2024				
Destination	Total	Percentage	No. of Māori Leavers	No. of NZ European Leavers
Another School	3	4%	0	3
Course	11	14%	2	9
Employment	33	42%	5	28
Other (International, ELE, Continuous Absence)	17	21%	1	1
Polytechnic	7	9%	0	6
Unknown	8	10%	0	8
	79			

Year 11 End of Year Leavers 2024				
Destination	Total	Percentage	No. of Māori Leavers	No. of European Leavers
Another School	12	20.3%	0	12
Course	3	5%	0	3
Employment	1	2%	0	1
Other (International, ELE, Continuous Absence)	32	54%	5	7
Polytechnic	3	5%	0	3
Unknown	8	14%	5	7
	59			

4. OVERVIEW

We were very happy with the NCEA results this year. It has shown that the changes we made two years ago are now putting us in a position to launch from. We are now doing the basics well and this was not always the case which lays a good platform:

- Lit/Num 99-103 vs EQI
- NCEA 100-105 vs EQI (*we have not had all positive in this for some time*)
- Māori 99-124 vs EQI (*yet we sit at about 95 vs RHS in general*)

We now have a mantra of shifting from good to great. This essentially means that we are looking at putting the icing on the cake at school and is a far better position than where we were two years ago...the cake itself was a problem. So, what does the icing look like? There are three parts to this:

1. We need to be better than good. We need to continue to push these pass rates up.
2. The next focus needs to be on Merit and Excellence. These results are not where they need to be. The next step is to be consistently better. It is time to look at our scholarships. One for our school is not enough.
3. Our leavers data needs continued attention. The problem with this data is that the current numbers need to be flushed through before we start seeing improvement and this will take three years.

Attendance is a priority for our government and our school; 39% regular attendance is normal but poor. The government has set a target of 80% and we need to follow this target. We have made changes already and these include a truancy rate of less than 10% to play sport. We need to take a hard line on regular non-attendance including signing out those not attending. This strategy will not help our financial position and our leavers data, so this needs to be noted.

B. KEY PERFORMANCE INDICATORS

A. Analysis of Variance

		2023		2024		
	Focus	Expectations	KPI	Outcome	KPI	Outcome
Learning	A guiding focus for teaching and learning that embraces scaffolding to start and then feedback/feedforward to improve	All kaiako build learning focused relationships through scaffolding and feedback/feedforward. High expectations and engagement to grow confidence and outcomes. Our kaiako grow their cultural capacity to enable a shift to culturally responsive pedagogy	NCEA Level One pass rates from 71.9% to 80%	Not Met 70% pre-March figures	TOP programme twice with 100% 7+ credits	Met <i>Nominations inconsistent at best</i>
			EOY 80% staff feel confident with S/FB/FF	Not Met Staff at 4 or 5 confidence: 70.5% felt confident	New procedures for withdrawing students	Met
			Pilot L/N standards	Met	Evidence of scaffolding in Year 11	Met <i>This is just a beginning</i>
					Whenua report on KPI's twice a term	Met
Curriculum	Our curriculum engages ākonga and provides opportunity to succeed	Our curriculum supports opportunities for our ākonga to succeed. A contextualised school curriculum that supports te ao Māori. NCEA/curriculum refresh are implemented.	Review of teaching and learning	Met Completed Term One	Curriculum review completed in Tern 2	Met
			Staff confidence with mana orite to 80%	Not Met Staff confidence with mana orite shifted from 43% in Term 1 to 60% in Term 4	Explicit planning of Mātauranga Māori in every department	Met <i>Achieved at a base level</i>
			Pilot L/N standards	Met Completed	Whenua report on KPI's twice a term	Met
			L/N rōpū established	Met Completed	L/N rōpū established T1 & reviewed T4	Met
Wellbeing	Enhancing the house system to support pastoral care in the school and grow resilience and wellbeing	Enhancement of the house system. Grow our own resilience to support others. A school that is safe, inclusive and caring.	Decrease variability between the what/action by 10%	Not Met	Pastoral review completed end of term 2	Met <i>Fully completed and new structure implemented</i>
			Staff survey 10% increase in thriving/doing well	Met Staff who describe themselves as consistently thriving increased from 7.2% in 2022 to 20.8% in 2023		
			Parent survey shows strategies known re: bullying	Not Met It is difficult finding just one "package" that meets our needs and we are evaluating a multiple prong approach.	Restorative embedded by end of year	Not Met
			WSL (2) attend restorative action	Met		
Culture	Grow a culture that embraces our values	Acknowledge and celebrate our values. Ākonga are proud to celebrate success. Identified at risk groups receive mentoring. Ākonga are active participants in the wider school life. Wānanga kaiako tracking in Year 11.	Student survey on celebration and values connection shows improvement over terms 2-4.	Not Met Survey not completed	Define key aspects and draft plan EoT1, collect data T2, Culture group created T3 and progression data by EOY	Not Met <i>The first aspect was completed. There is more work to be done here in 2025</i>

B. Annual Target Review and 2025 Recommendations

TEACHING AND LEARNING

Target evaluation:

The academic achievement of the school was better than many years with every year level achieving at or greater than the EQI including University Entrance. These were very good results and we have a good base to launch from. We need to focus on Merit and Excellence endorsements along with shifting our leavers data to better reflect the work that we have achieved over the last couple of years. The TOP programme was a success but moving forward this will be run as a mid-year boost as the end of the year is too tricky with examinations. 55 students needed extra support (30% of Year 11). With the Te Awhina Program (TAP) in place in Year 11 there may not be a need for the TOP to continue. The TAP replaces Bridge in Year 11 and is for students that have been monitored as needing additional support. The evidence of scaffolding was present but it was at a more basic level than what we desired and we need to continue to push this forward in the future. The whenua programme is moving forward and 2025 should be a year where we see some real connection on a teaching and learning level.

Recommendations for 2025:

- Create a programme for both Year 11 & 12 for those students who will struggle to gain Literacy and Numeracy.
- Reignite the passion for teaching and learning in both staff and students.
- Continue to work on supporting teachers on their understanding and implementation of scaffolding and feedback/feedforward.

CURRICULUM

Target evaluation:

The Curriculum review went well. Removal of both semesterisation and Ako were well received. We did wonder that we may have removed the excuses but have yet to change the practice of teaching and learning. With the subjects being single subjects yet only three hours, there has been a push to bring those four subjects (Maths, Science, English and Social Sciences) back to 4 hours. Currently we do not have the capacity for this. There was also general positive feedback on full year courses in the senior school.

Wānanga stills holds some issues and these will have to be investigated by the pastoral team for implementation in 2026.

All faculties have embraced Mātauranga Māori but not all subjects. We need to address the expectations of all faculties to be part of this process.

Recommendations for 2025:

- Create a curriculum design team of curriculum leaders in the school that have current knowledge and understanding to:
 - Support implementation of NCEA changes
 - Keep staff informed of any curriculum notices
 - Backward review of junior courses to create students who are NCEA ready.
- Work with Middle Leaders to support them to grow confidence in leading their teams in embedding Mātauranga Māori in their curriculum.
- Extend knowledge of achieving Merit and Excellence in courses.

WELLBEING

Target evaluation:

The Pastoral review completed. The review itself was relatively thin but the suggestions moving forward were very robust and flowed into our new senior leadership structure. This created a new direction for our now called 'Kaitiaki' with a focus on empowering and growing wānanga teachers to support and grow their students.

This is a real area for lateral accountability. We are focused on making sure we are all supporting each other to make sure we achieve our goals through a pastoral journey.

- There are still 6 houses
- Each dean/head has been replaced by a Kaitiaki
- Each Kaitiaki will look after either years 9-11-13 or 10-12 and they will rotate each year meaning that one Kaitiaki will stay with their Year 9 for the whole 5 years to Year 13
- There is a real focus on consistency and lateral accountability

With the focus on kindness and acceptance it was great to hear the students talking about kindness. This is positive.

Recommendations for 2025:

- Implement the house systems changes.
- Continue to work on consistency across the houses.
- Continue to refresh and grow our restorative practices.

CULTURE

Target evaluation:

We did not make our cultural targets in 2024 and these will roll over into 2025. The original survey was completed but we need to repeat this as the connection was not as high as we would have liked.

Recommendations for 2025:

- We need some real data to enable decision-making on a culture from both staff and students.
- Continue to grow and understand our culture through our school values, sports, arts and diversity.
- Creation of a strong sense of belonging – Te Ao Māori

PART TWO: STRATEGY

Within our 3-year strategic direction, the model created has **two** streams: a CORE FOCUS and a STRATEGIC FOCUS. They combine to create our overall strategic direction.

A. STRATEGIC DIRECTION

2024

CORE FOCUS



This is the centre pillar; we need to know our students on an individual basis. Step one is to track our students to find those who are at risk or need support. We then place a mentoring programme to sit alongside them. We guide our students through feedback and feedforward. Finally, we inform our students and caregivers through regular reporting that is easy to access and informs of next steps rather than outcomes.

STRATEGIC FOCUS



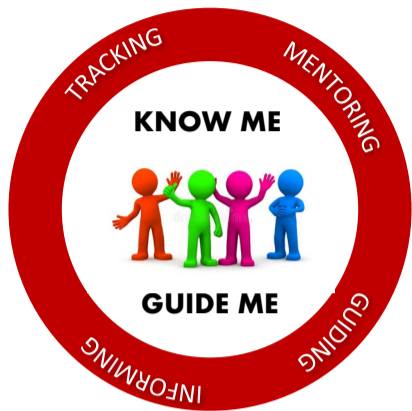
This is the wrap around strategies to ensure the core is maintained.

Knowing our students sits on the left and deals with wellbeing and culture.

Guiding sits on the right and deals with learning and curriculum.

The larger writing (e.g. Values) is the strategic focus. The smaller writing is the Tier One business as usual (e.g. Celebration). There are a number of Tier Two business as usual items not included

CORE FOCUS



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STRATEGIC FOCUS

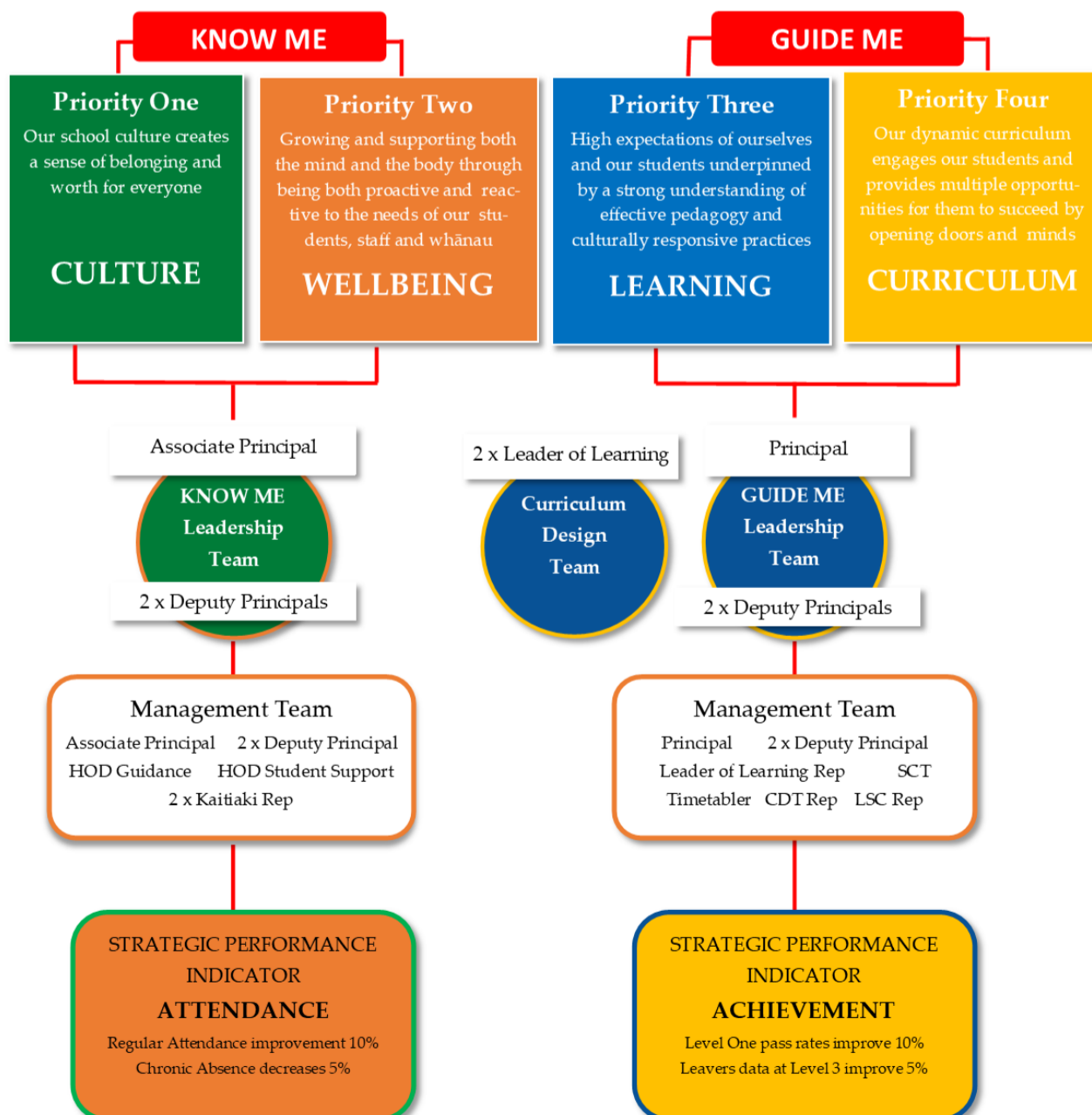


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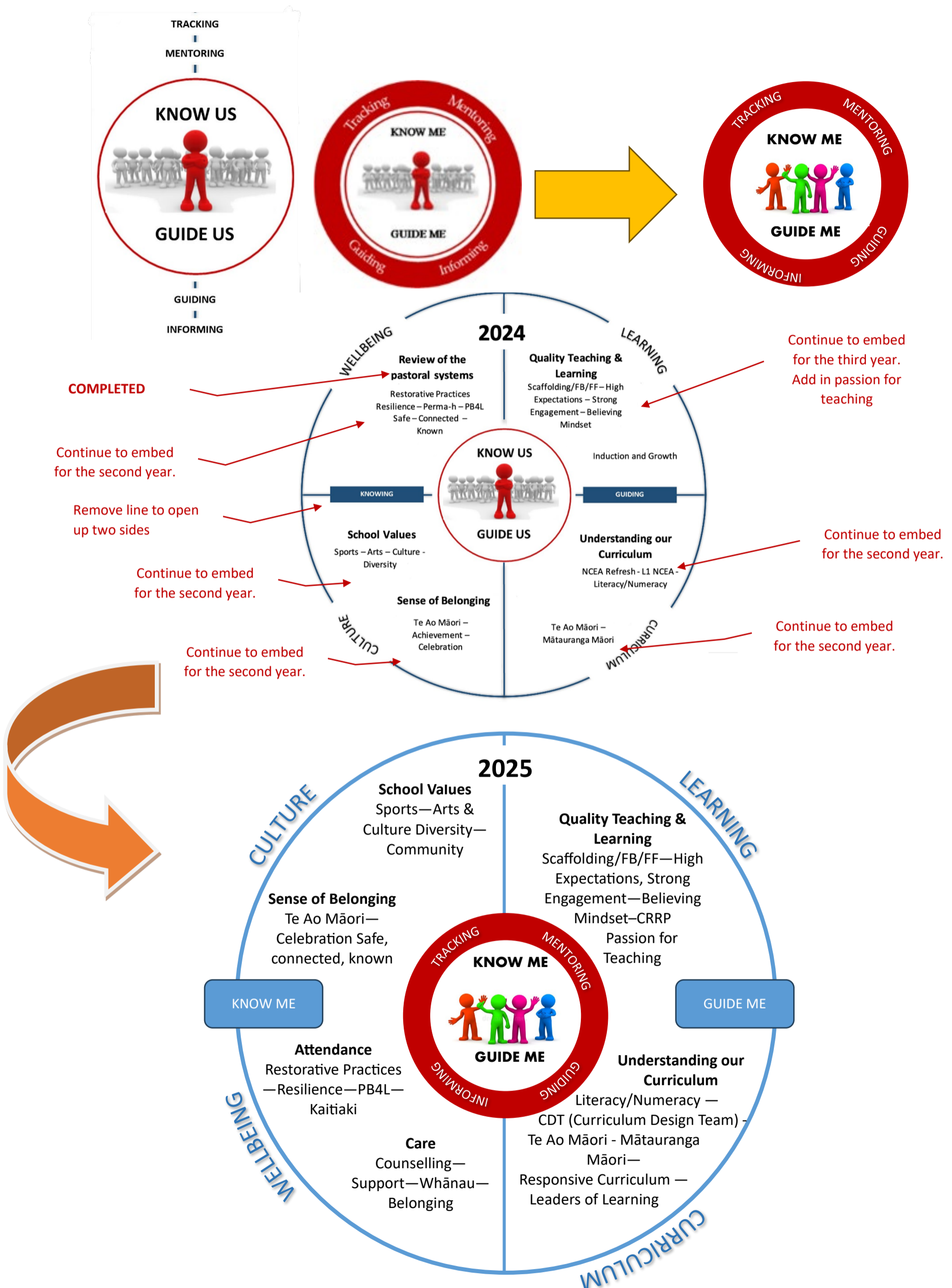
Guiding sits on the right and deals with learning and curriculum.

The larger writing (e.g. School Values) is the strategic focus. The smaller writing is the Tier One business as usual (e.g. Sports). There are a number of Tier Two business as usual items not included



B. STRATEGIC REVIEW AND SHIFT 2025

At the end of 2024 the Strategic Leadership team reviewed and evaluated the strategic direction and made the following minor changes:

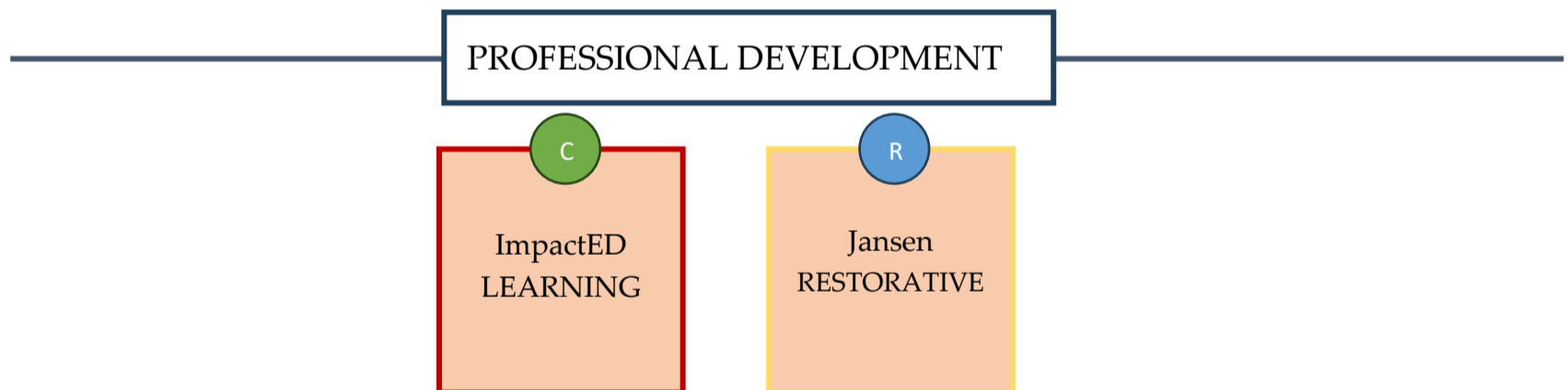
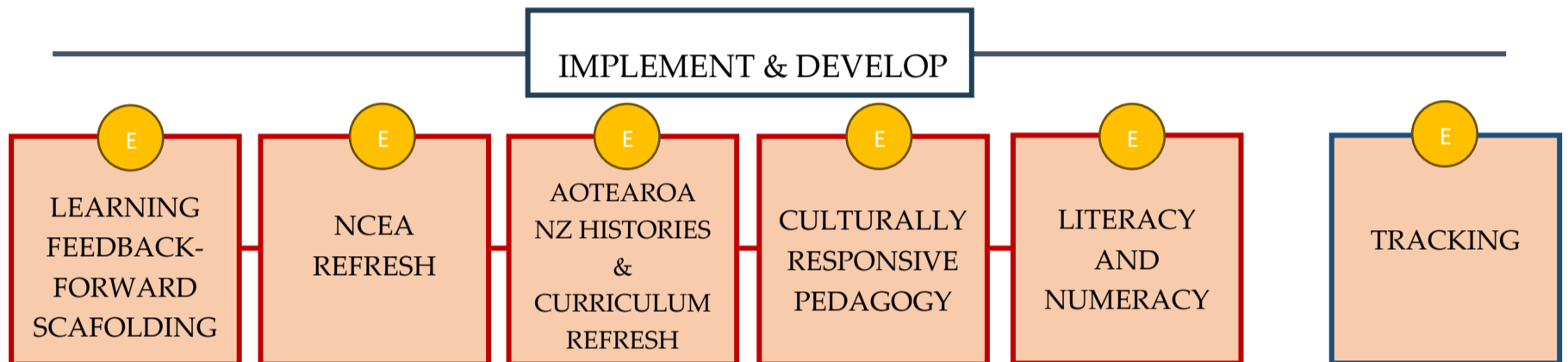
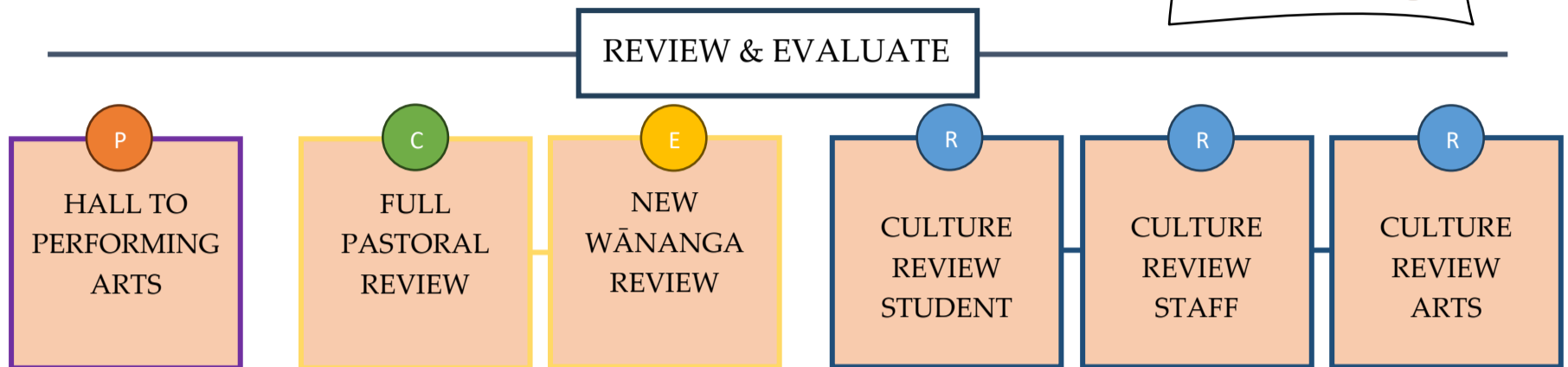
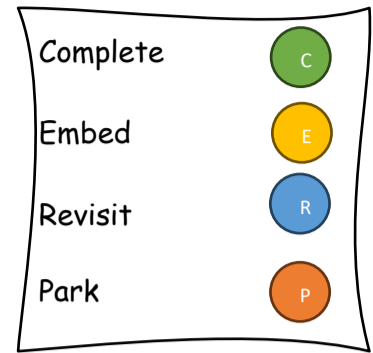


C. ANNUAL GOALS & TARGETS

2024

Three areas of annual goal:

1. REVIEW & EVALUATE
2. IMPLEMENT & DEVELOP
3. PROFESSIONAL DEVELOPMENT



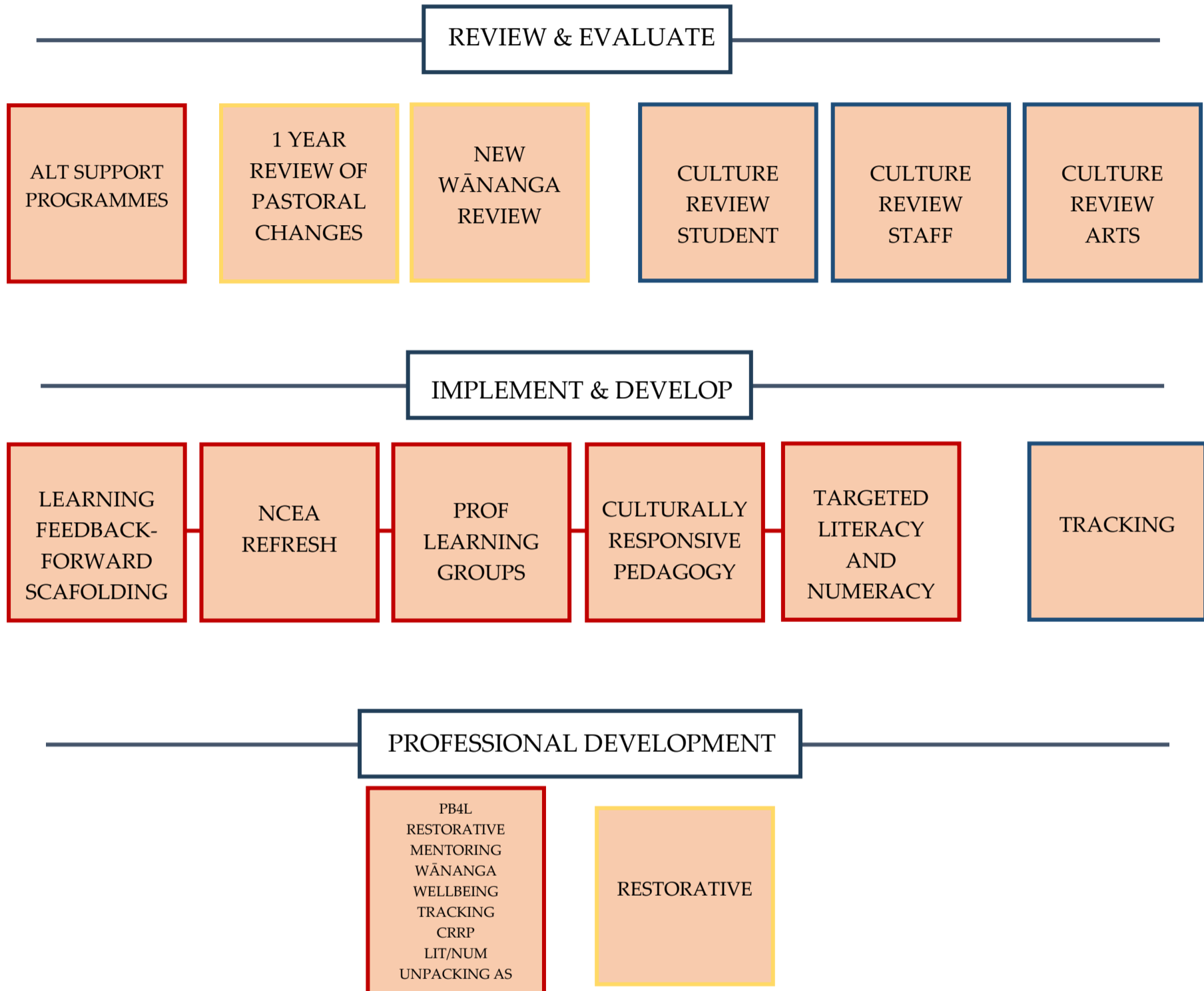
KPI	Outcome	KPI	Outcome
TOP programme twice with 100% 7+ credits	Met <i>Nominations inconsistent at best</i>	Curriculum review completed in Tern 2	Met
New procedures for withdrawing students	Met	Explicit planning of Mātauranga Māori in every department	Met <i>Achieved at a base level</i>
Evidence of scaffolding in Year 11	Met <i>This is just a beginning</i>	Whenua report on KPI's twice a term	Met
Whenua report on KPI's twice a term	Met	L/N rōpū established T1 & reviewed T4	Met
Pastoral review completed end of term 2	Met <i>Fully completed and new structure implemented</i>	Define key aspects and draft plan EoT1, collect data T2, Culture group created T3 and progression data by EOY	Not Met <i>The first aspect was completed. There is more work to be done here in 2025</i>
Restorative embedded by end of year	Not Met		

C. ANNUAL GOALS & TARGETS

2025

Three areas of annual goal:

1. REVIEW & EVALUATE
2. IMPLEMENT & DEVELOP
3. PROFESSIONAL DEVELOPMENT



Recommendations from AOV for 2025 Wellbeing and Culture

- Implement the house system changes
- Continue to work on consistency
- Grow restorative
- Collect appropriate data
- Grow and understand our culture – values, sports, arts and diversity
- Sense of belonging

Strategic Performance Indicators

- Regular attendance increases by 10%
- Chronic attendance decreases 15%

Strategies

- Improve attendance data gathering and recording with increased accountability
- Increase communication with whānau
- Improve timely effective responses to real time data
- Termly data reporting from attendance officer and WEA
- Review effectiveness of truancy approaches
- Increase participation on co-curricular activities
- Decrease referrals and disciplining consequences
- Acknowledge and celebrate our values and successes

Recommendations from AOV for 2025 Teaching and Learning

- Create a program for Year 11/Year 12 for those who have not achieved Literacy and Numeracy
- Reignite the passion for teaching and learning
- Continue with scaffolding and feedback
- Creation of curriculum design team to oversee curriculum changes and seamless junior to senior programmes for NCEA ready
- Grow middle leaders
- Extend knowledge of achieving Merit and Excellence

Strategic Performance Indicators

- Level One pass rates improve 10%
- Leavers data at Level 3 improves 5%

Strategies

- Track at risk students to provide targeted support
- Focus on high quality teaching and learning through professional learning groups
- Form a rōpū to work on implementing changes from 2024 [Review of Curriculum Changes 2024 - With Suggestions for 2026](#)
- Provide professional learning for middle leaders (Climb the mountain)
- Improve NCEA ready through a seamless curriculum from junior to senior

D. STRATEGIC PLAN 2025



RANGIORA HIGH SCHOOL

STRATEGIC PLAN 2023-25

ANNUAL PLAN 2025

LEARNER PROFILE
 We support each and every learner to develop the knowledge, values and skills to successfully navigate the future.
 At the forefront of the learner profile are four key elements:

- Engaged
- Confident
- Integrity
- Lifelong learner



VISION
 Ākonga thriving in a centre of learning excellence that acknowledges the past, and focuses on their future; connecting ākonga to community, enabling them to contribute positively as lifelong learners.

VALUES
 Aspire (Wawatahia):
Aspiring to achieve your best.
 Respect (Whakautea):
Respect yourself, others and the environment.
 Contribute (Tohaina):
Actively contribute to the community.

- MISSION**
- Ākonga deeply engaged in the process of learning, experiencing success through learning focused relationships and culturally responsive teaching practices.
 - A dynamic curriculum delivered through relevant and responsive learning programmes that are inclusive and equitable with clear pathways to future learning, training and employment.
 - Ākonga will use the knowledge, values, skills and dispositions to become active members of the community, contributing to and successfully navigating the future.



STRATEGIC DIRECTION 2023-2025

CORE FOCUS
 This is the centre pillar, we need to know our students on an individual basis. Step one is to track our students to find those who are at risk or need support. We then place a mentoring programme to sit alongside them. We guide our students through feedback and feedforward. Finally, we inform our students and caregivers through regular reporting that is easy to access and informs of next steps rather than outcomes.

2025 School Mantra:
KNOW ME GUIDE ME



STRATEGIC FOCUS
 These are the wrap around strategies to ensure the core is maintained. Knowing our students sits on the left and deals with wellbeing and culture. Guiding sits on the right and deals with learning and curriculum. The larger writing (e.g. School Values) is the annual focus. The smaller writing is the Tier One business as usual (e.g. Sports).

ANNUAL PLAN 2025

Our Goals	Our Actions	Our Success
<p>KNOW ME</p> <p>A sense of belonging and worth for everyone through growing and supporting the mind and body by being both proactive and reactive to the needs of our students, staff and whānau</p>	<ul style="list-style-type: none"> • Creation of a pastoral senior leadership team and pastoral management team • Embed a strong sense of belonging • Embed and maintain high expectations of behaviour • Improve the validity of our attendance data • Improve communication with whānau • Ensure a timely effective response to real time data • Termly data reporting from attendance officer • Increased participation in co-curricular activities to increase school spirit • Acknowledge and celebrate values and success 	<p>STRATEGIC PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> • Regular attendance improves by 10% • Chronic absence decreases by 5% <p>KEY PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> • Review and improve our communities sense of belonging • Our data accurately reflects our school • Communications are timely and effective • Co-curricular involvement has improved and culture has been positive
<p>GUIDE ME</p> <p>Our curriculum engages our students by providing multiple opportunities to succeed combined with high expectations of ourselves and our students. This is underpinned by a strong understanding of effective pedagogy and culturally responsive practices.</p>	<ul style="list-style-type: none"> • Creation of a curriculum senior leadership team, curriculum design team and curriculum management team • Track at risk students to provide targeted support • Focus on high quality teaching and learning through professional learning groups • Creation/revision of teaching handbook • Provide authentic focused literacy and numeracy support • Implement curriculum change for 2026 based on the 2024 curriculum review • Professional learning for middle leaders • Improve NCEA ready, through a seamless curriculum from junior to senior • Raise expectations of our students and staff in attaining high level results 	<p>STRATEGIC PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> • Level one pass rates improve by 10% • Leavers data at Level 3 improves by 5% <p>KEY PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> • At risk students identified in a timely manner and actions in place • Teachers handbook completed and circulated ready for use 2026 • Junior to senior curriculum review completed with actions
<p>Our strategies to give effect to Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> • Creation of a Māori faculty • Fostering genuine relationships with mana whenua and whānau • Embrace and engage in as many opportunities to lift the mana of our culture and people 		<p>Our strategies to give effect to the whenua</p> <ul style="list-style-type: none"> • A sustainable response to the board funded approach is created to ensure a long term commitment to the whenua • Continually connecting faculties and subjects to the whenua • A review of the 'core' whenua subjects regarding the provision for the needs of our students

KEY STRATEGIC DATA 2023-2025





Our Goals	Our Actions	Our Success
 <p>KNOW ME</p> <p>A sense of belonging and worth for everyone through growing and supporting the mind and body by being both proactive and reactive to the needs of our students, staff and whānau</p>	<ul style="list-style-type: none"> • Creation of a pastoral senior leadership team and pastoral management team • Embed a strong sense of belonging • Embed and maintain high expectations of behaviour • Improve the validity of our attendance data • Improve communication with whānau • Ensure a timely effective response to real time data • Termly data reporting from attendance officer • Increased participation in co-curricular activities to increase school spirit • Acknowledge and celebrate values and success 	<p>STRATEGIC PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> • Regular attendance improves by 10% • Chronic absence decreases by 5% <hr style="border-top: 1px dashed #ccc;"/> <p>KEY PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> • Review and improve our communities sense of belonging • Our data accurately reflects our school • Communications are timely and effective • Co-curricular involvement has improved and culture has been positive
 <p>GUIDE ME</p> <p>Our curriculum engages our students by providing multiple opportunities to succeed combined with high expectations of ourselves and our students. This is underpinned by a strong understanding of effective pedagogy and culturally responsive practices.</p>	<ul style="list-style-type: none"> • Creation of a curriculum senior leadership team, curriculum design team and curriculum management team • Track at risk students to provide targeted support • Focus on high quality teaching and learning through professional learning groups • Creation/revision of teaching handbook • Provide authentic focused literacy and numeracy support • Implement curriculum change for 2026 based on the 2024 curriculum review • Professional learning for middle leaders • Improve NCEA ready, through a seamless curriculum from junior to senior • Raise expectations of our students and staff in attaining high level results 	<p>STRATEGIC PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> • Level one pass rates improve by 10% • Leavers data at Level 3 improves by 5% <hr style="border-top: 1px dashed #ccc;"/> <p>KEY PERFORMANCE INDICATORS</p> <ul style="list-style-type: none"> • At risk students identified in a timely manner and actions in place • Teachers handbook completed and circulated ready for use 2026 • Junior to senior curriculum review completed with actions
<p>Our strategies to give effect to Te Tiriti o Waitangi</p>		<p>Our strategies to give effect to the whenua</p>
<ul style="list-style-type: none"> • Creation of a Māori faculty • Fostering genuine relationships with mana whenua and whānau • Embrace and engage in as many opportunities to lift the mana of our culture and people 		<ul style="list-style-type: none"> • A sustainable response to the board funded approach is created to ensure a long term commitment to the whenua • Continually connecting faculties and subjects to the whenua • A review of the 'core' whenua subjects regarding the provision for the needs of our students

PART THREE:

ERO PROGRESS AND EVALUATION

Rangiora High School: Progress Report on ERO Recommendations (2023-2025)

Over the past two years, Rangiora High School has made significant strides in addressing the next steps outlined in the Education Review Office (ERO) report. Our efforts have focused on refining our curriculum, enhancing teaching and learning practices, strengthening pastoral care, embedding a school culture that reflects our values, and strategically gathering and analysing data to improve student tracking and support. Below is a summary of our progress aligned with the ERO recommendations.

1. Implementation of a Responsive and Inclusive Curriculum

Objective: Develop a curriculum that engages all ākonga (students), offering clear pathways for learning and success.

Progress:

- Curriculum Review and Development: A school-wide review has ensured that our curriculum remains dynamic, relevant, and inclusive. Faculty-led curriculum development has incorporated feedback from students, whānau, and staff. In 2023 a review of all aspects of the curriculum occurred focusing on Wānanga, Ako, Semesterisation, and modules. The suggested changes were implemented in 2024 and a follow up [review in 2025](#). Any potential changes will be looked at for 2026 implementation. Wānanga will take place in Term 2 of 2025.
- Integration of Mātauranga Māori: Our commitment to embedding Māori perspectives is evident in curriculum updates across multiple subjects, ensuring cultural responsiveness and inclusivity. In 2024, all learning areas were asked to provide evidence of this in their planning. Each Leader of Learning met with either Paula McDonald or Haidee Tiffen. A summary can be found in Appendix One.
- NCEA Tracking and Literacy/Numeracy Development: Faculty PLD in 2024 included sessions on effective NCEA tracking, literacy, and numeracy, ensuring teachers are equipped to support students at all levels. In 2025, 42 staff have chosen to be a member of a professional learning group focused on Tracking. This shows the importance within our kura on this area.

2. Targeted Professional Learning and Development (PLD) to Improve Teaching Practices

Objective: Enhance teaching practices through focused professional development in feedback, feed-forward, scaffolding, and culturally responsive pedagogy.

Progress:

- In 2024 Rangiora High School had an ongoing PLD contract with ImpactEd looking to embed this within our kura.
- PLD Framework (2024 & 2025):
 - In Week 6 Term 1, 2024 PLD Workshops were focused on: Sessions on scaffolding differentiation, deliberate feed-forward feedback, and acts of teaching. This PLD continued throughout the year.
 - Restorative Practices Training: Staff participated in multiple workshops on restorative practice withdrawal processes and wānanga.
 - Culturally Responsive Pedagogy (CRP): Delivered by the KEP Team & PTA, this PLD focused on embedding CRP across subjects.
 - Gifted and Neurodiverse Learners: A dedicated session on supporting exceptional learners within inclusive classrooms.
- EPIC Coaching Model & PLG Groups: Staff engaged in collaborative Professional Learning Groups (PLGs) facilitated by Within School Leads (WSLs) covering areas such as PB4L, restorative practice, wellbeing and culturally responsive teaching.
- In 2024, all learning areas were asked to provide evidence of Scaffolding, Feedforward, Feedback and Differentiation in their planning. Each Leader of Learning met with either Paula McDonald or Haidee Tiffen. A summary can be found in Appendix One.

3. Strategically Gathering and Scrutinising data to improve the tracking of individual students, identify and respond to those needing support.

Objective: Strategically gather and scrutinise data to improve the tracking of individual students and identify and respond to those needing additional support.

Progress:

- Student Tracking Systems: Implementation of digital tracking tools has allowed for real-time monitoring of student progress, attendance, and engagement. In 2024 all staff were asked to create 'estimated grades' on KAMAR. This was reviewed by staff at multiple stages throughout the year, and formed the basis of interventions.
- Data Analysis for Targeted Interventions: Teachers and pastoral staff regularly analysed assessment and behavioural data to identify students needing extra support, ensuring early intervention strategies are in place. This included over 50 Year 11 students being chosen for the TOP (The Opportunities Programme), a course of 10 credits designed to support learning.
- Collaboration Between Faculties and Pastoral Teams: Data-driven discussions in faculty and house meetings enabled a holistic understanding of student needs, leading to more personalised academic and pastoral support.
- NCEA Tracking PLD: Staff training on NCEA tracking ensures that students receive targeted guidance to improve achievement outcomes. In 2025 we have 2 Within School Leads with a focus on Tracking, Achievement and Attendance. 42 staff have chosen 'Tracking' as their Professional Learning Group focus.

- In 2025, Rangiora High School has identified students who require additional Literacy and Numeracy support at Year 12, and we have created a new 'Foundation Studies' class targeted at utilising the Tagged Standards to support students to attain Level 1 NCEA.
- We have also implemented 2 x Te Awhina Classes for Year 11 students, whom a 6 subject NCEA Level 1 programme would be challenging. This course is designed to 'support' students. Within this course Literacy and Numeracy will be a focus.

Conclusion

Rangiora High School has made substantial progress in responding to the ERO's recommendations over the past two years. Through targeted curriculum improvements, robust PLD programs, strengthened pastoral systems, enhanced data-driven student tracking, and a commitment to cultural responsiveness, we are fostering an environment where every ākonga can succeed. Moving forward, we will continue refining these initiatives to ensure sustained growth and development as we know there are still steps to make.

Appendix One: Report on Mātauranga Māori, Feedforward, Feedback, Scaffolding, and Differentiation in Learning Areas at Rangiora High School

Introduction

This report explores the integration of Mātauranga Māori, feedforward, feedback, scaffolding, and differentiation across various learning areas at Rangiora High School. It highlights current practices, challenges, and future steps based on faculty discussions and planning sessions for Level 1 programmes.

1. Mātauranga Māori (MM)

- **Integration Across Subjects:**
 - Mathematics: Year 11 Statistics projects allow students to bring personal and cultural contexts into assessments. Plans include embedding more Te Reo Māori and exploring traditional Māori measurement methods.
 - Science: MM is embedded where possible, however it can be brought in from the human impact perspectives. Chemistry faces challenges due to limited cultural relevance.
 - Arts: Visual Arts and Music integrate MM through projects focused on cultural narratives and taonga puoro workshops.
 - Social Sciences: MM is a required component in Level 1, focusing on Te Ao Māori concepts and business frameworks like the quadruple bottom line.
 - Health and Physical Education - MM is in all Level 1 standards.
 - English: Texts are analysed through a Māori lens, incorporating themes like Kaitiakitanga and New Zealand-based narratives.
 - In Technology - it was not apparent in planning except in DVC. Along with all Leaders of Learning, the LOL of Technology has had access to PLD in this area, and agrees this has impacted on their own practice, however it has not been widely implemented in the faculty. This is an area that needs attention in 2025.
- **Future Focus:**
 - Strengthen MM connections in junior programmes to scaffold learning for Level 1.
 - Continue to enhance teacher confidence and resources to deepen cultural relevance.

2. Feedforward and Feedback

- **Implementation:**
 - Clear checkpoint systems and detailed formative feedback are utilised across faculties. For example:
 - Social Sciences: Checklists and one-on-one kōrero guide students.
 - Science: Increased use of formative assessments to improve engagement.
 - Arts: Real-time and public feedback through workshops.
 - Physical Education: Real-time feedback integrated into skill-building exercises.
 - Technology have been encouraged to consider the use of peer feedback moving into 2025.
- **Effectiveness:**
 - Strategies like Google Docs, rubrics, and informal peer assessments improve student outcomes.
 - Challenges include standardising feedback formats and ensuring sufficient time for detailed feedback in languages and humanities.

3. Scaffolding

- **Approaches:**
 - All faculties report structured scaffolding to guide students through learning. Examples include:
 - PE: Progressive skill-building (e.g., simplified softball games before full gameplay).
 - Arts: Guided composition tasks with step-by-step instructions.
 - Science: Built-in scaffolding across topics to support student achievement.

- Social Sciences: Sentence starters and rubrics break down complex tasks.
 - **Challenges:**
 - Need for consistency in scaffolding quality across subjects.
 - Balancing scaffolding intensity for high-performing students versus those needing extra support.
-

4. Differentiation

- **Current Practice:**
 - Mixed levels of success in meeting diverse learning needs. For example:
 - Mathematics: Differentiation identified as a growth area.
 - English: Strategies are under development to cater to a wide range of abilities.
 - PE: Individualised approaches focus on authentic learning experiences.
 - **Goals:**
 - Develop more sophisticated differentiation methods, particularly in core areas like English and Mathematics.
 - Utilise tools like student feedback and teacher inquiry to address misconceptions.
-

5. Future Directions

- Enhanced integration of MM and scaffolding in junior programmes to create stronger foundations for Level 1.
 - Continue to focus on staff PLD through faculties for improving feedback and differentiation practices.
 - Adoption of innovative assessment formats (e.g. oral interviews) to cater to diverse student needs.
 - Streamlining programmes to prioritise learning over assessment, reducing stress and improving engagement.
 - School wide implementation of Peer Assessment strategies.
-

Conclusion

Rangiora High School has made significant strides in incorporating Mātauranga Māori, robust feedback mechanisms, and scaffolding across subjects. While challenges remain in differentiation and consistency, planned initiatives aim to ensure equitable, culturally responsive, and effective learning for all students.

PART FOUR:

ADDITIONAL REPORTING 2024

A. GIVING EFFECT TO TE TIRITI O WAITANGI

Atawhai ngā rito, kia puāwai ngā tamariki.
Ako i ngā tamariki, kia tu tāngata ai, tātou katoa.

*Cherish and nurture the shoots, so the children will bloom.
Learn from and with these children, so that we all can stand tall.*

- a. Plans, policies and local curriculum reflect local tikanga Māori
- b. Making instruction available in Tikanga Māori and Te Reo Māori
- c. Achieving equitable outcomes for Māori

Executive Summary

MĀORI ĀKONGA	
	<ul style="list-style-type: none"> • Māori ākonga are 15.6% of the school roll • Ākonga identify with over 35 different Iwi. 34% of our Ākonga Māori are Ngāi Tahu
CURRICULUM	
	<ul style="list-style-type: none"> • Te Reo and Kapa Haka offered from Year 9 - 13 • Numbers of ākonga taking te Reo and Kapa Haka are increasing in the junior school
ENGAGEMENT	
Attendance	<ul style="list-style-type: none"> • Māori ākonga attendance sits 3.5% below the rest of our ākonga. Between 1 Jan and 1 March, Māori ākonga attendance was 84.2%
Pastoral	<ul style="list-style-type: none"> • On 13 March 2024, Whaea Renee left Rangiora High School and we were very lucky to secure Nicole Manawatu-Brennan and Raewyn Brown to share the role of Kaiārahi i te reo Māori for the remainder of 2024. Later the school appointed Te Aniwa Nelson when Raewyn left. A key aspect of Te Aniwa's role is pastoral care of our ākonga Māori. As part of her kaiārahi role she began to spend a day a week focused on pathways for Māori working out of the Careers Department. We have recently appointed Waiora Brooks in this role for 14 hours to support Te Aniwa. • In 2024 Amber Goldsworthy was appointed Kaitiaki Te Ao Māori. This role was supported by Danna Robson on Amber's leave for Maternity
ACHIEVEMENT	
NCEA	<ul style="list-style-type: none"> • Māori ākonga Literacy and Numeracy rates are lower than their peers • In 2020, RHS was identified by NZQA as having made a significant difference in the achievement of Māori ākonga
Leaver Data	<ul style="list-style-type: none"> • Māori ākonga leaver rates are consistent or lower than all ākonga, however there was a pleasing improvement in 2022 at all levels
PROFESSIONAL DEVELOPMENT	
Culturally Responsive Pedagogy	<ul style="list-style-type: none"> • The Kia Eke Panuku Strategic Lead Team, led by Amanda Peter [WSL] are driving the development of Cultural Relations for Responsive Pedagogy • PLD contract with HTK focused on Mātauranga Māori • Rongohia Te Hau continues to inform our next steps
PLD	<ul style="list-style-type: none"> • A variety of PLD in-house and through providers such as HTK • New staff induction has a focused allocation to Culturally Responsive Pedagogy and the work of our Kia Eke Panuku team • Many staff are currently learning or have been involved in learning Te Reo Māori through Te Wānanga o Aotearoa or the Ministry funded Te Ahu o Te Reo. The Level 1 course has been delivered at Rangiora High School. Teaching and support staff are enrolled. • We successfully applied for centrally resourced funding for support to integrate Mātauranga Māori into NCEA courses - this PLD was focused on supporting our middle leaders • Many staff have attended workshops presented by Ngāi Tūāhuririocus on Mātauranga Māori as part of the Teacher Only Day • We have investigated whole staff PLD for the beginning of 2025 on Te Tiriti.

- In 2024, the Deputy Principal - Curriculum and Teaching and Learning, met with all middle leaders to as part of the school's strategic plan to see evidence of Mātauranga Māori built into all Year 11 Unit Plans

Māori Ākonga Numbers and Movement

1st March Roll Return

On 1 March 2025 there were 278 Māori ākonga enrolled at Te Kura Tuarua o Rangiora (15.6% of the school roll).

	TOTAL	Year 9	Year 10	Year 11	Year 12	Year 13
ALL	1776	379	398	359	356	284
Māori	278	62	74	49	56	38
Pasifika	57	11	8	5	10	6

Iwi

Ākonga identify with over 35 iwi. The four largest iwi groups are:

- 95 Ngāi Tahu
- 21 Ngāpuhi
- 12 Ngāti Porou
- 33 Unknown/Not stated

Curriculum

Te Reo Māori and Kapa Haka are taught across all year levels.

- Year 9 is a module option (10 weeks) of 3 periods per week
- Year 10 - ākonga are offered a 20-week semester of 3 periods per week
- Yr 11- 13 are full year options of 4 hours per week
- In 2025 for the first time there are sufficient student number to run Year 11 Haka as a class on its own
- Year 12&13 is in a combined class for Kapa Haka

Student Numbers	Year 9	Year 10	Year 11	Year 12	Year 13
Te Reo Māori	120	73	25	22	8
Kapa Haka	70	45	11	14	9

Two ākonga stood at Waitaha Manu Kōrero in Junior and Senior English and Senior Māori sections in 2024.

In the past year Kapa Haka classes have assisted at various events in school, including: Pōwhiri, ANZAC Day, Matariki celebrations and school assemblies. Ākonga also supported our speakers at Manu Kōrero. Our students participate in the local Kapa Haka festival every year. In the past they performed a full set of waiata, haka, moteatea and poi which was admirable. We have also been a pilot school for Level 1, 2, and 3 Te Ao Haka. Some of our student work has been used for Benchmarks.

Creating opportunities for kapa haka is one way that schools can increase their cultural responsiveness to Māori ākonga as Kapa Haka provides a learning environment that celebrates Māori culture and what it means to be Māori. The research shows that there are other associated benefits including:

- the recognition that, as Māori, they add value to New Zealand's unique identity
- the embedding of Māori values (e.g. whanaungatanga, ako, tuakana:teina)
- increased confidence gained from 'performance'
- an appreciation of the different dimensions that contribute to holistic well-being (hauora)
- an enhanced ability to communicate meaning through visual language e.g. action songs and haka
- physical stamina, fitness and coordination
- cognitive stimulation due to the demands of recitation, repetition and memorisation
- a sense of solidarity from being in a collective, as part of a team
- self-discipline and commitment
- exposure to leadership opportunities and role-modelling

- personal growth and development

Te Reo Māori and Te Ao Māori are more than a curriculum area; they are part of who we are as New Zealanders. The challenge for us, as a school, is how to integrate Te Ao Māori and Te Reo Māori through all learning areas. To ensure each ākonga' prior knowledge and experience provides the foundation from which new learning can build and potential can be released.

The second challenge for us is how we can more effectively work towards ending the disparities between Māori and Pakeha. How we can embed across learning areas, subjects and courses culturally and relationally pedagogies that engage our Māori ākonga and support them to achieve their potential.

A third challenge is to incorporate local curriculum across faculty areas as a foundation not as an add on.

Wānanga

All students have 1 hour of Wānanga every week, and 2 half hour sessions. In this context there are themes around Aotearoa **New Zealand** "As a citizen of Aotearoa NZ, how can I engage with and contribute to our rich cultural diversity?"

Here is the [Wānanga handbook](#).

Content around Matariki, Te Wiki o te reo Māori are explicitly delivered, in addition there are exploration into weekly Whakataukī.

Tikanga in Wānanga

- Tikanga of Wānanga is co-constructed in a **mission statement and class treaty** with the rōpū
 - [Te Koru Class Treaty](#)
 - [Te Arahua Class Mission Statement](#)
 - [Te Pae Tawhiti overview and introduction - to lead into kōrero](#) (please note, this comes with the flexibility of the class constructing this (agentic)).
- Use of **karakia** - open Wānanga at the beginning of the week and close at the end of the week. [Karakia](#)
- Kaiako will use the correct **pronunciation** of ākonga names
- **Whakataukī** will be used to support the major themes/topics in Wānanga - kōrero or activities will be designed by kaiako to embed the Whakataukī across the learning of the topic. These can be found in the teacher planner. [Here](#) is also a set of slides which outline possible activities or inspire kōrero for Term 1's Whakataukī.
- **Waiata** can be used as part of the Wānanga programme. For example, there are waiata available through [Mātauraka Mahaanui](#) that can support celebration of events
- Significant events and contexts that are important to a **Mātauranga Māori and Te Ao Māori view** will be given 'space' and priority for learning in Wānanga, for example; (not an exhaustive list):
 - Matariki
 - Te Wiki o Te Reo Māori
 - Cultural narrative of Rakahuri

Progress and Achievement

Literacy and Numeracy 2024

All ākonga are required to achieve 10 credits at Level 1 in Literacy and Numeracy to achieve NCEA Level 1. At Rangiora High School in 2024:

- 41% of Year 11 Māori ākonga gained Level 1 Literacy (the rate for all Year 11 ākonga was 81.3%). The national rate for all Year 11 ākonga was 76.6%.
- 26% of Year 11 Māori ākonga gained Level 1 Numeracy (the rate for all Year 11 ākonga was 81.8%). The national rate for all Year 11 ākonga was 74.6%.

For University Entrance, ākonga are required to achieve 10 credits in Literacy. These can be achieved in Level 2, or if needed, in Level 3. At Rangiora High School in 2024:

- 42.4% of Year 13 Māori ākonga gained UE literacy (the rate for all Year 13 ākonga was 51.7%).

NCEA Level 1-3

NZQA's Equitable Educational Achievement for Ākonga Māori Project - Phase 1

After reviewing nationwide data, our school was identified as having raised Māori achievement of NCEA Level 1 ākonga from 2017 to 2020. Unfortunately, since 2020, there has been a decline in our Māori achievement (this is consistent with the entire cohort and in many cases consistent with National results)

2024 NCEA Results

Year 11	2020	2021	2022	2023	2024	NATIONAL 2024

NZ European	82.8%	69.1%	72.4%	69.4%	68.8%	50.8%
Māori	71.7%	54.3%	61.3%	60.4%	53.8%	39.9%
Pasifika	81.8%	71.4%	62.5%	88.9%	69.2%	36.7%
Asian	100%	71.4%	80%	50%	76.0%	39.6%
Other	100%	50%	100%	100%	100%	40.9%
Total	82.9%	69.6%	72.5%	69.2%	69.1%	45.3%
Year 12	2020	2021	2022	2023	2024	NATIONAL 2024
NZ European	81.7%	79.9%	73.6%	77.6%	83.4%	78.1%
Māori	77.1%	80.4%	68.6%	68%	78.6%	64.7%
Pasifika	100%	72.7%	80%	83.3%	60%	65.1%
Asian	100%	80%	66.7%	80%	91.7%	69.6%
Other	100%	0%	0%	50%	100%	73.8%
Total	82.2%	80%	73.8%	77.8%	84%	73%
Year 13	2020	2021	2022	2023	2024	NATIONAL 2024
NZ European	68.9%	65.8%	75.1%	66.3%	72%	72%
Māori	59.3%	50%	72.7%	56.5%	60.6%	58.3%
Pasifika	80%	42.9%	50%	50%	60%	64%
Asian	70%	85.7%	66.7%	71.4%	60%	68.8%
Other	0%	100%	0%	0%	50%	66.3%
Total	69%	65.6%	74.8%	65.8%	70.9%	68.7%

Results v EQI and RHS

	Māori RHS	Māori EQI	RHS
ONE	53.8	+10	-15.3
TWO	78.6	+5.4	-5.4
THREE	60.6	-0.7	-10.3
UE	42.4	+8.9	-9.3

A positive results means that Māori RHS was Higher than the others

Literacy and Numeracy

	RHS	EQI
LITERACY	81.3	82.2
NUMERACY	81.8	79.6

Mentoring and Support of Māori and Pasifika Ākonga

All Māori ākonga are supported by:

- Their Wānanga kaiako. This year, Year 9 ākonga enrolling from bilingual schools were given the option of joining a wānanga group specifically designed to support the ongoing learning of tikanga and Te Reo.
- We have a permanent Kaiārahi Māori, Whaea Te Aniwa Nelson; supporting our Rangatahi Māori. This includes: identifying ākonga at risk, working with some ākonga in class, learning conversations with ākonga re pathways and liaising with whānau. Te Aniwa will work in our Careers Department offering opportunities to taura from external agencies, tertiary study and work experience; promoting and following up on scholarships, courses and programmes for taura. Te Aniwa helps coordinate whānau hui, liaises with our pastoral network, supports ākonga and kaiako at events as well as facilitating them.
- Recently we have appointed Waiora Brooks into a 14-hour Kaiārahi Māori to work alongside Te Aniwa.

- The pastoral network includes teachers, Kaitiaki, Guidance Counsellors and Deputy Principals.
- In 2024 we appointed Amber Goldsworthy as Kaitiaki te Āo Māori - this included a creation of effectively a Māori Department in our kura. Her role includes overseeing the delivery of curriculum and also ensuring oversight and pastoral care of our Māori ākonga. We see this as a very positive step forward for our kura. Amber is currently on maternity leave and we employed a very experienced kaiako Danna Robson as her maternity leave replacement.
- Paula McDonald, as Deputy Principal with responsibility for Teaching and Learning, has oversight of Māori ākonga engagement and attendance. Matua Remihana Emery, our Associate Principal, is also supportive in this role.

Retention and Transition of Māori Leavers

Māori ākonga leaving Rangiora High School with NCEA Level 1 or above:

	2020	2021	2022	2023	2024
Number	34	31	46	37	35
% of total	82.9%	75.6%	80.7%	77.1%	70%

Māori ākonga leaving Rangiora High School with NCEA Level 2 or above:

	2020	2021	2022	2023	2024
Number	28	26	39	29	32
% of total	68.3%	63.4%	68.4%	60.4%	64%

Māori ākonga leaving Rangiora High School with NCEA Level 3 or above:

	2020	2021	2022	2023	2024
Number	16	13	24	13	20
% of total	39%	31.7%	42.1%	27.1%	40%

Māori ākonga leaving Rangiora High School with University Entrance:

	2020	2021	2022	2023	2024
Number	9	11	18	9	14
% of total	22%	26.8%	31.6%	18.8%	28%

Ākonga and Whānau Voice

Rongohia te Hau

We completed our 11th year using this process in 2024. Rongohia te Hau is a tool that gives schools a picture of their pedagogy. Rongohia te Hau co-constructs the process for understanding classroom practice across a school. The evidence that is gathered tells us how we can change pedagogy if we want to make more of a difference for our Māori ākonga, and as is often stated, what is good for Māori is good for all ākonga. The observations offer a snapshot - a slice in time - that provides a representative sample across the school that gives a picture of what the pedagogy could look like on any given day. The Kia Eke Panuku team visited approximately 35 teachers' rooms to complete a 20-minute observation. The classrooms are chosen randomly to provide a good 'slice' of the school.

After the classroom walk-throughs, the Kia Eke Panuku teams shared learning conversations helped us to reconsider the classroom pedagogy across a continuum from 1 to 5. Together, we grouped it according to classrooms where the evidence of relational and culturally responsive pedagogy was basic, where it was developing and where it was integrating. In our last Rongohia Te Hau walk-throughs this shift was evident and we are hoping to see that again in 2025.

Māori ākonga and their whānau and teachers are also surveyed.

[Rongohia Te Hau 2024 MDP Summary](#)

[Rongohia Te Hau Graphs 2017 - 2024](#)

[Rangiora High School RtH 2024 Power Point survey overview.pptx](#)

Classroom walk-through observations 2024

Number of walk-throughs completed		40		
Percentage of teachers		35%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
	2	10	17	11
Basic	Developing		Integrating	
	30%		70%	

Classroom walk-through observations 2023

Number of walk-throughs completed		39		
Percentage of teachers		34%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
0	2	12	16	9
Basic	Developing		Integrating	
	36%		64%	

Classroom walk-through observations 2022:

Number of walk-throughs completed		44		
Percentage of teachers		40%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
	2	15	17	10
Basic	Developing		Integrating	
0%	39%		61%	

Classroom walk-through observations: 2021

Number of walk-throughs completed		41		
Percentage of teachers		38%		
Pedagogy continuum				
No evidence	A little evidence	Some evidence	A lot of evidence	Full implementation
0	4	16	11	10
Basic	Developing		Integrating	
0%	49%		51%	

Ākonga Voice

Two senior ākonga attend weekly Wednesday meetings with the Kia Eke Panuku Strategic Change Lead Team. This is a regular opportunity for them to report back, ask questions, get information or raise concerns.

These responses reinforce the need for the school's ongoing commitment to culturally relational and responsive pedagogy through the mahi of the Kia Eke Panuku Strategic Change Leadership Team. We also gather ākonga voice through our Rongohia Te Hau annually. At the end of 2022 the KEP team spoke kano ki te kano to Year 9 and 10 rangatahi - [this was the data captured](#). This data formed the basis of the 'Know Me, Guide Me' focus in our Strategic Plan and is still very relevant today.

Whānau Hui and other events

Whānau Hui are scheduled one per term. Our first Whānau Hui will be held on March 11. In term 2, 2024, a special NCEA Whānau hui was held to support both our Pasifika ākonga and whānau. Our intention is to offer this again in 2025. Typically, whānau hui are week 6 of every term. We have our Matariki Celebration on Tuesday June 17. This will be our fifth event since starting in 2021.

Additionally, our school will host Ngā manu Korero for the first time since 1997. This is a wonderful opportunity to host over 2000 kaiako, whānau and ākonga. This will occur on Wednesday 18 and Thursday 19 June.

Staff

In 2024 we appointed Amber Goldsworthy as our Kaitiaki Te Ao Māori. Amongst her role, she oversees the delivery of our Te Reo Māori and Kapa Haka Programmes. Our kaiako are Whaea Kezia Lavea (Ngāti tama te tau ihu) and our Kapa Haka kaiako are Whaea Raewyn Brown and Whaea Dee Teddy. During 2024, Amber took Maternity leave and we employed Whaea Danna Robson (Ngāti Kuri, Te Aupouri, Te Rarawa)

Other staff who identify as Māori are:

- Mary Himiona (Drama)
- Claire Aldhamland (Visual Arts)
- Leanne Abraham (English)
- [Andy Murray](#) (Agriculture)
- [Leigh Miller](#) (International Manager ESOL)
- [Elise Brambley](#) (Dean of Hillary House)
- Jean Foster (Kaiāwhina ESOL)
- 2024 Nicole Manawatu-Brennan (Kaiārahi i te reo Māori)
- 2025 Waiora Brooks and Te Aniwa Nelson (Kaiārahi i te reo Māori)

Professional Learning and Development

Kia Eke Panuku Strategic Change Lead Team

Amanda Peter leads this team. Their role being to develop cultural relations for responsive pedagogy. This team continues to meet Wednesday mornings. Two senior ākonga have joined the team. A website has been created which shows what we are doing, news, readings and a whole lot more. [Here is a link to the website.](#)

The team continues to deliver whole staff Professional Learning for many years. The focus of this has included: Māori Ākonga Achievement, Gathering Culturally Responsive Student Voice, Our Cultural Toolkit and also reviewing our Culturally Responsive Rangiora High School Continuum.

Shadow Coaching

The Kia Eke Panuku SCLT continues to nurture this kaupapa. This year we are again working with Waikato University: Karley Wilks-Forde. Shadow Coaching now occurs within faculties. Middle leaders have been trained in 2020 and 2021 on the kaupapa, including how to observe and also how to have the Shadow Coaching kōrero. The Shadow Coaching method has seen a deepening of understanding of the Cultural Tool Kete and a shift in teacher practice (as seen in the Rongohia Te Hau data) This is now just part of Faculty culture, in that all faculty administration occurs in a Culturally Responsive manner.

Te Reo Māori

Many staff have completed the programme, *He Papa Tikanga*, to learn Te Reo Māori and Tikanga. Staff are currently enrolled. This is an intensive self-directed programme.

Many staff are enrolled in *Te Ahu o te Reo Māori learning programmes* Levels 1 - 5. These programmes aim to grow and strengthen an education workforce that can integrate te reo Māori into the learning of all ākonga in Aotearoa New Zealand by 2025.

2021

- 65 Staff had completed He Papa Tikanga through Te Wānanga o Aotearoa
- 17 staff were enrolled in Te Ahu o Te Reo Māori

2022

- 19 staff who are currently enrolled in Te Ahu o Te Reo Māori.
- We have 6 staff Learning Level 1, 6 at Level 2, 2 at Level 3 and 5 at Level 4.
- We also have one staff member enrolled in Level 4 Raranga!!

2023

- Many staff are currently enrolled in Te Ahu o Te Reo Māori.
- We also have one staff member enrolled in Level 5 Raranga

2024

- Many staff are currently enrolled in Te Ahu o Te Reo Māori.
- Staff continue to upskill on tikanga through He Papa Tikanga delivered by Te Wānanga o Aotearoa
- We also have one staff member on study leave enrolled in Level 6 Raranga

Puketeraki Kahui Ako

Culturally Responsive Pedagogy is important in our Kahui Ako

We have Across School Leaders working in this space - this includes Shauna Henderson. She has co-led a rōpū from across our Kāhui Ako called He Tipu. In 2024 this rōpū met 6 times in the year to progress their mahi. We have also released one of our Kia Eke Panuku team in the past to attend. [Claire Aldhamland](#) has recently been appointed as a Within School lead to work in this space.

Amanda Peter continues to lead our Kia Eke Panuku Team in 2025. This team consists of both kaiako and rangatahi. Their role is to develop cultural relations for responsive pedagogy. The team continues to meet every second Wednesday morning

The team has also delivered and lead whole staff Professional Learning. The focus of this is on Māori Ākonga Achievement and also reviewing our Cultural Responsive Rangiora High School Continuum.

Te Wiki o te Reo Māori (Māori Language Week)

This is valued in our kura. Our students and kaiako work to make this a week of celebration.

Our kura registers every year for the Māori Language Moment. Our whole kura stops and e tū for the Aotearoa New Zealand National Anthem.

Every year a [kete of resources](#) is produced and shared with all kaiako to support them to uphold Māori language within their Wānanga.

All staff have the opportunity to participate in the [Te Wiki o te Reo Māori quiz](#)

Our focus is that 'every' week is Te Wiki o te Reo Māori.

In 2024 our Year 13 leaders took on the responsibility for driving our mahi in this area as a kura.

Mātauranga Māori

We successfully applied for centrally resourced funding for support to integrate Mātauranga Māori into NCEA courses in 2024.

During 2024 our RAPLD contract continued with HTK, centred around supporting our middle leaders.

In 2024 our Leaders of Learning worked with HTK, their first PLD session was on 29th February 2024. See [here for a summary](#) of that day

At the end of 2024 all leaders of learning met with either the DP - Teaching and Learning or the DP - Curriculum to ascertain the embedding of Mātauranga Māori into Teaching and learning programmes in Level One NCEA.

[Report on Mātauranga Māori, Feedforward, Feedback, Scaffolding, and Differentiation in Learning Areas at Rangiora High School](#)

Staff briefings / meetings

Staff say karakia for our 2 morning briefings and some staff use karakia at other hui. Waiata are practised at Friday mornings briefing.

Self-Reflection

To support staff reflect on where they are at and their next steps a [self-reflection template](#) has been developed. Staff are also encouraged to use [this tool](#) to self-reflect on their pedagogy

Other Supporting Documentation in kura (some is archived):

What steps are you taking to make instruction available to all your students in tikanga Māori and te reo Māori?

How well are you achieving equitable outcomes for Māori students?

- Sight policy
- Curriculum plan/overview [Curriculum Policy](#)
- Analysis of variance / analysis of achievement data
 - [KIG - Māori Student Achievement Report](#)
- Professional learning around Te Tiriti o Waitangi
 - [Culturally Responsive PLD Plan 2022](#)
 - [PLD Application - DRAFT HTK MDP](#) (successful)
 - [RHS Puketeraki TRM Language Plan](#)
 - [Rongohia Te Hau Data 2024](#)
 - [Rongohia Te Hau Continuum Staff PLD 2022](#)
 - [CRRP Teacher Planner 2024](#) .

- Bill Anderson Te Tiriti Workshop Term 3
- PLD regularly with staff
- Other
 - [Kia Eke Panuku - runnings](#)
 - He Tipu (Kāhui Ako)
 - [Language Acquisition Hui 5 November](#)
 - [Equitable Educational Achievement for Ākonga Māori Project – Phase 1](#)
 - [2024 Tauira Māori.pdf](#)
 - [Gathering Student Voice - RTH](#)
 - [Local Curriculum and Tikanga Māori and Mātauranga Māori in Faculties 2024](#)

B. STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on principles of being a good employer	
Obligation to provide good and safe working conditions	Yes – including a health and safety officer, staff wellbeing officer, EEO policies and procedures and regular surveys on wellbeing
EEO Programme and how it has been fulfilled	No
Impartial selection for applicants	Yes – all interviews are held with uneven numbers commencing at three interviewers. Ngai Tūāhuriri engaged in culturally specific positions. Appointment policy in place and followed. All interviews recorded with question number system.
Recognising <ul style="list-style-type: none"> - Aims and aspirations of Māori - Employment requirements of Māori - Greater involvement of Māori in the Education sector 	See EEO policy attached
Enhancing the abilities of individual employees	School wide PLD and individual growth PD including the ability to retrain (school supported) (Currently one teacher and one counsellor)
Recognising the employment requirements of women	EEO Policy attached
Recognising the employment requirements of persons with disabilities	EO Policy attached

Reporting on EEO	
Do we have an EEO policy?	Yes (attached)
Does it include training to raise awareness of issues which may impact EEO?	No
Is there someone appointed to coordinate compliance?	Yes
Does it provide for reporting on compliance?	Yes
Does it set priorities?	No

PART FIVE:

APPENDIX

1. REPORT ON ANNUAL TARGET PROGRESSION

A. LEARNING

Targets:

1. TOP with 100% 7+ credits
2. New procedures for withdrawing students from standards
3. Evidence of scaffolding in Year 11
4. Whenua report on KPI's

Review:

- All four KPIs were completed
- The TOP (students requiring additional credits) were offered twice this year. 85% of students achieved 7+ credits. Moving forward this will be run as a mid-year boost as the end of the year is too tricky with examinations. There was an issue highlighted that the nominations from the houses were inconsistent at best – to be addressed. 55 students needed extra support (30% of Year 11)
- With the Te Awhina Program (TAP) in place in Year 11 there may not be a need for the TOP to continue. The TAP replaces bridge in Year 11 and is for students that have been monitored as needing additional support:
 - They will have only 5 subjects and the sixth will be TAP
 - There will be a focus on Literacy and Numeracy
 - Support will be in place for their other subjects
 - Possibly we will run the TOP (7+ credits) in this time
- The question was raised whether we are holding a lens over Merit and Excellence and if Level One supports this. There is a hole in our delivery to students and parents with respect to aspire and endorsements that needs addressing. There were also questions around where we stand with preparing our students for assessment i.e. study techniques.
- Removing students from standards by teachers has been tightened. This was in response to teachers removing students due to low expectations and not having conversations with the caregivers. Lateral accountability?
- There was a great deal of work completed with feedback and feedforward with ImpactEd (outside consultant and professional development provider). Progressing well. Evidence of scaffolding seen. This needs to be a focus moving forward including peer feedback and self-assessment.

B. CURRICULUM

Targets:

1. Curriculum review completed
2. Explicit planning of Mātauranga Māori in every department
3. Year 11 Unit plans in every department with scaffolding
4. L/N Rōpū established term 1 and review term 4
5. Whenua KPI's

Review:

- The curriculum review went well. Removal of both semesterisation and Ako were well received. We did wonder that we may have removed the excuses but have yet to change the practice of teaching and learning. With the subjects being single subjects yet only three hours, there has been a push to bring those four subjects (Maths, Science, English and Social Sciences) back to 4 hours. Currently we do not have the capacity for this. There was also general positive feedback on full year courses in the senior school.
- Wānanga stills holds some issues and these will have to be investigated by the pastoral team for implementation in 2026.
- All faculties have embraced Mātauranga Māori but not all subjects. We need to address the expectations of all faculties to be part of this process. Lateral accountability?
- Next year there needs to be a focus on reigniting the passion for teaching.

C. CULTURE

Targets:

1. Define the key aspects and draft a plan by the end of term one
2. Collect data term two
3. A culture focus group is created
4. Implement the drivers in Term three
5. Progress data by the end of the year

Review:

- It appears that the targets were a little unrealistic. The KPI's were right.
- There was some discussion around the validity of the data (32% return staff/25% return student).
- This needs unpacking before moving forward.

D. PASTORAL

Targets:

1. Pastoral completed end of Term 2
2. Restorative imbedded by the end of year

Review:

- Review completed. The review itself was relatively thin but the suggestions moving forward were very robust and flowed into our new senior leadership structure.
- This is a real area for lateral accountability.
- We are hearing about students talking about kindness. This is positive.
- We now have the same houses but a completely different structure within the house:
 - There are still 6 houses
 - Each dean/head has been replaced by a Kaitiaki
 - Each Kaitiaki will look after either Years 9-11-13 or 10-12 and they will rotate each year meaning that one Kaitiaki will stay with their Year 9 for the whole 5 years to Year 13
- There is a real focus on consistency and *lateral accountability*

2. STRATEGIC DISCUSSION

A. SHIFTING FORM GOOD TO GREAT

The key focus from discussions is that we need to shift our school from good to great. We believe that we are good at pastoral care but to shift from great we need to improve:

- our consistency,
- create clear pathways for attendance,
- create a culture of a sense of belonging and
- lateral accountability

To shift our teaching and learning from good to great we need to:

- Ignite the passion for our craft,
- Embrace the art of engagement,
- Have high expectations of all students and
- Shift the mindsets of our community.

To improve our reporting and actions we need to:

- Embrace and embed our tracking of student achievement and attendance,
- Improve our processes and procedures,
- Create SMART goals and
- Lateral accountability.



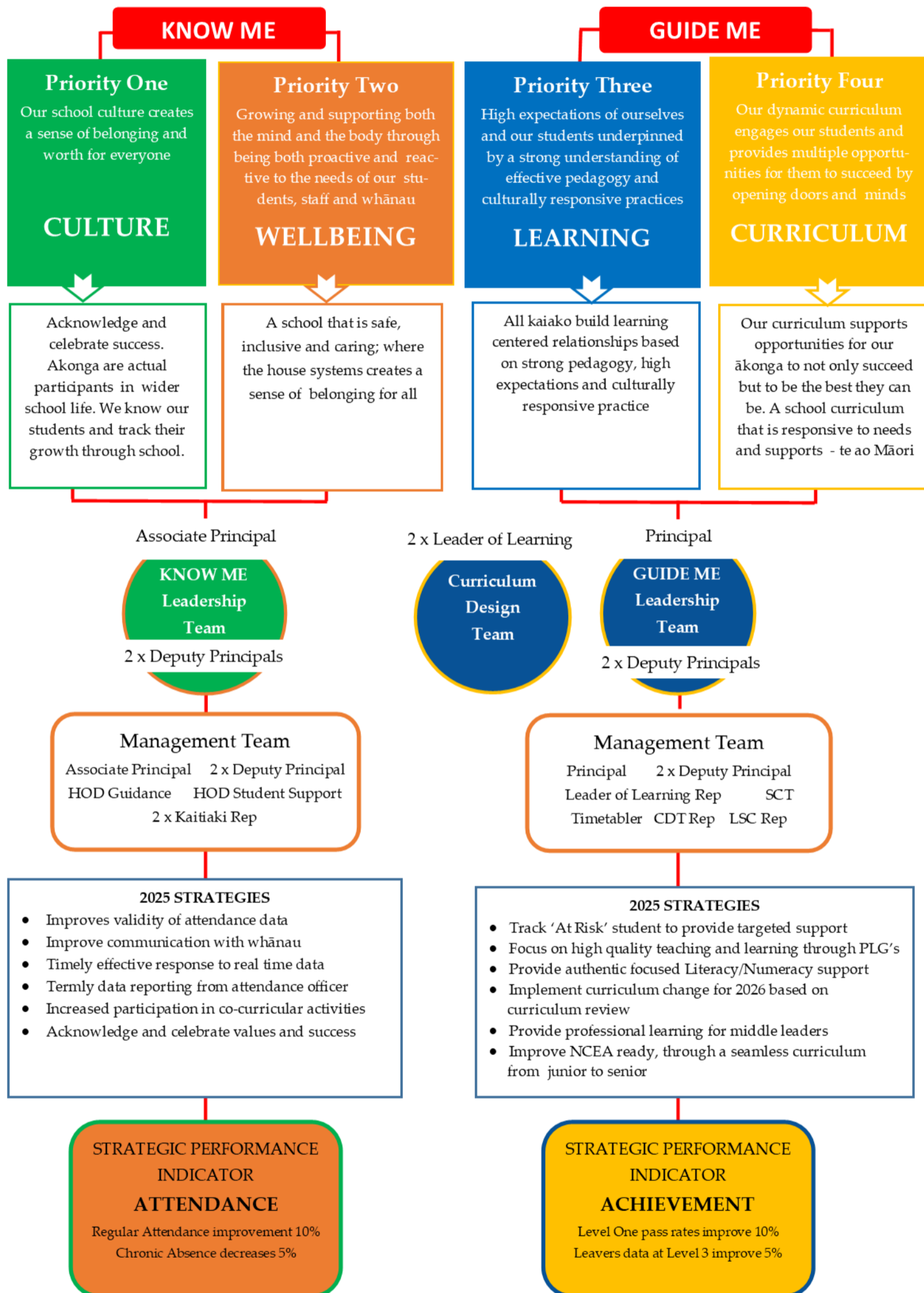
To shift from good to great in a school of our size we need to be careful where we place our energies and resources. There are four key elements of this:

1. Invest in middle leadership – this is about improving the management of our school through both the Kaitiaki and leaders of learning by committing to targeted professional development at learning.
2. Removal of whole school professional development and target development based on needs.
3. Embed the current process around tracking and create processes that lead to best practice for reducing non-attendance.
4. Encourage a philosophy of lateral (internal) accountability:

Powerful change can be achieved when teachers and schools accept the challenge of lateral accountability for raising the achievement of all the community's leaders, teachers and students. "Internal accountability occurs when individuals and groups willingly take on personal, professional and collective responsibility for continuous improvement and success for all students." (Hargreaves and Shirley 2009).

B. A NEW BEGINNING...

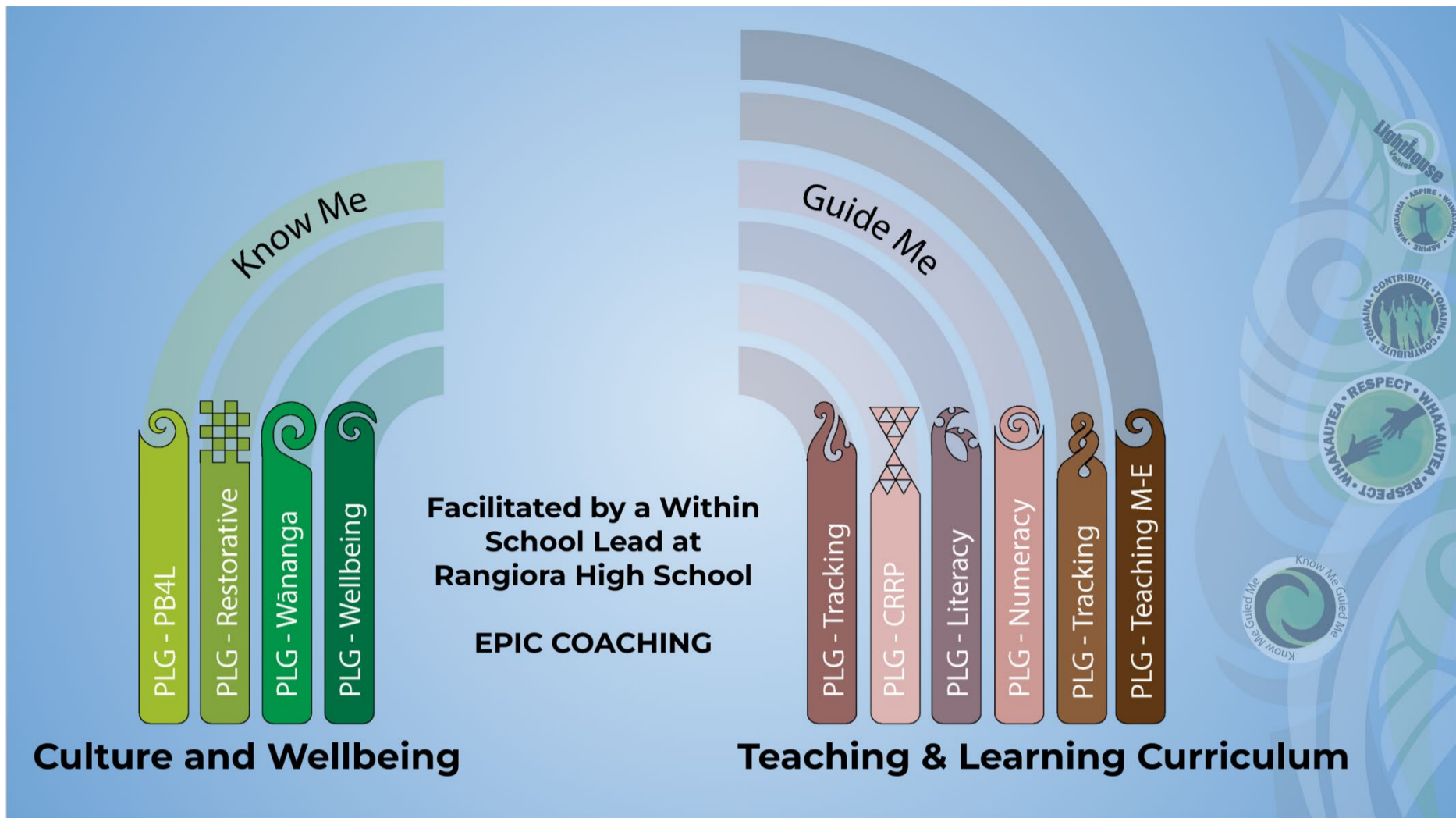
A robust discussion was held a number of weeks ago about the input: output flow. Our inputs are high, and our outputs are not shifting as much or as quickly as we would like. This led to a redesign of the senior leadership team and the embracing of the core concept from a book called “First break all the rules. This led to a complete redesign of the house structure, a redesign of the strategic leadership team, and the creation of a ‘Curriculum Design Team’.



C. OUR CORE FOCUS

Working from the inside out:

- *Know us/me – Guide us/me* remains the mantra for our school. This remains and is still a powerful statement that sets the scene for the way we do things. This needs to be re-energised in 2025.
- *Know me – Guide me* merges with our 2025 calling of “shifting from good to great” and this give us our purpose for 2025 and onwards.
- You may notice that we have shifted wellbeing to the bottom left and culture to the top right. This is to show that wellbeing underpins culture and our curriculum underpins our teaching and learning.
- Looking at each of the areas:
 - o *Learning* now has a focus of not only **effective pedagogy** (teaching) but also, we have recognised that we need to re-ignite the **passion for teaching** and the **art of engagement**. We are looking to not only shift skillsets but also mindsets.
 - o *Curriculum* has a new element where we have created a curriculum design team. This team is made up of two Leaders of Learning who will be driving change in our curriculum. It is our belief that we need people who are closer to the curriculum than the senior leadership team who may only teach one class. This area also shows the commitment we are making to embrace the concept of ‘climbing the mountain’ through growing and empowering our leaders of learning.
 - o *Wellbeing* now has an element of Kaitiaki included. The review of the pastoral system created a number of changes to the way our pastoral system runs and a key element is making sure that our Kaitiaki are well supported in their role.
 - o *Culture* sees no real change for 2025 and remains having a sense of belonging at the centre of what we do.
- The Strategic Leadership Team has seen a movement away from an individual portfolio approach to a collaborative team approach. There are two teams that look after each side of our *Know Me – Guide Me* focus. There are two critical ideas that underpin this decision:
 - o Individually we are good...together we are great. This means that there is no one person looking after an element of our school and in doing so we strengthen every person.
 - o Collaborate and focus – the pastoral team focusing on pastoral and the learning team focusing on learning hopefully creates a situation where people are not pulled away from their core task.
- Each leadership team is supported by a management team. The purpose of the management team is to streamline any changes by giving those who are affected a voice at the table. Those at the table for the pastoral team are: 2 x Kaitiaki representatives, Head of Guidance and Head of Student Support. In the learning team, representation is from the Leader of Learner representative, Timetabler, Specialist Classroom Teacher and a Learning Support representative.
- Each of the teams have a clear single key performance indicator:
 - Know Me: Attendance
 - Regular attendance (>90%)
 - Chronic attendance (<70%)
 - Guide Me: Achievement
 - Level One NCEA pass rates
 - School Leaver Data
- Our professional learning and development will also have a new focus. We are shifting away from whole school professional development to a more tailored professional learning group. This had come about not because we believe whole school to be ineffective but rather there is a natural cycle of engagement and disengagement. It is now timely to have a new system of a more tailored approach and they sit well underneath the focus areas above:



- Resourcing will need to be explored and targeted as we unpack our targets and how we are going to achieve those targets.

D. STRATEGIC PROPERTY REPORT

Two significant headline projects were completed this year:

1. The Rakahuri building was modified in several important ways:
 - a. The open plan learning areas were converted to acoustically separate teaching spaces, providing an enhanced learning environment.
 - b. The library was moved from the ageing (and leaky) old building into Rakahuri, bringing it to life in the centre of the school. The IT Support office, Careers office and International office now occupy the same area, creating a full student support network right next to administration support and the Kaitiaki offices.
 - c. A new entrance way was installed, allowing for movement of students through the building without disrupting learning, presentation or library activities.
2. The new site for Mātauranga Māori, Te Ao Mārama, was built and opened.
 - a. After consultation with our Ngāi Tūāhuriri upoko rūnanga, Te Maire Tau, and discussion about our school motto, he gifted us the name 'Te Ao Mārama'.
 - b. This title has several meanings including, "The World of Light", "The World of Enlightenment", "The World of Understanding" - all promoting peace and understanding which aligns well with the school Latin motto 'Lux cum amore', 'enlightenment with friendship'. It also aligns with our hopes and aspirations for all rangatahi who may learn in this building.
 - c. The new classroom faces the Rakahuri awa which has been an important mahinga kai site for Ngāi Tūāhuriri whānau for generations. And the building has a vista to Maungatere to the north-west and Kā Tiritiri o te Moana - the Southern Alps - which are all important cultural and spiritual markers for our hapū.
 - d. The build of Te Ao Mārama was fully funded from Board reserves, and the \$1.8m Rakahuri improvement project was funded by the Ministry of Education with a Board contribution of \$500,000.

The final stages of the Fire Alarm system replacement were completed this year. The old system was made up of five independent alarms that sometimes worked together properly and had heat and smoke sensors that were old and failing, leading to false activations. The system has been replaced with a modern system with all new heat and smoke detectors in all parts of the school. The project took four years to complete and the cost approaching \$600,000 was fully funded by the Ministry of Education.

The first stage of a Ministry-funded heating upgrade project was completed this year with the installation of heat pumps in A & M Blocks, allowing them to be disconnected from the boiler system. The next stages planned over the coming two years are to replace ageing pipes that run under the Hall, connecting the boiler with Rakahuri, and upgrading the radiator systems in Blocks B - F. Remaining hot and cold spots in the school continue to be monitored and will be addressed as this project proceeds.

The Board funded a new classroom/workshop fitted out with high quality workshop machinery to provide a real-world experience for senior building classes.

A number of other building modifications took place during the year, mostly funded from Board reserves or operational grants:

- Two rooms in F Block have been modified for use in the senior Lighthouse programme, providing much-needed extra space for the growth in the programme.

- The Maths office has been moved into a new workspace in Rakahuri (one of the former break out spaces).
- The English office near G Block has been renovated.
- The last of the old year 10 hubs in G Block has been converted to two separate classrooms.

Following the completion of the changes in Rakahuri and the opening of Te Ao Mārama, we have been able to discontinue use of the ageing pre-fabs to the north of the main campus, K & T Blocks. The amount of time students and staff spend crossing the road is reduced, and all students are now able to work in a modern classroom learning environment.