

# Rangitoto College

## Annual Plan 2024

Empowering great student outcomes through the provision  
of quality teaching and learning programmes

### PRIORITY 1A

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
	Kata/Iwi/Students	MRT/MJK	Kata/Jess/Yas	Ngā kaihoe o te ao Māori	GAL

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
<b>1a) Authentic integration of Matauranga Māori (Māori knowledge) into the Rangitoto curriculum</b>	Develop a Rangitoto Tikanga resource <ul style="list-style-type: none"> <li>- <a href="#">Website</a></li> <li>- Tikanga policy</li> </ul>	Complete by end of Term 1	Kata/Tu Rangatira  Support Yas	Website google site	Rangitoto tikanga/kawa will develop a school whakatau policy that outlines clear tikanga which will be delivered to all staff  Website to be developed - To incorporate centralised documentation for all staff to access.
	Whānau connections which supports links within the	End of term 1	Jess/SMP	Whānau Whānau hui	Invite a whānau member in to talk with students in Term 1-3 (3 sessions a year)

	curriculum.				
	PLD Mātauranga Māori  See 1c TP          Cultural Education Modules (see 3a)	All Year	Iwi Kāhui Ako          SMP / Kaihoe	ISL / ASL time Kai Wānanga	Iwi presents at full staff hui - building cultural connections with our local whenua  Targeted department PLD. Department hui with Iwi to develop resources and build cultural knowledge within curriculum. Department targeted in 2024; English, Science, Physical Education, TBC  ToD - A half day split with all staff for a marae experience, incorporating a pōwhiri process, roles & responsibilities, Te ao māori cultural framework  Modules of learning for staff to develop understanding for cultural safety in tikanga and navigating mātauranga in education  Online resource accessible on MM website beyond the learning modules.
	Embed Māori stories and tikanga into curriculums across school	All year	Kaihoe SMP	ISL/SMP	English, Commercials, Tourism, Science have integrated narratives and māori concepts into their teaching curriculum  Website will support departments to access maori knowledge and resources
	Integrate matauranga maori into extended tutor time	Term 1-3	SMP/Yas/MR T		Extended tutor to have maori concepts and tikanga embedded into the pastoral curriculum  Thrive programme to embed Mātauranga Māori concepts through the wellbeing curriculum.

# Rangitoto College

## Annual Plan 2024

**Empowering great student outcomes through the provision of quality teaching and learning programmes**

### **PRIORITY 1B**

RASCI Deliverables	Responsible HOD/CL	Accountable MKJ	Support ISL's	Consult GAL	Inform Staff
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
<b>1b) Implementation of knowledge rich curriculum in years 10-12</b>	Year 11 Rangitoto Diploma units established and assessed for KRC philosophy. <b>See 1(c) TP's</b> <b>See 1(a) MM</b>	Term 1-4	KRC ISL's and CL's (through the CL leadership programme)	<a href="#">Rubric</a>	2024 Year 11 units aligned with a knowledge-first approach. <ul style="list-style-type: none"> <li>100% of year 11 units at exposure level in at least 4/6 categories</li> <li>50% of year 11 units at emerging expertise level in at least 4/6 categories</li> <li>10% of year 11 units at growing expertise level in at least 3/6 categories</li> </ul>
	Unit plan alignment from year 9 to 11 including: <ul style="list-style-type: none"> <li>Effective questioning</li> <li>Misconceptions</li> <li>Feedback opportunities</li> <li>Quizzes for retrieval</li> </ul>	Term 1-4	HOD/CL/KA		A KRC alignment document created to: <ul style="list-style-type: none"> <li>assess the flow of knowledge from year 9 through to year 11 and assess for rigour</li> </ul>

	<ul style="list-style-type: none"> <li>Do nows explicit and deliberately chosen</li> <li>Best choice activities - narrated as required</li> <li>Consolidation/acceleration activities</li> <li>Teaching principles in unit design</li> </ul> <p>See 1(c) TP's See 1(a) MM</p>				
	<p>2023 Numeracy and literacy programmes reviewed. Best practice notions from KRC and teaching principles added into the programme documentation.</p> <p>See 1(c) TP's See 2(b) OCL</p>	Term 1-2	BRS, STN, CTH		<p>Review the data from pilot cohort and full cohort.</p> <p>Numeracy activities</p> <ul style="list-style-type: none"> <li>100% reviewed</li> <li>misconceptions added into 75% of numeracy activities</li> </ul> <p>Literacy activities</p> <ul style="list-style-type: none"> <li>100% reviewed</li> <li>2 activities per subject added into unit plans across the school</li> </ul>
	<p>Independent study conceptualisation considered, planned and piloted.</p> <p>See 1(c) TP's See 1(a) MM</p>	Term 1-4	Working group -staff -students -whanau		<p>Establish a working group to establish an independent study policy (philosophy). Pilot with junior classes in term 4.</p>
	<p>Knowledge organisers are prepared for year 11 Diploma courses.</p> <p>See 1(c) TP's See 2(a) OCL</p>	Term 1-4	CL's		<p>KO are prepared for all year 11 units. Consideration given to ensuring KO</p> <ul style="list-style-type: none"> <li>Are deliberately organised/logical and fit for purpose</li> <li>facilitate elaboration</li> <li>Are knowledge rich but not knowledge full</li> <li>Facilitate retrieval</li> </ul>

	<p>Correct and effective use of knowledge organisers.</p> <p>Review of semi-standardised knowledge organisers</p> <p>See 1(c) TP's See 2(a) OCL</p>	Term 2-4	KRC ISL's		<p>HOD and CL look at best practice for use for improving student outcomes.</p> <ul style="list-style-type: none"> <li>• HOD/CL present to HOD group</li> <li>• CL to present in departments</li> </ul> <p>90% of Year 9 units, 80% of year 10 and 70% of year 11 units have KO's in use.</p> <p>Survey</p> <ul style="list-style-type: none"> <li>• Student survey - 80% positive responses from students on their use for learning.</li> <li>• Staff survey - 80% positive responses from staff on their use for student learning.</li> </ul>
	<p>Sequence and embed a knowledge-rich curriculum in Year 12 for 2026 to support equity, excellence and application of knowledge, utilising the NCEA framework provided.</p> <p>See 1(c) TP's See 2(a) OCL See 1(a) MM</p>	Term 4			<p>Year 12 units redesigned with knowledge-first approach by the end of 2026.</p> <p>Vertical sequencing established Y9 - 12 to promote a solid schema of knowledge.</p> <p>Alignment with NCEA review established.</p> <p>Consideration given to good assessment practices.</p>
	<p>Te Mataiaho curriculum refresh; ensure understanding of and feedback on.</p>	T1-4	HOD		<p>Feedback on the documents founding principles and specific HOD feedback on curriculum area changes/adaptations</p>

## Annual Plan 2024

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### PRIORITY 1C

RASCI Deliverables	Responsible “The doer”	Accountable “The buck stops here”	Support “The helper”	Consult “In the loop”	Inform “Tell me after”
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
<b>1c) Embedding of Rangitoto teaching principles</b>	<b>Professional Growth Cycle</b> First year of PGC rebuild <span style="background-color: yellow;">See 2(c) PD</span>	T1 launch; T2-4	RND, GDN		<p>Teaching Principles become an integral part of PGC.</p> <p>Key elements of PGC for 2024:</p> <ul style="list-style-type: none"> <li>• Each teacher identifies and focuses on at least three characteristics of practice relating to department-chosen Teaching Principle</li> <li>• At least three catch-ups per year</li> <li>• At least two observations per year (targeted observations)</li> </ul> <p>Additionally:</p> <ul style="list-style-type: none"> <li>• PGC documentation has links to Teaching Principles content and observation resource(s)</li> <li>• Frequent communication via whole-staff and department/curriculum channels</li> </ul> <p>100% compliance to three key elements; evident in documentation</p>

	<b>Teaching Principles resources</b> Accessible resources into circulation  See 2(c) PD (New staff induction/PD)	T1-2	RND, Teaching Principles team (ISLs), CLD		Term 1 resources launched: <ul style="list-style-type: none"> <li>• Infographic posters</li> <li>• Laptop/workplace stickers</li> <li>• Infographic one-pager</li> <li>• Instructional continuums</li> </ul> Term 2: <ul style="list-style-type: none"> <li>• Rangitoto College Staff YouTube channel launched (with existing content)</li> </ul>
	<b>Curriculum Leadership</b> Pedagogical leadership increasingly part of curriculum leadership  See 1(b) KRC See 2(c) PD	T1-4	RND, MTT, ISLs		Teaching Principles woven into Curriculum Leadership programme (as part of curriculum development/planning and responding to data)  MTT and RND to continue to explore opportunities - ongoing
	<b>PCT programme</b> Begin rebuild to align with PGC (Te Mahi Ngā Tahi)  See 2(c) PD See 2(a) OCL	T1-4	GDN, SMA, CND		Increasing emphasis on strategic foci, especially Teaching Principles and Optimal Conditions for Learning - evident in observation resources  Increasing differentiation between PC1s and PC2s  Beginning integration of <u>rehearsal</u> into PCT programme  General structure: <ul style="list-style-type: none"> <li>• T1: OCfL (and school systems)</li> <li>• T2-3: TPs</li> </ul>
	<b>Learning Principles</b> Increasing emphasis on students learning independently	T3-4 launch	RND, MRT, ISLs		Development of Rangitoto College Learning Principles - these will be student-equivalents of Teaching Principles. Complement and amplify Optimal Conditions

	See 2(a) OCfL				for Learning.  Anticipated launch with Y9 in T3 2024. Launch will be to students and parents/caregivers and community.
	<b>NCEA Literacy and Numeracy</b>	T1 and T4	RND, CTH, BRS, STN		Review literacy and numeracy work to date; Teaching Principles further embedded by end T1  Review T4; modifications for 2025



## Annual Plan 2024

### Providing support to develop exceptional outcomes for our people

#### PRIORITY 2A

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
<b>Promote and deliver effective support programmes to enhance a holistic approach to student engagement.</b>	Staff engagement with OCL to develop effective classroom practice  <div style="background-color: #f4cccc; padding: 2px;">See 1(a) MM</div> <div style="background-color: #ffffcc; padding: 2px;">See 2(c) PD</div>	T1-2	MRT, NWN, ISL team, SCT, Deans	SCT, Kāhui Ako, SLT, HODs	Evolution of OCL as a result of consultation with staff and students <ul style="list-style-type: none"> <li>- 1 Staff focus group completed and findings reviewed</li> <li>- Review student focus group findings. Areas for improvement identified, including possible actions to take and avenues to deliver these</li> </ul> Identification of good practice demonstrating OCL in the classroom <ul style="list-style-type: none"> <li>- 10 observations in Term 1</li> <li>- Resources developed for targeted observations</li> <li>- Inclusion of observations in PC1&amp;2 programme</li> </ul> Staff engaging with schoolwide PLD programme to enhance engagement in their own classrooms effectively: <ul style="list-style-type: none"> <li>- PLD in developing best practice in the</li> </ul>

					<p>classroom beyond 'non-negotiables'.</p> <p>Utilise wellbeing notes to support OCL</p> <ul style="list-style-type: none"> <li>- Positive recognition</li> <li>- Transitions information</li> <li>- Pastoral notes to support classroom teacher</li> </ul> <p>NZCER data review: Review and report of 2023 data to consider whether interventions currently used are appropriate.</p>
	<p>Develop shared principles for OCL</p> <p>See 1(a) MM</p> <p>See 1(c) TPs</p>	T1-4	MRT, NWN, RND		<p>To consider the inclusion of: tikanga; Learning Principles; school values; framework of connect; thrive; future</p> <ul style="list-style-type: none"> <li>- Creation of a document to reflect OCL principles.</li> </ul>
	<p>Review, trial, develop and deliver preventative programmes to support student outcomes.</p> <p>See 1(a) MM</p> <p>See 2(b) Tutor</p>	T 1-4	Engagement Dean, ISLTeam, SMT, MRT, NWN	24/7, External agencies, ISL team, Engagement Dean	<p>Review, trial and deliver positive student intervention programmes to identified needs.</p> <ul style="list-style-type: none"> <li>- Cultural perspective</li> <li>- Boys/Girls perspective</li> <li>- Transitions</li> <li>- Recent immigrants</li> </ul> <p>Minimum of four preventative programmes delivered</p>
	<p>Plan, promote and deliver parameters and messaging on device use by students at break times</p>		Engagement Dean, NWN, MRT		<p>Develop a school-wide approach to device use at break times.</p> <ul style="list-style-type: none"> <li>- Trial device free break times on specific days with entire school in Term 3</li> <li>- Term 4 junior device free extended programme</li> </ul>

	See 2(b) Tutor				<p>Create staff and student messaging, avoiding a punitive targeted approach</p> <p>Deliver alternative engagement activities for students to counter dependency on devices</p> <p>Parameters established for indoor spaces at break times</p>
	Review current external agency support programmes	T1-4	Engagement Dean, NWN, MRT	Te Whetu, 808	Review effectiveness of 24/7, 808 and Te Whetu, including scope and delivery of these programmes. Analysis to be both qualitative (focus groups for student voice) and quantitative where available (attendance, behaviour).
	<p>Review and consider current Health Education programme with OCL</p> <p>See 1(b) KRC See 2(b) tutor</p>	T1-2	Health CL NWN, MRT, MKJ		<p>Review current junior Health Programme units to determine if they meet the needs of our student wellbeing data.</p> <p>Consider Thrive programme sequencing and Health programme sequencing to align</p>
	Improve our mental health services' exposure to students in delivering educational positive psychology and promoting internal/external support available.	T1-3	SMT, MRT	Guidance Dept 24/7	<p>Scheduled tutor class engagement with support services and timetable this</p> <ul style="list-style-type: none"> <li>- Minimum of each Year 9 Tutor class visited twice in the year by counsellors.</li> </ul> <p>Accessibility and promotion of student support resources across forums (e.g. Daily Notices; assemblies)</p> <ul style="list-style-type: none"> <li>- One assembly message each term targeting specific support mechanism</li> </ul>

	Review and develop support resources for deans within the Deans' Handbook for PCSchool use and accessibility	T1-2	CPE	Deans, CPE, KH	<p>Clear timeframes of data drops and understanding of usage</p> <p>Scheduling to be built within deans handbook and through levels meetings</p> <p>Continued PLD to deans on data drops</p> <p>Explore and promote external support providers for targeted students</p> <ul style="list-style-type: none"> <li>- Communicate these external providers to deans and add to handbook where appropriate.</li> </ul>
	<p>Whanau Engagement</p> <p>See 2(d) community</p> <p>See 3(a) MM</p>	T1-4	NWN, MRT, ISL Team		<p>Four community thrive evenings within the year</p> <p>One parent think tank (Year 10) to gather voice on student experience and parent support requirements.</p>

## Annual Plan 2024

### Providing support to develop exceptional outcomes for our people

#### PRIORITY 2B

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
<b>2b) Remodelling of tutor to extend positive student outcomes</b>	Refinement of the 'Thrive' programme within the Extended Tutor Time programme.  See 1(a) MM See 1(b) KRC See 1(c) TP's	T1-4	MRT, NWN	OCL team, Kāhui Ako	Three Extended Tutor Time sessions delivered across five different year levels delivering on the key skills identified for our students to support engagement. <ul style="list-style-type: none"> <li>- Term 1 (2* ETT)</li> <li>- Term 2 (1*ETT)</li> <li>- Term 4 (Yr 9 &amp; 10 1*ETT)</li> </ul> Mātauranga Māori perspective weaved into programme. <ul style="list-style-type: none"> <li>- ETT resources reflect MM</li> </ul> Develop a potential fourth Extended Tutor Time session for all year levels for 2025.  Review of ETT programme at the end of 2024.
	Ensure staff understand Thrive philosophy and deliverables within ETT	T1	KA, SLT	Staff PLD	Clear direction and philosophy of ETT delivered to staff in writing early in the year, followed by delivery of philosophy across PLD and Staff Briefings.

	See 1(a) MM See 1(b) KRC See 1(c) TP's				<ul style="list-style-type: none"> <li>- Develop one-page summary document for each year level.</li> <li>- Staff briefing prior to each ETT</li> </ul> <p>Online resources to support the delivery of ETT for staff and timely communication to staff regarding content and delivery.</p> <ul style="list-style-type: none"> <li>- Resources delivered 1 week before ETT</li> </ul> <p>Consolidate school Thrive calendar to encapsulate all internal and external support.</p>
	Planning and develop a Year 9 programme focused on tutor class identity.	T1	NWN	Year 9 Deans, Tutor Teachers, Guidance	<p>Development of resources for building a class identity in tutor class.</p> <p>Build Peer Support resourcing within this class identity.</p>
	Review Year 9 transition and orientation in preparedness for Term 1.	T1-4	NWN	Year 9 Deans, BLN, Guidance, Enrolments	<p>Evaluate the success of the transition and orientation programme based on the following criteria:</p> <ul style="list-style-type: none"> <li>- Communication</li> <li>- Student preparedness (logistically) to thrive in college</li> </ul> <p>Survey provided to a selection of parents and students of Year 9 2024</p>
	Implement online platform to support Year 9 OCL	T1-4	NWN, MRT, Y9 Deans	IT dept, Orah, Year 9 deans & tutor teachers	<p>Implementation of Year 9 wide mood meter app</p> <ul style="list-style-type: none"> <li>● 90% engagement in the app</li> <li>● Termly assembly messaging referencing app</li> <li>● Capture referral of students to support networks through the app and wellbeing note functions.</li> </ul>

					<p>Review usage of the app and support for students</p> <ul style="list-style-type: none"> <li>• Student feedback captured on app engagement</li> </ul>
	Plan and develop a Year 13 Tutor Time support programme	T1	SRL, MRT	MIOMO, Deans, Tutor Teachers	<p>Develop Year 13 online trial with MIOMO focusing on Year 13 independence</p> <ul style="list-style-type: none"> <li>• Deliver 5 week trial of online modules</li> <li>• Review this trial with the view of further development.</li> </ul>
	Attendance checking and monitoring through Tutor Teachers and Deans	T1-4	MRT	Deans, Tutor Teachers, Attendance Office	<p>Attendance checking expectations communicated to TTs through staff briefings</p> <ul style="list-style-type: none"> <li>• Staff to check attendance daily in TT</li> </ul> <p>Referrals of concern made to deans from TTs and Attendance Office. Patterns emerging to be communicated to deans.</p> <p>Regular Attendance rates to maintain 90%+</p>
	Review current tutor time allocation	T1-2	SLT, DTH	DTH	Options developed for staff discussion on potential tutor time

# Rangitoto College

## Annual Plan 2024

### Providing support to develop exceptional outcomes for our people

#### PRIORITY 2C

RASCI Deliverables	Responsible SLT, ISL	Accountable MKJ	Support ISL's,	Consult GAL	Inform Staff
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Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
2c) Provision of a challenging and flexible professional development programme for all staff	<b>PD plan</b> See 1(b) KRC See 1(a) MM See 1(c) TP's See 2(a) OCL	T1-4	MKJ, RND, NWM, MRT		<u>PD Plan 2024</u>
	<b>Strategic oversight/big picture PD.</b> Senior leader led PD to ensure staff have cognitive alignment to school goals  See 1(b) KRC		MKJ, MRT, RND, SMP and staff		Topics to cover: <ul style="list-style-type: none"> <li>• set your people up for success</li> <li>• know your people</li> <li>• bring your people with you</li> <li>• finishing the year strongly with your people</li> </ul> Staff continue to understand the strategic direction of the school. Alignment.



	See 1(a) MM See 1(c) TP's See 2(a) OCL																									
	<b>New staff PD</b> Separate PD for all new staff in the kura to get a sense of our strategic direction  See 1(b) KRC See 1(a) MM See 1(c) TP's See 2(a) OCL		NWM + ISLs		New staff #1 - creating a sense of what we do at RC New staff #2 - continue to embed the strategic direction of the kura  All new staff get targeted induction PD on the school's philosophy and strategic direction.																					
	<b>Te Reo PD</b> for all staff to support strategic plan 1a.  See 1(a) MM	T1-4	Various	Staff time	<a href="https://www.takatu.co.nz/">https://www.takatu.co.nz/</a> Staff involved in levels 1-4 of the programme Total of 20 teaching staff and 5 non-teaching staff complete the course and graduate in November.  <table><tr><td>Level 1 – Paiaka</td><td>Absolute beginners</td><td>▼</td></tr><tr><td>Level 2 – Takahi</td><td>Confident beginners</td><td>▼</td></tr><tr><td>Level 3 – Tumu</td><td>Advanced beginners</td><td>▼</td></tr><tr><td>Level 4 – Kahiwi</td><td>Intermediate – bilingual delivery</td><td>▼</td></tr><tr><td>Level 5 – Kaupeka</td><td>Advanced intermediate – te reo Māori delivery</td><td>▼</td></tr><tr><td>Level 6 – Karamata</td><td>Proficient</td><td>▼</td></tr><tr><td>Level 7 – Kāpuhi</td><td>Highly proficient</td><td>▼</td></tr></table>	Level 1 – Paiaka	Absolute beginners	▼	Level 2 – Takahi	Confident beginners	▼	Level 3 – Tumu	Advanced beginners	▼	Level 4 – Kahiwi	Intermediate – bilingual delivery	▼	Level 5 – Kaupeka	Advanced intermediate – te reo Māori delivery	▼	Level 6 – Karamata	Proficient	▼	Level 7 – Kāpuhi	Highly proficient	▼
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Level 6 – Karamata	Proficient	▼																								
Level 7 – Kāpuhi	Highly proficient	▼																								
	<b>Curriculum Leaders growth programme</b>  See 1(b) KRC	T1- 4	MKJ, MTH + other ISL's		All CLs staff enrolled and they attend 80% of the sessions: <ul style="list-style-type: none"><li>• The use of data to support teaching and learning programme development and pedagogy shifts.</li><li>• Managing staff</li><li>• Literacy and BMLs</li></ul>																					

	See 1(c) TP's See 2(a) OCL				<ul style="list-style-type: none"> <li>Curriculum development</li> <li>Curriculum Planning</li> </ul>
	<b>Te Mahi Ngatahi</b> Consolidate the PCT programme.  Create a survey to gain feedback on the programme's effectiveness  Create observation templates for specific aspects of KRC teaching  See 1(b) KRC See 1(c) TP's See 2(a) OCL	T1-4	SMA, GDN + CDY		Survey - 80% of PCTs provide positive feedback from a term 4 survey  Observation templates created and used with PCT's. At least 1 template used in an observation by the SCT's.
	<b>Deans/HOD specific PD</b>		MRT and deans MKJ and HODs		30 minute: Best Practice Workshops in each of the 7 Deans/HOD meetings in PD cycle
	<b>IB Professional development</b>	T1-4	BRT, MKJ		100% of new IB teachers complete a CAT1 PD in 2024 CAT courses in TOK, EE and CAS 50% of IB staff have at least 1 PD session in 2024
	<b>Support Staff Professional Development</b>	T1-4	Pam Watson	Budget - sits with Pam	One professional development opportunity per non-teaching staff member in 2024 to support their learning journey.

## Annual Plan 2024

**Providing support to develop exceptional outcomes for our people**

### PRIORITY 2D

RASCI Deliverables	Responsible “The doer”	Accountable “The buck stops here”	Support “The helper”	Consult “In the loop”	Inform “Tell me after”
	DTH CPE	HST	ZKIM	GAL / HOD / SLT / ZMYU	Staff

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
Strengthen and embed the use of data amongst middle leaders (HOD, CL, ISL, Dean)	‘Tools to analyse data’ PD for CL’s (see 2(c) Curriculum Leader Growth Program)	T1 Wk6	DTH		PD completed
	Protocols established for data discussions (to be held after data dump) between Line Managers and Direct Reports	T1 Wk11	CPE		Template developed to confirm action with direct links to strategic pillars (KRC, Teaching Principles, Optimal Conditions)  Increased use of formative assessment (e.g. checkpoint) seen in markbook entry
	Provide ‘Data Focus’ summary doc	T1 Wk 8	CPE		Summary provided
	HOD Discussion (Agenda Item)	Each term prior to data dump	CPE MKJ		Discussion held

	Reinforcement sessions for targeted HOD's		CPE MKJ		One session held in Term 1, Term 2, Term 3
	Reinforcement sessions for targeted Dean's HOD Data Discussion	Term 4	CPE MRT CPE HST DTH MKJ		One session held in Term 1, Term 2, Term 3  Session (2 hours?) completed (possibly part of an HOD Day)
Reduce the lag in result entry	Develop 'Entry Check' report	T1 Wk 5	CPE ZKIM		Report developed
Embed the use of markbooks by classroom teachers to track individual students (Base 9 Comparison - core subjects and GPA Change - all subjects)	Markbook Release  'How to video'  Release video and communicate to staff	T1 Wk 5  T1 Wk7  T1 Wk 9	CPE DTH		.Markbooks available  Video completed  2 x staff briefing
Establish data tracking for the Y11 Diploma	Scope Reports (Deans, Student Academic Reports)  Write Reports	T1 Wk 5  T1 Wk 8	CPE DTH ZKIM		Spec agreed and ready  Reports completed
Develop class grid of learning information	Scoping/Spec Development Trial with 6 staff	T2 Wk 2 T2 Wk 7 T2 Wk 10	HST CPE DTH ZKIM		Spec agreed and ready Reports completed Feedback received from staff

# Rangitoto College

## Annual Plan 2024

### Creating opportunities for students to make a positive difference in our community

#### PRIORITY 3A

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
	NOH, CNG, YMH, SMP, TSH, MLT, LNY	SRL NWN	MRT	GAL	Staff

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
<b>3a) Developing opportunities for our community to grow cultural connection</b>	Building reciprocal relationships in diverse Pacific communities		TSG/MLT		Celebrating 5 of the key Pacific language weeks - Samoan, Tongan, Cook Island, Niue, Fijian. Activities planned for each of these weeks. Inclusion of KA in these.
	Pacific Island performance group. Build experience with local schools.		TSG/MLT		Rosmini/WGHS/Massey/Marist/Liston cultural exposure. Blueprint for us to work off towards 2025.
	Pacific community engagement.				Fono engagement and evenings. One in T1 and one in T3.

	Pacific Island student Mentoring through Pasifica class		TSG/MLT		Mentoring programme expanded and formalised. Review and improve termly.
	Pacific Island Student newsletter				A termly update highlighting pacific success across the school.
	Further opportunities for Cultural Groups to connect with community.	T1-4	SRL, NOH, CNG, YMH SMP		Polyfest diversity stage Shifting of open evenings based upon community feedback and engagement (pathways evening) Expansion of performance coaching to KA schools. Infusion focus to expand across cultures. Food groups to increase confidence in cultural capital. Pipīwharau participation.
	Developing support structures for new students to community.	T3	SRL, NOH, CNG, YMH		Mentoring of ES students through Y12 leaders. Support of XIA through student leaders and increased connection to new migrant families.
	Māori community pānui (newsletter) communication	T1-4	LNy		Term newsletter for māori community reporting on upcoming events and experiences for our ākonga & whānau
	Te Ao Haka		Huia		Course established. Ākonga to connect classroom learning with kapa haka opportunities
	Tū Rangatira cultural leadership & tikanga development	All year	SMP & tutor teachers of RA		Daily tikanga based practices performed to grow understanding of roles & responsibilities in cultural settings
	Whānau engagement	T1-4	SMP & LNy		Term hui with māori whānau to engage and connect school initiatives with whānau
	Success celebration evening	T4	SMP/ MTR/		T4 Cultural celebration of success for māori

			NWM		and pacific communities of Rangitoto
	Māori student leaders and student group		SMP		Māori prefect leaders to coordinate the working group to facilitate events: Pōwhiri, whānau evenings, Pīpīwharauora, wānanga series and cultural education modules
	Wānanga series		SMP / Kaihoe		Cultural experiences at the Navy marae for ākonga to develop an understanding of elements of tikanga within te ao māori, and roles and responsibilities for cultural safety.
	Cultural Education Modules		SMP Kaihoe		Modules of learning for staff to develop understanding for cultural safety in tikanga and navigating mātauranga in education

# Rangitoto College

## Annual Plan 2024

Creating opportunities for students to make a positive difference in our community

### PRIORITY 3B

<b>RASCI Deliverables</b>	<b>Responsible</b> "The doer"	<b>Accountable</b> "The buck stops here"	<b>Support</b> "The helper"	<b>Consult</b> "In the loop"	<b>Inform</b> "Tell me after"
	<b>WSNC Sports Directors</b>	<b>HST</b>	<b>Sports Coordinators</b> <b>MISH / MAY / ZKIM</b>	<b>GAL</b>	<b>Staff / Community</b>

Initiative	Action plan sequence	Key Dates	RASCI/People	Resources	Milestone indicators / success metric
Establish and support the Directors (Rugby, Cricket, Football, Hockey, Netball)	Induction Development Plan Program evaluation/review	T1 Wk 2 T1 Wk 6 End of season	ZSNC Directors Sports Coord		2 scheduled meetings per term with DoS Regular meetings with Coordinators Report completed Report completed
Coach Development	Development Sessions  Training Resources	Ongoing  End of season	ZSNC Directors		Multiple level training sessions 2 x group coach meetings per term 1 x shadowing opportunity for selected coaches  10 x training resources produced



Player Development	Development Sessions for all players  Identified individual players	T2 Wk 4	ZSNC Directors Coaches	VEO	10 sessions in one “out of season” term  Individual development plans in place
Program Evolution	S & C program  Sport Sponsorship resource  Review SPA program	T1 Wk 11  T1 Wk 7  T2 Wk 6	ZSNC MISH  ZTSN	MISH provision Coach	Dual funding model established through sports sponsorship    SPA program Incorporated within Development Sessions
Sports Administration SOCs implementation	Trial SOCS with Premier Boys/Girls cricket  Go Live  Introduce to Staff	T1 Wk6 - 9  T1 W11  T2 W1	ZSCN ZGHS IT Dept		Interoperability with FACTS confirmed  Parent & Student access available  Staff Briefing completed
Participation reporting in FACTS	Scope completed  Development	T1 Wk 10  T2 Wk 6	HST DTH SRL Sports Coord ZKIM		Report available
Refinement of “Pick up and Play”	Establish a student support group (Y10/Y11 Service)  Activities available	T1 Wk 4  T1 Wk 5	SRL ZSNC MAY	External funding Harbour Sport PE Dept	Group established  Two lunch times per week for three sports/activities Different sports each term.

# Rangitoto College

## Annual Plan 2024

Creating opportunities for students to make a positive difference in our community

### PRIORITY 3C

RASCI Deliverables	Responsible "The doer"	Accountable "The buck stops here"	Support "The helper"	Consult "In the loop"	Inform "Tell me after"
	Student and Staff Leadership Teams MRY, TWD, MAY	SRL	NWN MRT	GAL	STAFF

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
3c) Service leadership within and beyond our school community	Summit Diploma/ Rangitoto Diploma	T1-4	SRL, TWD, MRY, MAY		Further improve boys service and leadership at Year 9 and 10 to 30% at each of 3 award categories by end of 2024.  Leverage opportunities in the sports leadership programme and the year 11 leadership programme to target boys in sports and service.
	Global exchanges	T1-4	SRL		Establish accreditation of school Establish 1x memorandum of understanding with overseas school and progress planning for exchanges in 2025/26.

	Grow the opportunities for student leadership within RC	T1-4	SRL, MRY, TWD, MAY		<p>Increased Student Leader applications from boys by 20% in 2025.</p> <p>Student and staff feedback. Use to drive further review initiatives.</p> <p>Growth of clubs and activities by 20%. Measure success with Summit Diploma data as baseline.</p>
	Grow staff capability in leadership with targeted PD	T1-4	SRL		<p>SRL to lead on PD of staff and student leaders. Termly meetings with staff involved for forward planning and review of events.</p> <p>Student feedback on staff mentors.</p> <p>Increased staff mentor input/responsibility/ownership at Monday meetings.</p>
	Review of current Student Leadership structure and research of alternative Student Leadership structures	T1-3	SRL,TWD		<p>Visit 1x Schools in Auckland</p> <p>Focus on horizontal outcomes and opportunities for this. Start at Y11 using Year 11 Leadership Programme and opportunities with Y11s post exams T4 2024.</p>
	Implement expanded cultural leader election process	T3	SRL, SMP, NWN		<p>Model Korean and Chinese processes and roll out for Maori and Pasfica students.</p> <p>Ensure culturally responsive.</p> <p>Have leaders in place for start of T4 in order to prepare for events T1 2025.</p>
	Increased impact of Sports Leadership course	T1-4	SRL, MAY, Sinclair		<p>Further increase connections to local sports providers. Split structure to have Y12s/13s lead in courses for Y9/Y10/Y11 as course content increases.</p> <p>Establish mentoring links within sports (Hockey, Rugby etc) and numbers of leaders grow. Develop mentoring programme.</p>

	Year 11 Leadership Programme		SRL, TWD		<p>Establish in 2024 targeting students who have provided service in 2023 and T1 2024.</p> <p>Measure success through Rangitoto Diploma data.</p> <p>Link to Y12 Leadership programme in sequence of leadership.</p> <p>Explore mentoring opportunities between Y11 and Y12 programmes.</p>
	Service opportunities		SRL, MRY		<p>Expand relationship with Knightsbridge, improve data recording to show both qualitative and quantitative responses.</p> <p>Improve link between service leaders and service opportunities.</p> <p>Regular data points for staff and students to update profiles.</p>