Rangitoto College

Annual Plan 2025

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 /ngā kaihoe	MRT/MJK	Kata/Yas/Jess	Ngā kaihoe o te ao Māori	GAL

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric

1a) Authentic integration of Matauranga Māori (Māori knowledge) into the Rangitoto curriculum	Further develop Rangitoto Tikanga resources to support staff and students.	Complete by end of Term 2	Kata
			
			Support ISLs
				Website google site
				
				Student messaging
					Further develop resources to support teaching staff professional growth cycle. All staff resources will be uploaded to a central platform, the Rangitoto Matauranga Maori website.
					Resources to cover:
					  - relationships
					  - curriculum content
					  - application of pedagogy
					  - knowledge and practice
					
					Develop and disseminate schoolwide tikanga procedures for staff to implement.

					Educate our student body on tikanga in a Rangitoto context.
	Whānau connections which supports links within the curriculum.	End of term 2	SMP	Whānau Whānau hui	Invite a whānau member in to talk with students in Term 2 Empower whanau to share their stories. Workshop for invited whanau to frame this series in Term 1.
	PLD Mātauranga Māori	All Year	Iwi Kāhui Ako	ISL / ASL time Kai Wānanga	Formulate a plan to work with Iwi and implement this in our final year of partnership. Plan consolidated by mid-term 1. Plan to target key staff in building cultural capacity and knowledge of Te Kawerau a Maki site in Tamaki Makaurau.
	Cultural Education Modules (see 3a)		SMP / ISL		Modules of learning for staff to develop understanding for cultural safety in tikanga and navigating mātauranga in education
	Embed Māori stories and tikanga into curriculum across the school	All year	Kaihoe SMP	ISL/SMP	Departments to identify themself requiring Matauranga Maori support within their curriculum. - Kata to provide targeted support to these departments. - Minimum of 3 departments Ongoing website support for departments to access maori knowledge and resources.
	Connect students with Mātauranga Māori through wider community	Term 1-4	SMP/CHI/MRT	Te Waka Matauranga Maori	Wānanga series delivered to year levels (Year 10-13). Once Wānanga per term. Series developed with destinations around the North

	connections				Island, beyond the Navy Marae.
	Introduce Maori based activities for student participation	Term 1 & Term 4	SMP/PRS/Sport	Sport department support	Provide 2 activities with the opportunity to compete against other schools. Activities identified: Waka Ama Ki o Rahi

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PRIORITY 1B

RASCI Deliverables	Responsible HOD/CL	Accountable MKJ	Support ISL's	Consult GAL	Inform Staff

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
1b) Implementation of knowledge rich curriculum in years 10-12	Year 11 Rangitoto Diploma units reviewed.	Term 1-4		2022 Rubric 2025 Rubric	2024 Year 11 units reviewed to ensure knowledge-first. ● 100% of year 11 units at exposure level in at least 4/6 categories ● 50% of year 11 units at emerging expertise level in at least 4/6 categories ● 25% of year 11 units at growing expertise level in at least 2/6 categories
	Unit plan alignment from year 9 to 11.	Term 1-4	HOD/CL/KA		A KRC alignment document created to assess the flow of knowledge from year 9 through to year 11 and also assess for rigour.

	2023 Numeracy and literacy programmes reviewed. Best practice notions from KRC and teaching principles added into the programme documentation.	Term 1-2			Review the data from previous cohorts. Numeracy activities ● 100% reviewed ● misconceptions added into 75% of numeracy activities Literacy activities ● 100% reviewed ● 2 activities per subject added into unit plans across the school
	Homework guidelines reviewed	Term 1-4	KRC ISL's		Clarity for staff and whanau. A survey mid T2 to check for coherence of the elements
	Te Mataiaho curriculum refresh; ensure understanding to ensure curriculum preparation.	T1-4	HOD		HOD - looking at all new documentation to establish differences for curriculum planning purposes. ● Level 2 - 2028 ● Level 3 - 2029

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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"

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
1c) Embedding of Rangitoto teaching principles	**Initiative:** Relaunch of Professional Growth Cycle	T1, W3 - then ongoing	RND, MKJ Support/ Consult: HODs, ISLs	[Professional Growth document](#)	Thorough and complete Professional Growth documents for every teacher. 8 sessions completed (2x per term). 100% departments have followed the PLD programme for collective growth work; demonstrated through individual teacher documentation. 100% teachers have followed the PLD programme for individual growth by being part of a '3' meeting twice termly; demonstrated through individual teacher documentation.
	Initiative: Launch of Instructional Sequence	T1, W3	RND, MKJ Support/ Consult: HODs, ISLs	[Instructional Sequence](#) Teaching Principles website	All HODs select specific routines, structures, and strategies from the Instructional Sequence and work together on these through the year via department *Strategic* meetings. As per 2c, positive qualitative narrative evident in teacher

					documentation. All teachers select specific routines, structures, and strategies from the Instructional Sequence and track their progress through the year via student feedback and their 'Professional Growth 3'. As per 2c, positive qualitative narrative evident in teacher documentation and qualitative indicator of at least 1 box movement in progress bar.
	Resourcing: Instructional Sequence half-pagers and videos	Ongoing	Teaching Principles ISLs		By the end of T3, - Half-pagers written for 100% of the specific routines, structures, strategies of the Instructional Sequence elements. - Best-practice videos produced for 80% of the specific routines, structures, strategies of the Instructional Sequence elements.
	Resourcing: Launch Teaching Principles website	T1, W3 - then ongoing	Teaching Principles ISLs		All filmed and written content to be available on website within one week of creation. Teachers accessing TPs site regularly; demonstrated through professional growth documentation.
	Strategic: Long term BLM strategy (Teaching Principles-related)	T2 onwards	Teaching Principles ISLs		Planning in anticipation for the next strategic cycle (2026-8). Collaboration with other groups within school and research into BML best-practice pedagogy; alignment with/integration into Teaching Principles and Instructional Sequence within long term BML strategy.
	Strategic: Learning Principles (student versions of Teaching Principles)	T3-T4	Teaching Principles ISLs, other ISLs		Investigation into potential for Learning Principles to integrate with future iterations of homework approach and long-term OCfL strategic plan.

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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"

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
Promote and deliver effective support programmes to enhance a holistic approach to student engagement.	Staff engagement with OCL to develop effective classroom practice See 1(a) MM See 2(c) PD	T1-2	MRT, NWN, ISL team, SCT, Deans	SCT, Kāhui Ako, SLT	Website engagement and resourcing. - Consolidate and finalise internal school strategic pillars website. - Use of website for induction and support. Staff identified support and messaging - Targeted support provided for staff - Inclusion of observations in PC1&2 programme - Briefing forum utilised as consistent messaging for OC4L Identification of good practice - 5 observations - Resource folder for staff Utilise wellbeing notes to support OCL - Positive recognition - Transitions information - Pastoral notes to support classroom

					teacher

	Student Engagement with OCL to develop effective classroom learning
	
	See 1(a) MM
		T1-4	MRT, NWN, ISL team	ISL team	- Targeted messaging to promote understanding and expectations.
					   - Use of student facing forums
					- Delivery of support programmes in tutor
					   - Year 10 study skills
					   - Guidance series
					   - MIOMO

	Review, trial, develop and deliver preventative programmes to support student outcomes. See 1(a) MM See 2(b) Tutor	T 1-4	Engagement Dean, ISLTeam, SMT, MRT, NWN	24/7, External agencies, ISL team, Engagement Dean	Review, trial and deliver positive student intervention programmes to identified needs. - Cultural perspective - Boys/Girls targeted - Transitions - 24/7 social norms Minimum of four preventative programmes delivered.
	First generation NZ support		Engagement/Int Dean, NWN, MRT		Identification of immigrants through enrolment processes and their needs. - BML resourcing - Chinese language support through pastoral resourcing - Pastoral support programme
	Parent support initiatives	T1-4	Engagement Dean, NWN, MRT		Deliver a parent support series - Provide minimum of 4 parent support presentations Provision for parenting support documents focusing on key themes; sleep, online engagement, routine, etc.
	Review and consider	T1-2	Health CL,		Review current junior Health Programme units

	current Health Education programme with OCL See 1(b) KRC See 2(b) tutor		NWN, MKJ, MRT		to determine if they meet the needs of our student wellbeing data. Review Thrive programme sequencing and Health programme sequencing to align. Scope and sequence the two programmes.

	Provision for internal mental health support to promote proactive wellbeing	T1-3	SMT, MRT	Guidance Dept 24/7	Sequenced tutor class engagement with support services
					  - Minimum of each Year 9 Tutor class visited twice in the year by counsellors.
					  - Visit Year 10 class once in Semester 1.
					
					Accessibility and promotion of student support resources across forums (e.g. Daily Notices; assemblies, help sheets).

	Review and coordinate attendance processes and expectations	T1-2	CPE, MRT, IT	Deans, CPE, KH	Accessing usable data for pastoral systems. ● Clear systems in response to data Expectations communicated to all stake holders with regard to attendance. Processes communicated and embedded - Reflecting MOE STAR (Stepped Attendance Response)

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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"

Initiative	Action plan sequence	Key dates	RASCI / People	Resources	Milestone indicators / success metric
2b) Remodelling of tutor to extend positive student outcomes	Review existing school timetable to explore options for student strengths programme See 1(a) MM See 1(b) KRC See 1(c) TP's	T1-4	MRT, NWN, DUT, MKJ, HAS	Kāhui Ako	Scope tutor models in other schools to determine best outcomes. Determine curriculum needs in conjunction with wellbeing needs. Review flexibility of current timetable to determine options available for change in 2026.
	Scope and sequence student strength programme to include strategic pillars	T1	KA, SLT - MKJ, RND, MRT, NWN, SMP	Kahui Ako	Explore student needs beyond current academic curriculum to support outcomes. Sequence these needs across year levels to build student strengths aligning: KRC, MM, TP & OC4L. Scope a 5 year student strengths curriculum plan.

		Deliver an Extended Tutor programme and Thrive deliverables.	T1	BLN, MRT		Produce resources and deliver a minimum of 3 extended tutor sessions (4 @ juniors). Deliver a minimum of one external speaker presentation which is year level specific to each cohort.
		Sequence year level specific tutor support programmes.	T1-4	DPs, MRT, KA, Deans		Year 9 Connections/ Identity Year 10 Positive Anxiety Year 11 Support Systems Year 12 Positive Psychology, Perseverance Year 13 MIOMO
		Attendance checking and monitoring through Tutor Teachers and Deans	T1-4	MRT, DPs	Deans, Tutor Teachers, Attendance Office	Attendance checking expectations communicated to TTs through staff briefings ● Staff to check attendance daily in TT ● Clear processes delivered to tutor teachers Referrals of concern made to deans from TTs and Attendance Office. Patterns emerging to be communicated to deans. Regular Attendance rates to maintain 90%+ Reference to STAR

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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

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	**PD plan 2025**	T1-4	MKJ, RND		[PD Plan 2025](#)
	Professional Growth meetings		staff	[Professional Growth document](#)	8 sessions per year (2 per term) Document completed. Collective growth: ● positive qualitative narrative evident in document Individual growth ● positive qualitative narrative evident in document ● Quantitative - at least 1 box movement in progress bar
	Leadership Diploma	T1-4	VDW	Staff time	Provide quality PD to emerging leaders or teachers new to leadership roles. Two term programme - 10 sessions (5 per term)

				Post diploma survey - 95% positive ratings.
Te Mahi Ngatahi	T1-4	SMA and PSF		Observation templates created and used with PCT's. At least 1 template used in an observation by the SCT's per PRT.
Deans/HOD specific PD		MRT and deans MKJ and HODs		20 minute Best Practice Workshops in each of the Deans/HOD meetings in PD cycle. HOD's PD day in term 4
IB Professional development	T1-4	BRT, MKJ		100% of new IB teachers complete a CAT1 PD in 2025 CAT courses in TOK, EE and CAS 50% of IB staff have at least 1 PD session in 2025 BRT to attend IB conference in Singapore
Support Staff Professional Development	T1-4	Pam Watson	Budget - sits with Pam	One professional development opportunity per non-teaching staff member in 2025 to support their learning journey.
Te Reo PD				

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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
FACTS Staff Familiarity	Updates Documentation Training - Identify needs - Workshops	T1 Wk 6 T2 Wk 10 T1 Wk 6	ZKIM HST HST	FACTS FACTS/ZKIM/ZHNS ZHNS	Identified staff subscribed to FACTS release notes Repository in place. Reduced tickets 2 workshops per term As is needed provided for self nominated/identified staff
FACTS Development	School Processes (HR/Finance) Tile - Live Dashboard	Ongoing T2	DTH HST	ZYUM/ZWSN/ZNOL CPE/FACTS	Automation Implemented
FACTS Development	UX/UI Markbook	Ongoing	DTH		Participation in FACTS user groups
Succession Management	Operational handover (Special Assembly,	Term 1 As needed	DTH/LEK	DTH support	LEK Job Description LEK ownership

	Prizegiving, FACTS changes)				
	Timetable Timechart Replacement	Term 2 Wk 5 Term 3 Wk 5	DTH/LEK/ GRD	Time 1-2 days	Software evaluation completed and decision made Familiarity with new programme
	Timetable Technical oversight	Term 4	DTH/LEK	DTH support	LEK ownership
	Timetable Coordination	Term 1 Term 4	DTH/JKS	DTH support JKS Recognition	JKS Job Description JKS ready to lead in 2026 (for 2027 timetable)
EOTC					
Provision of timely academic data and academic support interventions to departments	Align data drops to staff wide PLD calendar and Target data drops specifically for CL use.	Dept operational meeting timeline. T1 W8 T2 W3&7 T3 W3&7	CPE		Increase level of engagement across Cl's/HOD's with lead data during the year.
	Develop support video for CL's to access live reporting and drill down processes.	T1	CPE		Develop level of understanding across CL's and support option for new CL's.
	Deploy 'tile' and provide intervention strategies aligned with TP's. Develop tile check in and potential to align with data drops	T1	CPE/RND /MKJ		Trial across one year level - Year 9 and 10. Gain feedback from key staff during the year. Reference to targeted interventions / student outcome improvements in teacher professional growth documentation

	for departmental discussion at meetings.				
	Strengthen the quality of data - standardized testing & junior school	T1	CPE/LEK/DTH	Darcy Fawcett 100hr PLD	Check average scores across Year 9 and 10 and highlight key areas/subjects where inflation may be present. Potential to introduce tighter moderation processes across Year 9 - 11.
Strengthen and develop academic support programmes across the college	Run NCEA leavers programme for identified students - increase to 5 days. Looking to develop and add in additional assessment to increase package to 25 L3 credits.	T1/T2/T3	CPE/RBK/12&13 Deans	Staff member to run these (perhaps Year 13 Dean - OBR?)	Students (L2/L3) gaining a qualification prior to leaving before the end of the year.
	UE Literacy programme. Use in house or hired tutor to run 7-10 day programme during term 2 and 3 holidays.	T2/T3	CPE/RBK/12/13 Deans	Cost for external or staff based tutoring for 7 to 10 days.	Increase UE rate to 85%.
	New programmes being developed 10AEL/11AEL/11LNA. Ongoing review and assessment of effectiveness.		CPE		Supporting students to obtain the literacy and numeracy co-requisite. Measure success via students results across these programmes.
	Develop a wider understanding	T1/T3	CPE/STR	PTA. ESOL staff (MPH, ZHG,HRS), XIA. Eva.	Attendance of Chinese parents at these evenings

	amongst the community around the importance of the literacy/numeracy co-requisite. Mandarin communication to families.			Emma Anthony. Megan Cammons (enrolments)	

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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
3a) Developing opportunities for our community to grow cultural connection	Establishing stronger ties with the Chinese Community to help them feel a deeper connection with the College.	Mid-term 1 & 3	STR	PTA. ESOL staff (MPH, ZHG,HRS), XIA. Eva. Megan Cammons (enrolments). Chinese Student Committee. Emma Anthony	Chinese parent information evenings (Number of Chinese parents attending these evenings.)\n\nKey information on the website translated into Mandarin.
	Using technology such as AI to make greater connections with our diverse community.	T4	STR	Air AI HeyGen (AI video generator) Marlon	Monitor the type of questions asked by our BML families to ensure that we are meeting their needs

	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, PRK, ?? and Eva		O week initiatives to establish connection and belonging within the school. Expansion of performance coaching to KA schools.
	Developing support structures for new students to community.	T3	SRL, PRK, ??, LEH and Eva		Peer mentoring programme based off peer mediation. Link to LEH programme and work Eva doing in this space. Establish links to Korean and Chinese O week programmes.
	Māori community pānui (newsletter) communication	T1-4	SMP/ Kaihoe		Term newsletter for māori community reporting on upcoming events and experiences for our ākonga & whānau
	Te Ao Haka		KNG		Course embedded. 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 & ISLs		Term hui with māori whānau to engage and connect school initiatives with whānau
	Success celebration evening	T4	SMP/ MTR/ NWM		T4 Cultural celebration of success for māori and pacific communities of Rangitoto
	Māori student leaders and student group		SMP		Māori student leaders to coordinate the working group to facilitate events: Pōwhiri, whānau evenings, Matariki, 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

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PRIORITY 3B

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

Initiative	Action plan sequence	Key Dates	RASCI/People	Resources	Milestone indicators / success metric
DOS Induction/Support	System - Calendar - Uniform - Coach Apparel - Coach Reward - Sponsorship - SPA - Celebration - Resource Management (Gym space, minivans)	Ongoing			Weekly meeting with HST
	Sports Team	Ongoing	ZBRW ZMOE		Weekly meeting with ZMOE Regular individual meetings with Coordinators

			Coordinators		Regular code meetings (Director, TIC, Coordinator)
Directors of Code (Coach Development)	Development Plan	T1 Wk 4	ZBRW		2 scheduled meetings per term with DoS Regular meetings with Coordinators Plans completed
	Coach development sessions	Ongoing	ZBRW		Multiple level training sessions 2 x group coach meetings per term 1 x shadowing opportunity for selected coaches
	Training Resources	End of season	Directors		10 x training resources produced
	Player Development Development Sessions for all players		ZBRW Directors Coaches	VEO	10 sessions in one "out of season" term
	Identified individual players	T2 Wk 4	Directors		Individual development plans in place
EOTC	Review	T1 Wk 10	ZBRW/RDP		Process clearly understood by team Deadlines met
Communication	Re-establish outward (no SOCS)	T1	ZBRW		Community (student/parent) awareness Staff awareness
	FACTS/SPORTY integration	Azure dependent?	HST	ZMYU/ZKIM	

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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 KNN, MAY, GTV, WHD	SRL	NWN MRT BRW BLN	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, KNN, MAY, BRW		Establishment of leadership profile codes across sports, arts, clubs/services and culture. Begin the track profile data on who is attributed leadership profile codes in terms of age, gender and ethnicity in each of the four categories above. Introduce leadership to diploma in 2026 if modeling suggests enough opportunity exists across all 4 leadership pathways. Senior profiles (Y12 and Y13) tracking of all four elements in rewarding students. Look at CAS models and link to future points tracking.

	Grow the opportunities for student leadership within RC	T1-4	SRL, KNN, MAY, GTV, WHD, Deans		Write framework for tutor class initiative on leadership pathways in Rangitoto College. General information (Tutor time and/or JSS focus) on the four pathways to leadership, but age and stage targeted: Y9- Our Community Y10- Stepping up Y11- Growth, courage and action Y12- Drive and lead Y13- Reflect, legacy and development of others Include student voice within year level steps and use to lead in initiative. Begin Y11 and Y12 programmes early in year with students feeding in off the back of the tutor initiative. Use deans and profile data to target up and coming leaders. Intersperse programme with opportunities to lead- link to mentoring programme.
	Vertical peer to peer mentoring	T1-T4	SRL, MAY, GTV, WHD BLN		Write Framework for peer mentors in the College. Explore models of mentoring and explore link through known relationships and the four pathways (sports, arts, service/clubs and cultural). Boys focus for 2026. Academic mentoring based upon academic calendars (pull data from curriculum plans). Values integrated throughout. ==Explore Leadership mentors (outside students or Y14s) and write framework for 2026==
	Build connection across school cohorts		SRL, BRW, SMP, GTV, WHD, BLN.		AUT Inspire- roll out to all Year 10s end of 2025. Link in to new TTs from Y11.

					Explore opportunities for 'day camps' beyond Y9 and Y10 once established. Link to TTs. Athletics day, big sing, school haka, service day- build towards 2026 programme of connection events. One per term. Write sequenced connection plan for years 9-13.
	Increased impact of Sports Leadership course	T1-4	SRL, MAY, BRW, WHD, GTV.		Further increase connections to local sports providers (Blues and Kahu) Split structure to have Y12s/13s lead in courses for Y9/Y10/Y11 as course content increases. Establish mentoring links within sports (Hockey, Rugby etc) and numbers of leaders grow. Develop mentoring programme. Begin to look to integrate into wider leadership programme in 2026 and move away from sports specialty and into interdisciplinary across all four pathways (sports, arts, clubs/service and culture).
	Service opportunities		SRL, KNN, MRE, BGM		Improve data recording to show both qualitative and quantitative responses. Student and staff facing calendar to streamline processes for all stakeholders. Roll out environmental focus for 2025. Establish base processes for sports service in 2026. Two year cycle of service opportunities. Establish and formalise. Establish domestic and international opportunities through cultural links. Publish to students and community.