Rangiora New Life School Strategic Plan 2023-2025 incorporating this year's Annual Plan

Strategic Goals *These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.* Refer Regulations 7(1)(b	**Board Primary Objective does this strategic goal work?** *These are set out in Section 127 of the Education and Training Act 2020* .Refer Regulations 7(1)(b)	**Links to Education requirement** This *includes National Education Learning Priorities, education strategies or plans and curriculum statements.* Refer Regulations 7(d)	**What do you expect to see?** *What is the anticipated result of successful completion of your Objectives - at the end of 3 years. What evidence will you see of this? What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?* Refer Regulations 7(g)	**How will we achieve or make progress towards our strategic goals in 2024 ?** (annual plan) *What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans. These must be based on the identities, needs and aspirations or your school community. Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.* Refer Regulations 7(e), 7(f)	**How will we measure success in 2024 ?** *How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?* Refer Regulations 7(g)	**Analysis of Variance for 2024** How did we do? against the plan for this year References to Regulations in this document refer to the Education (School Planning and Reporting) Regulations 2023 Refer Regulations 7(g) SPC Review = Strategic Planning Committee Review in March 2025	**Next Steps for 2025** What do we need to plan to do in next year's annual plan. *After considering the AOV and the strategic objectives.* Refer Regulations 7(g)
1. **Keeping Christ is at the centre of everything we do**	Board Primary Objective 1	NELP 3, 6 Education Act 2020 : S204 : How our Christian Character underpins the way our Kura operates	Christ is seen at the centre of everything we do – worship, prayer, service, scripture reading and study is visible across the school. Student assemblies contain worship. Have three new "Chapel" assemblies during the year, to which the whole community are invited. We see a relevant Founders day assembly, that honours the history and founding of the school We see a student led Easter Service. We have strong, healthy & active prayer groups across the school, with parents, students and staff involved. We see teaching and learning in classrooms from an agreed statement of faith provided by the proprietors from the Interact Curriculum & Christian Living curriculum. We see student Leadership and responsibility is encouraged . We see students and staff who are supportive, respectful, and build strong relationships in our community We see student service recognised inside and outside the school.	Well structured assemblies occur in primary and secondary, including worship bands. Have three chapel assemblies during the year. An organising committee involving students, staff, and proprietors to be created. Have Founders day assembly during the year. An organising committee involving students, staff, and proprietors to be created. Planning and delivery of the Easter Service occurs by Christian Living Dept and music by the student worship band. Students, staff and parents are involved in regular prayer groups, encouragement of participation where necessary. Planning and delivery of teaching and learning occurs via the Interact curriculum in primary and the Interact themes in Secondary. Multiple opportunities for students to show leadership are encouraged. RNLS way is used to strengthen our SOAR values. Student service opportunities are created and publicised across the school.	Student participation and leading has occurred in both primary and secondary assemblies in 2024. Review of success by focus groups of students, staff, proprietors and parents. Dates and times managed by the SLT and report back to the Board via AOV. Proprietors provide feedback. Review by SLT. Three prayer groups occur regularly. Survey by the Kahui Ako WSL team and utilising the Proprietor Special Character review. Number of students taking on leadership roles has increased compared to 2023. Each year level in the school has service opportunities, identified and planned in Term 2, reviewed in Term 4. Student voice included as part of the process.	SPC Review: Achieved Worship has occurred in primary and secondary assemblies. We had Easter assemblies for primary and secondary too. The planning for Chapel assemblies has not occurred – This needs a wider organising group to plan going forward. The strong support from parents at our three end of year prizegivings and the Grandparents service held for Grandparents of primary in Term 4 were successful. These 4 events incorporated worship, prayer and the wider community. These services are the only services that would approach the Chapel concept envisoned in this plan. It would be good to build on these. The Founders day occurred in Term 4. Our retiring Pastor was recognised at this assembly that involved just students and staff. The review by SLT indicates that a wider organising group would be useful here. This service, is a prime one to become one of of the Chapel services going forward. The Easter Service occurred. – again the review by SLT indicates that this service is one that could be one of the Chapel services going forward SPC Review: Partially Achieved Staff and students pray regularly across the school. SPC Review: Not Measured The WSL's are finalising the values, and foundations documents of the school. The special Character review was positive about student faith journeys. SPC Review: Partial Achievement- Parent group not successful We took 10 students from Y7 & 8, Y12 &Y 13 to a leadership day run by our Kahui Ako at Amuri school in Term 2. This was attended by students from 15 schools. Speakers on Leadership occurred. The students also prepared and participated in Leadership activies.We also took X students to the Christian schools leadership workshop. In Term 2 we have promoted Student volunteer army and awarded badges for service. SPC Review: Achieved We had each class of the school in primary identify and provide service to an outside group in the community. We had senior students working in primary classes. The whole school supported our sponsored students through non-uniform days. We also had a successful student led Christmas shoebox appeal. At the end of the year we also ran a "Cans for Christmas" appeal for the local foodbank. As part of the end of the year programmes, the Y9 students engaged with a number of community based service activities. SPC Review: Achieved	Assemblies align with school goals A wider organising group needs to be established if we are to pursue this in 2025 – it is suggested that the Esater service, the Founders day service and the primary Grandparents service be identified as the starting point for these 3 services in 2025. A wider organising group needs to be established to advance this in 2025 A wider organising group needs to be established to advance this in 2025 as per the strategic plan. Establishing a format time for parent prayer opportunities. Maintain staff and student groups Finalise the work with the WSL's in 2025 and work with the proprietors on any matters that come out of the Special Character review. Continue to embrace leadership opportunities for students. Maintain the current programme and look for opportunities to expand. Imvestigate whether it is time to restart overseas missions that the school has a history of doing pre Covid.
2. **Develop a foundation of faith that allows the school community to understand and strengthen their relationship with God**	Board Primary Objective 2	NELP 3,6 Education Act 2020 : S204 : How our Christian Character underpins the way our Kura operates					
3. **Equip students to enter the world with a defensible foundation of faith**	Board Primary Objective 1	NELP 1,2 Education Act 2020 : S204 : How our Christian Character underpins the way our Kura operates					
4. **Encourage students to display Christ-like character**	Board Primary Objective 3	NELP 1,2 Education Act 2020 : S204 : How our Christian Character underpins the way our Kura operates					
5. **Create pathways to equip, encourage, and engage students in acts of service towards each other**	Board Primary Objective 3 Board Primary Objective 4	NELP 1,2 Education Act 2020 : S204 : How our Christian Character underpins the way our Kura operates					
6. **Demonstrate Christ's love for others in the community**	Board Primary Objective 2	NELP 1,2 Education Act 2020 : S204 : How our Christian Character underpins the way our Kura operates					

Strategic Goals Regs 7(1)(b)	What Board Objective does this strat goal work ? Regs 7(1)(b)	Links to Education requirement Refer Regs 7(d)	What do you expect to see? Refer Regulations 7(g)	How will we achieve or make progress towards our strategic goals in 2024 (Regs 7(e), 7(f)	How will we measure success in 2024 ? Refer Regulations 7(g)	Analysis of Variance of 2024 Refer Regulations 7(g)	Next Steps for 2025 Refer Regulations 7(g)
7. **Encourage academic excellence**	Board Primary Objective 1	NELP 2,3,4	We see students focused on their studies, and see high levels of achievement. Having 80% of students at or above the expected curriculum level in reading, writing and mathematics Having every student who leaves RNLS (and secondary schooling) achieving at least NCEA Level 2 or a suitable career pathway Teachers participate in Curriculum and NCEA PLD and Literacy and Numeracy PLD. Achieving NZQA Level 1-3 pass rates at or above 80% & having at least 40% of students achieve Merit or Excellence passes.	By Identifying target students across the school, creating plans to accelerate learning, monitoring and reporting progress of these students' achievement, and success of the target student plans. By providing diverse set of pathways for and allowingstudents to discover their strengths and passions By using Career counselling having a relevant career plan for all senior students linked to their learning/subject choices. This is resourced by Gateway and STAR funds. Teachers engaged with NCEA change PLD, and Lit Numeracy PLD Monitoring student achievement data and providing scaffolding for students to assist students obtaining merit/excellee passes in assessments.	Using achievement statistics School leaving stats (March) Teachers involved in PLD of Literacy, Numeracy, Curriculum, and NCEA change. NZQA stats (Feb)	Levels Struc, Literacy (Y1-4) Reading Writing Maths. (% at/above C level) Y1-4 77%. - - 82% Y5-8. - 89%. 88% 80% Y9-10 - 82%. 83%. 73% Except for Y1-4 literacy, and Y9 & Y10 Mathematics, all other areas of Reading, writing and mathematics are achieveing targets, and See Y1-10 Curriculum Report for detailed analysis. Interestingly 81% of students in Y10 that sat the NCEA numeracy test have achieved Y11 numeracy, which is at curriculum level 4p/4a/5b, and the expected level for Y10 is 5P, or 5A or above for Year 11 which is set at Level 6 SPC Review: 80% of our targets Achieved, and 20 % of targets very close to 80% Achieved 84% of our leaving students left with NCEA Level 2 or more as a qual. Two of thee students went overseas to Australian schools. Others left for the workforces or Training. SPC Review: Partially Achieved Achievement results in primary and secondary show meeting school achievement targets in literacy, numeracy and NCEA. RNLS Pass NatPass RNLS M Nat M RNLS E Nat E RNLS M/E Nat M/E RNLS UE Nat UE L1. 91%. 70%. 37%. 29%. 2%. 11%. 38%. 40%. 72%. 48% L2. 86%. 73%. 20%. 25%. 26% 15%. 46%. 40% L3 83%. 68% 14% 26% 35% 14% 49%. 40% We have exceeded our targets for pass rates and UE. The targets for L2 & L3 merit/excellence passes have been exceeded. The merit/excellence pass rate for L1 is a reflection of the new standards implementation. It is pleasing to see the comparison of RNLS pass rates exceeding National stats significantly overall. SPC Review: Achieved	In 2025 a focus on Structured Literacy, and Junior Secondary Mathematics will be implemented, and all others areas maintained. Incorporate the MOE expectations of structured literacy and numeracy into this goal for 2025. Focus on improving excellence in L1 in 2025, as we better implement the new standards, and move beyond passing while maintaining performance across the board.
8. **Involve the school community in developing te reo Māori, tikanga Māori, and local history**	Board Primary Objective 4	NELP 3, 5	We see students and staff developing greater competence and understanding of Te Reo and tikanga. We see an awareness of local history in students and is included in classroom learning We see involvement & visibility in the Rangiora Anzac service	Integrating local history into our curriculum areas. Enter our Kapa Haka group in the Ohoka NC Kapa Haka Festival. Encourage parent attendance. Host the Tipu Maia Cultural day at RNLS involving 6 Area Schools, and 7 contributing primary schools. Liaising with the Rangiora RSA organising committee	Review of appraisal documents of teaching staff by the Principal Our participation/organisation in the events. Level of participation in the Rangiora Anzac service	Our staff as part of the start of the year TOD visited Kaiapoi Pa, and were given a history of the site, and its significance to local Maori history. This linked in with our visit at Onuku marae in 2023. In Term 3, we are entered to a NC schools cultural event at the Baptist church,. We welcomed a visiting Japanese school in Term 3, with a Mihi whakatau. Matariki focus week in primary and secondary. We succesfully hosted the Kahui Ako Cultural day involving 10 schools. SPC Review: Achieved Head students in Rangiora Anzac parade and they laid wreaths on behalf of the school. SPC Review: Achieved	Having covered pre Eurpean history from Onuku, Kaiapoi Pa, and Tuahiwi in 2025 start to look at Early European history in the area. Principal will make contact with RSA organising committee to discuss our involvement in 2025.
9. **Partner with parents and caregivers to develop their children as successful learners**	Board Primary Objective 1	NELP 1,2	We see strong and enduring partnerships with the teachers, parents, students and the school. We see a strong and healthy PTA in the school	Provide termly parent evenings or links to community forums on various aspects of learning, cyber, health & wellbeing. PTA is well supported by our parent community	Evenings organised, publicised, and attended by parents. Attendance monitored and measured. PTA has a programme of activities that involve the parent community.	Term 1 consultation about cell phones with parents Term 1 an NCEA info evening for parents. Term 3 Sexuality programme primary parents meeting We also advertised to parents relevant community events in Term 2 & 3. Term 4 - a Special Character Review evening was held by the proprietors in Term 4 SPC Review: Achieved PTA have setup a shop that runs 2-3 times a week. A primary movie night was successful, and the Disco occurred in Term 3 . There have also been lunches – sausages, sushi and pies for students .The PTA have also provided a number of items across the school - Games, Mats, 3D printer, Drama scaffolding, Lego, trolleys, and Kapa Haka tops. SPC Review: Achieved	Continue to have at least one community engageement evening for the parent community per term in addition to promoting NC community events. Continue to support the PTA, and its work. Consider whether Is it time to look at having a canteen in the school, to either support the PTA and ustilising student help?
10. **Provide a pathway of success for all students**	Board Primary Objective 1 Board Primary Objective 3	NELP 1, 4, 7	We see all students In a supportive environment succeeding and transitioning to a pathway of further learning, employment or both. Attendance rate of students at school or STAR/Gateway/Offsite training activities is an indcation of engagement.	Engagement in the senior school shown by achievement rates in NCEA, along with participation in Gateway and STAR activities. Engage with our school community about improving attendance to meet MOE targets and resetting regular attendance patterns post covid.	School community made aware of Attendance concerns, identification of families that need support – and provide support. Target students are identified, monitored, and improvement seen, and reported to the Board.	The data from Term 4 2023 has shown that 90% of students attend every day, and 80% of our students attend 80% of the time. The data each term was reviewed, and guided communication wth parents. The data analysed during the year and we adjusted our procedures. We identified approx 100 students sitting in the 80-90% attendance range whose absences for legit imate reasons only contribute to half of their absences. Focussing on these the families about these non-approved absence was our focus in the second half of the year– and will make the most significant difference to attendance if they can be reduced/eliminated. Our attendance data summary for Term 3 showed a 9% improvement on regular attendance compared to Term 3 2023. The regular attendance figure sits at 58% for Term 3 and assuming a similar improvement in 2025, we will be on target to achieve the Government target of 80% regular attendance in 2030. SPC Review: No specific targets set, outside of MOE Targets, but 10% improvement on 2023.	We need to maintain the data monitoring in 2025. We need to imcorporate the MOE attendance targets (80% of students present 90% of the time in 2030 into our Strategic and Annual planning for 2025.
11. **Strengthen students' and staff wellbeing**	Board Primary Objective 2	NELP 1,2	We see students that are connected and engaged in their learning We see an environment in the school for staff that is supportive and responsive.	Use RNLS way processes to connect and correct learning behaviours. Staff Social committee activities and Devotions to build spiritual journeys of staff.	RNLS way data utilised at least termly to direct activity/focus and PB4L report to Board summarises progress.	The data from Term 1 informed us on the cell phone ban. We implemented a policy after community consultation. We developed an exemption process. We have granted 11 exemptions after application and discussion with families. Our other focus for Term 1 - Correct gear for school, Uniform, being on time, Tidy school, and work completion. Our focus for Term 2 was uniform, specifically jackets/hoodies, wet weather behaviour, and cell phones . The use of data from T3-4 allowed us to focus on behaviour hot spots. SPC Review: Achieved In Term 1 TOD, staff had a varied programme involving PLD, a picnic lunch at local park, and an afternoon at the lawn bowls for staff team building. We have had other social events too.. In term 2 & 3 we had a number of social after-school activities as well as our usual monthly celebrations of birthdays.We finished the year with a staff lunch in Term 4. SPC Review: Achieved	Wellbeing measures across the school – for Data Collection – beyond PB4L Implementing the "Rite Journey" in 2025 for Year 10 students to provide a solid framework embedded in a Christian faith. Continue to support the staff Social committee to have activities that connect and support staff.