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 requirements** 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 2025 ?** (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 2025 ?** *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 2025** 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)	**Next Steps for 2026** 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.	Well structured assemblies occur in primary and secondary, including worship bands. Assemblies align with school goals	Student participation and leading has occurred in both primary and secondary assemblies in 2025.	We had a successful Easter Service in Term 1, imvolving the whole school. We had a very successful secondary worship assembly in Term 2 where testimonies were shared. As a result of theis assembly, our head students are keen to lead an alpha course for students in Term 3. We had a followup worship assembly in Term 3. The Chrsitmas concert was very well attended, as was the three prizegivings. The community participated in a very successful Christmas float that had great community support from parents and students. The Christmas float wone 2 prizes and raised our profile on the Rangiora community.	This continues to be a focus in 2026, by being deliberate in inviting the community to events – by partnering with parents.
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	Have three "Chapel" assemblies during the year, to which the whole community are invited – Easter, Founders day and Grandparents day We see a relevant Founders day assembly, that honours the history and founding of the school We see a student led Easter Service.	Have three chapel assemblies during the year A wider organising group needs to be established if we are to pursue this in 2025 – it is suggested that the Easter service, the Founders day service and the primary Grandparents service be identified as the starting point for these 3 services in 2025. Have Founders day assembly during the year. Planning and delivery of the Easter Service occurs by Christian Living Dept and music by the student worship band. A wider organising group needs to be established to advance this in 2025 as per the strategic plan.	Review of success by one focus group of students, staff, proprietors and parents. Managed by the SLT and report back to the Board via AOV.	We held 3 chapel assenblies during the year. As part of the Board Strategic plan review – surveys will be given, and focus groups interviewed by an external consultant. We had a successful Easter Service in Term 1 involving the whole school.	A refreshed strategic plan wil be developed for 2026-2029 The Easter service tradition continues.
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	We have strong, healthy & active prayer groups across the school, with parents, students and staff involved.	Students, staff and parents are involved in regular prayer groups, encouragement of participation where necessary. Establishing a format time for parent prayer opportunities. Maintain staff and student groups	Three prayer groups occur regularly.	Staff and student led prayer groups continue, with a parent prayer group established in Term 3 onwards.	We will continue to support/promote student, staff and parent prayer groups.
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	We see teaching and learning in classrooms from an agreed statement of faith provided by the proprietors from the Interact Curriculum & Christian Living curriculum.	Planning and delivery of teaching and learning occurs via the Interact curriculum in primary and the Interact themes in Secondary. 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.	Survey by the Kahui Ako WSL team and utilising the Proprietor Special Character review.	Results of the surveys are positive, with findings to be shared with staff as part of the TOD's at the start of Term 1 in 2026.	We will engage in a pecial character project to support teaching and learning in 2026
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	We see student Leadership and responsibility is encouraged .	Multiple opportunities for students to show leadership are encouraged. Continue to embrace leadership opportunities for students.	Number of students taking on leadership roles has increased compared to 2024.	Y12, Y13, Y7, & Y8 students attended a Kahui Ako organised leadership day at Oxford Area School with the Principal in Term 2. Y1-10 students participated in the CEN school leadership conference. Many students have taken on leadership roles as coaches for sports teams during the year.	We will continue to pursue leadership opportunities through the CEN and Area Schools. A review and a reset of PB4L will occur in 2026.
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	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.	RNLS way is used to strengthen our SOAR values. Student service opportunities are created and publicised across the school. Maintain the current programme and look for opportunities to expand. Investigate whether it is time to restart overseas missions that the school has a history of doing pre Covid.	PB4L is used to reqward the good behaviour of students, and also used to identify the trends across the school for individuals, year level, and tyical behaviours. 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.	The monitoring and analysis of the data from PB4L data has been reviewed and actioned on regularly. Also, we have rewarded students who meet the Soar guidelines. Various 40 hour Challenge activiries were engaged by students across the school in Term 2. In Term 4 we supported the Christmas shoe boxes appeal, along with "Cans for Christmas' for the local foodbanks. We also as part of our community service helped the community oganisations process the "Toot for Tucker" We also at the end of the year visited local Resthomes with Music and fellowship.	We will continue the sustain the existing activities and seek new ones in our community. Contact has been made with a Cambodia School Mission consultant for a Cambodia Misson in 2026 or 2027.

Strategic Goals Regs 7(1)(b)	What Board Objective does this strategic goal work ? Regs 7(1)(b)	Links to Education requirements 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 2025? (Annual implementation plan) Refer Regulations 7(e), 7(f)	How will we measure success in 2025 ? Refer Regulations 7(g)	Analysis of Variance of 2025 Refer Regulations 7(g)	Next Steps for 2026 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. 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. 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. 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. Teachers engaged with NCEA change PLD, and Lit Numeracy PLD Monitoring student achievement data and providing scaffolding for students to assist students obtaining merit/excellence passes in assessments.	Using achievement statistics Teachers involved in PLD of Literacy, Numeracy, Curriculum, and NCEA change. NZQA stats (Feb)	<u>Year 1-10 Reading, Writing and Maths</u> Lvls Reading Writing Maths. (% at/above C level) Y1-4 73 % 70 % 79 % Y5-8. 70 % 86 % 83 % Y9-10 77 % 79 % 78 % Percentages show good coherence. Many are close to or above our target of 80%. <u>NCEA</u> RNLS Pass NatPass RNLSM/E Nat M/E RNLS UE Nat UE L1. 79%. 70%. 29% 40%. 66%. 48% L2. 90%. 73%. 44% 40% L3 71`%. 68% 41% 40%. We have exceeded our targets for pass rates and UE. The targets for L2 & L3 merit/excellence passes have been exceeded for L2 &L3. 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. PLD continues, with all primary staff engaged in BSLA literacy and Kahui Ako organised numeracy. Collaboration woth other Area Schools and primary schools is occurring at these days. Secondary teachers continue to work on revised curricula, alongside colleagues of other Area Schools.	Continue with PLD, and familiarity with the new curriculum. NCEA continues to meet targets – the change in curriculum at L1 and the requirements for merit and excellence continue to to be a focus.
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. 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. 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 Principal will make contact with RSA organising committee to discuss our involvement in 2025.	Review of appraisal documents of teaching staff by the Principal Our participation/organisation in the events. Level of participation in the Rangiora Anzac service	Staff show evidence of advancing personal knowledge of Tikanga and incorporation of the school's special Christian Character – as shown by apppraisals. Our Kapa Haka group participated in the Ohoka NC Kapa Haka Festival. We hosted the Tipu Maia Cultural day at RNLS involving 6 Area Schools, and 7 contributing primary schools. Our Head students participated in the 2025 Anzac parade and laid. a wreath as part of the service.	Proprietors plan to introduce a Special Christian Character project to create coherence in teaching classes across the school. Continue to participate in festivals. Continue to participate
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. Continue to have at least one community engagement evening for the parent community per term in addition to promoting NC community events PTA is well supported by our parent community. Continue to support the PTA, and its work.	Evenings organised, publicised, and attended by parents. Attendance monitored and measured. PTA has a programme of activities that involve the parent community.	In Term 1 a well attended NCEA information evening was held. The school also publicised each term parenting seminars that were offered by community providers. Feedback from our school community was positive. Our PTA held a very successful Cultural event in Term 1, that involved many of our parent communities, sharing their culture (and food). We also had a number of cultural performances. It was a well organised and well attended event.	Continue to offer parent information evenings, Continue to be pro-active in involving and inviting the community to events to strengthen Parent partnership.
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 indication of engagement.	Engagement in the senior school shown by achievement rates in NCEA, along with participation in Gateway and STAR activities. We need to maintain the data monitoring in 2025. Engage with our school community about improving attendance to meet MOE targets and resetting regular attendance patterns post covid. We need to imcorporate the MOE attendance targets (80% of students present 90% of the time in 2030 by aiming for 70% regular attendance for 2025.	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 MOE has introduced new stepped attendance processes and targets centrally set by the Ministry, we will develop an Attendance Action plan for 2026, that will be shared with the school community and implemented in 2026. We finished the year with regular attemdance at 69%, 1 % from our target of 70%	Implement Attendance plan
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. Continue to support the staff Social committee to have activities that connect and support staff.	Use RNLS way processes to connect and correct learning behaviours. 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. 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.	RNLS way data has been used to identify areas and students that need affirmative action. We are also rewarding, and recognising students whose attendance iis high, to raise awareness of attemdance amongst students. The rewards system has worked well, the trackjing system has worked well. The repat offenders – consequences have not deterred them. Staff social group promotes a number of activities each term, social gatherings after school, the acknowledgement of service and contribution above and beyond. (peer recognition).	We will review our PB4L system and sterngten the areas that are not resulting in changed behaviour.