Rangiora New Life School Annual Plan 2026

References to Regulations in this document refer to the
Education (School Planning and Reporting) Regulations 2023
Education Act 2020 : S204 : How our Christian Character underpins the way our Kura operates

Strategic goal Regulation (1b)	**Key focus area** **What do you expect to see?** Regulations 7(g)	**Annual plan** Regulations 7(e), 7(f)	**Responsibility**	**Resource**	**Timeline**	**How will we measure success in 2026 ?** Regulations 7(g)	**Analysis of Variance for 2026** Progress against the plan for this year Refer Regulations 7(g)	**Next Steps for 2027** What do we need to plan to do in next year's annual plan to advance the staretegic plan.*After considering the AOV and the strategic objectives.* Refer regulations 7(g)
1. Christ at the centre **Special Character** Define and implement the schools Christian character guidelines. Establish a collaborative relationship between the school and its Proprietors and Board.	**Special Character** Grow a collaborative partnership between the school, Proprietors and Board.	Trial the Special Character framework with Axis strategies with staff, proprietors and Board.	Axis Strategies, SLT, Proprietors, HOC Christian Living, Trial Teachers and Board.	Proprietors, fund PLD, and release, and Axis strategies work.	Term 1 – 3 trial, review for Implementation in 2027.	Special Character Guidelines will be revised with a document ready by October 2026.	**C**	**C**
	Invite proprietor involvement and presence at school events.	Send a 2026 school event list to proprietors in Term 1, they identify and allocate members to events.	Principal (list), Proprietor Chair (Schedule)and Proprietor members (attendance)	Time	Termly review	Increase of Proprietor involvement and visibility at Calendar events		
	Increase governance visibility across the school, e.g. commencement, prize giving, newsletters.	Send a 2026 school event list to Board in Term 1 they identify and allocate members to events.	Principal (list), Board Chair (Schedule)and Board members. (attendance)	Time	Termly Review	Increase of Board involvement and visibility at Calendar events		
Unity in Christ – Ensure that Christ, as the unifying factor at RNLS, is the primary focus of school culture	**Unity in Christ** Provide regular opportunities for collective worship, prayer, and biblical teaching that nurture personal faith and collective unity.	Add Board profile to the website. Schedule and hold regular collective worship sessions for both students and staff	Principal, HOS, HOP, HOC CL, Prop Chair.	Time	Termly Review	Staff, students and community have regular worship and prayer.		
	Ensure that Christ, as the unifying factor at RNLS, is the primary article of school culture.	Interact themes and other resources/curriculum documents used across the school.	All teachers	Time	Termly Review	The annual ccurriculum reviews and termly reviews show that Christ, as the unifying factor.		
	Look for opportunities for community fellowship, e.g. cultural festivals, worship services.	Hold at least two community fellowship events (eg Founders day or worship services) centred on Christ as the unifying factor.	HOC CL, Principal, Principal Chair and delegated members	Time	Annual Community Survey	At least two community fellowship events (eg Founders day or worship service) centred on Christ as the unifying factor.		
2. Culture of Excellence **Academic Achievement** Establish clear expectations, data-informed teaching, and targeted support to lift student achievement across all levels.	**Sustain** high levels of academic achievement for years 1-13. **Identify** opportunities for growth in merit and excellence results.	Continue to apply the Staff PLD in Y1-8. And the ongoing PLD for staff in secondary to exceed the targets of 80% pass at curriculum level in Maths, reading, and writing along with 80% pass and 40% M/E pass with a 60% U.E pass at L3	Principal, HOS, HOP, HOC's and all teachers	PLD Budget, TOD collaboration with Area Schools, and time.	Yearly Curriculum review	Exceed the targets of 80% pass at curriculum level in Maths, reading, and writing along with 80% pass and 40% M/E pass with a 60% U.E pass at L3 As well as incorporating good outcomes for students by provision of alternative pathways	C	**C**
	Structured Literacy Numeracy Maths & English curric. Y1-10 SMART Assessment tool	Continue the PLD , and implementation plan Start to implement curriculum	HOP. HOC English and Maths, senior teachers in primary and classroom teachers	Time and MOE resources.	Term 1 prep, Term 2 impement, Term 4 review	We will have an started to implement the curriculum, using Smart Tools for assessment, and reported to parents in the required plain language format for Maths, Reading, Writing Y1-10 twice in 2026.		

	Mandatory Reporting Maths, Reading and writing Y1-10	Utilse SMART tool to provide diagnostic and summative info. Prepare and report in agreed format twice a year in 2026.	Teachers	Time	Reported - followed by student/parent teacher conferences.			
Early identification of students for support pathways.	**Early identification** of learning support needed- and communicated to parents	Reporting system to parents provides early identification and communication.	Principal, HOS, HOP, HOC's and all teachers	Time	Termly Review	Community consultation EOY		
Attendance – Invest in professional learning and collaboration to strengthen instructional practice and promote a culture of continual improvement.	**Implement** an annual achievement plan for attendance.	Aim to exceed 70% of students attending regularly (90% of the time)	Principal, HOS, HOP, teachers and Pastoral team.	Time (as well as involvement of MOE facilitation)	Termly MOE "Attendance matters" feedback	Regular Attendance exceeds 70%		
Behaviour and Character – Re-establish high standards of conduct grounded in respect and responsibility by combining both corrective and restorative practices. Ensure that policy and procedures are followed by students and staff, supported by parents, and enforced by the senior leadership team.	**Measure, detect and respond** to behavioural issues that are not in line with the mission, values and vision of RNLS. **Apply** a consistent approach to behaviour management to reduce repeated negative behaviours using the RNLS Way.	Prioritise and reset the RNLS way behaviour systems. Have a unified uniform focus across the school. Complete uniform booklet update and communicate with the stockist	Uniform committee, Principal, comms, HOS, HOP and pastoral teams in monitoring, whole staff following systems with Termly audits.	Time, $$ for uniform stock to support families	Term 1 review, Term 2 & 3 implement changes, and End of year review with Terrnly feedback to Board	Students show high standards of conduct grounded in respect and responsibility. Reduction in repeated behaviours		
	Ensure uniform expectations are communicated and met consistently				Termly Review	Students show high standards of uniform. Reduction in repeated behaviours and an incease in uniform compliance.		
3. Partner with Parents & Whānau **4. Communication** – Strengthen communication channels by establishing and implementing a communication strategy that strengthens community relationships and builds trust.	**Review and Establish an updated** communications strategy for all school communications.	Term 1 & 2 review the current communication pathways.	SLT to lead review in Term 1 & 2 (Consultation with interest holders)	Time & $$	Term 1 & 2	A cohesive and integrated communications strategy provides good, timely and accurate information for the community		**C**
		Term 3 & 4 establish a communication plan	SLT to establish and implement a communications plan in Term 3 & 4	Time & $$	Term 3 & 4	Higher response rates to consultation.		
Feedback and Improvement – Establish systems for gathering and responding to feedback from parents, students, and staff to drive continuous improvement across the school.	**Establish, promote, monitor and review** community feedback channel/s.	Review current parent feedback channels and identify areas for improvement. Include governance visibility by having Board and proprieter communications enhanced.	Review in Term 4 for AOV	Time & $$	Review in Term 4 for AOV.	A feedback system is in place established and communicated to the community		
Relationships - Build relationships between the parent community and teaching staff in order to lift the potential for student success and encourage community cohesion.	**Deepen** relationships with Māori, Pasifika, and all cultures represented in our community.	Support the Maori and Pasifika parents group and ask them about how we can achieve this goal of improvement.	HOP, and liaison Board member	Time & $$	Termly review	The group report during the year show a valued, well integrated community within the school.		
	Increase opportunities to involve parents in school life.	Have clear signposting of community events and invite to parents at school events	Communication plan implemented to parents	Time	Termly review	Higher parent participation in school life		
			Communication planoss					