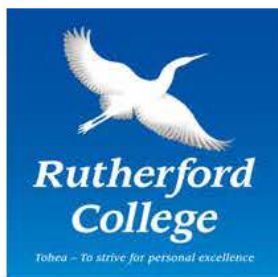


Rutherford College  
Strategic and Annual Implementation plan 2026





<h1>Strategic Plan 2026</h1>	
Vision	Purpose
To strive for personal excellence	To educate students to ensure our graduates can confidently transition with essential skills and qualifications

GOALS	INTERVENTIONS	ACTIONS	SUCCESS INDICATORS	METRICS
We commit to Te Tiriti o Waitangi. We live and operate by Rutherford Values: - Responsibility/Manaakitanga - Integrity/Pono - Respect/Whakautē - Excellence/Kairangi	Develop a holistic programme that meets the individual needs and wellbeing of Rutherford learners.	Consultation and communication with stakeholders. Close monitoring of attendance, student progress and wellbeing.	Staff and students know, understand and live by our values and feel a sense of belonging.	Stand-downs/Suspensions are reduced.
				Attendance rates improve to align with MoE targets.
We create a relevant knowledge rich curriculum that is culturally responsive.	Develop a coherent and consistent curriculum across all learning areas.	Implement shared curriculum planning, resources, and clear learning progressions aligned to the Effective Teaching Framework.	Students understand what they are learning, what success looks like, and how to improve.	Student voice shows increased clarity and reduced confusion. Junior achievement and assessment completion improve.
	Ensure curriculum is accessible and visible for all learners and whānau.	Strengthen alignment between teaching, assessment, and communication of learning.	Students and whānau can access learning information and expectations.	Increased engagement with learning platforms. Improved assessment completion rates.
We have effective teachers delivering consistent, high-quality pedagogy.	Implement a consistent, evidence-based teaching approach.	Embed the Effective Teaching Framework through professional learning, shared routines, and classroom practice.	Teaching practice is consistent, structured, and clear across classrooms.	Walkthroughs show consistent use of routines and checking for understanding. Staff report increased confidence.
	Strengthen classroom culture to support learning.	Establish consistent expectations for behaviour, routines, and engagement across the school.	Classrooms are settled, predictable, and focused on learning.	Reduction in classroom disruption data. Student voice shows improved learning conditions.
We have equitable outcomes for our learners.	Improve attendance and engagement as key drivers of achievement.	Strengthen attendance systems, monitoring, and whānau communication.	More students attend regularly and are engaged in learning.	Attendance rates increase, particularly for Māori and Pasifika. Reduction in chronic absence.
	Reduce inequity through high-quality teaching and support.	Ensure all students experience clear teaching, consistent expectations, and timely support.	Māori and Pasifika students experience fairness, belonging, and success.	Improved achievement outcomes and reduced equity gaps. Student voice reflects increased belonging and fairness.
We provide an effective and safe environment for our community.	The 5YA & 10YPP are in place and implemented.	The school uses the appropriate funding to improve and develop the campus.	The Student Services Centre is completed.	Building and property developments meet the needs of our community and are delivered on budget and within agreed timelines.
			A project matrix for the Marae and Turf is developed with realistic costings.	
			Volleyball courts are installed.	
			The Pool Upgrade is completed.	

# Annual Implementation Plan 2026

Following a Pastoral Review Process aimed at reducing negative pastoral outcomes and improving achievement outcomes, we have developed an annual implementation plan focussed on enacting the findings of the review. The Rutherford College Annual Plan consists of learner outcome targets and four improvement projects aimed at fostering excellent and equitable outcomes for all learners. We have seen significant equity gains over the last two years, and our projects aim to build on and sustain those improvements and target the areas of concern that remain. The four projects are: Effective Teaching Framework, Coherent Curriculum, Attendance, Classroom Culture.

By equitable outcomes we mean focusing resources and energy on groups of students who have been underserved by our education system to help them achieve at the same levels as other students. Giving effect to Te Tiriti o Waitangi means ensuring our Māori rangatahi are provided with the support and culturally responsive education they need to achieve equitable outcomes and realise their full potential.

Each project has strategies grouped into three areas:

1. Professional learning required
2. Resource creation to sustain learning and shared understanding
3. Accountability to ensure sustainability of the interventions

## Our Targets

Literacy and Numeracy Targets	2025 (%)	2026 Target %
Year 10 Literacy CAA pass rate	76	85
Year 10 Numeracy CAA pass rate	69	75
Level 1 Literacy pass rate	87	90
Level 1 Numeracy pass rate	82	85
<b>NCEA Level 1</b>		<b>2026 Target %</b>
All year 11 students gaining Level 1	79	80
Year 11 Māori students gaining Level 1	71	80

Level 3	2025 %	2026 Target %
All year 13 students gaining Level 3	80	85
Year 13 Māori students gaining Level 3	72	85
Year 13 Pasifika students gaining Level 3	71	85
Year 13 MELA students gaining Level 3	71	85
<b>University Entrance</b>	<b>2025 %</b>	<b>2026 Target %</b>
All year 13 students gaining UE	53	60
All year 13 Māori students gaining UE	33	60

Year 11 Pasifika students gaining Level 1	70	80
Year 11 MELA students gaining Level 1	62	80

<b>NCEA Level 2</b>	<b>2025</b>	<b>Target (%)</b>
All year 12 students gaining Level 2	80	85
Year 12 Māori students gaining Level 2	67	85
Year 12 Pasifika students gaining Level 2	63	85
Year 12 MELA students gaining Level 2	71	85

All year 13 Pasifika students gaining UE	71	60
All year 13 MELA students gaining UE	71	60

<b>Scholarship (numbers)</b>	<b>2025</b>	<b>Target</b>
# students gaining scholarship	17	20

<b>Attendance</b>	<b>2025</b>	<b>Target(%)</b>
Student Daily Attendance	78.2%	80%

# Summary of the purposes of our four Annual Plan Projects

## Effective Teaching Framework

Push for coherence and consistency  
Fundamental understanding of the principles that underpin the ETF and skilful application  
Solving fairness and confusion problem (from students' feedback during pastoral review)

## Classroom Culture

Compliance with the principles of the ETF  
Solving fairness and confusion problem (from students' feedback during pastoral review)  
Effective Professional learning cycle delivered to staff to ensure more belonging, fairness, coherence and consistency.

## Coherent Curriculum

Solving the application of external compliance constraints for 2026 and beyond  
Compliance with the principles of the ETF (planning with the end in mind)  
Providing juniors with a coherent curriculum that makes visible to them the steps they are taking to be ready for the senior assessment years

## Attendance

Analysis of the areas of greatest concern with RC attendance  
Compliance with external constraints introduced in 2026  
Communication with families about how we manage attendance and the link to achievement at school  
Ensuring accurate data and adherence to the college's attendance processes  
Working to maximise our investment in attendance personnel

# Project: Effective Teaching Framework

Project Lead: Rozanne Donald

**Goal Description:** ETF routines and checking for understanding strategies are visible and consistent across departments, with measurable improvement in junior student clarity and engagement.

**Why does this project exist:** Based on a 2025 students voice survey, we know that a significant number of students are lost in class and many also feel they can “get away with doing no work”. This is particularly true for Māori and Pasifika students. Last year we developed the effective teaching framework and made a start on the school wide implementation of explicit instruction. The reason for the focus on explicit instruction is to implement pedagogy to make sure teachers detect misunderstanding and confusion early and move to address it. The uptake and implementation of the ETF need to be more consistent across the school to make a difference to the notable number of students who feel confused about what to do. We expect to see lower numbers of students reporting feeling lost in class particularly junior students and Māori and Pasifika students across the school.

Solution strategies	Led by	Timeline	Implementation Indicators	Outcome Indicators	Analysis of Variance
<b>Professional Learning</b> Whole-school recap of ETF principles. Training on anchor routines (entry, “do now”, exit). PLD on Checking for Understanding (CFU) I Do → We Do → You Do modelling (T2) Revisit Literacy Strategies (vocab, SEEL paragraphs and knowledge)	DO SLT DO DO	Mid T1 T1 T2 Late T1 - T2	<ul style="list-style-type: none"> <li>• ≥80% of walkthroughs show ETF routines present by end of T2</li> <li>• ≥80% of walkthroughs show at least one valid CFU strategy used</li> <li>• Staff survey shows ≥75% confidence/clarity in ETF strategies.</li> </ul> Departments report on their consistent use of literacy strategies. Tier 2 and 3 vocab lists are shared with whanau.	NCEA achievement maintains an upward trajectory in 2026. 85% Year 10 CAA literacy assessment results (linked to checking for understanding already shown effective). Māori and Pasifika equity gaps continue to reduce.	

Solution strategies	Led by	Timeline	Implementation Indicators	Outcome Indicators	Analysis of Variance
<p>organisers) to maintain usage across departments.</p> <p>Cultural responsiveness and equity workshop (linked to ETF)</p> <p>Targeted refresher PLD (T3, based on walkthrough gaps)</p>	<p>Staff volunteers</p> <p>DO</p>	<p>T2</p>			
<p><b>Resources</b></p> <p>Publish ETF Anchor Routines Playbook (Entry, Do Now, CFU, Exit)</p> <p>Develop CFU Strategy Bank (mini-whiteboards, cold call, exit tickets, answer cards)</p> <p>Create Department ETF Goal Template</p> <p>Develop Walkthrough “Look-Fors” Tool aligned to ETF</p> <p>Develop Peer Observation Template (ETF focus)</p> <p>Create Department Evidence Collection Template</p> <p>2027 Induction pack for new staff finalised with ETF principles, routines, and exemplars.</p>	<p>SLT</p> <p>DO</p> <p>DO</p> <p>DO</p> <p>SLT</p> <p>DO</p> <p>DO</p> <p>SLT/KP</p>	<p>T1-2</p> <p>T1-2</p> <p>T1</p> <p>T1</p> <p>T1</p> <p>T1</p> <p>T1</p> <p>T4</p>	<p>Teacher Traffic on Learning site shows that the playbooks are being used for PLD.</p> <p>Anchor routines visible in classrooms by end of T1</p> <p>All departments have ETF goals documented</p> <p>Walkthrough tool used consistently across SLT/HODs</p> <p>≥80% of walkthroughs show ETF routines present by end of T2</p> <p>≥80% of walkthroughs show at least one valid CFU strategy used</p> <p>Staff survey shows ≥75% confidence/clarity in ETF strategies</p>	<p>Students experience skilled use of explicit instruction.</p> <p>100+ walkthroughs completed by the end of term 2.</p> <p>Student voice indicators: ≥70% positive responses on “I know what to expect when I come into this class” and “My teachers expect me to do my best in class.”</p> <p>Student survey: ↓ % agreeing “I can get away with not doing much work.”</p> <p>Māori/Pasifika perceptions of fairness within ±0.2% of Pākehā peers</p>	

Solution strategies	Led by	Timeline	Implementation Indicators	Outcome Indicators	Analysis of Variance
<p><b>Accountability Measures</b></p> <p>Classroom walkthroughs through T2</p> <p>Dept goals and PGC reflection</p> <p>Inter-dept sharing of successes and challenges</p> <p>Student voice survey x 2</p>	<p>SLT</p> <p>DO and HODS</p> <p>DO and HODS</p> <p>DO</p>	<p>T2</p> <p>T1-3</p> <p>T1 and T2</p> <p>T2 - T3</p>	<p>100% of departments have set goals in relation to the ETF and use the dept PL time to support each other to reach the goals</p> <p>≥80% of walkthroughs show ETF routines, planning, and CFU strategies.</p> <p>80% of walkthroughs show teachers using at least one valid CFU strategy.</p> <p>All departments present evidence of ETF-aligned practice shifts.</p> <p>ETF embedded into appraisal conversations.</p> <p>ETF embedded into PGC conversations</p> <p>SLT review walkthrough &amp; survey data each term</p>	<p>Student survey shows:</p> <p>≥70% juniors report fewer disruptions affecting learning.</p> <p>≥70% juniors say they know what to expect in lessons.</p> <p>Māori/Pasifika perception of fairness within ±0.2? % of Pākehā peers.</p> <p>Staff survey: ≥75% report increased confidence in using ETF strategies. (use SOY survey as baseline)</p> <p>Peer observation cycle in every department</p>	

# Project: Coherent Curriculum

Project Lead: Janine Carr

**Goal Description:** To develop a coherent, knowledge-rich, sequenced and accessible curriculum with shared routines and shared resources. To support teachers to effectively engage with and utilise these in practice.

**Why:** Students report clear instructions and expectations, yet a significant group still feels *lost* in lessons. Teachers also noted that disruption and disengagement are greater in juniors. This shows a gap between policy and lived classroom practice. Curriculum planning quality varies across the school and most departments are only beginning to develop curriculum plans that show not just *what* to teach, but *how* (shared routines for practice, scaffolding, and independent work). Quality curriculum planning increases the likelihood of students experiencing consistent and coherent lessons aligned with explicit instruction as outlined in the ETF. Making excellent planning material available to all teachers mitigates the effects of teacher inexperienced or training deficits and positively impacts students' experiences. The student outcome we are most focussed on addressing is the prevalence of students feeling lost or confused. We are also planning on delivering the majority of students who tell us that "I would learn better if lessons had more routine and structure."

Solution strategies	Led by	Timeline	Implementation Indicators	Outcome Indicators	Analysis of Variance
<b>Professional Learning</b>					
Whole Staff introduction to the New Curriculum. Structured time for HODs to lead curriculum development.	CJ/HoDs	T1	Structured review meeting to be held in all departments. Minutes and notes capture discussion points collated.	Student survey: ↓ % reporting "I often feel lost/confused about what to do." Students report clearer expectations in feedback.	
Collate response and voice.	CJ	T1	Departments have shared understanding of upcoming changes.	Junior submission rates in core subjects improve.	
Map changes against a unit of work.	CJ/HoDs	T1	Feedback shared for next steps in curriculum planning.	Improved Academic Achievement in Junior School.	
Whole Staff Identify and agree on the essential components of an effective unit plan.	CJ	T2	Consistent routines across classes - similar lesson structures, expectations, and language.		

Solution strategies	Led by	Timeline	Implementation Indicators	Outcome Indicators	Analysis of Variance
<p>Establish expectation that it is an every teacher effort not TIC/ HOD</p> <p>Implement and establish agreed template in departments (not universal but includes agreed RC must haves)</p>	CJ	T2	<p>Assessment alignment - tasks clearly match what has been taught and practiced.</p>		
	CJ	T2	<p>Less “busy work” -activities clearly connect to learning goals.</p>		
<p><b>Resources</b></p> <p>Create Shared Drive to hold resources and focus on New Curriculum.</p> <p>Create documentation templates to support engagement.</p> <p>“Create Unit Plan Essentials List” for Rutherford College</p> <p>Create database of templates to reference</p>	CJ	T1	<p>Shared Drive populated with discussion notes per department and sample unit plan.</p>	<p>Students report increased clarity.</p> <p>Parents understand learning expectations and can better communicate with their students</p>	
	CJ	T1	<p>Literacy/ Numeracy routines visible in planning.</p>		
	CJ/HODS	T2	<p>Department shared drive populated with unit plans and resources.</p>		
	CJ	T1	<p>Department overviews per term available to students and home.</p>		
<p><b>Accountability Measures</b></p> <p>Classroom walkthroughs</p> <p>Lesson Observations/ Reflection as part of PGC</p> <p>Inter-department sharing of templates</p>	SLT HOD	T3	<p>Unit plans exist in departments and teachers report they support easier access to resources.</p>	<p>Students can rely on being able to find information on Google classroom.</p> <p>Students report greater clarity on finding information for lessons/ study/ revision.</p>	
	SLT HOD	T1-3	<p>All departments submit 1 reworked unit plan demonstrating ETF planning principles.</p>		
	CJ	T1-3	<p>Evidence from walk-throughs / feedback that students can locate what they are learning, what success looks like, and the agreed next steps with reduced confusion and greater independence.</p>		

Solution strategies	Led by	Timeline	Implementation Indicators	Outcome Indicators	Analysis of Variance
Student voice survey	DO	T2-T3	<p>70% of walkthroughs show learning intentions/success criteria clearly shared.</p> <p>Evidence of subject vocabulary explicitly taught in lesson observations/ classrooms.</p> <p>Evidence of teachers using scaffolding routines and low- stakes accountability in lessons ( observations within dpt).</p>		

# Project: Improving Attendance

Project Leads: Callum McGibbon/Moira Kopittke

**Goal Description:** To improve overall attendance of students at Rutherford College, working towards the government goal of 80% of students attending school 90% of the time

**Why does this project exist:** Our current student attendance rate has been identified as in the lowest quartile of NZ schools. Following the STARS Stepped Attendance Response processes we need to identify our students early and encourage them to attend school regularly to increase their confidence and sense of belonging at Rutherford College. There is an accepted correlation between attendance and achievement, which needs to be promoted to our families in order to engage their support in encouraging their students to be at school consistently whenever possible. Lifting school attendance will allow all learners opportunities to learn and to connect with others, setting the foundation for future success.

Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance To be completed end of 2026
<p><b>Accountability</b></p> <p>Ensure roll-marking is consistent, timely, and monitored regularly. Monitoring roll marking, email reminders to staff, including HODs</p> <p>Activated unusual attendance email generated by PAROT</p>	<p><b>MB/ KP</b></p>	<p><b>T1</b></p>	<p>Reports from Kamar will show more teachers have completed rolls in a timely fashion within the lesson</p> <p>95% staff are marking the rolls within the period of the taught class.+</p> <p>Tutor teachers will have more time for WARM conversations - not following up on ST errors.</p>	<p>Attendance for students will be accurate, and more time will support their attendance to improve. Aiming for 80% of students having 90% attendance by 2030</p> <p><b>Targets: 60% in 2026</b> (no term data reached 50% in 2025)</p> <p>Māori 60% (2025 25%) PI 60% (2025 36%)</p>	

Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance To be completed end of 2026
				Male 60% (2025 48.5%) Female 60% (2025 43.26)  Reduced unexplained absence on student attendance data (i.e. periods marked with "?")	
Define clear tutor responsibilities for follow-up, with expectations built into appraisal/induction. Build this into Tutor teacher role description. Process for TT hui: Tutor teacher access their tutor class each meeting to know follow ups, leave alone case, warm chat	<b>House deans CR</b>	<b>T2</b>	Timely follow up on absences. - leads to % absences followed up within 48 hours  Cumulative attendance reports will have less unnecessary students identified	Students have accurate attendance records.	
House deans in charge of attendance to oversee the consistency of tutor teacher roles, house deans management of attendance response plan and referrals to the ACM	<b>House deans CR</b>	<b>T2</b>			
Maintenance of Kamar STAR pastoral attendance responses for reporting to the government CMS referral database.  Nudge letters to be emailed and posted home.	<b>MBL/ KP</b>		Chronic Absence Support Requests  Weekly auto generated emails sent to whanau and students with their attendance information and upcoming assessment information.	Chronic Students & whanau know the ACM and work with him to come to school:  Target: chronic absences <20%	

Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance To be completed end of 2026
ACM to update the STARS entries on Kamar and referrals to Attendance West. Regular meetings with Attendance West, referrals to CMS			Number of home visits recorded	Chronic defined as > 15 days absence.  2025 Chronic (RED) 40%	
Clear process for offsite and on site trips so that attendance is accurate and the workload is manageable for Ellen-Jane  Groups to be set up on Kamar for student lists to make attendance entry efficient and timely	<b>MB/ KP</b>	<b>T1</b>	Use of groups in Kamar has been added to the EOTC check list.  100% EOTC rolls entered before the event. Rolls taken on the day to update the attendance accurately	Students have accurate attendance records	
<b>Build Attendance Buy-In for students and whanau</b> Encourage students to own their own attendance %.  <ul style="list-style-type: none"> <li>● Staff to make lessons engaging and enable quick success motivational activities</li> <li>● Positive comms - celebrate attendance, clearly identify</li> </ul>	<b>MB/ KP</b>  <b>MB/ KP</b>	<b>T1</b>  <b>End of T4</b>  <b>T1 w8</b>	Department resources / unit plans inclusive and engaging	Students to be aware of their attendance % aiming be at school as much as possible	

Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance To be completed end of 2026
<p>correlation between achievement and attendance. Panui messages</p> <p><b>Intensive Support for Chronic Absentees</b></p> <p>Referral process consistent according to the Attendance Response Plan</p> <p>Identification of cumulative and consecutive absenteeism</p> <p>Follow Attendance Response Plan for referrals -</p> <p>Within school: tutor teacher to House Dean, to ACM</p> <p>External agencies: Attendance West CMS database</p>	<p><b>MB/ KP/ Ellen Jane</b></p> <p><b>GI</b></p> <p><b>House Deans</b></p> <p><b>ACM</b></p>		<p>Tracking sheet transparent for all parties to identify students</p> <p>Records of meetings with Attendance West</p> <p>Referrals tracked on the CMS database - reduced numbers from previous year</p>		

Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance To be completed end of 2026
<p><b>Professional Learning</b></p> <p>Attendance process delivered to all staff - Big Picture</p> <p>Attendance Response Plan - including scripts</p> <p>TTs trained to access P.A.R.O.T to get percentage attendance statistics of students in their class, to inform their implementation of the attendance response plan steps.</p> <p>KAMAR groups for out of class groups</p> <p>Rolls for trips will be entered into Kamar ahead of time for accurate attendance and reporting to parents</p>	<p>MB/ KP</p>	<p>T2 week 1</p> <p>Tutor hui GI</p>	<p>Roll data - timely and accurate entries will show &gt;90 % rolls done in the taught period</p> <p>Responses to attendance concerns are tracked in Kamar using the new STAR functionality so there is a consistent process</p> <p>Consistency across all tutor teachers, attendance deans and house deans Then ACM involvement to support chronic attendance issues.</p> <p>Included in the EOTC process as part of the check list</p>	<p>Students and caregivers will have accurate records of attendance. Students motivated to maintain high % attendance ie no more than 1 day off a fortnight</p>	

Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance To be completed end of 2026
<p><b>Resources</b></p> <p>KAMAR STAR functionality: auto emails to families when students have been absent from school for identified number of days: 5, 10, 15, 20</p> <p>P.A.R.O.T function : Emails to tutor teachers using the unusual attendance data -</p> <p>Attendance Response Plan</p> <p>ACM role established -</p> <p>Use of the STAR functionality to ensure a consistent process is followed and documented</p> <p>All Attendance processes will be made available on the staff Intranet</p>			<p>Attendance data will show a shift to maintain an 80% rate- for term 2 (in 2025 this dropped to 75% T1 to T2</p> <p>Aupiu Pritchard is building connections with students and will be making home visits for the chronic absences</p>	<p>Term by Term attendance will hold steady rather than dropping towards the end of the year</p>	

# Classroom Culture

Project Lead by: Brendan Curran

**Goal Description:** ETF classroom behaviour management strategies are consistently applied across all classrooms ensuring that there is less low-level disruption and equitable experiences for all students.

**Why does this project exist:** Ongoing low-level disruption undermines learning and creates inequities, especially for Māori students. Different departmental responses lead to perceptions of unfairness and inconsistency. Our aim is to develop a culture where learning is the central focus, routines are predictable, and teachers are supported to use professional judgement within a shared framework.

Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance
<p><b>Professional learning</b></p> <p>Classroom routines anchored on specific foci that reduce disruption (greeting on entry, phones away, seating plans, visible kindness)</p> <p>Upskill staff on Kamar pastoral entries - clarity on the correct way to record pastoral concerns</p> <p>Run a student forum (esp. Māori and Pasifika juniors) on</p>	<p>MR CR MB</p> <p>SLT</p> <p>CR/MB</p>	<p>Mid T1</p> <p>T1</p> <p>T2</p>	<ul style="list-style-type: none"> <li>• ≥80% of walkthroughs show ETF agreed behaviour management strategies present</li> <li>• Classroom routines will be consistent and evident across the school and in each lesson. An effective Do Now will be visible and there will be evidence of student engagement.</li> <li>• Teachers will report a decrease in the distraction of phones during lessons</li> <li>• Students report a change in their experience in the classroom</li> </ul>	<p>Student survey: ↑ % reporting “The teacher deals with disruptive behaviour quickly so learning can continue.”</p> <p>Reduction in junior disruption incidents logged in KAMAR.</p> <p>Student voice from these forums can be used to develop foci for staff professional learning</p>	

Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance
<p>perceptions of fairness and consistency.</p> <p>Whānau engagement Investigate and develop processes to promote positive classroom behaviour and actively inform whānau early of student progress</p>	<p>CR/MB/ CJ</p>	<p>T2-3</p>	<ul style="list-style-type: none"> <li>• Communication to whānau will include positive affirmations about student attendance and engagement</li> </ul>	<p>Greater numbers of whānau engaging with school events or supporting intervention meetings for students</p>	



Solution strategies	Led by	When	Implementation Indicators - Early signs we are on track.	Outcome Indicators - Intended impact on student outcomes.	Analysis of Variance
<p><b>Accountability Measures</b></p> <p>Classroom walkthroughs through T2- walk-throughs focused on consistency of student experience</p> <p>Student voice survey x 2</p> <p>Staff survey x 2</p> <p>Pastoral Data Tracking - Deans and SLT will monitor the classroom and behaviour pastoral entries and effectively intervene early.</p>	<p><b>SLT and HODs</b></p> <p><b>DO/MB</b></p> <p><b>CR/MB</b></p> <p><b>SLT and Deans</b></p>	<p><b>T2</b></p> <p><b>T2-4</b></p>	<ul style="list-style-type: none"> <li>• ≥80% of walkthroughs show ETF routines, planning, and CFU strategies.</li> <li>• A reduction in the amount of KAMAR pastoral entries for disruptive classroom behaviour (compared to 2025)</li> <li>• House teams will know which students they are prioritising</li> </ul>	<p>Student survey shows:</p> <p>≥70% juniors report fewer disruptions affecting learning.</p> <p>≥70% juniors report a greater sense of belonging.</p> <p>≥70% juniors report that teacher classroom behaviour management strategies are consistent across their classes</p> <p>Māori/Pasifika perception of fairness within ±0.2? % of Pākehā peers.</p> <p>Staff survey: ≥75% report increased confidence in using ETF strategies for classroom behaviour management and knowledge of pastoral processes. (use SOY survey as baseline)</p> <p>A decrease in classroom pastoral incidents recorded in KAMAR.</p> <p>An increase in whānau communication including phone calls or meetings are recorded in KAMAR.</p>	

# Property and Environment

Projects	Led by	Timeline	Implementation Indicators	Outcome Indicators	Analysis of Variance
<b>5YA and 10YPP work</b>	<i>Board and Principal</i>	Ongoing during 2026	The school uses the appropriate funding to improve and develop the campus	Remedial work is completed within budget	
<b>Marae</b>	<i>Board and Principal</i>	December 2026	A project matrix with a plan for the new Marae is developed along with realistic costings	Fundraising avenues are sourced and the completed project documents are finalised	
<b>Student Services Centre</b>	<i>Board and Property Team</i>	Term 2, 2026	The Admin block is redesigned or reconfigured into a The Student Services Centre	The Student Services Centre meets the needs of the staff and students.	
<b>School Pool</b>	<i>Board and Property Team</i>	Term 1, 2	Fundraising is sourced	Pool remediation is completed	
<b>Volleyball Courts</b>	<i>Board and Property Team</i>	Term 2, 3	Funding is sourced externally with assistance from community	Volleyball courts are completed	
<b>Turf project</b>	<i>Board and Property Team</i>	December 2026	A project matrix with a plan for a turf is developed along with realistic costings	Partner clubs, schools, clubs, RSO's and council are working together on this community facility. Project is scoped ready to go to planning phase.	