

RETENTION STRATEGY

There are a range of interventions we have put in place that contribute to our 'Retention Strategy'. The strategy is informed by outcomes in our most recent Education Review Office Report (ERO). Actions within the strategy are rooted within our Strategic Plan 2024-2025.

TERM 3 UPDATE

FOUR AREAS OF FOCUS

**School life that is
engaging**

so students want to stay engaged

**Effective teaching
practice**

so students see school as a viable pathway

**Waymarker
events**

so students are motivated to turn up everyday

**Structure that leads to
many pathways**

so students are have a clear pathway when leaving



RETENTION STRATEGY

The Retention Strategy is a tactical rollout of key components from the Strategic Plan. It operationalises the broader strategic goals by linking specific interventions to measurable actions, timelines, and outcomes. The color-coded dots in the Retention Strategy help make those links explicit, and most of the initiatives are also marked as either embedded, ongoing, or completed in the strategic plan document.

Below are the specific interventions that link to the four areas of focus for the Attendance Strategy

JULY 2025



The coloured circles link a specific action in this strategy to the Strategic Plan

School life that is engaging
so students want to stay engaged

Effective teaching practice
so students see school as a viable pathway

Structure that leads to many pathways
so students have a clear pathway when leaving

Waymarker events
so students are motivated to turn up everyday

School Improvement Framework

What actions are we taking to rise to the challenge of students being engaged at RC

**One line Success Criteria
UPDATED: JULY 2025**

Timeline

• Inclusion and Wellbeing (IW3)

2.5

• More Co-Curricular Activities

• Inclusion and Wellbeing (IW3, IW1)

2.1

• Wider use of recognitions to drive positive behaviour

• Inclusion and Wellbeing (IW3, IW1)

2.2

• PB4L Adjacent approach to learning and behaviour

• Professional Capability and Collective Efficacy (PCCE4, PCCE5, PCCE1)

1.2

• Staff Guide to Best Practice and QPF

• Teaching and Learning (TL1, TL9)

1.3

• Relationships for Learning pedagogy

• Teaching and Learning (TL2, TL7)

1.4

• Structured Literacy / Structured Numeracy

• Curriculum (C1, C3)

1.10
1.12

• Improved senior options

• Curriculum (C1, C3)
• Pathways & support (P3)

1.10
1.12

• Services Academy and additional pathways

• Inclusion and Wellbeing (IW3, IW4)

1.5

• 'A Device for Every Student' Initiative

• Inclusion and Wellbeing (IW3, IW2)
• Leadership (L2)
• Curriculum (C3)
• Partnerships (P3)
• Teaching and Learning (TL4)

2.4

• Year 13 Trips - Queenstown ('24), Japan ('25)

2.4

• Senior Ball

2.4

• Leavers Dinner

• Review funding if need as new groups start for winter

• Review Year 13 Badge criteria, and possibility of streamlining reward redemption

• PB4L pyramid of needs is created and used

• Included into the induction process

• Staff are introduced to this and impact coaches are in action from T1, 2025

• Staff involved in tranches of PD, will disseminate their knowledge throughout the staff

• Action area is completed

• Ensuring we meet requirements for 2026

• Streamlining collection and distribution

• Board passes motion and trip is organised

• Expressions of Interest in having a Snr Ball are done in T2, 2025

• Leavers dinner to celebrate graduation and success

• Embedded

• Roll out complete

• Throughout 2025

• Embedded

• Ongoing

• Ongoing 2025

• Completed

• Ongoing monitoring

• Completed

• Term 3, 2024-2025

• Term 3, 2025

• Term 4, 2025

