

Annual Implementation Plan 2026

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Strategic Planning Hierarchy at RC



This diagram illustrates the Strategic Planning Hierarchy at RC, showing how long-term vision is translated into measurable outcomes.

At the foundation is the Strategic Plan, which serves as the blueprint for the College's direction. Building on this, the Annual Implementation Plan outlines scaffolded actions that can be tracked and measured throughout the year. These actions are then grouped into themed strategies to ensure continuity and alignment with broader goals. Progress and results are regularly monitored, with data tracked and analysed at fortnightly Senior Leadership Team (SLT) meetings, ensuring ongoing reflection, accountability, and informed decision-making.

Strategic Plan 2026-2028 (Step 1)

Strategic Direction

Engaged and inspired students	Inclusive and skilled staff	A positive school culture	Connected & proud community	Effective use of Resourcing
Engage our students through a wide range of learning experiences and targeted, equitable learning approaches	Engage our staff through increasing capacity in and out of the classroom to support our students	We have a positive school culture that can be seen and felt in all areas of our school	Engage our community so they are proud of the students and see their successes	We have a positive physical environment and our fiscal management supports our operations

Our Annual Targets

14 credits or more for every student in every senior course - Improvement of 10% on 2025, for overall Merit or Excellence credits - Senior Literacy and Numeracy Target: 85% of students gain UE Literacy at Level 2 or Level 3 - Junior Literacy and Numeracy Target: Improvement of 10% on 2025 of Year 8 students are at or above the expected curriculum level for their age in reading, writing and maths - Attendance Target for 'Regular Attendance': 10% improvement on 2025 of students attending more than 91% of the time
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Annual Implementation Plan 2026 (Step 2)

Engaged and inspired students (1)							
Annual Goal and Target in this area:							
Big Actions Regulation 9(1)(b)	School Improvement Framework (SIF)	Area	Scaffolded Actions (Outcomes, outputs or measures of success) Regulation 9(1)(b)	Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	When	How will you measure success? And as the year continues, completion dates and comments Regulation 9(1)(d)
Professional Practice and Effective Teaching practice	Teaching and Learning	Teaching	- Develop and embed an effective teaching profile at RC in line with Relationships First. - Ensure the profile reflects the school vision, values, and agreed expectations for effective learning.	RA	- Time to do this in PLD - Potentially budget for PLD on constructing this	Terms 2-4	- Agreed RC teaching and learning profile is developed. Profile reflects the school vision and values. - Staff have a shared understanding of effective teaching practice at RC.
	Teaching and Learning	Teaching	- Contextualising Relationships for Learning Pedagogy - Teaching to the North East - Relationship First core pillars - Refining the School Observation Template	RA	- Time to do this in PLD - Potentially budget for PLD on constructing this	Terms 1-3	- Produce a School Observation Template - Have a PGC process that supports RFL
	Curriculum and Teaching	Curriculum	- Develop a Year 7 to 11 literacy curriculum plan that incorporates: - Structured Literacy / Structured Numeracy - Works with the Teaching Profile - Includes markers for early targeted support - Prepares students for the CAAs	- WA - RA	Funding for structured literacy PD for PC and WA	Terms 2-4	Structured Literacy and Structured Numeracy deliverables/requirements are met.
Prepare for refreshed curriculum implementation	Curriculum	Curriculum	- Develop a plan to approach the refreshed curriculum that incorporates: - PD around what the curriculum is - Upskilling of staff around the new curriculum and how to use descriptors in each learning area - A timeline on how this will be rolled out at RC	WA	- StaffPLD time - Learning Area meeting time - Curriculum resources and guidance documents - Possible external PLD support	Terms 2-4	- Refreshed curriculum implementation plan is completed - Staff have received PLD and can explain key curriculum changes - Learning Areas have begun mapping programmes against refreshed curriculum descriptors - A clear RC rollout timeline is shared with staff - Priority next steps are identified for 2027 planning
Enhance	Inclusion and Wellbeing		Develop a plan within the Diverse Learning Department to upskill on Best Practice modules, consolidation of support and tools. The plan will be	- WA - ROR	Allocated time within DL staff hours to develop systems and support teachers	Term 2: Referral process clarified, initial staff PLD	Referral processes are consistently used and recorded, evidenced through

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Student Support Structures to Remove Barriers to Success		Diverse Learning Department	- informed by the UDL. - Upskill staff on UDL and DL - develop a programme of PD for staff (TA and Teacher) - DL staff to be able to assess and help teachers identify students needing support - link to 1.1a		- Professional learning time for staff (teachers and teacher aides) focused on UDL and inclusive strategies - Teacher aide time aligned to identified students and targeted small group programmes - Assessment and targeted intervention resources to	delivered, new priority students identified, class observations initiated Term 2–4: Small group programmes implemented	KAMAR or shared tracking data. Inclusive classroom practice is evident
Develop and Sustain Diverse Academic and Vocational Pathways	Pastoral care	Pastoral Care	- ensure strong support for student pathways through Learning Advisory class academic pastoral care - Develop plan with Deans for academic coaching and tracking in LA time	AT	- Time and ideas to brainstorm what could be done within this space (building a plan) - PD time and resource allocation to make this happen	Terms 2-3	LA time is used effectively to coach students to reach their goals
	Careers and Pathways	Careers	- Investigate and set up a digital platform to be able to support students careers and pathways - A centralised digital platform will be established using Google Sites to provide access to pathways information, supported by Google Forms for tracking interviews and Google Sheets for monitoring student pathways and progress	- KWA - BP	- Google Suite tools (Sites, Forms, Sheets) - Careers staff time for development, implementation, and ongoing use - PD time for whole staff training - Digital and physical awareness of offered programmes and opportunities.	Term 2: Platform established and introduced Term 3–4: Ongoing use and refinement	A platform is used consistently across the school for tracking of students aspirations / career resilience.
	Careers and Pathways	Careers	- Track and focus on UE to make this a clear pathway - Further develop the careers space to have a focus on “te herenga” the journey to UE - Refresh for staff on what UE is and how to get it	- KWA - BP	- Costs associated with supporting students visiting tertiary providers (proposed Otago visit, Mānawa Mai Open day) - PD time for whole staff training	Established in Term 1 and ongoing	- Teachers understand what UE is and how to get it - Students are tracked - UE rates improve for those who need it
	Careers and Pathways	Careers	- Increase opportunities for students to engage in pathways and academies. - Expand and strengthen pathway options in Tourism, Trades (including Plumbing), Building, and Primary Industries. - Develop relationships with Te Tai Tokerau Trades Academies	- KWA - BP	Staff time and mileage to broker relationships with academies Some possible costs associated with engaging with providers.	Term 2 and ongoing	- Students are enrolled in pathway or academy programmes by Term 3, with 100% of these students having a documented pathway plan through tracking interviews. - Partnerships established with external providers, with regular student engagement opportunities in place.
Strengthen Student Progress Tracking and Parent Communication	Evaluation and Inquiry	Data	Refine school wide approach to data collection, tracking and mapping	- WA - RA	- PLD for staff - System may need to be developed around data - Explore use of PAROT system	Terms 2-3	- Data collection will be more consistently shared - Establish the junior assessment group - Track literacy through this method for Year 7-11
	Evaluation	Data	Establish a Junior Assessment Group to support	RA	Time for staff to meet	Terms 2-4	Junior Assessment Group is

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	and Inquiry		assessment consistency, tracking and data use across Years 7-11. - Use this group to support literacy tracking and junior achievement monitoring. - Investigate a Junior Diploma		Resourcing for PLD		established. - Literacy is tracked across Years 7-11. - Junior assessment information is used to support teaching, learning and student progress decisions.
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Time to pivot on this and think about 2026	Blue - Complete / Business as usual (BAU) / No further action (NFA)	Green - On track	Amber - An ongoing process to get to where we want to be	Red - Not on track	Not applicable - This will be worked on later in the year
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Inclusive and skilled staff (2)							
Big Actions Regulation 9(1)(b)	School Improvement Framework (SIF)	Area	Scaffolded Actions (Outcomes, outputs or measures of success) Regulation 9(1)(b)	Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	When	How will you measure success? And as the year continues, completion dates and comments Regulation 9(1)(d)
Strengthen effective teaching practice	Teaching and Curriculum	Teaching	- Establish the micro-credential system for the Pedagogy Lead to use with staff. - Develop clear micro-credentials that support priority areas of teaching practice. Use this system to support PRTs, LATs, overseas-trained teachers and staff new to New Zealand education.	- JD - AT	- Time to develop the micro-credentials - Pedagogical Lead to work with staff on these	Terms 1-2	- Micro-credential system in use - PRTs, LATs, NTNZ are supported via this system
Effective teaching practice	Teaching and Curriculum	Teaching	- Finalise the 2026 PD and meeting plan. - Develop and implement a professional learning plan that builds consistent, high-quality literacy teaching and assessment practices across Years 7-11. - Ensure PD links to school priorities, compliance needs and classroom practice.	RA	- Budgeting for SLT to be upskilled and then bring this PD back to the staff - Time - Introduction of compliance time (Wednesday after school every fortnight)	Terms 1-4	- Systems assurances are supporting best practice for planning, compliance and teaching practices - Course outlines are published on KAMAR and in a student friendly format
Use the PD plan to support inclusive and skilled staff practice	Teaching and Curriculum	Staff Capability	- Ensure the PD plan supports staff capability, inclusive practice, curriculum development, literacy, assessment, compliance and teaching consistency. - Review the PD plan throughout the year so it remains responsive to staff and student needs.	RA	- PD budget. Staff meeting time. SLT planning time. - External PLD where required.	Terms 1-4	- PD plan is reviewed during the year. Staff feedback informs next steps. - PLD is connected to classroom practice and school priorities. Staff feel supported to meet teaching, curriculum and compliance expectations.

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Effective teaching practice	Teaching and Curriculum	Teaching	- Refining middle leadership processes - Systems assurances for HOLs and Deans - Completing action plans that are required - Course outlines and learning area documentation is up to date	WA	- Time to develop systems assurances and check in and support with this - PLD on best practice - Additional time to meet compliance and teaching needs	Terms 1-4	- Systems assurances are supporting best practice for planning, compliance and teaching practices - MNA process has required documentation completed
Effective teaching practice	Teaching and Curriculum	Teaching	- Implementing evaluation processes - Course reflections / unit reflections and then using this with achievement data for in Learning Area discussions - Student feedback - Analysing raw data	WA	- Learning Area meeting time - Shared reflection template - Access to achievement and assessment data - HOL time to support and monitor completion	Terms 1-4	- Learning Area meetings are minuted and changes recorded - HOL reflections are completed by deadline
Effective teaching practice	Teaching and Curriculum	Teaching	- Develop and trial an observation framework that supports professional growth and consistent teaching practice. - Align the framework with PGC documentation. - Use observations, feedback and follow-up conversations to support teacher reflection and improvement.	RA	- Time to develop and trial the framework. PLD or staff meeting time to introduce the process. - Alignment with PGC documentation. Time for observations, feedback and follow-up conversations.	Terms 1-4	- Observation framework is completed and used within the PGC. Staff participate in observation and feedback processes. - Learning Area meetings record relevant changes to practice. Staff can identify strengths and next steps in their teaching.

A positive school culture							
Ruawai College has a positive school culture that can be seen and felt in all areas of our school							
Big Actions Regulation 9(1)(b)	School Improvement Framework (SIF)	Area	Scaffolded Actions (Outcomes, outputs or measures of success) Regulation 9(1)(b)	Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	When	How will you measure success? And as the year continues, completion dates and comments Regulation 9(1)(d)
Strengthen collective student culture through recognition	Inclusion and Well-being	Pastoral Care	Continue to embed and refine the school recognition system. Introduce the Platinum Badge as a higher-level recognition of student contribution, leadership and school values. Review how badges are awarded so the system remains meaningful, consistent and motivating for students.	- RA - TOS - Deb P	- Funding for badges - PB4L fund has been cut by the MOE so board funding	Terms 2	Recognition system is refined. Platinum Badge is introduced. Badge criteria are clearer and more consistently applied. Students understand how to earn recognition.
Use wellbeing data to inform pastoral care decisions	Inclusion and Well-being	Pastoral Care	- Implementing Pulse to inform current state of wellbeing - collect data and analyse pastoral care needs and impact of developments - Analyse Pro-Empathy data	AT	- Funding for Pulse - PD and meeting time for staff to upskill	Terms 2 - 3	- Pulse is set up in Term 2 - Data is being produced from Term 3
Strengthen agentic	Inclusion and	Teaching / Student	Develop an agentic Student Leadership Team with	TOS	Funding for MUNA. Development	Terms 2 - 3	The Student Leadership Team

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student leadership and voice	Well-being	Leadership	visible leadership, authentic student voice and meaningful opportunities to contribute to school improvement. Strengthen systems for Student Council and Prefects so students can lead initiatives, represent peers and contribute to school culture.	RA	time for staff leading Student Council and Prefects. Time for regular student leadership meetings.		is active and visible. Student Council and Prefects have clear roles. Student voice contributes to school decisions and initiatives. Students are represented in school culture and improvement work.
Develop our PB4L Adjacent approach	Inclusion and Well-being	Pastoral Care	- Continue to refine the Family-Like Context Guide and embed the principles of PB4L in a way that fits the Ruawai College context. - Ensure expectations, routines and responses are clear, relational and consistently understood across the school.	- AT - SLT	- Time to refine the FLC. - Staff meeting time. - Leadership support.	Term 1	FLC is refined and refreshed. Staff have a shared understanding of expectations and responses. PB4L principles are visible in pastoral systems and school routines.
Strengthen collective student culture	Inclusion and Wellbeing	Pastoral Care	- Ensure effective transition processes are in place for students entering Ruawai College, moving between year levels, and transitioning out of school. - Develop clear documentation for stages of transition. - Strengthen connections with contributing schools and pathway providers.	- WA - KB	- MMA funding for a transition position. Time to develop documentation. - Time to build relationships with schools and providers.	Term 1	- Transition position establish and appointment - Connections developed with schools
Strengthen the pastoral triage team	Inclusion and Well-being	Pastoral Care	Develop a clear pastoral triage structure so student needs are identified, prioritised and responded to in a timely way. Clarify roles, referral pathways, meeting structures and follow-up processes.	- WA - AT	Time and organisational structure made available	Term 1	Pastoral triage team is established
School life that is positive and interesting PB4L	Inclusion and Well-being	Pastoral Care	- Developing a school wide plan so students represent RC with pride - Scaffolded experiences so students have the opportunity to develop the rigor and behaviour needed for EOTC - Behaviour expectations on school buses is clear	RA	- Time and organisational structure made available - Funding for trips	Term 1	- Year 7-8 Albany trip - Year 9-10 Activities (Maungawhai Christian Camp?) - Year 11 - Day trips to Auckland and Whangarei - Year 12 - Camp to Tongariro - Year 13 - Japan

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Connected & proud community							
Annual Goal and Target in this area: Ruawai College is connected to our community and beyond							
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Strengthen community connection and student pathways	Leadership / Community Partnerships	Pathways	Continue to build a Ruawai College alumni network. Develop an alumni database. Recognise and celebrate the success of past students. Connect alumni stories to current students through Careers and pathway conversations.	TOS	Time to gather information, contact alumni, create posts, and connect with Careers	All year	Alumni database is developed and updated. Regular alumni posts are shared through school communication channels. Alumni stories are used within Careers/pathways conversations. Students are exposed to a wider range of pathway examples and role models.
Strengthen community connection and student pathways	Community Partnerships / Stewardship and Governance	School Pride	Re-establish the International Student application process. Attend relevant meetings or conferences to support set-up. Develop systems that ensure compliance, student care, accommodation processes, orientation and pathway support are ready before students are enrolled.	RA	- Time - Funding line - Conference or meetings to assist with set up	Terms 2 - 3	Key documentation and procedures are completed. Funding line is confirmed. Relevant meetings/conferences are attended. Programme readiness is reviewed before accepting international students.
Interesting and engaging resourcing for students	Attendance, Engagement and Wellbeing / Culture, Identity and Belonging	School Pride	- Implement uniform changes / additions - Sports track pant - Year 13 Blazer - Long skirt addition	- Debs P - BP - RA	Time, funding line, conference/meeting costs, compliance documentation, admin support	Terms 2 - 3	Uniform additions are confirmed and communicated. Students have access to more inclusive and practical uniform options. Feedback from students and whānau is considered.
Strengthen community connection and student pathways	Community Partnerships / Transitions	Pastoral Care	Strengthen transition processes with feeder schools. Increase the visibility of Ruawai College student leaders in feeder schools. Develop a clear transition plan that supports Year 6-8 students and whānau to feel connected to RC before enrolment.	KB	- Transition coordinator time - Student leader involvement - Transport if needed - Communication with feeder schools	All year	Transition plan is followed. Student leaders attend agreed feeder school events. Feeder schools report stronger connection with RC. Incoming students and whānau feel more familiar with the school.
Strengthen community connection and student pathways	Community Partnerships / Communication	School Pride	Improve communication with whānau and the wider community through the website, SchoolBridge, social media and newspaper articles. Develop consistent social media templates and tiles. Upskill staff to contribute positive stories about student learning, achievement and opportunities.	- ADMIN - RA - TOS	- Website funding - Time to develop social media templates and tiles - Upskilling of staff	All year	Website links effectively with SchoolBridge. Social media templates are developed. Regular posts celebrate student success and school events. Newspaper articles positively promote what students are doing.
Strengthen collective student culture	Leadership / Conditions for Success	School Pride	Continue the process of aligning the school crest with the school motto, vision and identity. Ensure the final crest supports school pride, is suitable for uniform and	- RA - TOS	Time and capacity to attend events	All year	Crest design is confirmed. Crest aligns with school motto and vision. Branding can be used across uniform, website, signage

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			branding, and reflects Ruawai College's values and future direction.				and school communications.
Strengthen collective student culture	Community Partnerships / Conditions for Success	School Pride	Increase Ruawai College's presence in the local community. Encourage staff and student leaders to attend or contribute to community events and groups where appropriate. Develop visible school representation, including opportunities such as a community bowls team.	SLT	Time and capacity to attend events	All year	SLT shares opportunities for representation. Staff and/or student leaders attend community events. Ruawai College is more visible in community spaces. Community bowls team or similar initiative is established.

Effective use of Resourcing							
Annual Goal and Target in this area: Ruawai College has a positive physical environment and our fiscal management supports our operations							
Big Actions Regulation 9(1)(b)	School Improvement Framework (SIF)	Area	Scaffolded Actions (Outcomes, outputs or measures of success) Regulation 9(1)(b)	Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	When	How will you measure success? And as the year continues, completion dates and comments Regulation 9(1)(d)
Interesting and engaging activities for students	Stewardship and Governance	Property	Review current student recreation areas across the school. Gather student voices about break-time spaces and identify priority areas for improvement, including seating, shade, wet-weather spaces and safe social areas.	BP	Time, student voice process, property/grounds budget, possible quotes	Term 2 review; Term 3-4 actions	Student voice is gathered. Priority areas are identified. At least one recreation area improvement is completed or underway.
Be a proud and connected school	Stewardship and Governance	Property	Re-establish heritage displays in the hall, foyer and/or corridors. Identify historical photos, honours boards, memorabilia and stories that reflect Ruawai College's history. Display student artwork from current and previous years in public spaces.	BP	Frames, printing, display boards, time to curate and install displays	Terms 2-3	Heritage displays are visible in key school spaces. Student artwork is displayed publicly. Students, staff, whānau and visitors can see stronger evidence of school pride and identity.
Quality buildings to promote learning	Stewardship and Governance	Property	Investigate the condition of the walls. Explore gib walling, painting and general refresh options. Investigate air conditioning through the 5YA/property planning process. Complete phase two of equipment and gear purchasing.	BP / RA	Property budget, 5YA planning, quotes, gym equipment budget, contractor time	Terms 2-4	Scope of work is confirmed. Quotes are obtained. Required property work is scheduled or completed. New equipment is purchased and used to support student activities.
Quality buildings to promote learning	Teaching, Learning and Assessment	Property	Identify learning spaces that need improved resources to support structured learning. Review furniture, storage, whiteboards, visual supports, routines and teaching resources. Prioritise spaces where changes will improve student engagement, consistency and learning routines.	BP / RA	Furniture, whiteboards, visual resources, storage, classroom resources, budget allocation	Terms 2-4	Key spaces are better equipped to support structured learning. Staff report that spaces are more functional. Students experience clearer routines and more settled learning environments.
Continue to maintain school resourcing for future generations	Stewardship and Governance	Resourcing	Clarify the future purpose of the school house. Complete an initial condition review and identify required repairs or upgrades. Consider whether the house supports staffing, accommodation, rental income, international education or another strategic purpose.	BP	Property advice, condition assessment, quotes, Board discussion, possible budget allocation	Term 2 investigation; Term 3 decision	Future use is confirmed. Condition review is completed. Board receives a recommendation and makes a decision about whether renovation proceeds, is staged, or is deferred.

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Interesting and engaging activities for students	Attendance, Engagement and Wellbeing	Resourcing	Identify suitable funding options, including Hugo Trust. Gather evidence showing how a van would support attendance, access, engagement, sport, cultural activities and wellbeing. Obtain van quotes and submit at least one funding application.	BP / TOS	Hugo Trust application, van quotes, attendance data, supporting evidence, time to complete application	Terms 2-3	Funding application is submitted. Supporting evidence is completed. Outcome is recorded. If successful, purchasing and implementation process begins.
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