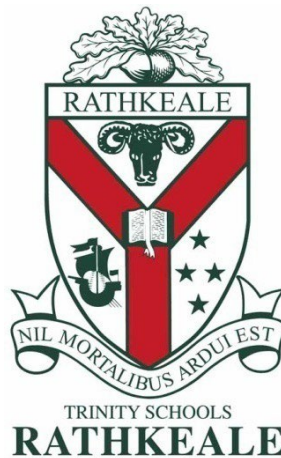


# Rathkeale College



## Strategic Plan 2018-2021

In 2014, the Board of Trustees of Rathkeale College, in consultation with various stakeholders, refreshed our Strategic Intentions and Strategic Plan to reflect evolving community aspirations for the school and its students, and changes in the government's intent for secondary education providers. The 2015-2017 Strategic Plan developed in 2014 aligned with amendments made in 2013 to the Education Act (1989), namely that the Board's main responsibility and focus is student progress and achievement.

In late 2016, a review of our 2015-2017 Strategic Plan has resulted in some minor changes – goals were realigned to our strategic intent and the 2017 Annual Plan was developed and implemented.

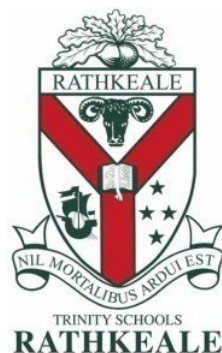
In 2017 the Board of Trustees determined that a second triennial review would be appropriate. An extensive survey was compiled, and our students, staff and parent community gave us both a clear view on how the school had progressed in the last three years and what their current thoughts and views were. All three groups of stakeholders have been provided with a summary of the survey results. There is an overwhelming level of support for the college and how we go about the business of educating our boys and girls in the Senior College.

Further consultations and subsequent discussions have taken place, and along with the views of board and management, a 2018 – 2021 Strategic Plan has been developed. We believe this plan provides a strong rationale for the 2018 and subsequent Annual Plans that will ensue.

Rathkeale College is committed to ensuring every student is achieving educational success; that priority learners (Māori, Pasifika and students with special education needs) receive quality support and that Rathkeale College contributes strongly to the achievement of the National Education Goals and specific national achievement targets.

**Rathkeale College Board of Trustees**

**March 2018**



# Strategic Intentions

## Our Vision

*A school of choice...*

*...that provides **a foundation for the future** needs of young men.*

***"Hei Tuarā Anamata"***

## Our Values

Our values are embodied in the four pillars of Good Rathkeale Men, men who:

**1. Are at ease with themselves**

We rely on spiritual support and guidance to be self-disciplined and courageous, to be self-aware, to persevere, and to be the best that we can be.

**2. Have an awareness of others**

We respect ourselves and have compassion for others; we believe in the common good; we strive for equity, fairness and social justice; and we respect diversities of culture, language, and heritage.

**3. Are prepared to step forward**

We aspire to excellence; we nurture leadership, ownership and responsibility; and we encourage innovation, enquiry and curiosity.

**4. Know they stand on the shoulders of those who have gone before them.**

As those before us have done, we will be stewards of our school for those that follow. We will be mindful also of those who have gone before us at Rathkeale, within our families and as Tangata Whenua of this land.

The Good Rathkeale Man lives up to our motto – *"Nil Mortalibus Ardui Est"*

*Nothing is too difficult for mortal man.*

## Our Special Character

Rathkeale College is an Anglican school providing a unity of Day and Boarding components through programmes of worship and religious studies, upholding a strong moral code and providing a well-rounded education that promotes excellence through academic, cultural and sporting pursuits in which all students and staff are expected to participate fully.

## Our Principles

The fundamental concepts underpinning and shaping Rathkeale College reflect our status as an integrated boys' boarding school within the Trinity Schools system:

- As a school of Special Character, defined qualities set us apart from non-integrated state schools;
- Boarding and all that it entails is an essential feature of the school;
- Particular attention is paid to integrating boarders and day boys in academic, social and extra-curricular activities;
- Particular care is taken to integrate an increasing number of international students into our predominantly New Zealand multi-cultural student base;
- Education focuses on Rathkeale and Senior College teaching and learning programmes developed from the National Curriculum and the extra-curricular programmes that have been designed to meet the needs of all students;
- The provision of resources and facilities is determined by the learning and pastoral needs of all students;
- The Rathkeale St Matthew's Senior College is integral to Rathkeale College operations;
- Excellence means each student achieves to his potential in all aspects of school life.

## Our Cultural Diversity

At Rathkeale College, the educational outcome of every boy matters, regardless of ethnicity, nationality, specific area of need or socio-economic status. We welcome diversity and provide options for all students to learn and achieve in an inclusive and supportive environment.

We work to ensure that we raise the achievement of all students; that all students leave school having achieved to the best of their ability and that there is parity of achievement for priority students (Māori, Pasifika, and students with special needs).

Specifically, at Rathkeale College, we:

- Promote Tikanga Māori and respect the principles of the Treaty of Waitangi;
- Promote participation and success of priority groups by aligning our activities to the government's expectation to promote the success of Māori as Māori and the Pasifika Education Plan;
- Uphold the rights and dignity of all our international students.

## Our Context

Rathkeale College, governed by the Rathkeale College Board of Trustees, is one of three schools in Masterton that operate under the proprietorship of the Trinity Schools' Trust Board (TSTB). Both boards are responsible for ensuring the guardianship of the College's Special Character.

Set in expansive grounds, native bush and with access to the Ruamahanga River, the college caters for boys in years 9 to 13, half of whom are weekly or full-time boarders, and around 10% of whom are international students. Students who identify as Māori make up about 10% and Pasifika students about 1% of New Zealand based enrolments.

We have a broad catchment area. Our students are drawn mainly from the Wairarapa (72%); Wellington region (18%); Hawkes Bay and Manawatu (5%) and other regions of New Zealand and Australia (5%).

Students in years 12 and 13 receive programmes of learning through the Rathkeale St Matthew's Senior College based at the Rathkeale College site. The special Anglican ethos of the college is evident in the relationships between staff and students, and between the students themselves.

# Student Engagement and Achievement

Boys at Rathkeale perform favourably against known government achievement targets.

Measure	Student Group	2017 actual		2021 target	
		NZ Average (All Students)	Rathkeale	NZ Target *1	Rathkeale Target
% of Y11 gaining NCEA L1 Literacy	All Boys	85.1%	98.6%	-	100%
% of Y11 gaining NCEA L1 Numeracy	All Boys	85.3%	98.6%	-	100%
% of Y11 gaining NCEA L1	All Boys	84.7%	91.3%	-	100%
	Māori Boys	81.8%	83.3% (5 of 6)	-	100%
% of Y12 gaining NCEA L2	All Boys	89.1%	98.5%	85%	100%
	Māori Boys	84.3%	100% (5 of 5)	85%	100%
% of Y13 gaining NCEA L3	All Boys	83.1%	87.2%	-	100%
	Māori Boys	75.3%	75.0% (6 of 8)	-	100%
% Year 13 gaining University Entrance	All Boys	61.1%	69.4%	-	80%
	Māori Boys	40.9%	75.0% (6 of 8)	-	80%
Number of NZQA Scholarships	All Boys	-	8	-	12

Results compare more than favourably with national “averages”. Our own analyses each year breaks down the data into considerable detail and makes comparisons with schools in the same deciles band. The number of NZQA Scholarships awarded varies due to our small cohort numbers.

Pasifika figures Are not shown due to only having three students in Year 11 and one in Year 13.

## Student Engagement

We recognise that engagement is key to retaining boys in school and to their educational success. We aim to maintain small class sizes, provide classroom environments that are conducive to learning, provide extra support to engage boys with special needs, and provide extension for those students identified as gifted and talented.

In addition to adopting modern teaching and learning practices that aim to engage young men in learning, whole school activities contribute to the school’s aim to develop ‘Good Rathkeale Men’.

\*1 We are not aware of other government targets

\*2 While not all are instructed in Te Reo Māori, all Rathkeale boys, regardless of ethnicity or nationality participate in A range of activities and programmes aimed to create an awareness of Māori culture, language and traditions.

# Organisation and Structures

The Board of Trustees governs the school, and the Trinity Schools' Trust Board is responsible for the oversight of the special character, property and boarding houses. The Board takes responsibility for ensuring a healthy and safe environment for all staff, students, visitors and contractors on school property.

Rathkeale College is a boys' school attended by a total of some 310 students. Each year between 100 and 120 students in years 12 and 13 are joined by an equal number of girls from St Matthew's Collegiate School on the Rathkeale Campus. This arrangement, known as the Rathkeale St Matthew's Senior College, sees the years 12 and 13 students from both schools taught in co-educational classes. The staff employed by Rathkeale College reflects this co-education approach and is provided for by a transfer of staffing from St Matthew's.

A total of 44.7 fulltime equivalent staff ensures an attractive teacher: student ratio and allows us to accommodate an approximate average class size of 15. Each year the Ministry of Education provides funding for 26 teaching staff and St Matthew's transfers funding for an additional 10. Approximately 6 additional full-time teacher equivalent teachers are funded by the Board of Proprietors.

Student achievement at Rathkeale is the responsibility of the Principal, who is supported by two Deputy Principals and five Deans. Of the total staff, approximately 60% hold management units with an additional 8% provided with management allowances. Additionally, full-time non-teaching staff include 3 Teacher Aides, a Librarian, a Director of Sport and a Sports Coordinator, as well as a part-time Laboratory Technician.

Further pastoral support is provided through a full-time Chaplain who also teaches Religious Education and a full-time Guidance Counsellor. The Careers Advisor's role occupies a 0.5 FTE position and a total of 3.6 staff provide teacher administrative support.

Of the total 50 (44.7 FTE) teaching staff (6 part-time), 27 are male and 23 are female. On conversion to FTEs, 60% of all teaching is carried out by males and 40% by females. We have a stable staff contingent, with an average tenure of approximately 11 years.

All staff are expected to contribute to the wider life of the school and as such are variously involved in coaching, managing, directing and supervising students in sporting, musical, cultural, boarding and service activities.

Rathkeale is proud of its expansive natural environment, extensive gardens, and high standard of classroom facilities and boarding accommodation. Integral in the development of the school is the building development programme. Classrooms and other features of the school have been upgraded and now provide modern and functional teaching and learning environments. The current emphasis is on the refurbishment of the College's boarding houses and the establishment of a STEM (Science, Technology, Engineering and Mathematics) centre to replace two former Computer rooms.

## Community Consultation

During the drafting of this Plan in 2017 - 2018, the school management and the Board of Trustees consulted extensively with, and sought feedback from:

- Parents of current students through a survey;
- Current students through a survey;
- Staff through a survey and feedback on the survey results and the draft Strategic Plan

In 2016- 2017 we engaged with Kahungunu ki Wairarapa and worked with them and other local schools to engage in their Education Strategy (He Heke Tuna, He Heke Rangitira). Work from this engagement has set the basis for ongoing Maori student achievement initiatives. These are reflected in this plan and specifically in the 2018 Annual Plan.

Further consultation with the iwi, Rangitane o Wairarapa should occur.

**The Board intends to conduct another comprehensive survey of all stakeholders in 2022.**



# Strategic Plan 2018 – 2021

## Our Strategic Goals

Our Strategic Goals set priorities for change. They have been developed to align to our Vision; to accommodate our Values, Principles and Special Character; to reflect community aspirations for the school and its students; and to reflect government priorities as set out in the National Education Goals and National Administration Guidelines.

### **Goal 1: Student Achievement Goal.**

Every student is engaged in their learning in a manner that will challenge them to reach meaningful personal goals and allow the school to maintain high academic standards.

### **Goal 2: Staff Development Goal.**

Employ highly qualified registered teachers and support staff with the requisite knowledge and skills and promote engagement in their professional learning.

### **Goal 3: Special Character Goal.**

Ensure the Special Character of the College is preserved through the unity of day and boarding students participating in religious, cultural, sporting and recreational pursuits.

### **Goal 4: Community Engagement Goal.**

Promote a greater awareness of Rathkeale College and build alliances with St Mathew's Collegiate School and our local parent, Old Boy, iwi and business communities.

### **Goal 5: Finance, Property and Infrastructure Goal.**

Deploy effective financial management and invest wisely to enhance the unique and exceptional facilities that support all aspects of school life.

These Goals, and their associated Objectives, form the basis for deriving activities in future Annual Plans.

Our goals align to the National Education Goals as shown in Appendix 1.

# Strategic Goals, Objectives and Targets 2018 – 2021

<b>Strategic Goal 1: STUDENT ENGAGEMENT AND ACHIEVEMENT (NEGs 1, 2, 3, 5, 6, 7, 8, 9)</b> <i>Every student is engaged in their learning in a manner that will challenge them to reach meaningful personal goals and allow the school to maintain high academic standards.</i>				
Objective	Measure	Target 2019	Target 2020	Target 2021
<b>OBJECTIVE 1:</b> Investigate further ways to identify junior (Year 9 and Year 10) students' academic potential and track and report on their engagement and progress.	Ascertain what is needed in terms of what is the best assessment tools to measure and track junior students	Testing is confirmed for 2019	Testing is confirmed for 2020	Testing is confirmed for 2021
	Use assessment tools to measure academic levels	All Year 9 and 10 students increase their Curriculum Level by the end of the year	All Year 9 and 10 students increase their Curriculum Level by the end of the year	All Year 9 and 10 students increase their Curriculum Level by the end of the year
	Use e-asTTle to measure the level of motivation of Year 9 and 10 students	Increased motivation	Motivation maintained at a high level	Motivation Maintained at a high level
<b>OBJECTIVE 2:</b> Measure and Report on the engagement and achievement of Years 11 - 13 students against Departmental NZQA (NCEA and Scholarship) achievement targets.	Percentage of students gaining Level 1 Literacy and Numeracy	100%	100%	100%
	Eligible students gaining UE	100%	80%	80%
	Percentage of students gaining an endorsement at all Levels of NCEA	50%	50%	50%
	Number of Scholarships	At least 20 scholarships gained by 15 students)	Undetermined	Undetermined
<b>OBJECTIVE 3:</b> Identify and specifically report on targeted groups of students, namely: ➤ Maori and Pasifika ➤ Those with Specific Learning Needs ➤ Gifted and Talented ➤ International	Work done by SENCO office adds value to those in the STS classes beyond what was initially expected	These identified students move up one curriculum level by the end of the year	These identified students move up one curriculum level by the end of the year	These identified students move up one curriculum level by the end of the year
	ESOL programme used to enhance the academic performance of International Students	All International Students involved in ESOL programmes	All International Students involved in ESOL programmes	All International Students involved in ESOL programmes
	Students identified by HODs as G&T are provided with suitable extension programmes	No predetermined %, but programmes are provided	No predetermined %, but programmes are provided	No predetermined %, but programmes are provided
<b>OBJECTIVE 4:</b> Further implement Maori student initiatives and determine any impact these may have on student engagement and achievement.	Maori Student Profiles	Completed Mid Term I	Completed Mid Term I	Completed Mid Term I
	Calendar of Activities	Activity engagement completed	Activity engagement completed	Activity engagement completed
	Service involvements recorded	Projects completed	Projects completed	Projects completed
	Surveys and other anecdotal evidence	Surveys show a high level of satisfaction	Surveys show a high level of satisfaction	Surveys show a high level of satisfaction
<b>OBJECTIVE 5:</b> Investigate ways by which engagement in Te Reo and Tikanga Maori has greater appeal to a greater cross-section of students.	Awareness of Tikanga activities	Anecdotal	Anecdotal	Anecdotal
	Teachers engaged in Te Reo Learning	At least 3	At least three new	Another three new

	Records of discussions / investigations of how changes in Te Reo Teaching may come about.	Changes to teaching programmes implemented by start 2019	Undetermined	Undetermined
	Leaders clearly identified and acknowledged	Three strong leaders recognised	Five Leaders	Undetermined
<b>OBJECTIVE 6:</b> Determine measures by which Year 12 and Year 13 students become more motivated to achieve to their academic potential. .	Write That Essay – techniques used to raise the standard of written work in Year 12	Students report increasing confidence English department staff report on the quality of paragraph structure and essay construction	Undetermined	Undetermined
	A coordinated approach to preparation for scholarship	Students are involved in preparation got Scholarship classes. Attendance at Scholarship exams is 100%	Students are involved in preparation got Scholarship classes. Attendance at Scholarship exams is 100%	Students are involved in preparation got Scholarship classes. Attendance at Scholarship exams is 100%
	Targets are used to set goals for academic achievement	All students engage in the target setting process	All students engage in the target setting process	All students engage in the target setting process
	A record of student views is obtained.	Nothing specific	Nothing specific	Nothing specific
<b>OBJECTIVE 7:</b> Investigate ways by which the careers programme can further be integrated into the wider curriculum and how we can increase the uptake of advice and guidance given to Senior College students.	At all levels, information on careers and future opportunities is provided through a range of subjects.	100% are informed	100% are informed	100% are informed
	Senior students report that they are well aware of their options beyond school.	100% are aware	100% are aware	100% are aware
<b>OBJECTIVE 8:</b> Reinforce the Behavioural Management Plan so better understanding and greater consistency reduces the disparity between student and parent views and staff views regarding the clarity of behavioural expectations. .	<b>Measure</b>	<b>Target 2019</b>	<b>Target 2020</b>	<b>Target 2021</b>
	Staff are aware of, and follow the Behavioural Management Plan	100%	100%	100%
	Students and parents feel that the Plan is adhered to fairly and equally	100%	100%	100%



**Strategic Goal 2: STAFF DEVELOPMENT (NEGs 2, 5, 6, 7, 9)**

*Employ highly qualified registered teachers and support staff with the requisite knowledge and skills and promote engagement in their ongoing professional learning.*

Objective	Measure	Target 2019	Target 2020	Target 2021
<b>OBJECTIVE 9:</b> Further promote a teaching environment that enables HODs and teachers to feel informed, valued and respected as professionals.	Staff feel valued and supported in their careers	100%	100%	100%
	Staff are provided with sufficient PLD opportunities and are involved in their own development	100%	100%	100%
<b>OBJECTIVE 10:</b> Investigate the effectiveness of the Rathkeale curriculum to meet the needs of the 21 <sup>st</sup> Century learner and facilitate ongoing personal and school-wide pedagogical development as determined by a school development plan.	All junior schemes of work are reviewed and audited for the 21CLDs and 6Cs	November 2018	Undetermined	Undetermined
	Staff actively engaged in their PLD	100%	100%	100%
<b>OBJECTIVE 11:</b> Continue to promote the school-wide programme, "Write this Essay", to improve the effectiveness of student writing.	Word output increases	Reach the WTE targets for each year level.	Undetermined	Undetermined
	Struggling writer numbers decrease	Increase % of accomplished writers	Undetermined	Undetermined
<b>OBJECTIVE 12:</b> Further develop the abilities of staff to engage in the inquiry process as part of their ongoing pedagogical development.	Goals / Inquiries are set, worked towards, and reflected upon	100%	100%	100%
	All staff can demonstrate how they have met the previous 12 PTCs or the current Code and Standards	100%	100%	100%

**Strategic Goal 3: SPECIAL CHARACTER (NEGs 1, 2, 4, 10)**

*Ensure the Special Character of the college is preserved through the unity of day and boarding students participating in religious, cultural, sporting and recreational pursuits.*

Objective	Measure	Target 2019	Target 2020	Target 2021
<b>OBJECTIVE 13:</b> Act on what our Special Character means, how we, as a staff and a student body, live it and how it identifies us as a school.	Receipt of IBSC Character report	Received	Undetermined	Undetermined
	2017 Audit – 2018 Action Plan	Completed	Undetermined	Undetermined
	Documented ideas on how Chapel is seen	Completed	Undetermined	Undetermined
	Service reports (anecdotal and written)	Ongoing	Undetermined	Undetermined
	Strong positive culture / Good relationships	Happy Students	Undetermined	Undetermined
<b>OBJECTIVE 14:</b> Investigate the feasibility of providing a Religious Studies programme in the Senior College.	DJW creates a plan for 2019 implementation	Completed	Undetermined	Undetermined
	A series of lunchtime presentations take place	General Endorsement	Undetermined	Undetermined
	Essay work is undertaken	High completion rate	Undetermined	Undetermined
<b>OBJECTIVE 15:</b> Investigate how to provide the best opportunities that engage students in sporting and performing arts pursuits in a manner that allows boys to achieve to their potential while not compromising the holistic education the College seeks to provide.	<i>Staff</i> understand and accept the nature of the holistic education intended for the college.	100%	100%	100%
	Bulletins and calendars show event timings	Clashes minimised	Clashes minimised	Clashes minimised
	A report on “Sport in the Rathkeale Context”	Completed	Completed	Completed
	Barriers to students meeting obligations minimised	Minimised	Minimised	Minimised
<b>OBJECTIVE 16:</b> Continue to provide opportunities for students at all levels, but particularly within the Senior College, to develop their leadership skills.	Number of students involved in activities	Not pre-determined	Not pre-determined	Not pre-determined
	Review Leadership Opportunities	Completed	Completed	Completed

#### Strategic Goal 4: COMMUNITY ENGAGEMENT (NEGs 4, 9, 10)

*Promote a greater awareness of Rathkeale College and build alliances with St Matthew's Collegiate School and our local, parent, Old Boy, iwi and business communities.*

Objective	Measure	Target 2019	Target 2020	Target 2021
<b>OBJECTIVE 17:</b> Investigate how we can initiate school-wide practices that focus on communicating areas of concern to parents in a more timely manner.	Notes of meetings / discussions with Deans and parents and actions therefrom.	Our systems of communication are reviewed, and necessary actions are put in place	Undetermined	Undetermined
	Revised procedures	Documentation available	Undetermined	Undetermined
	Anecdotal Feedback on changes	Improvements reported	Undetermined	Undetermined
<b>OBJECTIVE 18:</b> Review our reporting structures and determine the most effective ways of communicating with parents on their son / daughter's academic engagement and progress.	Notes of meetings / discussions with Deans and parents and actions therefrom.	Our systems of communication are reviewed, and necessary actions are put in place	Undetermined	Undetermined
	Decisions on new Rathkeale reporting systems clarified, advised to parents and implemented	New reporting systems clear to all stakeholders	Undetermined	Undetermined
<b>OBJECTIVE 19:</b> Continue to review the approaches taken to marketing and actively prospect to increase Boarding and International student numbers.	School Roll (domestic)	310	310	310
	Number of Boarding Students in 2018	155 minimum	155 minimum	155 minimum
	Number of International Students in 2018	25 at start of year	30 at start of year	30 at start of year
<b>OBJECTIVE 20:</b> Implement the initiative to develop <i>Duke of Edinburgh Award Supporter Schools</i> in New Zealand.	Student Leader (and team?) Identified	Leaders appointed	Leaders Appointed	Leaders Appointed
	DoE Supporter programme constructed	Completed and published	Implemented	Implemented
	Number of students registered at Bronze level	50% of those eligible	50% of those eligible	60% of those eligible
	Student progress records	50% of Bronze programme completed by 75% of those enrolled.	Bronze programme completed by 90% of those enrolled in 2018. 60% Bronze recipients enrol in Silver	40% of those enrolled in 2018 continue to Gold programme
	Rathkeale Accreditation by DoE as a Lead Supporter School	Progress towards Accreditation	Accreditation confirmed	Accreditation maintained

**Strategic Goal 5: FINANCE PROPERTY AND INFRASTRUCTURE (NEG 2)**

*Deploy effective financial management and invest wisely to enhance the unique and exceptional environment and facilities that support all aspects of school life.*

Objective	Measure	Target 2019	Target 2020	Target 2021
<b>OBJECTIVE 21:</b> Maintain investment in, and, ensure fiscally responsible financial planning for the continued development of the physical environment, buildings and ICT infrastructure of the school in order to enhance learning and wider educational experiences.	Ten Year Property Maintenance Plan	Updated on time	Updated on time	Updated on time
	Capital Works Plan and Budget set and works undertaken	Plan and works completed as scheduled	Plan and works completed as scheduled	Plan and works completed as scheduled
	Review Report presented to BOP	Submitted by end Term III	Submitted by end Term III	Submitted by end Term III
	Meeting Minutes	Information evident	Information evident	Information evident
	Capital Works Ten Year Plan (2019 – 2028)	Review complete	Review complete	Review complete
<b>OBJECTIVE 22:</b> Progress, with the support of the TSTB as proprietors, an active campaign to raise funds for the intended “Sport HQ”.	A signed MoU	Completed	Undetermined	Undetermined
	Known schedule	Completed	Undetermined	Undetermined
	Set Budget	Completed	Undetermined	Undetermined
	Funds raised	To be determined	Undetermined	Undetermined
<b>OBJECTIVE 23:</b> Ensure sustained viability through personnel succession planning at governance and Senior Management level.	Anecdotal	New principal settled	100%	100%
	Full BOT membership	Anecdotal	100%	100%
	Senior Management positions occupied	Full BOT membership	100%	100%

# What our Strategic Plan means for the Future

## Commitment:

The Board of Trustees is committed to retaining the essential character of Rathkeale College.

Based on this intent, Rathkeale College will continue to operate within defined strategic boundaries. These include:

- Retaining our identity as a boarding school for boys;
- Maintaining our links with the Anglican Church;
- Retaining the Rathkeale St Matthew's Senior College and continuing to provide for its needs on the Rathkeale site;
- Preserving a totally unique campus environment.

## Understandings:

Students, parents and the Rathkeale community can expect that the College will continue to provide the best possible opportunities for boys' holistic education. Paramount importance will be placed on:

- Caring for the personal and learning needs of each individual;
- Encouraging each student to achieve to his identified academic potential;
- Ensuring that all boys engage in sporting, cultural and social activities;
- Providing avenues for spiritual growth;
- Promoting cultural awareness and acceptance, particularly in relationship to the Treaty of Waitangi expectations, thereby encouraging care and concern for the welfare of others;
- Ensuring that high calibre staff contribute fully to academic and wider school activities;
- Effective and clear communications with boys and their families.

## Aspirations:

Rathkeale College desires to be a school of first choice for families seeking a holistic education for their sons. This will be achieved through:

- Attracting, developing and retaining high calibre staff who are committed to first class performance in all areas of school life;
- The provision of first class facilities;
- A level of excellence being recognised in all we undertake;
- Performing well against like schools in academia, sport and culture;
- Providing discernible Rathkeale culture and points of difference that will allow us to be desired as a school of first choice.

## Undertaking:

The board will not engage in any activities that will not directly or indirectly contribute to the College's strategic goals or our core. Furthermore, it will not undertake any activity that will compromise the future financial stability and independence of the college.

Signed:

George Murdoch  
Chairman Board of Trustees

William Kersten  
Principal

Date: 22 March 2018

# Appendix I – National Education Goals

Education is core to New Zealand's ability to achieve economic and social progress. In recognition of the fundamental importance of education, we have aligned the direction and activities of Rathkeale College to as follows.

National Education Goal	Rathkeale College's alignment
<b>NEG 1:</b> The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.	Realise all students' full potential by providing a range of academic programmes, as well as planned opportunities for informal learning, each in its way fostering those personal qualities which are the mark of good citizenship (Goal 1).
<b>NEG 2:</b> Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.	Identify students' specific abilities and academic potential in order that the best learning may be made available to each of them (Goal 1).
<b>NEG 3:</b> Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.	Within a learning environment that promotes an understanding and experience of healthy competition, yet remains supportive, students will be provided with the knowledge, understanding and skills needed to succeed in the modern world (Goals 1 and 2).
<b>NEG 4:</b> A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.	Encourage parents to support Rathkeale College's and their sons, efforts in academic, cultural and sporting involvements and to uphold the school's expectations in regard to behaviour and attendance (Goal 4).
<b>NEG 5:</b> A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.	Implement at Rathkeale College the requirements of the New Zealand Curriculum Framework, emphasising basic literacy and numeracy and science and technology (Goal 1).
<b>NEG 6:</b> Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.	Arrange and use examinations and other assessments across all programmes of work to monitor and report on student achievement and to provide incentives to improve and progress at Rathkeale College (Goal 1).
<b>NEG 7:</b> Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.	Identify students with special learning needs and incorporate them fully into Rathkeale College academic learning support programmes (Goal 1).
<b>NEG 8:</b> Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.	Students at Rathkeale College will enter New Zealand Qualifications Authority qualifications and will be encouraged to extend themselves in other academic challenges as appropriate (Goal 1).
<b>NEG 9:</b> Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.	Align our activities to promote Te Reo and Tikanga Māori (Goals 1, 2, 3 and 4).
<b>NEG 10:</b> Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledge of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.	Affirms, that for Māori people, New Zealand is their original ethnic place of standing (turangawaewae) and that the rights and dignity of all people throughout the world are upheld by the students of Rathkeale College (Goals 2 and 4).