

Annual Plan

2026-2028



LINDISFARNE COLLEGE

Pillar	3 Year Strategic Goal	2026 Annual Goals	Actions	Responsibility	Time Frame	Measure of Success
Wellbeing & Character	Every boy is known, valued and supported to thrive.	Build a well resourced cultural support framework that meets the needs of our Māori students while enriching the learning experience of all students.	Te Reo Māori courses promoted with teaching staff. Cultural Support role developed by SLT.	SLT	Term 3 - 4	An uptake by staff on Te Reo Courses. Cultural Support Role Implemented
		Lead a College-wide working party that promotes inclusivity and partners with students to foster a speak-up culture, removing barriers that prevent boys from asking for help.	Develop working group. Define what inclusivity is at Lindisfarne. Create workflow based on 2025 data	SLT	Term 2-4	Have a working group created. Have a confirmed definition of inclusivity at Lindisfarne. Have confirmed data that illustrates barrier for asking for help have been decreased
		Enhance pastoral care by strengthening communication and collaboration with whānau, establishing clear expectations, accountability, understanding the importance of attendance and ensuring a more coordinated, responsive, and supportive experience for every boy.	Consistent communication with whānau in the area of Pastoral Care. Ensure that all parents understand the expectations of the College. Improve our attendance statistic when compared to 2025. Review reporting and parent teacher interviews to ensure it is fit for purpose.	SLT	Term 3-4	Have a clear communication plan in the area of Pastoral Care. Ensure that expectations are clearly part of the communication plan. Attendance data in 2026 will improve. Have reviewed reports and confirm new direction of reporting and parent teacher interviews.
		Complete the 2026-2028 Boarding strategic plan in conjunction with the Boarding sub-committee	Create boarding strategic plan and have support of Boarding sub-committee	Director of Boarding	Term 2 -3	Boarding strategic plan completed.

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Learning for the Future	Provide a future-focused education (curriculum) that equips every boy with the knowledge, skills and pathways to thrive beyond school.	Faculties will complete the design and refinement of Y7–10 programmes in line with the refreshed NZ Curriculum, participate in relevant professional learning, and investigate all curriculum and assessment options leading into NCEA.	Review Y7-11 Curriculum. Implement available new curriculum areas in Year 7-10. Create a concept for a new Year 7-11 outline. Implement new Maths and English Curriculum in Y9/10	SLT	Term 2 -3	Complete review of Y7-11 curriculum. Successfully have completed implementing new curriculum. Have concept for a revised Y7-11 programme. New Y9/10 Maths and English Curriculum implemented.
		Faculties will explore authentic partnerships and contexts to deliver vocationally aligned learning in Years 9–10 and refine Year 11-13 Careers units to better represent vocational and non-tertiary.	Create 2 new contexts/partnerships that align with Year 9 and 10. Create 2 new connections to vocational pathways or non-tertiary pathways.	Careers Advisor	Term 2-4	Confirmed 2 new context/partnerships with Year 9/10. Confirmed 2 new connections to vocational pathways or non-tertiary pathways.
		Deliver intentional professional learning for staff on AI integration and digital ethics, and develop a College-wide AI policy for staff and students.	Run Internal PD. Establish a new AI Focus Group that meets regularly. Update AI Policy. Create AI Guidelines for teachers and students.	SLT	Term 2-4	Internal PD completed for staff. New AI Focus group established. New AI group meeting once a term. AI policy updated. AI guidelines for teachers and students created.
		All junior and senior programmes will intentionally embed at least one collaborative learning task that requires students to think deeply, communicate clearly, and work together as a team.	Collating resources and building overarching view of this through conversations with HOFs. Documentation recorded in via Sharepoint in Resources showing reflection, understanding and examples.	SLT	Term 3-4	Clear documentation for all faculties completed in full.

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Exceptional People	Build a high-performing culture that attracts, develops and retains exceptional staff.	Strengthen staff capability by embedding the Teaching & Learning tool through coaching and delivering targeted professional learning in boys' education.	Embed the platform into teaching practice by achieving full staff uptake, supported by professional development facilitated by Aleise White.	SLT	Term 1 - 3	Have 100% of our staff engage in the Teaching and learning tool. Having our staff take up the opportunity to have PD with Aleise White.
		Strengthen data-informed practice by delivering PLD on PATs and the SMART tool aligned with NZC updates, and embedding regular data-review meetings for core teachers of junior mixed-ability classes.	Run PD for our Intermediate Staff with NZCER on PATs. Set up SMART tool to trial with two classes. Year 9 and 10 core class meetings to take place	SLT	Term 1 - 4	PD completed with NZCER on PATs. SMART Tool setup and trailed. Core Class meetings completed.
		Build a culture of continuous improvement by embedding teacher reflection and journaling through the updated PGC document, strengthening staff role modelling of best practice, and launching a professional learning group for junior curriculum leaders.	Ensure all teaching staff establish their Professional Growth Cycle (PGC) for the year, set professional goals, and share these with their coach before their first classroom observation. Establish a Professional Learning Group (PLG) for Junior Curriculum Leads, facilitated by Aleise White.	SLT	Term 2 - 4	PGC Setup successfully and completed. PLG for Junior Leads created.
		Introduce the Aspiring Middle Leadership Programme to help grow prospective leaders, while continuing to provide ongoing professional development opportunities for staff.	Embed programme. Learning journal created for staff involved. Staff given the opportunity to connect with facilitated by Aleise White one on one.	SLT	Term 1 - 4	Programme embed and available for other staff in the future. Staff to complete reflections journals. Staff to have completed one coaching session per term with Aleise White who are involved.

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Stewardship	Ensure the long-term sustainability of the College through responsible stewardship of our finances, resources and environment.	Finalise and publish the Sustainability & Property Master Plan and present to Council for approval.	Create a Property Master Campus plan.	Rector	Term 2 - 3	Master Campus plan created
		Conduct a sustainability baseline audit (power, water, waste, etc) and identify the top three improvement priorities. Implement one basic improvement.	Conduct a sustainability audit of the campus. Identify three priorities and implement at least one of these.	Rector	Term 3 - 4	Sustainability audit completed. One improvement implemented.
		Implement one efficiency in the area of technology, infrastructure and or software.	Review areas of technology, infrastructure and software and identify areas where efficiency can be gained. Implement at least one efficiency.	Rector	Term 1-3	One efficiency implemented in the area of technology, infrastructure or software.
		Improve College-wide health and safety systems by updating procedures, enhancing hazard and incident reporting, and ensuring staff understand and apply safe, sustainable practices in their daily work.	Use recent review to implement suggestions. Improve reporting at Health and Safety meeting. See an improvement of staff reporting aspects of health and safety which helps to create a safe work place.	Rector	Term 1-4	Implemented all appropriate areas of review. Change structure of Health and Safety Reporting. See an increase of staff reporting incidents and near misses.

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Beyond the Classroom	Strengthen Lindisfarne's reputation, relationships and financial resources to position the College as one of New Zealand's leading boys' schools.	Design and adopt a College-wide Co-Curricular Framework (participation, performance, pathways, expectations).	Review current aspects of our co-curricular offerings in the areas of participation and performance and create a framework.	Director of Sport	Term 1-4	Co-Curricular framework created.
		Develop resourcing plans for sport, arts, culture, and outdoor education (coaching, equipment, staffing, scheduling).	Clear plans created that ensure the resourcing of sport, arts, culture, and outdoor education (coaching, equipment, staffing, scheduling).	Director of Sport	Term 2-4	Plans completed to resource sport, arts, culture, and outdoor education (coaching, equipment, staffing, scheduling).
		Create a Performance Pathway Programme for identified students (sport + arts), including mentoring, goal setting, sports psych/music coaching sessions.	Review current pathway and create new Performance Pathway Programme	Director of Sport	Term 2-4	Performance Pathway created
		Embed the Leaders of Tomorrow Programme	Review previous years and this years offerings to ensure that the programme is finalised in the 2027 calendar.	SLT	Term 2-4	Have the 2027 Leaders of Tomorrow Programme prepared and key events in the calendar.

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Community & Advancement	Strengthen Lindisfarne's reputation, relationships and financial resources to position the College as one of New Zealand's leading boys' schools.	Strengthen Lindisfarne's reputation and market position through a refreshed brand, communications and enrolment strategy	Deliver an integrated communications and enrolment engagement plan.	Director of Marketing & Advancement	Term 3	Brand strategy implemented and communications plan delivered.
		Develop and adopt a three-year Advancement and Philanthropy Strategy, including Foundation priorities and fundraising objectives.	Complete the Advancement Strategy in partnership with the Foundation and Board. Establish fundraising priorities, campaign timelines and donor stewardship processes.	Director of Marketing & Advancement	Term 3-4	Advancement Strategy approved and implementation underway.
		Strengthen alumni and community engagement through a structured annual programme of communications, events and relationship-building.	Deliver an annual alumni and community engagement programme. Increase opportunities for Old Boys and community involvement.	Director of Marketing & Advancement	Term 1	Increased alumni engagement and participation across College initiatives.
		Maintain strong enrolment demand and strengthen the College's reputation as the first-choice boys' school in Hawke's Bay and beyond.	Deliver an integrated enrolment marketing and engagement programme. Strengthen prospective family engagement through events, digital marketing and personalised enrolment journeys.	Director of Marketing & Advancement	Term 1-4	Enrolment demand remains strong and supports strategic enrolment targets.