

Annual Implementation Plan for Lindisfarne College 2025

Outcome	What	When	Who	Resources	Progress
1.1 Whole Learner Profiles exist and are used by kaiako/teachers to personalize learning experiences and ensure equity for all akonga/students	There will be HOF / Teacher observations as part of the Teaching Staff Professional Growth Cycle. HOFs to do at least one/two classroom observation of each of their staff in their subject areas. SLT to complete at least one observation of their HOF that they have responsibility for and help out HOFs to share the load. This links to the new observation tool and PLD that will be provided on coaching conversations.	Term 1-4 2025	KEA	Cognition Education	
	Introduce a model for collaboration between 9 mixed ability class teachers to encourage them to work together and share good practice.	Term 1-4 2025	KEA		
	Train staff on how to use the new Learner Profile software CLIPS.	Term 1-2 2025	KEA, SRD, Angi	Brian from ProcessIT	
1.2 A relevant and challenging 21stC Lindisfarne curriculum enables all learners to achieve their potential on their pathways to	Review the Year 9 Option offering	Term 1 -2 2025	SRD, KEA and CAH		

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further education and employment	Introduce a whole school approach to literacy and numeracy skills development in the Intermediate School	Term 2-4 2025	KEA	REC, MUR, KDO, MSM	
	Build on the “New Teacher to Lindisfarne” Programme	Term 1-4 2025	KEA	BEH	
1.3 Academic achievement and progress at Lindisfarne College are consistently higher than for similar schools in NZ.	Establish an academic mentoring programme for NCEA and NZ Scholarship	Term 1 -4 2025	SRD and academic prefects		
	Investigate the creation of a NZ Scholarship fund	Term 1-2 2025	SRD and STH	The LFC Foundation	
1.4 Achievement data analysis and focused strategies occur in Yrs 7-10, resulting in value-added progress for akonga/students	Create Jnr standardised assessment results booklets to share with relevant staff and College Council.	Term 1, 2025	KEA		

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	Create Jnr school-based assessment results presentations to share with relevant staff (Eg Boarding, ESOL).	Term 1, 2025	KEA		
1.6 Increased akonga/student participation in the main music ensembles provides a strong base of upcoming players for the future	Integrate singing practices during Chapel time	2025 All year	FLK, STH, SDN		
	Include Hallelujah in House Music 2025	2025 Term 2	FLK, DAS		
	Establish a joint choir with HGHS	2025	Suzanne Russell, Michelle Ferguson,		
	Continue to embed the year 7/8 Cultural Programme in 2025.	2025	Itinerant Music Teachers		
1.7 Classroom programmes that make the Christian dimension relevant for	Visit St Andrew's College to learn and develop new ideas	Jul-25	SDN	School funding	

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akonga/students in a modern world are embedded at all year levels.	Work on more technological strategies for RE. This is a strength of Mr Lennox who can lead the work.	2025	SDN & RUL	SDN, RUL	
	Plan the service trip to Samoa in July 2026	2025	SDN and RHF	School, Parents and Tour company	
	Paint, decorate and make the RE classroom look and feel welcoming and relevant for the subject. Banners and puzzles have already been made, but more time and effort needs to go into creating the correct environment.	Term 4, 2024-end 2025	SDN	Nicola Parsons, Unathi Quabeka.	
1.8 Kaimahi/Staff are committed to an annual cycle of professional growth that enhances their practice and improves outcomes for akonga/students	New observation framework to be rolled out, with observations of all teachers taking place throughout the year. HOFs and SLT to get training from outside provider (Cognition) around Observation tool.	2025	KEA, SLT in liaison with HOFs	Relief cover to complete staff observations. Cognition Education.	
1.9 All akonga/students maintain a personal portfolio of their growth journey, identifying their co-curricular and personal development achievements and	Once the whole learner profile document is completed (see above for 1.1), design a personal portfolio document, which students can use to track progress and review goals.	Term 3 2025	KRB, SRD, KEA, Angi		

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linked back to the whole learner profile.					
2.1 A kaimahi/staff wellbeing framework is developed to create a healthy College community where, together, we learn, work, play, and live in a culture of wellness	Staff Social Function to bring staff from different departments throughout the college together	Term 1 2025	CAH, PAW, GAC, KAM, RES, EMA	Beer and wine tasting and appreciation	
	Physical Activity Program	2025	CAH, PAW, GAC, KAM, RES, EMA	Physical Fitness Programs	
	Physical Fitness Programs	2025	CAH, PAW, EMA,	Utilise the App that the college has access to. Online fitness and yoga programs	
	Woodwork Hobby Club creating opportunities for staff to connect and build relationships outside of work responsibilities.	2025	CAH, KBE	College workshop, Tools, Wood supply	
	Health and Wellness Resource	2025	CAH, PAW, EMA, KAM, GAC	Marketing to create Flyers that can be given to staff	

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	Staff Wellbeing Directory	2025	CAH	Electronic directory to help staff connect with the appropriate support	
	Supporting Staff Wellbeing	Term 4 2024 and into 2025	Staff who are interested	Regulated Me Program	
2.2 An ākonga/students wellbeing framework is developed to support all for ākonga/students in our community, creating a culture of wellness for all.	Ensuring positive connections between Junior and Senior cohorts	T2-3 2025	DCO, Deans, Tutors	Extended tutor time slots, Prefects	
	Enhancing student voice and agency	2025	DCO, Counsellor,	Student Council, annual student culture and wellbeing survey	
	Maximising student attendance (80% - MoE target) (Current 60% hitting target of 90%+)	2025 onwards	DCO, Estelle, Deans, Tutors	Ministry strategy, community communication	
	Develop Fergus Morunga's Leadership Programme	2025	DCO, Committee	Committee, Student Leadership Diary, Head Prefect,	
	Build on Positive Recognitions Process	T1-2 2025	DCO, MUB, KDO, staff	Schoology, KAMAR, SchoolBridge	
	Develop inclusivity (policy and strategy)	2025-26	DCO, STH, College Council	AIS Guiding document	
	Counter Anti-nark culture.	2025	DCO, Deans	123 Form	
	Refining signing in/out processes	T1 2025	DCO, office staff	New reception staff	

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2.3 An effective and sustainable pastoral care model enhances boarders' wellbeing.	Review the Boarding Discipline Policy and create a link to Orah	Term 1, 2025	RUL, DCO		
	Increase collaboration between Hawke's Bay Directors of Boarding	Term 4, 2025	RUL		
	Investigate the employment of a part time 'housekeeper'	Term 4, 2025	RUL, BAL		
	Offer a residential curriculum to boarders in order to enhance our offering	Term 1, 2, 3, 4, 2025	RUL, Boarding Staff		
	Create more ownership of Hostels by House Managers	Term 1, 2025	RUL, Boarding Staff		
	Continue to offer courses to staff through ABSA & Child Matters	Term 1, 2, 3, 4, 2025	RUL, Boarding Staff		
	Continue to meet fortnightly with key boarding staff members	Term 1, 2, 3, 4 2025	RUL, Boarding Staff		
	Investigate Prep and how we can better develop programmes to create accountability and self-management	Term 1, 2, 3, 4 2025			

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	Continue to build on 'The Boarding Advantage' linked with 'The Lindisfarne Way'	Term 1, 2, 3, 4 2025			
2.4 A human resources framework exists that ensures the College attracts, retains, develops and supports high quality kaimahi/staff	Work with Sharlene to create a job description and advertisement for a 0.5 HR resource at the College. Appoint to the role in Term 3 2025	Term 1-3, 2025	STH, Sharlene Taylor		
	Create HR folders for all Lindisfarne staff in Rector's drive. Provide access to BAL and Kay so that they can populate the folders with HR-related documents for all non-teaching staff.	2025	STH, SAA, BAL, Kay		
	Tidy up the HR electronic folder in Rector's drive, to ensure the HR processes for dealing with appointments and personnel matters are more efficient.	Term 2 2025	STH, SAA		
2.7 A high-quality communications model is established on multi-level platforms	Conduct a comprehensive review of the annual communications cycle to ensure consistency across all platforms and prioritise proactive, strategic communications over reactive responses.	Term 2, 2025	NPA/SLT		
	Conduct audience surveys to evaluate the effectiveness of current communication methods and ensure the appropriate platforms are used to deliver the right messages efficiently.	Term 2 & 3, 2025	NPA	Survey Monkey	
	Collaborate with key areas of the school that engage directly with our main audience to provide training on	Term 1, 2025	NPA		

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	delivering consistent messaging. This includes utilising tools like AI to draft communications while maintaining the authentic "Lindisfarne Way" language and tone.				
2.8 An annual cycle of client surveys is established and delivered in order to receive regular feedback from the College community	Analyse the 2024 Survey Data and present to Board and other key stakeholders	Term 1 2025	NPA	Survey Monkey	
2.9 A community engagement strategy is implemented to maximise connections with old boys and friends of the school	20-Year Reunion for Class of 2005	2025	JPE & Old Boys		
	Father & Sons, All Black Rugby Test Evening – LCOBA	2025	JPE & Old Boys		
	Young Old Boy Engagement – YOB speakers for current Year 13s	2025	JPE & Yr13 Dean		
	"Older" Old Boy Engagement (50+ years out) – Puketapu Lunch & HB Club Dinner	2025	JPE & Old Boys		
	Recognition & Celebration of Old Boys – Hall of Fame implementation, Honours Tie ceremonies	2025	JPE & SLT		
	New CRM System Implementation – Improved Old Boy communication & connection	2025	New CRM Co-ordinator	TucanTech software	

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	Lost Old Boys Project	Continuous	Advancement Coordinator (JPE)	CRM, LinkedIn, Social Media, Networks	
2.10 The College Council, Old Boys, PFA and Foundation are linked, and relationships fostered to achieve a collaborative approach to supporting the school in areas of advancement.	Present Advancement Strategy to board, foundation and SLT.	2025 - When arranged with College Council	NPA		
	Define further the Foundation what/why/how to better meet the needs of the College. Linked to the Advancement Strategy	2025	NPA		
2.11 An inbound marketing structure is developed to attract (connect, engage, delight) the prospective akonga/student market.	Develop and launch a legacy campaign centred on environmental graphics that showcase the College's rich history and heritage throughout the campus.	Term 1 & 2, 2025	NPA	Marketing Consultant/External Designer	
	Develop and execute a testimonial-driven campaign, both internally and externally, to amplify the voices of our current parents. By sharing their experiences across all communication platforms, this campaign will strengthen our reputation while resonating deeply with the parents of potential students.	Term 2 & 3, 2025	NPA	Marketing Consultant/External Designer	
3.1 Boarding facilities reflect a modern living environment that	Continue to purchase and upgrade games to enhance the internal offerings within the hostels	Term 1,2,3, 4 2025			

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enhances boarders' safety, privacy, wellbeing and comfort.	Improvement to outdoor furniture offering, by purchasing new equipment.	Term 1,2,3, 4 2025			
	Installation of Pergolas to provide areas outside each boarding hostel	Term 1,2,3, 4 2025			
	Complete the refurbishment of Upper Storkey	Term 1, 2025			
	Refurbishment of Junior House	Term 4, 2025			
	Refurbishment of Campbell House	Term 4, 2025			
	Install air conditioning in Mitchell House	Term 4, 2025			
	Continue to maintain and upgrade staff accommodation offering to ensure it is fit for residential purposes and complies with code.	Term 1,2,3, 4 2025			
	Updating of interior signage in hostels.	Term 2, 2025			
	Refurbishment of Mitchell House (same approach used with Year 9 dorms)	Term 4, 2025			

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	Develop a hostel refurbishment Plan.	2024-2025	RUL, BAL		
3.2 A College Strategic Property Plan is established to prioritise building projects over the next 10 years	Complete the 10 Year College Strategic Property Plan and sign off with College Council.	Term 2, 2025	Exec, College Council		
3.3 Existing facilities are modernized, where appropriate, in order to enhance the College environment and experiences for ākonga/students and kaimahi/staff.	Investigate the design and build of a new covered multi-sports facility to be placed on the Pakowhai Field next to Tennis courts	Term 2, 2025	STH, BAL, DCO, PAW, SHG		
3.4 A College Strategic Health and Safety is established to outlines the procedures and measures in place to ensure the well-being of all individuals and activity carried out at the College or	Health and Safety Policy created, outlining Roles and Responsibilities	Term 1 2025	CAH and H & S Committee		
	Hazard Identification and Risk Assessment. Investigate a method to record and log hazards and risks, Monitoring and mitigating	Throughout 2025	CAH, BAL,	Online and mobile	
	Emergency Procedures. Run regular Fire, Earthquake and lockdown drills,	Throughout 2025	CAH	Develop handouts for staff with procedures	

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undertaken by the college.	according to pre-determined schedule.				
	Incident reporting and investigation. Develop online procedures for reporting and recording accidents, incidents, and near-misses	Throughout 2025	CAH	Online and mobile	
	Health and Safety Training. Identify Staff training requirements (first aid, emergency response, hazard management)	Throughout 2025	CAH, NHA	Financial support	
	Complete Induction training for new staff	Start of 2025 and throughout the year	CAH		
	Health and Hygiene: Introduce Infection control measures	Throughout 2025	NHA		
	Health and Hygiene: Ensure cleanliness and maintenance of toilets, classrooms, and other common areas	Throughout 2025	CAH, BAL, SUC		
	Health and Hygiene: Ensure safe food handling practices in school kitchens	Throughout 2025	BAL, KTM		
	Risk Management for Off-site Activities. Ensure specific procedures are in place for school trips, camps, and sports events.	Throughout 2025	CAH		
	Ensure Risk assessments for travel, accommodation, and activities are carried out.	Throughout 2025	CAH		
	Ensure Supervision and communication plans for staff and parents are in place.	Throughout 2025	CAH		

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	Monitoring and Reviewing: Carry out regular audits and reviews of health and safety practices	Throughout 2025	CAH		
	Monitoring and Reviewing: Establish feedback mechanisms for continuous improvement (e.g., surveys, suggestion boxes)	Throughout 2025	CAH		
	Monitoring and Reviewing: Complete scheduled reporting to the Board of Trustees or WorkSafe NZ	Throughout 2025	CAH		
	Public Health Measures: Establish procedures for managing infectious diseases, including isolation protocols	Throughout 2025	CAH, NHA		
	Public Health Measures: Establish Vaccination policies and hygiene practices (sanitizing stations, mask usage)	Throughout 2025	CAH, NHA		
4.1 The College Chapel is a dynamic and inclusive Christian setting where ākonga/students are encouraged to explore and develop their spiritual growth.	Explore the employment of an assistant to help with Chapel/RE/Service projects and service trips (both local and international). This person will organise taking our boys on Christian Holiday camps such as the Easter Camp at Hamilton's Mystery Creek. Transport boarders and day boys to Friday night youth groups. It is also a goal to	Mid 2025-2026	In the process of looking	Funding from school Council	
	Extend the "Burgers and Bibles" concept to the other year level groups. To be run by senior Christian students and outside Youth Pastors.	Term 1, 2025	SDN		

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	Explore the feasibility of running Christianity courses like the Alpha Course.	Term 2-3, 2025	SDN		
	Focus on improving singing in the chapel by running singing practices twice per term.	Throughout 2025	Rector, FLK and Chaplain		
	Run our first Fathers and Sons Barbecue	Father's Day 2025	Service prefect	Craig McDougall	
	Create a partnership with one of the local churches so that we can start involving the boys in Friday night youth events and camps.	Term 4, 2024-2025	Local Churches		
	Develop a programme to take the increasing number of Christian and non-Christian boys to a Christian camp during school holidays	2024-25	SDN + Youth Pastor		
4.2 Ākonga/students display the qualities of a "man of character" by demonstrating our College values in a range of environments	Create a school grace to be put on the outside wall of the dining hall.	2025	SDN/STH		

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5.3 An annual planning cycle involving all key stakeholders is embedded in order to achieve the five year strategic plan.	Create a plan of action for writing a new 2026-8 Strategic Plan. Once this has been presented to the College Council for ratification, begin the process of creating the new strategic plan with key staff and College Council members	Term 2-4 2025	STH, Exec , College Council		
5.4 Kaimahi/staff in positions of responsibility have a clear focus on leadership and growth in order to achieve the College's strategic aims.	Continue to focus organisational leaders on the important strategic aspects their roles and encourage them to seek out opportunities to grow their departments and portfolio areas.	2025 All year			