



AUCKLAND  
GRAMMAR SCHOOL

# CHARTER AND STRATEGIC PLAN

2022

**AUCKLAND GRAMMAR SCHOOL**

**054**

**Charter and Strategic Plan**

**2022**

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## SECTION A: CHARTER

### 1. Auckland Grammar School Vision, Values and Mission

**Vision:** Pre-eminence in boys' Secondary education

**Values:** Integrity  
Excellence  
Respect  
Courage  
Pride  
Commitment  
Humility

**Mission:**

Auckland Grammar School will provide young men with a rigorous academic education. Each young man is expected to pursue excellence in acquiring knowledge and skills while embracing and upholding the School's values.

The School will promote all-round excellence in academic, sporting and cultural pursuits, encouraging each young man to recognise and develop his individual potential and gain pride and satisfaction by setting demanding personal goals and striving to attain them.

The School will encourage the development of the whole person in order that it may produce young men ready, willing and able to assume useful roles in society and be responsible citizens.

## **2. Auckland Grammar School**

Auckland Grammar School is a State Secondary School providing an education for boys only from Form 3 to Form 7.

The School is a large, central city school situated on the northern slopes of Mt Eden. It was endowed in 1850 by Sir George Grey for the education of all New Zealanders and opened in 1869. The School caters for students with a range of learning needs from diverse backgrounds, socio economic groups and ethnicities.

Auckland Grammar School offers an academic programme with emphasis on national and international syllabi. All students are placed in classes targeted to their level of achievement. The School caters for the needs of the very able by offering accelerated classes and courses. The needs of less able students are catered for by small class sizes, the careful selection of teachers and the provision of learning assistance programmes. Special provision is made for disabled students in accordance with their needs.

The large staff of the School is hard-working and fully involved in all aspects of school life. The School is well served by a number of staff members and volunteers who assist with all aspects of a Grammar education including: academia, learning support, pastoral care, health and well-being, culture and sport.

The traditions of the School are maintained by extensive patronage from the Grammar Community.

The School site has a number of buildings of varied style, carefully designed to complement the grounds. The main building, of Spanish Mission style architecture, is classified A under the Historic Places Act. It contains an imposing Hall, administration areas, staff room and classrooms. It's War Memorial is symbolic of the School's service and sacrifice to the community and country. There are separate English, Specialist Science and Technology buildings, a Sports Centre and a gymnasium, a Library, Theatre and Conference Room complex, a Music Suite, three Pavilions, a Development Office, School Boarding House and relocatable classrooms.

The grounds, totalling 15.2 hectares in area, consist of sealed areas around the buildings and three separate grassed playing fields. There are six tennis courts, four with all-weather surfaces and three all-weather sports fields, one equipped with flood lighting and a swimming pool.

Due to its central city location, the School is constrained by the size of its grounds, its enrolment policy and the number of classrooms available.

Tibbs House, situated on an adjoining property in Clive Road, is the School's boarding establishment catering for approximately 120 students forming an indispensable element in the School's constitution.

An Outdoor Education Centre, Venturelodge, consisting of fully equipped buildings and grounds, is situated at Ohakune and is essential to the School's outdoor education programme.

The School can function efficiently with a roll of up to 2,550 boys.

**3. The School Community**

The Auckland Grammar School Community comprises its students for the time being and their guardians and teachers, along with all who, from time to time, seek to identify with, support and further the philosophy of education espoused by the School.

The School Community cannot be defined in geographical terms. It is characterised not only by those young men and their guardians who live in the local community, but also by others deriving from wider New Zealand and overseas. It also includes as vital components staff, friends and old boys of the School who live across Auckland, in New Zealand and overseas.

The School is well supported by a number of groups including the Headmaster's Council, the Old Boy's Association and the Foundation Trust.

The Charter and Strategic Plan acknowledges the interest and concern of all members of the School Community.

**4. Educational Philosophy**

Auckland Grammar School will continue to provide single sex boys' secondary education (Form 3 to Form 7). The School recognises the preference and indeed imperative for single sex education required by the School Community.

Auckland Grammar School's mission clearly outlines the School's educational philosophy. In support of the mission the School will:

- hold fast to its core traditions, through which it has achieved a pre-eminence in secondary education and which remain the key factors in fulfilling the aspirations of its community.
- Encourage all students to participate in group or team endeavours to develop skills in co-operation.
- Promote healthy competition in all activities.
- Continue to depend on the calibre and dedication of its Headmaster and its teachers, with the support of its Community, the response of the students and the strength of its members of the Board of Trustees.
- Be aware of the challenges of a changing society, encouraging a respect for tradition and a healthy attitude to change, not for its own sake, but based on careful and sensible evaluation.

**5. General Objectives**

Auckland Grammar School is committed to maintaining and building upon a number general objectives that have formed the foundation of the School and

guided the quality of education that has been provided to generations of Grammar men. The objectives include:

- a. To inspire in students a love of learning and respect for knowledge in a wide variety of disciplines.
- b. To enable students to master skills required to acquire and apply knowledge.
- c. To teach students the value of hard work and the importance of healthy competition.
- d. To provide a curriculum which in all disciplines will consist of content that is both substantial and rigorous.
- e. To enable students to achieve a standard of literacy and numeracy that exceeds national standards and is comparable to the best international standards.
- f. To encourage students to reach their full potential through competition with their peers and for this purpose to use academic streaming on a form by form basis
- g. To require students in Forms 3 and 4 to study a major core of subjects consisting of English, Mathematics, Social Studies, Science, Languages and a minor core of Physical Education, Music, Art and Technology. No major core subject will consist of a course of less than one year's duration.
- h. To measure student performance by competitive internal examinations each term and external examinations at senior levels.
- i. To encourage participation and interest in cultural activities and pursuits which lead to emotional development, social awareness, physical fitness and good health.
- j. To provide School Rules requiring a high standard of conduct, uniform and grooming from students in the interests of creating and maintaining a well-disciplined learning environment for all.
- k. To develop in students self-discipline, resourcefulness, adaptability, creativity, honesty, courtesy, self-reliance, healthy self-esteem, pride in personal appearance, public spirit and other personal qualities with the aim of using these virtues for the good of the School and of their Community.
- l. To promote attitudes and behaviour reflecting School values and a core set of values supported by the wider Grammar Community, including:
  - the encouragement and reward of effort and achievement
  - the pursuit of excellence in all personal and group endeavours
  - the importance of fulfilling commitments
  - the acceptance of lawful and just authority
  - respect for and participation in the democratic process

- the balancing of self-interest with concern and tolerance for others, their cultures and beliefs.
- m. To develop in students sensitivity towards and acceptance of the rights of others in our culturally diverse society.
- n. To appoint staff of the highest calibre who are dedicated to excellence in classroom teaching, to continual enhancement of their subject expertise and to full participation in extra-curricular activities.
- o. To provide boarding accommodation for selected students from a wide variety of backgrounds generally outside the Auckland metropolitan area, giving these students the opportunity to study at Auckland Grammar School.
- p. To promote these objectives for mutual benefit through contact and association with organisations in the Community such as the University of Auckland and the Auckland Grammar School Old Boys' Association.

## **6. Specific Objectives**

### **The Curriculum**

The School is committed to nationally and internationally recognised curricula and a traditional, academically demanding programme.

Local courses offer support for and complement the academic programme. They are designed to meet specific remedial, social or cultural needs and will, from time to time, be prescribed by the Board of Trustees.

To maximise student learning, the Board of Trustees will:

- (a) At all times accept as a minimum standard the obligation to meet New Zealand curriculum objectives prescribed by the Minister of Education and the requirements of all syllabi prescribed under the Education Act or relevant regulations.
- (b) Authorise which optional subjects are to be offered in the School.
- (c) Accept the obligations to assist students in the process of attaining responsible adulthood in the local, national and international communities.
- (d) Specify local curriculum goals and objectives that take into account the needs and interests of students, the special skills and qualifications of staff and the aspirations and resources of the School Community.
- (e) Ensure that the curriculum is implemented through learning and teaching programmes developed by staff.

### **Relations with the School Community**

To encourage and promote relations with the Grammar Community, the Board of Trustees will:



- (a) See that regular reports are received by the School Community on all matters affecting its students and the well-being of the School.
- (b) Communicate regularly with the School Community in an efficient and accessible manner.
- (c) Encourage consultation at appropriate times with appropriate sections of the School Community on matters affecting its students and the well-being of the School.

### **Equity**

To ensure that the School's policies and practices seek to achieve equitable opportunities for students in the full range of School activities, the Board of Trustees will:

- (a) Ensure all learning and teaching programmes are non-discriminatory and are monitored to ensure the removal of any barriers to achievement.
- (b) Encourage full participation by students in the range of activities at the School.
- (c) Aim to eliminate any form of harassment of, or discrimination against students and to provide procedures to handle complaints in this regard.

### **Personnel**

#### ***Staffing:***

To enhance the learning and development of students by staffing the School with teachers and support staff to meet the objectives of the School, the Board of Trustees will:

- (a) Appoint sufficient quality teachers to maintain, at all times, teacher-student ratios within limits or requirements specified by the Ministry of Education.
- (b) Appoint teaching and non-teaching staff to meet the New Zealand and local curriculum objectives and syllabi and the learning needs of individual students.
- (c) Appoint teaching staff who accept the requirements to be involved in the total life of the School.
- (d) Appoint teachers of sufficient academic and all-round standards to meet the General Objectives of the School, and measure this by regularly reviewing teacher performance.
- (e) Appoint sufficient high calibre support staff to ensure the achievement of the School's General Objectives.

To be a good employer, abide by industrial awards, agreements and contracts and ensure the maintenance of harmonious industrial relations, the Board of Trustees will:

- (f) Comply with the principles outlined in the State Sector Act 1988 and other relevant legislation.
- (g) Comply with all current industrial awards, agreements and contracts which apply to the teaching and non-teaching staff of the School.

#### ***Personnel Development***

To approve and support a staff development programme to enhance the educational opportunities of students and improve the capabilities of staff, the Board of Trustees will:

- (h) Adopt, on the advice of the Headmaster, a staff development and appraisal programme.
- (i) Every year allocate funds for the staff development programme.
- (j) Ensure there is a clear procedure for the development and appraisal of all staff.
- (k) Review the staff development programme regularly.
- (l) Utilise the Headmaster's Council Scholarship to further enhance teachers' personal and professional development.

#### ***Employment Opportunity***

While the Board of Trustees will appoint the best person to the position, it will also endeavour to provide fair access, consideration and encouragement in areas of recruitment, selection, promotion, conditions of employment and career development.

#### ***Finance***

The Board of Trustees will:

- (a) Prepare an annual budget which reflects Charter objectives and priorities.
- (b) Ensure annual accounts are prepared in line with Audit Office requirements.
- (c) Monitor expenditure regularly so that expenditure beyond the budget does not occur without the prior approval of the Board.

#### ***Property***

To maintain and develop School buildings and facilities in order to offer students the best possible learning environment, the Board of Trustees will:

- (a) Maintain and develop the main campus ensuring it is clean, tidy, safe and hygienic.
- (b) Comply with local body and other safety and health regulations in regard to the School's equipment, building and grounds.
- (c) Encourage safe practices and reduce hazards.

- (d) Comply with the conditions of the property occupancy agreement.
- (e) Carry out a programme of general maintenance which will include painting the School buildings, cleaning and caretaking, maintenance of the grounds, plumbing, carpentry and electrical repairs and the supply, maintenance and replacement of equipment, furniture and stores.
- (f) Maintain and develop the boarding house in a clean, tidy, safe and hygienic condition as a homely environment.
- (g) Maintain and develop the outdoor education centre in a clean, tidy, safe and hygienic condition.
- (h) Maintain and develop School properties off the main Mountain Road campus.
- (i) Develop and maintain a Master Campus Plan.

### **Health and Safety**

The Board of Trustees is committed to providing and maintaining a safe and healthy physical and emotional environment for its employees, students, visitors and contractors by:

- (a) taking reasonable practicable steps to ensure the health and safety of staff, students, contractors and others at the School.
- (b) articulating its Health & Safety policy expectations to students, staff & contractors.
- (c) complying with legislative requirements.
- (d) reviewing health & safety practices.

## **7. National Education Priorities**

Auckland Grammar School recognises the Government's National Educational Priorities:

- Success for all
- A safe learning environment
- Improving literacy and numeracy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Maori student outcomes
- Providing career guidance
- Reporting

The School integrates the National Educational Goals, National Administrative Guidelines and National Education Priorities at Governance and Operational levels

by giving them full consideration when planning school developments or school class programmes.

Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes.

Career education is provided by the career programmes, and addressed by individual staff, integrated into programmes of all forms and NZQA courses in the senior school.

## **8. Student Achievement**

### ***Overview of the Current State of Student Learning***

Students at Auckland Grammar School achieve outstanding academic results in external examinations (both national and international).

The School offers a Dual Qualifications Pathway. Essentially the upper bands of the senior school study towards the University of Cambridge Assessment International Examinations (CAIE) and the lower bands study for NCEA offered by NZQA. Form 5 students will follow a course predominantly based on Pre-Q. Form 4 Advanced classes will complete a number of Pre-Q subjects.

A report of student academic achievement in external examinations is published each year. Academic achievement is also reported and commented on in the Auckland Grammar School 'School List' publication each year.

### ***Extra-curricular***

Outstanding results are achieved in many extra-curricular sporting and cultural activities that are an integral part of School life. Full student participation in these activities reflects the School's ethos and such activities contribute to student personal and social development.

Students have opportunities to develop and demonstrate leadership skills through the numerous sporting and cultural activities available at the School. Further leadership opportunities are provided through leadership programmes, positions of leadership, and the Headmaster's committees which develop student awareness of social, welfare and environmental issues. These and other student groups provide young men with opportunities to demonstrate initiative and service in the School and wider Community.

Students are encouraged to develop the positive personal qualities and values enshrined in the School Charter and Strategic Plan.

Through participation and competition in extra-curricular activities students personal qualities and values can be developed further and positive relationships developed with staff members. Extra-curricular achievement is reported in the School List each year.

## **9. Cultural Diversity**

The Board of Trustees follow practices that recognise New Zealand's dual cultural heritage and the multicultural nature of society. The School supports and responds to the individual qualities and circumstances of all students and their cultural backgrounds.

The School's student population includes students identified as European, Maori, Chinese, Korean, Indian, Sri Lankan, Japanese, Taiwanese, African, Tongan, Samoan, Cook Island, Fijian, Niuean, Cambodian, Middle Eastern and Vietnamese.

Policies and plans are implemented in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families.

The Board takes all reasonable steps to improve outcomes for Maori and Pasifika students.

Approximately 6% of students identify themselves as Maori at Auckland Grammar School.

Auckland Grammar School recognises that all members of its community are encompassed by the Treaty of Waitangi with mutual rights and obligations.

In acknowledging the Treaty, the School seeks:

- To ensure the curriculum reflects Maori perspectives as appropriate.
- To be alert to the instructional needs of Maori students.
- To recognise Maori values in the provision of resources and facilities within the School.
- To actively encourage the correct pronunciation of Maori.
- To provide a handbook for all staff on the Maori perspective and pronunciation.
- To increase the number of Maori students at Auckland Grammar School but always cognisant of current enrolment regulations.
- To monitor the academic progress of Maori students.
- To provide mentoring for Maori students to improve their academic success.
- To develop a close relationship with Ngati Whatua o Orakei Trust Board with the aim of providing scholarships for Maori boys to attend Auckland Grammar School.
- To provide professional development for all teachers who wish to extend their knowledge of Tikanga Maori, Te Reo Maori and acquire further knowledge in the teaching of Maori students.
- To offer Tikanga Maori courses in the School's Enrichment Programme.

## **10. Procedural Information**

The planning year for the Board of Trustees will be from 1 January to 31 December.

The Annual Report will be lodged with the Ministry of Education by 31 May each year and an updated Charter by 1 March each year.

Auckland Grammar School Board of Trustees reports to both the parents and wider School Community via the Ad Augusta magazine twice per year. Additional annual reporting to the Parent Community is through the Auckland Grammar School Chronicle and School List.

The School reports to parents through a monthly Headmaster's Bulletin and broadcast emails.

**11. No Private Pecuniary Profit for any Individual and Exceptions**

- (a) Any income, benefit or advantage afford to the School will be used to advance the General Objectives set out in Section 4 of this Charter.
- (b) No member of the Board of Trustees, or any person associated with a member, is allowed to take part in, or influence any decision made by the Board in respect of payment to, or on behalf of, the member or associated person, of any income, benefit or advantage.
- (c) Any payments made to a member of the Board, or person associated with a member, must be for goods or services that advance the General Objectives of this Charter and must be reasonable and relative to payments that would be made between unrelated parties.

**Strategic Direction 2022 - 2026****1. Academic**

The School's primary goal is summarised in the first sentence of the School's Mission: "Auckland Grammar School will provide young men with a rigorous academic education." This remains the School's Number One priority. The Charter's general objective supports this and the specific objectives and strategies provide further detail as to how the School will ensure the Mission Statement is a reality.

<b>Key Result Area</b>	<b>Objectives</b>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• To maximise student achievement by continuing to improve and develop Pre-Q, Cambridge International and NCEA courses and course delivery.</li> <li>• To address the needs of students whose further education or training may be at risk through underachievement (with a particular focus on Form 6 and 7 NCEA cohorts).</li> <li>• To investigate the usefulness and feasibility of external benchmark assessment systems for Form 3 and 4.</li> <li>• To improve the use of assessment data to track and monitor student achievement for individuals and cohorts.</li> <li>• To align Māori and Pasifika University Entrance pass rates with those of the entire Form 7 cohort.</li> </ul>
<b>Curriculum Development and Maintenance</b>	<ul style="list-style-type: none"> <li>• To provide a range of educational pathways for all students by further differentiating the senior curriculum.</li> <li>• To strengthen relationships and curriculum links with tertiary and industry providers.</li> <li>• To review and refine the Pre-Q curriculum and assessment system for Form 5.</li> <li>• To ensure that the School's curricula are designed and maintained to the highest possible standard.</li> <li>• To continue to review the School's curriculum.</li> <li>• To discuss and share best practice in curriculum design.</li> <li>• To further develop a professional climate conducive to effective management of the curriculum.</li> </ul>
<b>Curriculum Delivery</b>	<ul style="list-style-type: none"> <li>• To ensure excellence in curriculum delivery on-campus and on-line.</li> <li>• To evaluate curriculum delivery.</li> <li>• To maximise academic learning time; on-campus and on-line.</li> <li>• To review trends in contemporary teaching practice and education research in order to enhance pedagogical excellence in the Grammar environment.</li> <li>• To provide appropriate on-line instructional Professional Development and support for staff.</li> <li>• To ensure that all teaching staff are using the School's Learning Management System, GrammarNet, effectively.</li> <li>• To align annual Departmental goals with BOT strategic goals.</li> </ul>

<b>Māori and Pasifika</b>	<ul style="list-style-type: none"> <li>• To improve achievement outcomes for Māori and Pasifika students.</li> <li>• To strengthen bi-cultural and multicultural perspectives in Form 3–7 programmes.</li> <li>• To promote the knowledge and use of Te Reo Māori and Tikanga Māori by staff and students.</li> <li>• To develop and strengthen relationships with tertiary Māori and Pasifika liaison departments/staff.</li> </ul>
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**Strategic Direction 2022 - 2026****2. Personnel**

The Board recognises the role teaching and support staff play is integral to the success of the young men in our care. Auckland Grammar School's ability to realise its vision, values and mission relies on having staff members who understand and are committed to the 'Grammar Way'. This strategic area has an influence on all of the Board's strategic directions.

<b>Key Results Area</b>	<b>Objectives</b>
<b>Appointments:</b>	<ul style="list-style-type: none"> <li>• To attract, appoint and retain quality teachers and support staff members who are dedicated to excellence to ensure the achievement of the School's objectives and aspirations.</li> <li>• To appoint teachers of the highest calibre who are dedicated to excellence in classroom teaching, to continual enhancement of their subject expertise and to full participation in extracurricular activities.</li> <li>• To appoint staff who share the School's vision, values and mission and who are prepared to contribute to achieving the School's aspirations and strategic goals.</li> <li>• To maintain and enhance Human Resource processes and protocols.</li> </ul>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>• To review the Human Resource processes and protocols ensuring the School is compliant with regard to contractual obligations.</li> <li>• To apply 'best practice' protocols and all employment processes.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• To set clear professional development goals; school wide, departmental/team based and individual.</li> <li>• To ensure professional development systems are in place for staff to support their on-going development.</li> <li>• To ensure adequate resources are allocated annually to staff professional development and account for their use.</li> <li>• To encourage self-review systems and use outcomes to affect professional development provisions for staff.</li> <li>• To develop management and leadership skills in senior staff.</li> <li>• To implement a School-based Teacher Training programme that targets hard to staff subjects and attracts Old Boys into the profession.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• To identify high performing staff with leadership potential and provide them with pathways, processes and professional development to advance their ability to contribute at middle and senior management level.</li> <li>• To promote leadership pathways within the School.</li> <li>• To enhance succession planning by identifying and developing individuals with the capability to perform in senior roles.</li> </ul>
<b>Performance Management</b>	<ul style="list-style-type: none"> <li>• To maintain an effective performance review process annually whereby staff members are appraised against goals that align with the School's strategies.</li> </ul>

<b>Communication</b>	<ul style="list-style-type: none"> <li>• To ensure effective communication systems are put in place so all staff are aware of and can support the School's direction.</li> <li>• To ensure there are practices at the School that are communicated, aimed at enhancing and promoting the culture and Grammar Way for staff.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• To maintain and develop the School's Health and Safety structures.</li> <li>• To ensure there are practices at the School which are best practice in relation to legislation.</li> <li>• To assess staff and governance capacity and offer appropriate training for staff/trustees to meet requirements of Health and Safety legislation.</li> </ul>
<b>Staff Wellbeing</b>	<ul style="list-style-type: none"> <li>• To develop, maintain and review structures and procedures that support staff wellbeing.</li> <li>• To conduct a bi-annual staff culture survey and to utilise feedback to inform and renew systems and practices.</li> <li>• To promote an inclusive working environment for all staff.</li> </ul>

**Strategic Direction 2022 - 2026****3. Pastoral**

Pastoral care at Auckland Grammar School supports its mission to remain true to the founding principles of Auckland Grammar School as established by Governor Grey in 1850. The School has a desire for each young man "to pursue excellence while embracing and upholding the School's values."

Through the pastoral care systems, our curricular and extracurricular programmes, staff interactions and the relationships formed, the School "encourages the development of the whole person to produce young men ready, willing and able to assume useful roles in society and to be responsible citizens."

<b>Key Result Area</b>	<b>Objectives</b>
<b>Special Character</b>	<ul style="list-style-type: none"><li>• To promote the School's vision, mission and values in every day School life and for the wider Grammar community to buy into 'The Grammar Way'.</li><li>• To review the place of character education, community service and leadership programmes so as to enhance the School's vision and mission.</li><li>• To articulate and disseminate the personal characteristics of a Grammar student after completing 5 years formal education at the School.</li><li>• To develop and implement an effective framework for teaching Character Education.</li></ul>
<b>Student Services</b>	<ul style="list-style-type: none"><li>• To develop the existing Student Services network to ensure its on-going relevance and benefit to young men and their parents.</li><li>• To continually develop the Dean's network to allow the prompt and practical follow up of School expectations, academic performance, study habits, attendance, uniform, grooming, School values and behaviour.</li><li>• To promote the use of Student Services staff as a resource and experts in the areas of guidance counselling and careers advice for parents, students and staff.</li><li>• To develop and maintain positive working relationships with outside agencies.</li><li>• To enhance the whole person approach to counselling in the School.</li><li>• To regularly review policies and procedures pertinent to the pastoral care of students.</li><li>• To monitor and respond to societal changes that may impact on the wellbeing of students.</li></ul>

<b>Careers</b>	<ul style="list-style-type: none"> <li>• To develop and enhance the delivery of Careers advice and education in the Junior and Senior School.</li> <li>• To proactively promote Career pathways to students and their parents so as to provide motivation for young men to set aspirational goals.</li> <li>• To establish timely dialogue with intending school leavers and provide them with support and advice while monitoring their progress and maintaining quality records of these interactions.</li> <li>• To regularly review STAR courses in the School and to forge mutually beneficial relationships with a range of tertiary providers.</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• To develop and maintain open lines of communication through the Student Services network so as to provide the most appropriate outcomes for young men in need.</li> <li>• To ensure communication systems between School and home are prompt and effective.</li> <li>• To ensure parents are fully informed of the School's expectations and standards.</li> <li>• To provide effective formal written and verbal reports to parents on their son's progress and development.</li> <li>• To regularly gather feedback on school systems and support services.</li> <li>• To explore and develop relationships with the School's ethnic communities.</li> <li>• To develop and review systems which provide for student feedback on the School's procedures and practices.</li> </ul>
<b>Māori/Pasifika</b>	<ul style="list-style-type: none"> <li>• To explore and develop relationships with the School's Māori and Pasifika communities.</li> <li>• To continue exploring ways to improve Māori/Pasifika achievement through pastoral care systems and the development of positive working relationships with young men and their parents.</li> <li>• To further develop the Tuakana-Teina programme to provide leadership opportunities and academic and mentoring support for Māori and Pasifika students.</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• To recruit and retain quality staff members to join the Student Services network.</li> <li>• To meet regularly with those involved with student pastoral care to review systems and procedures to ensure they are current and effective.</li> <li>• To provide appropriate pastoral professional development to support the School's Pastoral operations.</li> </ul>

<b>Systems</b>	<ul style="list-style-type: none"> <li>• To ensure the School has functional systems that allow staff the ability to log, monitor and follow up pastoral matters promptly.</li> <li>• To implement a system of annual self-review to promote best practice when working with young men.</li> <li>• To communicate changes in School systems to students, staff and parents so as to maintain and develop effective working relationships.</li> </ul>
<b>Relating to Others</b>	<ul style="list-style-type: none"> <li>• To further develop the School's policies, procedures and practices to promote an inclusive environment for all students and staff.</li> <li>• To provide regular student and parent seminars that support the key messages of the Health curriculum and educate the wider community on topical issues confronting adolescents.</li> <li>• To regularly communicate expectations to the School community regarding the appropriate use of digital platforms.</li> </ul>

**Strategic Direction 2022 - 2026****4. Extracurricular**

Auckland Grammar School holds academia as its first priority for all young men in its care. The School has recognised through time that extracurricular activities are important to a young man's personal development. Sport, cultural activities and the performing arts all provide opportunities for young men to be challenged and extended, for them to forge relationships with their peers and with staff members outside of the classroom and for them to build resilience and develop into well-rounded young men who willingly exhibit the School's values.

<b>Key Result Area</b>	<b>Objectives</b>
<b>Performing Arts</b>	<ul style="list-style-type: none"><li>• To refine and monitor the Performing Arts programmes provided to students.</li><li>• To review core Performing Arts programmes to focus on high-level development.</li><li>• To develop character programmes to support Performing Arts that align with School programmes.</li></ul>
<b>Sports Development</b>	<ul style="list-style-type: none"><li>• To review Premier and Pathway team programmes for students and staff members.</li><li>• To refine mentoring programmes for coaches of Premier and Pathway teams/groups.</li><li>• To review core Grammar sports to focus on high-level development and achievement.</li><li>• To develop a strength and conditioning facility.</li><li>• To utilise the pool development to promote best practice in assisting sporting performance.</li></ul>
<b>Personnel</b>	<ul style="list-style-type: none"><li>• To recruit and retain teachers as quality coaches/managers for sport and the performing arts.</li><li>• To recruit teachers who are willing to contribute to competitive school sport/cultural groups and/or performing arts.</li><li>• To develop succession plans for Premier and Pathway team coaching positions and teachers involved with Premier performing arts groups to ensure continuity of coaching standards and processes.</li><li>• To refine, communicate and reinforce the School's expectations and processes for all coaches/managers/MIC.</li><li>• To review and monitor extracurricular requirements across sports, Performing Arts and other School groups with regard to staffing.</li></ul>
<b>Competition</b>	<ul style="list-style-type: none"><li>• To develop systems to cater for Grammar sports/activities/programmes in the School.</li><li>• To further develop priority pathway groups/teams for 'Core Grammar Activities' – assign the best Coaches/Directors and resource accordingly to provide every chance for regional and national success.</li><li>• To increase opportunities for student participation (of all ability levels) in sport, and physical activity and the performing arts.</li><li>• To monitor student participation rates in sport and the performing arts and report on these.</li><li>• To further develop communication links with the Grammar community.</li></ul>
<b>Pastoral Care</b>	<ul style="list-style-type: none"><li>• To motivate and mentor individuals/groups so they remain in their chosen activity at Auckland Grammar School and when they leave School.</li></ul>

	<ul style="list-style-type: none"> <li>To develop and implement wellness networks within existing structures to support the School's Premier sportsmen and performing arts students.</li> </ul>
<b>School Standards</b>	<ul style="list-style-type: none"> <li>To implement and reinforce a code of conduct for all players, managers and coaches and communicate this to the Grammar community.</li> <li>To reinforce a consistent uniform and grooming code for all Premier teams/groups for all situations – match, travel, inter-school fixtures, regional and national tournaments.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>To refine professional development opportunities for the Premier sports/performing arts leaders to enhance their leadership skills.</li> <li>To provide mentoring for Premier sports/performing arts leaders to enhance their leadership skills.</li> <li>To grow the leadership capacity of staff who lead codes, groups or major activities.</li> <li>To implement and refine leadership programmes available to students.</li> </ul>
<b>Outdoor Education</b>	<ul style="list-style-type: none"> <li>To provide students with opportunities to experience the outdoors.</li> <li>To recruit teachers into Outdoor Education activities and retain them.</li> <li>To promote safe practices in Outdoor Education activities.</li> <li>To ensure outdoor clubs have access to quality equipment and that this equipment is replaced regularly.</li> </ul>
<b>Health &amp; Safety / EOTC</b>	<ul style="list-style-type: none"> <li>To review EOTC protocols to ensure best practice is realised for all groups leaving School grounds.</li> <li>To monitor best practice for all EOTC situations and keep staff informed of expectations and standards when taking a group away from the School.</li> <li>To ensure the School's Health &amp; Safety and EOTC policies and obligations are well articulated to all involved with extracurricular activities.</li> <li>To expect all teachers/coaches/managers to set high expectations so that School policies and health and safety obligations are put into practice.</li> <li>To promote safe practices in Outdoor Education activities.</li> <li>To review policies pertaining to extracurricular activities.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Develop relationships with senior students, Old Boys and the wider community to benefit opportunities for young men to play sport, music/performing arts.</li> </ul>

**Strategic Direction 2022 - 2026****5. Boarding House**

Tibbs House is the School's boarding establishment catering for approximately 120 students who live outside the Grammar zone. It aims to make a Grammar education accessible to young men who do not live in the Grammar zone. The Tibbs House Committee of the Board leads the strategic direction of the boarding house.

<b>Key Result Area</b>	<b>Objectives</b>
<b>Pastoral Care</b>	<ul style="list-style-type: none"><li>• To encourage independence through regularly reviewing the style of living for senior boarders.</li><li>• To articulate clear standards and expectations, thus maintaining a safe boarding environment and a positive culture.</li><li>• To enhance the 'feedback' system from boarders and staff so that current practices can be reviewed in an ongoing manner.</li><li>• To develop and regularly review the wellbeing and leadership programmes provided to all boarders.</li><li>• To review the mechanisms used to provide support, both pastoral and academic, for boarders.</li></ul>
<b>Personnel</b>	<ul style="list-style-type: none"><li>• To attract and retain quality teachers and support staff in supervisory roles at Tibbs House.</li><li>• To provide appropriate professional development opportunities for all staff.</li><li>• To refine the performance management system that includes annual review of job descriptions.</li><li>• To review the Boarding Master staff structure.</li></ul>
<b>Facilities</b>	<ul style="list-style-type: none"><li>• To monitor occupancy rates amongst junior dormitories.</li><li>• To review the current accommodation and service facilities for all year levels, including the style of accommodation for seniors.</li><li>• To review staff accommodation to attract quality applicants for the role of Boarding Master/Director of Boarding.</li><li>• To regularly review the quality and condition of facilities and maintain a high standard of accommodation and recreation facilities for all boarders.</li><li>• To conduct an analysis which considers the facility needs of boarders and staff.</li><li>• To continually review how Information Services provisions are catered for and managed on hostel premises.</li><li>• To review and implement additional security measures to further protect staff, boarders and facilities.</li></ul>
<b>Communications</b>	<ul style="list-style-type: none"><li>• To regularly review communication systems so that parental communications are encouraged.</li><li>• To work with the School over the on-going development of the Auckland Grammar School website, to ensure Tibbs House is well presented.</li><li>• To support a positive and proactive Parent Support Committee to aid the success of Tibbs House.</li><li>• To review effective external/media communication in promoting Tibbs House as a boarding option for Auckland Grammar School.</li></ul>



<b>Boarding Licence</b>	<ul style="list-style-type: none"> <li>• To ensure the Tibbs House Boarding Licence is current and compliant.</li> <li>• To review all areas of compliance regularly to ensure Tibbs House operations are based on 'best practice'.</li> </ul>
<b>Finances</b>	<ul style="list-style-type: none"> <li>• To ensure budgets are reviewed annually.</li> <li>• To annually review the fee collection process to ensure the School maintains a 'business approach', while communicating regularly and effectively about the payment of boarding fees.</li> <li>• To regularly review fee structures and operations to build a 'Tibbs House' fund that may seed future developments at Tibbs House.</li> <li>• To ensure Tibbs House remains financially viable and generates returns on capital to the Board.</li> </ul>
<b>Services and Contracts</b>	<ul style="list-style-type: none"> <li>• To review the quality of the services provided at Tibbs House including catering, cleaning and laundry.</li> <li>• To review contracts with suppliers and ensure the process is competitive and transparent.</li> <li>• To review the wording, conditions, expectations and repayment arrangements in the Tibbs House Boarder contract.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• To review health and safety policies and procedures relevant to boarding.</li> <li>• To ensure the health and safety policies and procedures are well articulated and shared with staff, boarders and parents.</li> <li>• To promote hygienic practices and provide compliant facilities for boarders and staff.</li> </ul>

**Strategic Direction 2022 - 2026****6. Enrolment**

Enrolment numbers at Auckland Grammar School have caused considerable concern for many years. The Zoning Committee of the Board oversees all enrolment and zoning issues.

<b>Key Result Area</b>	<b>Objectives</b>
<b>Roll Analysis</b>	<ul style="list-style-type: none"><li>• To collate and analyse enrolment data pertaining to the tenure of each student living in zone prior to enrolment.</li><li>• To monitor and manage Out of Zone Enrolments.</li><li>• To monitor and manage students moving out of zone once In Zone Enrolment has been secured.</li><li>• To complete a roll analysis of all out of zone students.</li><li>• To determine the optimal roll size for the School, assess the external influences and communicate related issues to the Ministry of Education, government agencies and Government.</li></ul>
<b>Boarding</b>	<ul style="list-style-type: none"><li>• To maintain the Tibbs House enrolment level at approximately 120 boarders.</li><li>• To actively support InZone – Owens Road Hostel, to help sustain a hostel of approximately 50 Māori and/or Pacific Island students.</li><li>• To manage the relationship with InZone Education Foundation Trust ensuring alignment between the School and Owens Road Hostel.</li></ul>
<b>Legislation</b>	<ul style="list-style-type: none"><li>• To develop a working relationship with the Ministry of Education and to clearly present the issues generated by the Education &amp; Training Act pertaining to the Enrolment Scheme.</li><li>• To identify viable alternatives to an Enrolment Scheme or develop possible amendments to the current Enrolment Scheme and present these to the Ministry and/or Government.</li><li>• To provide a campus that meets Ministry of Education Health and Safety obligations.</li></ul>
<b>Property Development</b>	<ul style="list-style-type: none"><li>• To maintain an active watch on property developments in the Grammar Zone.</li></ul>
<b>Immigration</b>	<ul style="list-style-type: none"><li>• To be fully aware of the potential impact of immigration trends and/or immigration policy and where appropriate make submissions to Government.</li></ul>
<b>International</b>	<ul style="list-style-type: none"><li>• To consider the impact of International Students in managing the School roll.</li></ul>

**Strategic Direction 2022 - 2026****7. Property**

The Property Committee of the Board leads and directs the property operations of the School with the aim of delivering quality facilities, which enables the School to deliver its wider charter. By adopting and delivering a 10-year property plan which encompasses the broad needs of the School the available finances are directed to projects, which are prioritised, to most advance the strategic direction of School.

All facilities are maintained and presented in a healthy and safe environment.

<b>Key Result Area</b>	<b>Objectives</b>
<b>Master Campus Plan</b>	<ul style="list-style-type: none"> <li>• To regularly review the 25-year Master Campus Plan.</li> </ul>
<b>10 Year Property Plan</b>	<ul style="list-style-type: none"> <li>• To focus the funding of the 10 Year Property Plan on priority projects to deliver a safe and healthy environment, which reflects the needs of the School.</li> <li>• To identify and address infrastructural needs.</li> <li>• To review the Plan to ensure it delivers current priorities.</li> </ul>
<b>Capital Projects</b>	<ul style="list-style-type: none"> <li>• To ensure approved capital projects are delivered to budget in a timely manner.</li> <li>• To plan and deliver on major projects including:               <ul style="list-style-type: none"> <li>- 150<sup>th</sup> Capital Project</li> <li>- Top field carpet renovations</li> <li>- Science laboratories and resource spaces</li> <li>- Pool</li> <li>- Clive Road and Normanby Road fence replacement</li> <li>- Specialist/Technology landscaping</li> </ul> </li> <li>• To monitor future projects including:               <ul style="list-style-type: none"> <li>- Student toilets</li> <li>- Library renovation/Student Services</li> <li>- Theatre renovation</li> <li>- Tibbs House</li> <li>- N° 3 Turf Pavilion Facilities and car park extensions</li> <li>- Rock Wall Project</li> <li>- English, Art and Old Gym roof replacement</li> <li>- Main Block renovations</li> </ul> </li> </ul>
<b>Academic Learning Environments</b>	<ul style="list-style-type: none"> <li>• To ensure teaching spaces meet curriculum, teaching and learning demands and Health and Safety standards.</li> <li>• To ensure adequate specialist teaching spaces are provided.</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• To recruit and retain quality Property staff.</li> <li>• To develop relationships with quality contractors.</li> <li>• To ensure Property staff have access to and complete professional development.</li> </ul>
<b>Heritage Facilities</b>	<ul style="list-style-type: none"> <li>• To recognise historic components of campus.</li> <li>• To preserve the historic components of the School.</li> </ul>

<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• To ensure compliance with Health &amp; Safety at Work Act 2015 including risk/hazard identification, timely reporting and prompt resolution.</li> <li>• To comply with the asbestos presumptive report and management plan.</li> <li>• To monitor Auckland Transport traffic safety management in streets close to campus.</li> <li>• To review and implement the campus-wide traffic and parking plan.</li> <li>• To ensure Health and Safety policies are implemented and understood by staff.</li> <li>• To address and review site-specific Health and Safety policies for contractors on site.</li> <li>• To address identified seismic issues on the School campus.</li> </ul>
<b>Off-Campus Facilities</b>	<ul style="list-style-type: none"> <li>• To maintain Venturelodge, Clive Road and Tibbs House properties.</li> <li>• To review tenure and future plans of lodge and rental properties.</li> <li>• To maximise rental opportunities.</li> <li>• To ensure School Policies are implemented at off-site locations.</li> </ul>

**Strategic Direction 2022 - 2026****8. Finance**

The Finance Committee of the Board monitors the financial position of the School and sets financial goals with the aim of achieving a sustainable financial position in the long term. The aim of the committee is to balance the desires and needs of the School to the objective of running sustainable operating surpluses to build financial reserves.

This strategy is developed with the intent to support continued improvements in academic and extra-curricular services delivered by the School.

<b>Key Result Area</b>	<b>Objective</b>
<b>Financial Independence</b>	<ul style="list-style-type: none"> <li>• To increase revenue from locally raised funds.</li> <li>• To explore opportunities to raise additional income.</li> <li>• To seek out diversified income streams.</li> </ul>
<b>Financial Monitoring</b>	<ul style="list-style-type: none"> <li>• To set rigorous budgets that support quality educational outcomes.</li> <li>• To supply timely and accurate reports.</li> <li>• To reduce superfluous expenditure.</li> <li>• To prepare the annual accounts and undertake audit preparation for the School, Headmaster's Council, Foundation Trust, Combined Trust, Redshaw Trust and Outdoor Education Trust.</li> <li>• To gain timely audit clearance and an unqualified audit opinion.</li> </ul>
<b>Financial Structure</b>	<ul style="list-style-type: none"> <li>• To ensure annual budgets reflect the objectives and priorities of the School Charter and strategic directions.</li> <li>• To achieve budgeted operating surpluses while meeting strategic goals.</li> <li>• To ensure appropriate provisions are in place to secure School's financial status.</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• To recruit and retain quality Finance staff.</li> <li>• To ensure financial staff have access to and complete professional development.</li> <li>• To upskill budget holders understanding of their own budget areas.</li> </ul>
<b>Property Investments</b>	<ul style="list-style-type: none"> <li>• To review housing rents annually.</li> <li>• To regularly review house valuations and utilisation.</li> <li>• To build assets that generate income.</li> <li>• To support projects reducing consumption without compromising quality outcomes.</li> </ul>
<b>Trust Investments</b>	<ul style="list-style-type: none"> <li>• To monitor investment funds to ensure returns are achieved in a low risk investment strategy within the constraints of legislation and the Trust's Statement of Investment Policy and Objectives (SIPO).</li> </ul>
<b>Capital Programme</b>	<ul style="list-style-type: none"> <li>• To monitor the capital projects and ensure they are delivered to budget in the set timeframe.</li> <li>• To set future capital programmes that reflect the needs of the School incorporating the Master Campus Plan.</li> </ul>
<b>Procurement</b>	<ul style="list-style-type: none"> <li>• To monitor procurement channels to ensure quality services and optimal prices are obtained.</li> <li>• To monitor all contracts to ensure currency and transparency.</li> </ul>

<b>Asset Management</b>	<ul style="list-style-type: none"> <li>• To maintain and develop existing assets.</li> <li>• To promote energy efficiency and support of projects reducing consumption.</li> </ul>
<b>Information Services</b>	<ul style="list-style-type: none"> <li>• To research opportunities to enhance school services and teaching resources.</li> <li>• To prioritise funding to enhance the use of technology within the teaching programmes.</li> <li>• To implement projects to better utilise Information Services in the School.</li> <li>• To prepare an independent review of the School's Information Services infrastructure.</li> </ul>

**Strategic Direction 2022 - 2026****9. Development**

The Board's Development Committee aims to build lifelong reciprocal relationships with Old Boys and the wider Grammar community that connect them to the School and each other. It in turn leads, directs and promotes philanthropic endeavours in support of the School.

<b>Key Result Area</b>	<b>Objective</b>
<b>Fund Management</b>	<ul style="list-style-type: none"><li>• To retain the pre-eminent positioning of the Academic Endowment Fund.</li><li>• To build AEF's respective funds and the diversity of staff awards offered annually.</li><li>• To review the fundraising needs of the School and develop a future fundraising strategy.</li><li>• To complete the fundraising for the 150<sup>th</sup> Project.</li></ul>
<b>Personnel</b>	<ul style="list-style-type: none"><li>• To recruit and retain quality Development personnel who can interact and develop positive relationships with donors, prospects, parents, staff, old boys and volunteers.</li><li>• To ensure Development staff have access to and complete professional development.</li></ul>
<b>Events</b>	<ul style="list-style-type: none"><li>• To ensure the events calendar enhances the School's fundraising and friend raising programmes.</li><li>• To document the rationale and logistics associated with running each School event.</li></ul>
<b>International Development</b>	<ul style="list-style-type: none"><li>• To grow the School's presence in Australia, USA and UK.</li><li>• To develop and implement an Engagement strategy with members of the community who identify as Asian.</li></ul>
<b>Communication and Marketing</b>	<ul style="list-style-type: none"><li>• To monitor the brand guidelines/style guide to ensure consistent use of Grammar's brand.</li><li>• To manage relevant and timely communications to stakeholder groups.</li></ul>
<b>Sponsorship Management</b>	<ul style="list-style-type: none"><li>• To co-ordinate and monitor sponsorship arrangements.</li><li>• To optimise revenue gained from sponsorship.</li><li>• To identify major sponsors across key categories of business.</li></ul>
<b>Support Groups</b>	<ul style="list-style-type: none"><li>• To promote and support the Old Boys' Association to best serve Auckland Grammar School and its Old Boys.</li><li>• To foster positive relationships with volunteers and groups who oversee key fundraising activities.</li></ul>

**Strategic Direction 2022 - 2026****10. Internationalisation:**

The Internationalisation initiative of the Board monitors the international positioning of the School as well as the recruitment and welfare of International Students attending the School. The Headmaster, Associate Headmaster - Academic and the Education Committee of the Board monitor the School's Internationalisation programmes and levels of student achievement.

This strategy is developed with the intent to enhance the reputation of the School in international markets and the life of the School through ensuring the welfare, wellbeing and success of international students.

Key Result area	Objectives
<b>Internationalisation</b>	<ul style="list-style-type: none"> <li>• To promote the School's reputation of academic and extracurricular excellence to international markets.</li> <li>• To position the School internationally alongside 'best schools' in identified countries.</li> <li>• To create links with like-minded boys' schools worldwide.</li> <li>• To promote the School as destination of choice for International Students.</li> <li>• To integrate international/intercultural dimensions to teaching/learning and extracurricular activities within the School and prepare students for global citizenship.</li> <li>• To maintain regular contact with Grammar alumni around the world.</li> </ul>
<b>Marketing</b>	<ul style="list-style-type: none"> <li>• To develop and implement the Marketing and Recruitment Strategy and promote internationally recognised learning programmes designed to attract academically capable International Students from diverse markets.</li> <li>• To create and maintain close links with New Zealand and international industry partners, organisations and agencies (including Education New Zealand, Study Auckland, and SIEBA).</li> <li>• To promote the School by producing and distributing quality marketing material and maintaining a high-quality digital presence.</li> </ul>
<b>International Enrolments</b>	<ul style="list-style-type: none"> <li>• To ensure the admission criteria are market appropriate and set policy to manage enrolment levels.</li> <li>• To engage, manage and guide recruitment agents who are actively recruiting academically capable students from diverse markets.</li> <li>• To plan for and manage targeted roll levels 2021 - 2025.</li> </ul>



<b>Student Welfare and Wellbeing</b>	<ul style="list-style-type: none"> <li>• To ensure the School meets best practice and compliance requirements within the Education (Pastoral Care of International Students) Code of Practice.</li> <li>• To continue to develop systems for the pastoral support of International Students.</li> <li>• To enhance orientation programmes to aid students' effective transition into the School.</li> <li>• To enhance communications with parents, agents and caregivers.</li> <li>• To enhance links with like-minded New Zealand schools to inform the implementation of best practice hosting and homestay procedures.</li> <li>• To enhance homestay offerings, monitoring and self-review systems.</li> <li>• To enhance and encourage cross-cultural interaction and understanding amongst international and domestic students.</li> </ul>
<b>Academic Programmes</b>	<ul style="list-style-type: none"> <li>• To enhance language support for International Students with the aim of providing access to mainstream academic programmes.</li> <li>• To continue to develop systems for the academic support of International Students.</li> <li>• To develop tertiary education and career opportunities for International Students beyond the School.</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>• To recruit and retain quality international staff with a breadth of experience.</li> <li>• To maintain a staffing structure that provides quality support to International Students appropriate to roll numbers, which promotes the School globally.</li> <li>• To ensure international staff members have access to and are completing Professional Development.</li> <li>• To maintain and review performance management systems.</li> <li>• To provide Professional Development to all Grammar staff to promote understanding and appreciation of International Students.</li> </ul>
<b>Financial Independence</b>	<ul style="list-style-type: none"> <li>• To implement an effective marketing plan, admission policy and support structure to ensure the continued enrolment of International Students.</li> <li>• To set and achieve recruitment targets.</li> <li>• To sustain a high rate of student retention.</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• To ensure reporting and communication systems to parents, agents and homestays are regular and effective and share positive information about International Students within the School.</li> <li>• To develop effective internal School communication links with teachers and key personnel to ensure student welfare and learning is maximised.</li> </ul>

## ANNUAL PLAN 2022

1. <u>ACADEMIC</u>		
Objectives	Target	Strategy
<b><u>Student Achievement</u></b> <ul style="list-style-type: none"> <li>To maximise student achievement by continuing to improve and develop Pre-Q, Cambridge International and NCEA courses and course delivery.</li> </ul>	<ul style="list-style-type: none"> <li>75% of AS results are C or better.</li> <li>95% of A Level results are graded as passes.</li> <li>95% of Level 1 students achieve the maximum 20 credits to carry forward to Level 2.</li> <li>75% of NCEA Level 2 students achieve Level 2.</li> <li>85% of all senior students achieve NCEA Level 2 (or equivalent for Cambridge students).</li> <li>75% of NCEA Level 3 students achieve Level 3.</li> <li>85% of Form 7 students achieve University Entrance.</li> <li>For Māori and Pasifika students University Entrance achievement rates to be above comparable national averages for decile 8-10 schools.</li> <li>At least 180 individual NZQA scholarships are earned.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to recruit and retain quality, experienced teachers.</li> <li>Monitor and review teaching and learning programmes.</li> <li>Align department goals with School academic goals.</li> <li>Heads of Faculties to present results, achievements and initiatives to the Education Committee annually and to the Leadership Team as required.</li> <li>Review and refine the Pre-Q syllabi and assessment system for Form 5 to better prepare students for success in the Senior School.</li> <li>Develop study skills programmes and resources for Form 3-7 students.</li> <li>Māori and Pasifika students' academic progress and results are closely monitored and achievement targets set by MIC of Māori Achievement, in coordination with teachers assisting with the Tuakana-Teina programme.</li> <li>Maintain Proceres Grammatici for selected students and enhance the Scholarship Tutorial Programme across Departments.</li> </ul>

<ul style="list-style-type: none"> <li>● To improve the use of assessment data to track and monitor student achievement for individuals and cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>● To develop monitoring and tracking processes by end of Term 2.</li> <li>● Align mentoring processes by end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● To monitor and respond to student attainment using assessment data that is regularly collected.</li> <li>● To pilot an academic tracking process for Form 3.</li> <li>● To provide academic mentors with assessment tracking information.</li> </ul>
<p><b><u>Curriculum Development and Maintenance</u></b></p> <ul style="list-style-type: none"> <li>● To ensure that the School's curricula are designed and maintained to the highest possible standard.</li> <li>● To continue to review the School's curriculum.</li> <li>● To discuss and share best practice in curriculum design.</li> </ul>	<ul style="list-style-type: none"> <li>● To review the implementation of new curricula by Term 4.</li> <li>● To monitor NCEA Level 2 Review of Achievement Standards (RAS) processes and Phase 2 Materials by end of Term 2.</li> <li>● To provide mechanisms for curriculum review by end of Term 1.</li> <li>● To review the effectiveness of Pre-Q by end of Term 1.</li> <li>● To review the place of Mātauranga Māori in the curriculum by end Term 3.</li> <li>● To launch "the hidden curriculum" project by end of Term 4.</li> <li>● To develop curriculum review processes for departments by end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● Associate Headmaster (AHM) and Deputy Headmaster (DHM) Academic to work with HODs to review History and Digital Technologies curricula.</li> <li>● Monitor changes indicated following from the Review of NCEA Standards and the NZC Refresh.</li> <li>● Identify best practice in curriculum design and provide evaluation tools.</li> <li>● To work with HOFs, HODs to review the marking and moderation processes for Pre-Q.</li> <li>● To clarify pathways into Form 6.</li> <li>● To audit Form 3 and Form 4 teaching programmes to identify where Mātauranga Māori is embedded in the curriculum.</li> <li>● Develop and implement protocols ready for baseline testing.</li> <li>● To publish a set of guidelines for curriculum review.</li> <li>● To create an interim meeting cycle for curriculum leaders by end Term 1.</li> </ul>

<ul style="list-style-type: none"> <li>● To further develop a professional climate conducive to effective management of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● To share best curriculum and academic leadership practices between HOFs and HODs by end of Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>● Publish a handbook for HODs and HOFs.</li> <li>● To review assessment procedures and provide guidance on best practice for HODs.</li> </ul>
<p><b>Curriculum Delivery</b></p> <ul style="list-style-type: none"> <li>● To ensure excellence in curriculum delivery, on-campus and online.</li> </ul>	<ul style="list-style-type: none"> <li>● To embed the 6 Elements of Effective Teaching as part of the Auckland Grammar Teaching Framework by end of Term 2.</li> <li>● To monitor the regular and effective use of GrammarNet throughout Term 1-2.</li> <li>● To provide guidance on best practice in GrammarNet Course design by end of Term 4.</li> <li>● To provide guidance on best practice in GrammarNet Class Page layout and design by end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● To provide examples of effective teaching practice in alignment with the Teaching Framework using the Video Project.</li> <li>● To work with HODs in order to improve the overall quality of teaching.</li> <li>● To standardise the design of Course and Class Pages.</li> <li>● To provide professional development on GrammarNet functionality.</li> <li>● To investigate ways of making GrammarNet more user-friendly for students.</li> <li>● To provide examples of best practice and tuition for effective Class Page design.</li> </ul>
<ul style="list-style-type: none"> <li>● To evaluate curriculum delivery.</li> <li>● To provide appropriate online instructional Professional Development and support for staff.</li> </ul>	<ul style="list-style-type: none"> <li>● To provide HODs and HOFs with tools and data for curriculum evaluation by the end of Term 2.</li> <li>● To pilot the use of video observation for appraisal purposes by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● To provide a curriculum handbook based on selected curriculum research.</li> <li>● To work with a pilot group to create an observation cycle for improvement and appraisal purposes.</li> </ul>

<p><b><u>Māori and Pasifika</u></b></p> <ul style="list-style-type: none"> <li>● To improve achievement outcomes for Māori and Pasifika students.</li> <li>● To extend the knowledge and use of Te Reo Māori and Tikanga Māori by staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>● For Māori and Pasifika students University Entrance achievement rates to be above comparable national averages for decile 8-10 schools. <ul style="list-style-type: none"> <li>- Māori/Pasifika</li> <li>- All students</li> </ul> </li> <li>● Teachers encouraged and supported to complete long-form professional development in Te Reo Māori by end of Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance the efforts of the Tuakana-Teina mentoring programme.</li> <li>● To pilot an academic tracking process for Māori and Pasifika students.</li> <li>● DHM Academic to work with MICs responsible to improve the academic monitoring and support for Māori and Pasifika students.</li> <li>● Enrolment options with Te Wānanga and Education Perfect offered to staff.</li> <li>● In-school tutorials offered to staff.</li> </ul>
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## ANNUAL PLAN 2022

2. <u>PERSONNEL</u>			
Objectives	Target	Strategy	
<u>Appointments</u> <ul style="list-style-type: none"> <li>To attract, appoint and retain quality teachers and support staff members who are dedicated to excellence to ensure the achievement of the School's objectives and aspirations.</li> <li>To maintain and enhance human resource processes and protocols.</li> </ul>	<ul style="list-style-type: none"> <li>Throughout 2022 replace leaving teachers with quality specialists.</li> <li>By the start of year, review application processes to accommodate changing employment law requirements.</li> </ul>	<ul style="list-style-type: none"> <li>DHM HR to work with HODs to identify potential candidates for areas of future need.</li> <li>DHM HR to implement systems to record vaccination status, visa status, and police vetting history.</li> </ul>	
<u>Human Resources</u> <ul style="list-style-type: none"> <li>Review the human resources processes and protocols ensuring the School is compliant with regard to contractual obligations.</li> <li>To apply 'best practice' protocols and all employment processes.</li> </ul>	<ul style="list-style-type: none"> <li>To review and update employment policies by end of Term 1.</li> <li>By end of Term 2, have transferred all employee records into the School's online HR files.</li> <li>To investigate the implementation of online day relief structure, ready for 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Review MOE, PPTA and Teaching Council best practice documentation and seek legal advice on draft documents.</li> <li>Review hard copy and electronic staff files and update records.</li> <li>Work with Information Services to undertake professional development and trial systems in Term 3 /4.</li> </ul>	

<p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>● To set clear Professional Development goals for School-wide, department/team based and individual.</li> <li>● To ensure Professional Development systems are in place for staff to support their on-going development.</li> <li>● To encourage self-review systems and use outcomes to affect Professional Development provisions for staff.</li> </ul>	<ul style="list-style-type: none"> <li>● School-wide goals to be communicated to all staff at the start of Term 1.</li> <li>● To develop and deliver Teacher Only Day format during Term 1.</li> <li>● To deliver a full programme of Professional Development Forums for all staff in Terms 1-3. Completed by the end of Term 3.</li> <li>● To formalise a Lesson Study process involving the use of video technology for professional development and appraisal purposes. To be completed by the end of term 4.</li> <li>● To investigate teaching and HOD self-review tools.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide staff with strategic goals in January.</li> <li>● Review specific goals at staff meetings, departmental/faculty meetings.</li> <li>● AHM Academic and DHM Academic to plan forums and long-form PD.</li> <li>● AHM Academic and DHM Academic to work directly with HODs.</li> <li>● AHM Academic to lead the video project.</li> <li>● AHM Academic to investigate. Consultation with SCT's and staff.</li> </ul>
<p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>● To identify high performing staff with leadership potential and provide them with pathways, processes and Professional Development to advance their ability to contribute at middle and senior management level.</li> <li>● To promote leadership pathways within the School.</li> </ul>	<ul style="list-style-type: none"> <li>● To complete the second year of the Staff Leadership Programme pilot by end of Term 1.</li> <li>● To complete the third year of the staff Leadership programme by the end of Term 4</li> <li>● To investigate how support for HODs and middle leaders can be improved by end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● AHM Academic to lead the programme with scheduled meetings throughout the year.</li> <li>● DHM HR to organise logistics.</li> <li>● Review process undertaken. Consultation with AHM Academic, SCT's and HODs.</li> </ul>

<p><b><u>Performance Management</u></b></p> <ul style="list-style-type: none"> <li>● To maintain an effective annual performance review whereby staff members are appraised against goals that align with the School's strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● To review Leadership Team 4-minute walk throughs by end of Term 1.</li> <li>● To align teacher's self-reflection processes with teaching standards by end of Term 4.</li> <li>● To align departmental, faculty and School goals by end of Term 1.</li> <li>● Trial an appraisal process using the Video project by end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● Review with findings and recommendations shared with Leadership Team.</li> <li>● AHM Academic, SCT's to develop self-reflection questionnaire.</li> <li>● HOFs and Deans to ensure that goals are clear and focused.</li> <li>● AHM Academic to identify trial group and implement process with group.</li> </ul>
<p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>● To ensure effective communication systems are put in place so staff are aware and can support the School's direction.</li> <li>● To ensure there are practices at the School that are communicated, aimed at enhancing and promoting the culture and Grammar Way for staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff input into the 2023 Annual Plan sought at the end of Term 4.</li> <li>● To develop departmental Handbooks by end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff invited to attend and contribute at end of year Annual Planning meeting.</li> <li>● Regular meetings with HOFs and HODs prior to Term 4.</li> </ul>



<p><b><u>Health and Safety</u></b></p> <ul style="list-style-type: none"> <li>• To maintain and develop the Health and Safety framework including the Health &amp; Safety Leadership Forum.</li> <li>• Ensure there are best practices at School, which are best practice in relation to legislation.</li> <li>• To assess staff and governance capacity and offer appropriate training for staff/trustees to meet requirements of Health and Safety legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure staff are aware of the School's Health &amp; Safety Policies and Procedures at the start of the year.</li> <li>• To ensure all staff are inducted on health and safety systems throughout the year.</li> <li>• To review governance structure of Health &amp; Safety.</li> <li>• To provide training opportunities throughout the year completed by end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate policies and procedures to all staff on Staff Only Day, and other staff meetings.</li> <li>• Health &amp; Safety policies communicated at staff meetings and in new staff Professional Development.</li> <li>• Health &amp; Safety Forum to meet quarterly to review H&amp;S policies and procedures.</li> <li>• First aid courses made available to all staff.</li> <li>• H&amp;S Committee members will complete H&amp;S representative training.</li> </ul>
<p><b><u>Staff Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• To conduct a bi-annual staff culture survey and to utilise feedback to inform and renew systems and practices.</li> <li>• To develop, maintain and review structures and procedures that support staff wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Staff Culture survey by end of Term 3.</li> <li>• Refine and implement the 2022 wellbeing programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise the format of previous staff culture surveys within AskYourTeam software.</li> <li>• Utilise GrammarNet as a framework for communications.</li> <li>• Staff Engagement Manager to lead staff engagement programmes.</li> </ul>

### ANNUAL PLAN 2022

3. <u>PASTORAL</u>		
Objectives	Target	Strategy
<p><b><u>Special Character</u></b></p> <ul style="list-style-type: none"> <li>To promote the School's vision, mission and values in every day School life for the wider Grammar community to buy into 'The Grammar Way'.</li> <li>To review the place of character education, community service and leadership programmes to enhance the School's vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>To implement an on-going community service initiative by end of Term 4.</li> <li>To implement the first stage of the integrated Student Leadership Programme by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>The Head of Student Leadership Programmes will lead the collation and publication of community service opportunities.</li> <li>The Head of Student Leadership Programmes will work with the DHM Senior School to review and refine implementation of the Student Leadership Framework.</li> </ul>
<p><b><u>Student Services</u></b></p> <ul style="list-style-type: none"> <li>To regularly review policies and procedures pertinent to the pastoral care of students.</li> </ul>	<ul style="list-style-type: none"> <li>To review, practise and build capacity and consistency across the Student Services Team in relation to the School's pastoral policies, including but not limited to the Child Protection Policy and Crisis Plan, by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>The Head of Student Services to work with the Counsellors and AHM Operations to deconstruct and simulate scenario planning and execution for student related crises.</li> </ul>
<p><b><u>Careers</u></b></p> <ul style="list-style-type: none"> <li>To establish timely dialogue with intending school leavers and provide them with support and advice while monitoring their progress and maintaining quality records of these interactions.</li> </ul>	<ul style="list-style-type: none"> <li>To create and promote processes for students to identify course pre-requisites and track their progress towards them by the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>The Head of Student Services will work with the AHM Operations to develop a consistent academic tracking conversation framework for use at each careers appointment.</li> </ul>

<p><b><u>Communications</u></b></p> <ul style="list-style-type: none"> <li>● To develop and review systems which provide for student feedback on the School's procedures and practices.</li> </ul>	<ul style="list-style-type: none"> <li>● To construct and implement a snapshot survey, completed by students and administered by Student Services staff, that provides regular data on the School's current environment, including perspectives on the level of inclusive practices, by the start of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● The AHM Operations and the Head of Student Services will design a snapshot survey and will determine its practical administration.</li> </ul>
<p><b><u>Māori &amp; Pasifika</u></b></p> <ul style="list-style-type: none"> <li>● To further develop the Tuakana-Teina programme to provide leadership opportunities and academic and mentoring support for Māori and Pasifika students.</li> </ul>	<ul style="list-style-type: none"> <li>● To focus the Tuakana-Teina programme on academic tracking and subject support by start of Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>● To identify subject support needs with participants and allocate Tuakana-Teina mentors accordingly. To provide mentors with ready access to academic tracking data for use at regular mentoring meetings.</li> </ul>
<p><b><u>Personnel</u></b></p> <ul style="list-style-type: none"> <li>● To provide appropriate pastoral professional development to support the School's Pastoral operations.</li> </ul>	<ul style="list-style-type: none"> <li>● To deliver targeted Professional Development for all Deans and Boarding Masters on framing and leading pastoral conversations with students by the end of Term 3.</li> <li>● By the end of Term 4, produce a handbook for the Deans network, detailing key operational information to assist Deans with the day-to-day functions of their pastoral roles.</li> </ul>	<ul style="list-style-type: none"> <li>● The AHM Operations, the Head of Student Services and the Director of Boarding will construct practical workshops for the Deans and Boarding Masters to observe and practise the skill of leading pastoral/guidance discussions.</li> <li>● The AHM Operations will work with all members of the Deans network to produce a handbook of best practice processes and information.</li> </ul>

<p><b><u>Systems</u></b></p> <ul style="list-style-type: none"> <li>● To ensure the School has functional systems that allow staff the ability to log, monitor and follow up pastoral matters promptly.</li> <li>● To implement a system of annual self-review to promote best practice when working with young men.</li> </ul>	<ul style="list-style-type: none"> <li>● To ensure staff are accurately and appropriately using the behaviour notes functionality of the School's Student Management System by the end of Term 1.</li> <li>● To embed a staff supervision structure for all members of the Deans network and Tibbs House Boarding Masters by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● The AHM Operations and Director of IS will provide Professional Development opportunities at the Staff Only Day and at a PD forum. HODs will also monitor their teachers use and provide regular reminders at department meetings.</li> <li>● The Head of Student Services to allocate counselling staff to take responsibility for meeting and supporting the listed staff within each named network.</li> </ul>
<p><b><u>Relating to Others</u></b></p> <ul style="list-style-type: none"> <li>● To provide regular student and parent seminars that support key messages of the Health curriculum and educate the wider community on topical issues confronting adolescents.</li> <li>● To further develop the School's policies, procedures and practices to promote an inclusive environment for all students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>● To further the annual programme of external speakers, to engage a provider to present on safe driving practices by the end of Term 2.</li> <li>● To engage with external organisations to review and provide purposeful steps to further promote an inclusive environment.</li> </ul>	<ul style="list-style-type: none"> <li>● The AHM Operations and the Head of Health to investigate and determine the appropriate presenter to deliver age-appropriate safe driving seminars.</li> <li>● The Leadership Team meet and develop relationship with key external individuals and organisations who can provide feedback and expertise on creating a more inclusive environment.</li> </ul>

## ANNUAL PLAN 2022

4. <u>EXTRACURRICULAR</u>			
Objectives	Target	Strategy	
<b><u>Performing Arts</u></b> <ul style="list-style-type: none"> <li>To advance the Performing Arts programmes provided to students.</li> <li>To develop character programmes to support Performing Arts that align with School programmes.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an ethos and philosophy around the culture and standard within Performing Arts groups throughout 2022.</li> <li>To develop a Performing Arts operating procedures handbook by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>Implement changes to the role of Head of Performing Arts (HOPA), including developing the functional relationships with MICs of Performing Arts (PA) groups and work to align standards and contributions across all groups.</li> <li>HOPA to liaise with Teachers in Charge (TICs) of cultural, musical and theatre groups and ensure the existing template is used to produce a working document.</li> </ul>	
<b><u>Sports Development</u></b> <ul style="list-style-type: none"> <li>To review Premier and Pathway team programmes for students and management.</li> <li>To review core Grammar sports to focus on high-level development and achievement.</li> <li>To develop a strength and conditioning facility.</li> </ul>	<ul style="list-style-type: none"> <li>To further develop the review process so that it identifies areas that require enhancement to maximise performance by end of Term 1.</li> <li>To review the current athlete development programme in Athletics, Rugby, Tennis and Water Polo to ensure the sport is fostering student improvement from Form 3 to Form 7 by end of Term 3.</li> <li>To examine how the new weights facility can best support tagged Premier codes by end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Sports Development (DOSD) and Head Coaches of tagged sports to review the approach towards Athletic Conditioning and Wellbeing.</li> <li>DOSD and Head of Sport (HOS) to work in conjunction with Head Coaches, Managers and MICs and make appropriate recommendations and adjustments.</li> <li>DOSD to collate conditioning requirements from each tagged sport and oversee facility usage alongside Director of Property Services (DOPS).</li> </ul>	

<p><b><u>Personnel</u></b></p> <ul style="list-style-type: none"> <li>● To recruit and retain teachers as quality coaches/managers for Sport and the Performing Arts.</li> <li>● To develop and refine succession plans for Premier and Pathway team coaching positions and teachers involved with Premier Performing Arts groups to ensure continuity of standards and processes.</li> <li>● To review and monitor extracurricular requirements across Sport, Performing Arts and other School groups with regard to staffing.</li> </ul>	<ul style="list-style-type: none"> <li>● To ensure Premier teams are staffed accordingly to meet the demands of the code by the start of each season.</li> <li>● To proactively work with staff coaching in emerging teams to build their capabilities and potential for opportunities at higher levels by the end of Term 4.</li> <li>● To identify where staff support is required within extracurricular programmes by the end of Term 4, in preparation for the new School year.</li> </ul>	<ul style="list-style-type: none"> <li>● Review and maintain sustainable systems within codes to benefit the development of the sport.</li> <li>● DOSD and HOS working with MIC to identify, recruit and appoint staff.</li> <li>● HOS to monitor, support and assess coaches from emerging teams to gauge their readiness for future higher roles.</li> <li>● DHM in charge of extracurricular, in conjunction with HOPA, HOS, DOSD to review extracurricular staffing needs and request staff assistance in critical areas.</li> </ul>
<p><b><u>Competition</u></b></p> <ul style="list-style-type: none"> <li>● To increase opportunities for student participation (of all ability levels) in Sport and physical activity and the Performing Arts.</li> <li>● To monitor student participation rates in Sport and the Performing Arts and report on these.</li> </ul>	<ul style="list-style-type: none"> <li>● To develop a strategy to attract and increase participation in Athletics as a primary and secondary sport by end of Term 1.</li> <li>● To collate and report data on participation rates by end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● HOS to work alongside MICs and coaches to promote and recruit into the Athletics Programme.</li> <li>● HOS to report on participation rates in Athletics and identify further growth areas.</li> <li>● Ensure suitable data collection systems are in place and the staff associated have the skills to extract this data.</li> </ul>

<p><b><u>Pastoral Care</u></b></p> <ul style="list-style-type: none"> <li>● To motivate and mentor individuals/groups so that they remain in their chosen activity at Auckland Grammar and when they leave school.</li> <li>● To develop and implement wellness networks within existing structures to support the School's Premier sportsman and Performing Arts students.</li> </ul>	<ul style="list-style-type: none"> <li>● To identify and support Premier sporting individuals/groups who would benefit from, or are in need of, support during respective seasons.</li> <li>● To implement an approved code-specific wellness monitoring programme for all tagged sports by end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● DODS, HOS and Premier management to monitor participation and engagement and respond accordingly.</li> <li>● DODS and Head Coach to co-create and implement a programme with the ability to capture, monitor and assess wellness.</li> </ul>
<p><b><u>School Standards</u></b></p> <ul style="list-style-type: none"> <li>● To implement and reinforce a code of conduct for all players, managers and coaches and communicate this to the Grammar community.</li> </ul>	<ul style="list-style-type: none"> <li>● For all personnel involved in Premier sport to understand and apply School standards effectively by start of respective seasons.</li> </ul>	<ul style="list-style-type: none"> <li>● Induct new staff involved in Premier sport, and communicate effectively and regularly with all Premier sport personnel.</li> </ul>
<p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>● To refine professional development opportunities for the Premier sports/Performing Arts leaders to enhance leadership skills.</li> <li>● To refine leadership programmes available to students.</li> </ul>	<ul style="list-style-type: none"> <li>● To create opportunities for coaches to share their knowledge and experiences to become better leaders within their chosen sport.</li> <li>● To create and implement a Leadership Programme in sport, targeting current and future leaders suitable for captaincy, during each respective season.</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule and attend regular meetings with Premier coaches, alongside code-specific measures to track progress.</li> <li>● DODS to implement and monitor the progress made within each tagged sport.</li> </ul>

<p><b><u>Outdoor Education</u></b></p> <ul style="list-style-type: none"> <li>● To provide students with opportunities to experience the outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>● To review and refine the Form 4 Camp programme to suit the needs of Auckland Grammar students by end of 2022.</li> <li>● To review facilities and resourcing for Outdoor Education programmes at Venturelodge during 2022.</li> </ul>	<ul style="list-style-type: none"> <li>● Head of Outdoor Education to work with the Form 4 Camp co-ordinator and external providers to review and refine the 4-day camp programme.</li> <li>● Key staff to continue working with external agencies to advance the site plan for the Outdoor Education programme.</li> </ul>
<p><b><u>Health and Safety</u></b></p> <ul style="list-style-type: none"> <li>● To review EOTC protocols to ensure best practice is realised for all groups leaving School grounds.</li> <li>● To ensure the School's Health &amp; Safety and EOTC policies and obligations are well articulated to all involved with extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>● To review and refine the International Tour procedures for School Tours by the end of Term 3.</li> <li>● Staff involved in EOTC activities to have a clear understanding of the School's EOTC processes and best practice.</li> <li>● Early in Term 1 to have implemented COVID vaccination monitoring systems for all students involved with EOTC activities/overnights and/or CSA/SSNZ competitions.</li> </ul>	<ul style="list-style-type: none"> <li>● DHM in charge of EOTC to review MOE best practice guidelines.</li> <li>● DHM in charge of EOTC to communicate with staff guidelines and best practice.</li> <li>● Develop processes and revise EOTC proposal forms.</li> </ul>
<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>● To develop relationships with senior students, Old Boys and the wider community to benefit opportunities for young men to play Sport or be involved with Music/Performing Arts.</li> </ul>	<ul style="list-style-type: none"> <li>● To actively recruit members of the community and Old Boys to contribute to extracurricular activities of the School.</li> </ul>	<ul style="list-style-type: none"> <li>● HOS/HOPA to work with MICs to identify need and engage with wider community.</li> <li>● Head of Student Leadership Programmes to work with Old Boys in engaging with the Student Leadership Programme.</li> </ul>



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### 5. BOARDING HOUSE

Objectives	Target	Strategy	
<b><u>Pastoral Care</u></b> <ul style="list-style-type: none"> <li>To develop and regularly review the wellbeing and leadership programmes provided to all boarders.</li> <li>To review the mechanisms used to provide support, both pastoral and academic, for boarders.</li> </ul>	<ul style="list-style-type: none"> <li>To deliver the Form 6 Boarder Wellbeing programme by the end of Term 4.</li> <li>To construct the Form 7 Boarder Leadership programme by the end of Term 3.</li> <li>To complete a full review of the structure and effectiveness of Prep by the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>The Form 6 Boarding Master will deliver the programme, with the assistance of the Director of Boarding.</li> <li>The Form 7 Boarding Master will design the programme, with the assistance of the Director of Boarding.</li> <li>The Director of Boarding and the AHM Academic will research and consider current best practice models for the provision of Prep in boarding environments.</li> </ul>	
<b><u>Personnel</u></b> <ul style="list-style-type: none"> <li>To provide appropriate professional development opportunities for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>To provide best practice targeted professional development for all Boarding Masters by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>The Director of Boarding will plan and allocate Masters to targeted workshops from the Australian Boarding School's Association Professional Development programme.</li> </ul>	
<b><u>Communications</u></b> <ul style="list-style-type: none"> <li>To regularly review communication systems so that parental communications are encouraged.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure COVID-19 communications to parents are timely and contain Tibbs House Health &amp; Safety protocols aligned to current Auckland Health settings and Boarding guidelines. This will occur through to the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>The Director of Boarding will work with the AHM Operations to identify key times for communication and create accurate and articulate correspondence with parents as required.</li> </ul>	

<b><u>Finances</u></b> <ul style="list-style-type: none"> <li>• To regularly review fee structures and operations to build a 'Tibbs House' fund that may seed future developments at Tibbs House.</li> </ul>	<ul style="list-style-type: none"> <li>• To investigate, and potentially trial, approaching alumni of Tibbs House to contribute to specific legacy purchases by the end of Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>• The Director of Boarding will review COVID-19 financial implications, intake trends and current bed configuration to provide a report to the Tibbs Board in Term 3.</li> </ul>
<b><u>Facilities</u></b> <ul style="list-style-type: none"> <li>• To review and implement additional security measures to further protect the staff, boarders and facilities.</li> <li>• To conduct an analysis which considers the facility needs of boarders and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• To initiate an independent review of the hostel's security profile, including current CCTV coverage restrictions, by the end of Term 3.</li> <li>• To complete the proposed 25-year Master Plan for Tibbs House by the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>• The Director of Boarding and the DOPS will engage with Global Risk Consulting to audit and provide recommendations on the hostel's security profile.</li> <li>• The Director of Boarding, the DOPS and the Chair of the Board's Tibbs House Committee will consult and develop the master plan.</li> </ul>
<b><u>Boarding Licence</u></b> <ul style="list-style-type: none"> <li>• To ensure the Tibbs House Boarding Licence is current and compliant.</li> </ul>	<ul style="list-style-type: none"> <li>• To successfully complete the renewal of the Tibbs House Boarding licence by May 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• The Director of Boarding and AHM Operations will complete the required reviews, associated compliance checks and submit the application for renewal.</li> </ul>
<b><u>Services and Contracts</u></b> <ul style="list-style-type: none"> <li>• To review the quality of services provided at Tibbs House, including catering, cleaning and laundry.</li> </ul>	<ul style="list-style-type: none"> <li>• To review the KPIs with Montana Catering Services throughout 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• The Director of Boarding to work with the Chief Financial Officer and the DOPS.</li> </ul>

<p><b><u>Health &amp; Safety</u></b></p> <ul style="list-style-type: none"> <li>● To ensure the Health &amp; Safety policies and procedures are well articulated and shared with staff, boarders and parents.</li> </ul>	<ul style="list-style-type: none"> <li>● To communicate health and safety expectations with parents and boarders before the Tibbs campus opens for 2022.</li> <li>● To monitor and refine procedures to align with Auckland's COVID Health Framework.</li> </ul>	<ul style="list-style-type: none"> <li>● Early communications with parents via eDMs.</li> <li>● Director of Boarding to work with AHM Operations to confirm applicable processes and systems.</li> </ul>
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## ANNUAL PLAN 2022

6. <u>ENROLMENT</u>			
Objectives	Target	Strategy	
<u>Roll Analysis</u> <ul style="list-style-type: none"> <li>To monitor and manage Out of Zone Enrolments.</li> </ul>	<ul style="list-style-type: none"> <li>By March 1 have achieved an In Zone and out of Zone balance of enrolments that reaches 2547 domestic students.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise the ballot to manage Form 3 enrolments.</li> <li>Restrict out of Zone enrolments at Form 4-7 in 2022 to achieve cohort sizes that are manageable.</li> </ul>	
<u>Boarding</u> <ul style="list-style-type: none"> <li>To maintain the Tibbs House enrolment level at approximately 120 boarders.</li> </ul>	<ul style="list-style-type: none"> <li>To maintain 121 boarders for Term 1-3.</li> <li>To attract a Form 3 cohort of 25 boarders by March 1.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain clear communications with the community about boarding students.</li> <li>Implement an effective online advertising strategy.</li> </ul>	
<u>Legislation</u> <ul style="list-style-type: none"> <li>To provide a campus that meets Ministry of Education Health and Safety obligations.</li> </ul>	<ul style="list-style-type: none"> <li>For the duration of the year, maintain a safe campus for all enrolled students.</li> <li>Respond immediately to COVID-19 related health and safety issues.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the School's new health and safety systems.</li> <li>Be actively engaged with COVID-19 communications.</li> <li>Seek advice from health experts about best practice procedures.</li> </ul>	
<u>International</u> <ul style="list-style-type: none"> <li>To consider the impact of International Students in managing the School roll.</li> </ul>	<ul style="list-style-type: none"> <li>To retain 76 international students throughout 2022.</li> <li>To be responsive to international border changes throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate effectively with international students, parents and agents.</li> <li>Have an active watch on Government international border decisions. Be active with lobby groups.</li> </ul>	

## ANNUAL PLAN 2022

7. <u>PROPERTY</u>			
Objectives	Target	Strategy	
<u>10 Year Property Plan</u> <ul style="list-style-type: none"> <li>To identify and address infrastructural needs.</li> </ul>	<ul style="list-style-type: none"> <li>Project planning by end of Term 2 of projects identified via the new 10YPP.</li> <li>Complete projects identified as part of SIP \$400,000 budget by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>Secure Project Management services and commence design works for costing.</li> <li>Action the Construction Contract and monitor the project programme.</li> </ul>	
<u>Capital Projects</u> <ul style="list-style-type: none"> <li>To ensure capital projects are delivered to budget in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly reporting is provided on Capital expenditure.</li> <li>Te Ara and new Pool construction 80% completed by end of Term 4.</li> <li>To monitor Te Ara and Pool Risk Management plan.</li> <li>To deliver School funded capital budget contributions for Te Ara and the new Pool.</li> <li>To progress the Te Ara FF&amp;E scope.</li> <li>To complete Tibbs House renovation by start of year.</li> <li>To complete campus-wide recycling programme review by end of Term 1.</li> <li>Staged implementation of the Venturelodge master plan.</li> <li>To complete O Zone project by the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate via the Capex Tracker.</li> <li>Complete monthly status report and ensure programme, budget and all other project requirements are being met.</li> <li>Reporting progress via the Property Committee monthly and tracking expenditure via the status report.</li> <li>Facilitate design development and procurement.</li> <li>Confirm scope and appoint construction contractors pre-November 2022.</li> <li>Work with Leadership Team to determine additional requirements.</li> <li>Complete landscape by end of Term 1.</li> <li>Uplift consent by start of Term 1 followed by the commencement of site works.</li> </ul>	

<p><b><u>Health &amp; Safety</u></b></p> <ul style="list-style-type: none"> <li>● To ensure compliance with the Health &amp; Safety at Work Act 2015 and MOE guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>● To implement new Risk Register by the start of Term 1.</li> <li>● To implement new incident reporting process by the start of Term 1.</li> <li>● To monitor and review the Accident and Incident Register on PC School to identify trends and develop improvement plan.</li> <li>● To review and monitor the major risks identified by departments and ensure staff are aware of control plans to mitigate risks throughout the year.</li> <li>● To communicate to all staff their responsibilities at Staff Only Day.</li> <li>● To ensure all staff, volunteers and contractors are compliant with the School's Health &amp; Safety and COVID related procedures throughout 2022.</li> <li>● To complete the Main Block health and safety roof repairs before the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Update GrammarNet with the new Health &amp; Safety Risk Register and update staff on the use of this register.</li> <li>● Update GrammarNet with the new Health &amp; Safety Incident form and update staff on the correct use and the process involved.</li> <li>● Tracking of incident reports monthly and reporting this to the Leadership Team.</li> <li>● HODs continue to update quarterly risk identification and submit that to the Health &amp; Safety Forum.</li> <li>● All Health &amp; Safety Committee members are fully trained by a Rep by the end of Term 2.</li> <li>● Communicate effectively with staff and all contractors to ensure they are familiar with the School's risk identification process, comply with COVID management plans, supply job-start and Site Specific Safety Plan (SSSP) as and when required.</li> <li>● Implement safety procedures by the start of Term 1 and complete budget estimate and procurement by the end of Term 1 for delivery.</li> </ul>
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<p><b><u>Off-Campus Facilities</u></b></p> <ul style="list-style-type: none"> <li>● To maintain Venturelodge, Clive Road and Tibbs House properties.</li> </ul>	<ul style="list-style-type: none"> <li>● To create a development brief for Outdoor Education programmes for Venturelodge by end of Term 1.</li> <li>● Implementation of the Venturelodge Master Plan.</li> <li>● To develop a 25-year Master Campus Plan for Tibbs House by end of year.</li> </ul>	<ul style="list-style-type: none"> <li>● Outdoor Education Working Group continue to develop education programme.</li> <li>● Complete implementation plan with supported indicative budget and delivery programme.</li> <li>● Draft plan completed by June 2022 for review and finalisation by end of Term 4.</li> </ul>
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## ANNUAL PLAN 2022

8. <u>FINANCE</u>			
Objectives	Target	Strategy	
<u>Financial Independence</u> <ul style="list-style-type: none"> <li>• Increase revenue from locally raised funds.</li> <li>• To explore opportunities to raise additional income.</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve 70% of the School donation by year end.</li> <li>• To increase revenue from other sources throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain/increase type and regularity of communications with parents.</li> <li>• Continue to monitor and review usage and hire rates of School facilities.</li> </ul>	
<u>Financial Monitoring</u> <ul style="list-style-type: none"> <li>• To set rigorous budgets that support quality educational outcomes.</li> <li>• To reduce superfluous expenditure.</li> <li>• To supply timely and accurate reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Present budget for adoption to November meeting of the Board of Trustees.</li> <li>• Reduce budgets and articulate this to budget holders by start of year.</li> <li>• To provide HOFs with ready access to budgets on a live basis.</li> <li>• To work with HOFs to ensure monthly reporting to budget holders.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin consultation with HOFs in August.</li> <li>• Aim for robust draft budget by end of September to Finance Committee.</li> <li>• Special budget meeting included with budget holders on Staff Only Day.</li> <li>• Inform HOFs of access protocols at start of year.</li> <li>• Communicate with HOFs regularly to ensure regular budget checks are occurring.</li> </ul>	
<u>Financial Structure</u> <ul style="list-style-type: none"> <li>• To achieve budgeted operating surpluses while meeting strategic goals.</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve budgeted operating surplus by year-end.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor monthly financials.</li> <li>• Report financial variances.</li> </ul>	



<p><b><u>Personnel</u></b></p> <ul style="list-style-type: none"> <li>• Ensure financial staff have access to Professional Development.</li> <li>• To upskill budget holders understanding of their own budget areas.</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor Professional Development plans for staff and begin implementing by beginning of Term 2.</li> <li>• By end of Term 1, Professional Development to be provided to budget holders on the use of the School's on-line financial reporting systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with DHM HR to develop a PD programme for staff and maintain job rotation to ensure deadlines are met.</li> <li>• Finance team and Director of IS to present workshop to budget holders.</li> </ul>
<p><b><u>Property Investments</u></b></p> <ul style="list-style-type: none"> <li>• To review housing rents annually.</li> </ul>	<ul style="list-style-type: none"> <li>• To review house rents in June 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement rent reviews in June 2022 through appropriate communications with tenants.</li> </ul>
<p><b><u>Capital Programme</u></b></p> <ul style="list-style-type: none"> <li>• Monitor master capital programme to ensure projects are delivered to budget within set time frame.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly reporting is provided on Capital Expenditure.</li> <li>• To monitor Information Services capital expenditure at end of January for approved expenditure.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings conducted with HM, CFO and DOPS.</li> <li>• Maintain communications with Director of IS.</li> </ul>
<p><b><u>Information Services</u></b></p> <ul style="list-style-type: none"> <li>• Research opportunities to enhance School services and teaching resources.</li> </ul>	<ul style="list-style-type: none"> <li>• To review the Finance platform by end of September.</li> </ul>	<ul style="list-style-type: none"> <li>• Director of IS to work with Chief Financial Officer to research financial software.</li> </ul>

## ANNUAL PLAN 2022

9. <u>DEVELOPMENT OFFICE</u>		
Objectives	Target	Strategy
<u>Fund Management</u> <ul style="list-style-type: none"> <li>To identify areas of the School that require philanthropic support, including but not limited to the Academic Endowment Fund.</li> <li>To complete fundraising for the Te Ara capital campaign.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of Term 1, identify areas where additional support is warranted and talk to potential donors.</li> <li>To raise the \$1.4million required to complete the fundraising for the Te Ara project by the conclusion of 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Work with the Leadership Team, Foundation Trust and HMC to develop options for donors and formulate a 5-year strategy for fundraising.</li> <li>Continue to identify new potential donors through research and undertake individual asks for major gifts. Continue annual appeal fundraising and re-ask donors to extend their support.</li> </ul>
<u>Personnel</u> <ul style="list-style-type: none"> <li>To recruit and retain quality Development personnel.</li> </ul>	<ul style="list-style-type: none"> <li>To retain the current Development Office staff, ensuring continuity and the strengthening of key relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Create an inclusive environment and formulate a mechanism for recognising performance.</li> </ul>
<u>Events</u> <ul style="list-style-type: none"> <li>To ensure the events calendar enhances the School's fundraising and friend raising programmes.</li> </ul>	<ul style="list-style-type: none"> <li>To put in place an events calendar for 2022 fundraising and friend raising events as well as School related events by the start of 2022.</li> <li>To ensure events are conducted within budget throughout the year.</li> <li>To strive to increase attendance numbers year on year.</li> <li>To host a Te Ara donor's event to coincide with the opening of the new Pool.</li> </ul>	<ul style="list-style-type: none"> <li>Events Manager to liaise with Leadership Team and confirm calendar as well as planned communications plan.</li> <li>Renegotiate all current contracts and secure sponsorship where possible.</li> <li>Evaluate current event offerings and develop new strategies to increase attendance.</li> <li>Invite all Te Ara donors to attend the Pool opening.</li> </ul>

<p><b><u>Sponsorship Management</u></b></p> <ul style="list-style-type: none"> <li>● To identify sponsors that align with key School events and programmes and secure support.</li> <li>● To build partnerships with businesses in order to secure ongoing sponsorship.</li> </ul>	<ul style="list-style-type: none"> <li>● To secure sponsorship for all appropriate events throughout the year, enabling them to be cost neutral.</li> <li>● To secure at least one multi-year sponsorship for each key event by the end of 2022.</li> </ul>	<ul style="list-style-type: none"> <li>● Proactively speak with businesses at the start of 2022 offering a suite of sponsorship opportunities and secure meaningful sponsorship.</li> <li>● Offer multiple year discounts and packages to sponsors and maintain regular contact in order to foster a strong relationship.</li> </ul>
<p><b><u>International Development</u></b></p> <ul style="list-style-type: none"> <li>● To maintain the School's presence in Australia, US and UK.</li> </ul>	<ul style="list-style-type: none"> <li>● US and UK reps to provide engagement reports every two months and meet with the Advancement Manager every third month to monitor progress and move prospects toward donations.</li> <li>● Keep international Old Boys up to date with current School events.</li> </ul>	<ul style="list-style-type: none"> <li>● Regular contact to be had between the US and UK reps and the Advancement Manager. Donation targets to be set and monitored for each location.</li> <li>● Provide termly Old Boys newsletters from AGSOBA and a biannual overseas Old Boy email.</li> </ul>
<p><b><u>Communication &amp; Marketing</u></b></p> <ul style="list-style-type: none"> <li>● To manage relevant and timely communications to stakeholder groups.</li> </ul>	<ul style="list-style-type: none"> <li>● A full schedule of all communications to stakeholder groups to be in place by the start of each term.</li> <li>● To increase the number of followers across the various social media platforms throughout 2022.</li> <li>● To increase engagement with the Grammar community with the content generated and published. To be measured in shares and impressions.</li> </ul>	<ul style="list-style-type: none"> <li>● Digital Content Producer to meet with AHM Operations and Event Manager prior to each term to finalise the term's communication calendar.</li> <li>● Create new, engaging content and share newsworthy items in a timely manner whenever possible.</li> <li>● Revive the "Humans of Grammar" content on social networks and engage the Student Media Group to produce more written and visual content for sharing.</li> </ul>

## ANNUAL PLAN 2022

10. <u>INTERNATIONALISATION</u>		
Objectives	Target	Strategy
<u>Internationalisation</u> <ul style="list-style-type: none"> <li>To promote the School's reputation of academic and extracurricular excellence to international markets.</li> <li>To create links with like-minded boys' schools worldwide.</li> </ul>	<ul style="list-style-type: none"> <li>To review and renew agency agreements progressively by Term 3.</li> <li>To provide recommendations to Government policy settings.</li> <li>Lead and participate in school cluster initiatives including CASPA, Schools Symposium, Auckland Schools Marketing Group by Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop collaborative partnerships.</li> <li>Be actively visible in the New Zealand international education industry, share best practice, and collaborate with and develop aligned cluster groups.</li> </ul>
<u>Marketing</u> <ul style="list-style-type: none"> <li>To develop and implement the Marketing and Recruitment Strategy and promote internationally recognised learning programmes designed to attract academically capable International Students from diverse markets.</li> <li>To create and maintain close links with New Zealand and international industry partners, organisations and agencies (including Education New Zealand, ISANA NZ, INZ, Study Auckland and SIEBA).</li> <li>To promote the School by producing and distributing quality marketing material and maintaining a high-quality digital presence.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and facilitate opportunity for students to participate in ambassador opportunities and online exchange programmes.</li> <li>To refresh the International Department website pages by Term 1.</li> <li>To create a new Agent Hub for training and resource access by Term 2.</li> <li>Data input agent insights into eSchool for knowledge management.</li> <li>To create digital content including infographics and video to distribute via agent networks and social media throughout 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Utilise alumni and student ambassadors to support and promote the student experience.</li> <li>Work with Information Services to refresh website presentation.</li> <li>Increase agent knowledge of the School and commitment to recruiting suitable International Students to the School and building relationships with onshore agents.</li> <li>Enhance the School's digital presence with International Student-tailored content.</li> </ul>

	<ul style="list-style-type: none"> <li>● To investigate the streamlining of international students recruitment from China by Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Look to establish a China-based representative through collaboration with other New Zealand schools for developing a potential pipeline.</li> </ul>
<b><u>International Enrolments</u></b> <ul style="list-style-type: none"> <li>● To ensure the admission criteria are market appropriate and set policy to manage enrolment levels.</li> <li>● To plan for and manage targeted roll levels 2022-2026.</li> </ul>	<ul style="list-style-type: none"> <li>● To prepare staff for a potential rolling enrolment of international students in late 2022, if the border opens.</li> <li>● To work with Information Services for the integration of pre-enrolment eSchool software to PC School and its remote access.</li> <li>● To improve induction processes by Term 4.</li> <li>● To meet budget targeted enrolments by Term 3 2022.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor New Zealand border conditions and off-shore visa processing and adjust admission and enrolment strategy as needed.</li> <li>● Maintain close relations with agents to maximise enrolments through local sources.</li> <li>● Implement marketing strategies.</li> <li>● Maintain high levels of pastoral care.</li> <li>● Collaborate with other organisations offering pre-arrival, exchange programmes or online courses to international students, as a means of securing future enrolments.</li> </ul>
<b><u>Student Welfare and Wellbeing</u></b> <ul style="list-style-type: none"> <li>● To ensure the School meets best practice and compliance to the Education (Pastoral Care of International Students) Code of Practice.</li> </ul>	<ul style="list-style-type: none"> <li>● To implement progressive improvements as part of the annual self-review attestation under the Code of Practice guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure operations meet implementation guidelines for the new 2022 Code from NZQA, and maintain membership in Schools International Education Business Association (SIEBA) for resource access.</li> </ul>

<ul style="list-style-type: none"> <li>● To continue to develop systems for the pastoral support of International Students.</li> <li>● To enhance homestay offerings, monitoring and self-review systems.</li> <li>● To enhance and encourage cross-cultural interaction and understanding amongst international and domestic students.</li> </ul>	<ul style="list-style-type: none"> <li>● To enhance support offered to International Students from Term 1.</li> <li>● To improve orientation processes by Term 4.</li> <li>● To complete all homestay visits as per termly schedule and record in eSchool.</li> <li>● To train student leaders for the Headmaster's Committee by Week 4 of Term 1.</li> <li>● To promote, recruit, assign and monitor domestic students for the International Student Buddy Network Programme by the end of Term 1.</li> <li>● To work closely with Student Services on careers and university applications for international students.</li> </ul>	<ul style="list-style-type: none"> <li>● Monitor the overall health and on-going wellbeing of International Students.</li> <li>● Disseminate timely, tailored content to International Students via GrammarNet and year level weekly meetings.</li> <li>● Develop an online orientation resource hub for new students.</li> <li>● Regularly monitor homestays and caregivers, and give advice and support to parents living in Auckland.</li> <li>● Through the Headmaster's International Committee, promote the importance of understanding other cultures and developing intercultural awareness among all students.</li> <li>● Enhance International Student - domestic student relationships by developing the International Student Buddy Network Programme.</li> <li>● Work closely with Student Services on careers and university applications for International Students.</li> </ul>
<p><b><u>Academic Programmes</u></b></p> <ul style="list-style-type: none"> <li>● To enhance language support for International Students with the aim of providing access to mainstream academic programmes.</li> </ul>	<ul style="list-style-type: none"> <li>● To develop ESOL Department staffing and class allocation flexibility to support International Students arriving throughout the School year.</li> </ul>	<ul style="list-style-type: none"> <li>● Look to reactive the relationship with Kiwi English or develop new partners in advance of the New Zealand border reopening.</li> </ul>

<p><b><u>Personnel</u></b></p> <ul style="list-style-type: none"> <li>● To maintain a staffing structure that provides quality support to International Students appropriate to roll numbers, which promotes the School globally.</li> </ul>	<ul style="list-style-type: none"> <li>● To ensure International Department staff undertake Professional Development and are up-to-date on current international education priorities and processes.</li> <li>● To ensure that staffing structures are appropriate from Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● All staff to be well informed about how their work contributes to New Zealand's export industry and the School's profile and success, and are well trained to deliver quality support to students.</li> <li>● Adjust staff roles and function with changes in personnel.</li> </ul>
<p><b><u>Financial Independence</u></b></p> <ul style="list-style-type: none"> <li>● To implement an effective marketing plan, admission policy and support structure to ensure the continued enrolment of International Students.</li> <li>● To sustain a high rate of student retention.</li> </ul>	<ul style="list-style-type: none"> <li>● To monitor and adjust admission, recruitment and marketing strategies to meet enrolment targets by end of 2022.</li> <li>● To plan and undertake a marketing activities schedule to continue to develop diverse markets.</li> <li>● To sustain retention rates above 75% through welfare and communication activities by the end of 2022.</li> </ul>	<ul style="list-style-type: none"> <li>● Stay informed of market changes and constraints that may impact the School's enrolment ability and future growth.</li> <li>● Develop agent and school-to-school recruitment channels of mutual benefit.</li> <li>● Refer to School-wide strategy; as well as specific Marketing, International Enrolments, Welfare, Academic Programmes, Personnel and Communicate strategies herein.</li> </ul>
<p><b><u>Communications</u></b></p> <ul style="list-style-type: none"> <li>● To ensure reporting and communication systems to parents/agents and homestays are regular and effective, and share positive information about International Students within the School.</li> </ul>	<ul style="list-style-type: none"> <li>● To tailor School communication for International parents.</li> <li>● To maintain regular WeChat communications with parents throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Improve communication with parents, including using multiple languages.</li> </ul>

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