



AUCKLAND  
GRAMMAR SCHOOL

# CHARTER AND STRATEGIC PLAN

2024

**AUCKLAND GRAMMAR SCHOOL**

**054**

**Charter and Strategic Plan**

**2024**

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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 afforded 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 2024 - 2028****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 the School's educational programmes and their delivery.</li> <li>• To improve student achievement at all levels, particularly external qualifications.</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 online.</li> <li>• To evaluate curriculum delivery.</li> <li>• To maximise academic learning time; on-campus and online.</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 online 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 2024 - 2028****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 2024 - 2028

### 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."

Key Result Area	Objectives
<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 develop 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></ul>
<b>Student Services</b>	<ul style="list-style-type: none"><li>• To develop the existing Student Services network to ensure its ongoing 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 2024 - 2028****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.

Key Result Area	Objectives
<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> </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 utilise facilities 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> <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 2024 - 2028****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 2024 - 2028****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 In Zone enrolment data.</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 2024 - 2028****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.

Key Result Area	Objectives
<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>- 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>- 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 2024 - 2028

### 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.

Key Result Area	Objective
<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, and the Headmaster's Council consolidated group.</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 2024 - 2028****9. Development & Advancement**

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></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, UK and Asia.</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 2024 - 2028****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.

<b>Key Result area</b>	<b>Objectives</b>
<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 2023 -2027.</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>
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# ANNUAL PLAN 2024

1. Academic
2. Personnel
3. Pastoral
4. Extracurricular
5. Boarding House
6. Enrolment
7. Property
8. Finance
9. Development Office
10. Internationalisation

## ANNUAL REPORT 2024

### 1. ACADEMIC

Objectives	Target	Strategy
<p><b>Student Achievement</b></p> <ul style="list-style-type: none"> <li>To maximise student achievement by continuing to improve and develop the School's educational programmes and their delivery.</li> <li>To align Māori and Pasifika University Entrance pass rates with those of the entire Form 7 cohort.</li> </ul>	<ul style="list-style-type: none"> <li>75% of AS results are C or better.</li> <li>100% of A Level results are graded as passes.</li> <li>80% of NCEA Level 1 students achieve 60 credits Level 1.</li> <li>80% 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>80% of NCEA Level 3 students achieve Level 3.</li> <li>90% of Form 7 students achieve University Entrance.</li> <li>At least 180 individual NZQA scholarships are earned.</li> <li>For Māori and Pasifika students University Entrance achievement rates to be at or above the Form 7 cohort.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to recruit and retain quality, experienced teachers.</li> <li>Monitor, review and improve teaching and learning programmes.</li> <li>Provide opportunities for professional development.</li> <li>Offer academic management and curriculum delivery support for HODs and HOFs.</li> <li>HODs to present results, achievements and initiatives to the Leadership Team.</li> <li>HOFs to report results, achievements and initiatives to the Education Committee of the Board.</li> <li>Use data analysis to identify students in need of additional support.</li> <li>Monitor and mentor students' progress.</li> <li>Maintain Proceres Grammatici for selected students and enhance the Scholarship Tutorial Programme across Departments.</li> <li>Māori and Pasifika students' academic progress monitored and achievement targets set, in coordination with teachers assisting with the Tuakana-Teina programme and/or Senior Academic Dean.</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 refine achievement data analysis systems and protocols.</li> <li>● To allocate support and monitor the progress of identified students.</li> <li>● To refine mentoring processes with Academic Deans by the end of Term 1.</li> <li>● To investigate methods of improving student vocabulary.</li> <li>● To investigate improvements to reporting systems by Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● Use data analysis tools to identify students at risk of under-attaining.</li> <li>● Implement processes for allocating support to students.</li> <li>● Design and implement strategies, based on research evidence and best practice, to monitor and support student attainment.</li> <li>● Identify areas for improvement in student vocabulary and design appropriate teaching interventions.</li> <li>● Identify means of providing more useful information via reporting systems.</li> </ul>
<p><b>Curriculum Development and Maintenance</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 review and refine the Pre-Q curriculum and assessment system for Form 5.</li> <li>● To further develop a professional climate conducive to effective management of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● To monitor NCEA Change package materials and NZC "Refresh" materials.</li> <li>● To implement and monitor new courses at Form 5.</li> <li>● To provide support for HODs engaged in curriculum design processes.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide relevant HODs/HOFs with information in a timely manner.</li> <li>● Monitor student achievement levels on new NCEA Level 1 courses and new Pre-Q courses.</li> <li>● Departments requiring support for curriculum design work will be provided with the necessary support.</li> </ul>

<p><b><u>Curriculum Delivery</u></b></p> <ul style="list-style-type: none"> <li>● To ensure excellence in curriculum delivery, on-campus and online.</li> <li>● To evaluate curriculum delivery.</li> <li>● To provide appropriate online instructional PD and support for staff.</li> </ul>	<ul style="list-style-type: none"> <li>● To implement processes for student in-class device use from the start of Term 1.</li> <li>● To assist HODs in achieving specific teaching and learning goals.</li> <li>● To improve the programme of academic support offered to students.</li> <li>● To ensure that all Form 5 students are well prepared for external qualifications.</li> <li>● To develop and improve the use of the Great Teaching Toolkit (GTT) for PD purposes.</li> <li>● To provide PD Forum opportunities twice termly, Terms 1-3.</li> <li>● To embed the use of video for PD, reflection and appraisal purposes.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide details of new processes from start of Term 1.</li> <li>● Work with HODs to maximise the value of 4-minute walk-throughs.</li> <li>● Introduce new academic support seminars to provide guidance.</li> <li>● Review the assessment calendar for Form 5.</li> <li>● Develop the Evidence-Based Teaching Group programmes.</li> <li>● Embed the GTT in the Provisionally Certified Teachers (PCT) programme.</li> <li>● Draw on the GTT as a resource for PD Forum presenters.</li> <li>● Develop video professional development protocols, including for use in TA1 and TA2.</li> <li>● Improve the video professional reflection processes.</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 promote the knowledge and use of the Te Reo Māori and Tikanga Māori by staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>● To review and refine the operation of the Tuakana-Teina mentoring programme.</li> <li>● To encourage participation in PD in Te Reo Māori for staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with database managers to provide more accurate information for identifying Māori and Pasifika students for monitoring and analysis purposes.</li> <li>● Provide data to inform the Tuakana-Teina mentoring programme.</li> </ul>

## ANNUAL REPORT 2024

### 2. PERSONNEL

<b>Objectives</b>	<b>Target</b>	<b>Strategy</b>
<p><b><u>Appointments</u></b></p> <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> </ul>	<ul style="list-style-type: none"> <li>To widen the pool of quality applicants for specialist positions throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Explore new avenues for recruiting teachers including teacher training programmes, advertising channels and agencies.</li> </ul>
<p><b><u>Human Resources</u></b></p> <ul style="list-style-type: none"> <li>To 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 update employment procedures to accommodate changes in legislation by end of Term 1.</li> <li>To review and update Collective Contract requirements and payroll documentation used for all Support Staff by the end of Term 3.</li> <li>To pilot the use of the relief software throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Review and update appointment documentation.</li> <li>Review the Overseas Visa Application process by the end of Term 2.</li> <li>To review and upgrade contract templates to include new Collective Agreements and align collectives and grades to position being appointed.</li> <li>Work with the Chief Timetabler and Director of Information Services (DOIS) to begin implementation.</li> </ul>

<p><b><u>Professional Development</u></b></p> <ul style="list-style-type: none"> <li>● To ensure PD systems are in place for staff to support their on-going development.</li> </ul>	<ul style="list-style-type: none"> <li>● To deliver a full programme of PD Forums for all staff in Terms 1-3. Completed by the end of Term 3.</li> <li>● To embed the use of video technology for PD and appraisal purposes. To be completed by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● Head of Professional Development to lead the programme of PD Forum sessions.</li> <li>● Develop capability of key participants involved in the Video Project.</li> <li>● Develop video professional development protocols, including for use in TA1 and TA2.</li> <li>● Refine video professional reflection processes.</li> <li>● Collaborate and disseminate findings.</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 PD to advance their ability to contribute at middle and senior management level.</li> </ul>	<ul style="list-style-type: none"> <li>● To complete the Staff Leadership Programme by the end of Term 1.</li> <li>● To implement a further Staff Leadership Programme from Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Associate Headmaster (AHM) to conclude the programme and advertise it again for the next cohort.</li> <li>● AHM to select candidates and run the 2024 Staff Leadership programme.</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 and refine HOD and HOF questionnaire for 2024 appraisal process.</li> <li>● To review and refine Academic staff appraisal by end of Term 3.</li> <li>● To review and refine Support Staff Appraisal by the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Collate feedback and improve the 2024 HOD questionnaire.</li> <li>● Review Interlead and report findings to the Leadership Team.</li> <li>● Review and update Appraisal Summary sheet for Academic staff.</li> <li>● Review and refine completion time lines and review and refine documentation.</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> </ul>	<ul style="list-style-type: none"> <li>● Staff input into the 2024 Annual Plan sought at the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff invited to attend and contribute at the end of year Annual Planning meeting.</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 improve the use and accuracy of the Health &amp; Safety reporting system when informing the School of potential issues.</li> <li>● To provide training opportunities throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate policies and procedures to all staff on the Staff Only Day and at other staff meetings.</li> <li>● Health &amp; Safety policies communicated at staff meetings and in new staff PD.</li> <li>● H&amp;S Forum to meet quarterly to review entries, and provide feedback to users via the H&amp;S Committee.</li> <li>● First Aid courses and water safety training made available to all staff. 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>● To implement a Staff Culture Survey by end of Term 3.</li> <li>● To refine and implement the 2024 wellbeing programme by the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilise the format of previous staff culture surveys. Conduct survey, collate results and report results to staff.</li> <li>● Update the Staff Wellbeing pages on GrammarNet and utilise current full staff meetings for wellbeing presentations. Utilise GrammarNet for communications on wellbeing initiatives throughout the year.</li> </ul>

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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 develop 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 use the audit of the current community service initiatives to review the efficacy of the initiatives by Term 4.</li> <li>To review student leadership programmes and opportunities by end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Leadership (HOSL) will review initiatives with masters and students involved.</li> <li>Build a deliberate, coherent programme for student leadership ready for implementation in 2025.</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> <li>To continually develop the Deans' network to allow the prompt and practical follow up of School expectations, academic performance, study habits, attendance, uniform, grooming, School values and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the Student Services team build capacity and consistency in the application of the School's Child Protection Policy, by the end of Term 4.</li> <li>To ensure consistent application of the procedures for referrals and data sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Services (HOSS) and AHM to provide professional development for members of the Deans' network, Nurses and Student Services.</li> <li>Deputy Headmaster (DHM) and AHM to meet with members of the Deans' network regularly and monitor the application of procedures.</li> </ul>
<p><b><u>Careers</u></b></p> <ul style="list-style-type: none"> <li>To regularly review STAR courses in the School and to forge mutually beneficial relationships with a range of tertiary providers.</li> </ul>	<ul style="list-style-type: none"> <li>To audit the current STAR courses and providers, with a focus on student outcomes by Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>HOSS will compile a report for the Leadership Team, identifying the relative strengths and weaknesses of each of the STAR courses.</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 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 4.</li> </ul>	<ul style="list-style-type: none"> <li>AHM and HOSS will implement one snapshot survey each term and provide the Leadership Team with the resultant data.</li> </ul>
<p><b><u>Personnel</u></b></p> <ul style="list-style-type: none"> <li>To meet regularly with those involved with student pastoral care to review systems and procedures to ensure they are current and effective.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of Term 4, update the handbook for the Deans' network, detailing key operational information.</li> <li>To develop Deans' and Associate Deans' procedures and execution of key tasks by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>AHM to update the Deans' handbook of best practice processes and information.</li> <li>DHM will regularly meet with their respective Deans to provide PD.</li> </ul>
<p><b><u>Systems</u></b></p> <ul style="list-style-type: none"> <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 create a self-review system for all members of the Deans' network to complete by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>AHM and DHM will create a self-review process using Interlead to support members of the Deans' network to complete one self-review in 2024.</li> </ul>
<p><b><u>Relating to Others</u></b></p> <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 regularly communicate expectations to the School community regarding the appropriate use of digital platforms.</li> </ul>	<ul style="list-style-type: none"> <li>To engage with external organisations to review and provide purposeful steps to further promote an inclusive environment.</li> <li>To ensure students receive regular communications regarding safe device use in an online environment by Term 3.</li> <li>To ensure parents receive communications outlining the School's position on acceptable device use throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>AHM will continue to work with key external organisations including Maree Crabbe, inyourskin and Pride Pledge to provide expertise on creating a more inclusive environment.</li> <li>AHM and DHM will conduct regular ICT briefings for Form classes.</li> <li>Regular eDM communications to parents, relating to expectations.</li> </ul>

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**4. EXTRACURRICULAR**

<b>Objectives</b>	<b>Target</b>	<b>Strategy</b>
<p><b><u>Performing Arts</u></b></p> <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> </ul>	<ul style="list-style-type: none"> <li>● To establish a comprehensive understanding of the financial operational costs for each Performing Arts group.</li> <li>● To implement a standard operation of all Performing Arts events by end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● DHM to liaise with Directors and Masters in Charge (MICs) to produce a report of each Performing Arts group’s short-term and long-term costs.</li> <li>● DHM to create guidelines for Performing Arts events.</li> <li>● DHM to oversee key personnel of all Performing Arts groups with the operation of Performing Arts events.</li> </ul>
<p><b><u>Sports Development</u></b></p> <ul style="list-style-type: none"> <li>● To refine mentoring programmes for coaches of Premier and Pathway teams/groups.</li> <li>● To review Premier and Pathway team programmes for students and staff members.</li> </ul>	<ul style="list-style-type: none"> <li>● To re-align specific mentoring programmes established for Premier Coaches and identified pathway coaches through the Director of Sports Development (DOSD) by end of Term 1.</li> <li>● To implement the updated end of season review system across all tagged Premier teams, by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● DOSD to set clear goals, track and document each staff member’s progress throughout their respective seasons.</li> <li>● DOSD to distribute, collate and manage the student/parent end of season surveys.</li> <li>● DOSD and Head of Sport (HOS) to host focus group meetings as required.</li> <li>● DOSD to summarise and present findings to staff within Premier Management groups and document an appraisal process.</li> </ul>

<ul style="list-style-type: none"> <li>● To utilise facilities to promote best practice in assisting sporting performance.</li> </ul>	<ul style="list-style-type: none"> <li>● To examine how the new weights facility can best support tagged Premier codes by end of Term 2.</li> <li>● To ensure the sports facilities are utilised to appropriately and effectively to support sport at Grammar, by the end of Term 1.</li> <li>● To examine how the additional Tennis facility may benefit the sport of Tennis, as well as the wider sports programme, by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● HOS to review all facility bookings and user guidelines.</li> <li>● DOSD to meet with programme leaders to ensure positive development is occurring.</li> <li>● HOS to manage and review booking procedures, user guidelines and staffing.</li> <li>● DOSD to meet with programme leaders to ensure positive development is occurring.</li> <li>● DOSD to review the current Tennis programme and develop a proposal for consideration.</li> </ul>
<p><b>Personnel</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 review and monitor extracurricular requirements across Sport, Performing Arts and other School groups with regard to staffing.</li> <li>● To refine, communicate and reinforce the School's expectations and processes for all coaches/managers/MICs.</li> </ul>	<ul style="list-style-type: none"> <li>● To ensure all new staff have a clear plan for their extracurricular involvement by the end of Term 1.</li> <li>● To refine staffing structure of the following Premier teams: 1<sup>st</sup> XI Football, 1<sup>st</sup> XV Rugby, Premier Water Polo and Rowing by the start of each respective season.</li> <li>● To update documentation and distribute to all MICs and Premier Sport staff, clarifying expectations and processes by the start of each respective season.</li> </ul>	<ul style="list-style-type: none"> <li>● HOS to meet with each new staff member to personally map out their immediate commitment and plan for long term opportunities.</li> <li>● DOSD to support Headmaster in appointing coaches/managers where required.</li> <li>● DOSD to oversee staff structures within each tagged sport to ensure School standards are met.</li> <li>● DOSD and HOS to collate, review and publish the 2024 Sport summary document addressing all fundamental expectations and processes.</li> </ul>

<ul style="list-style-type: none"> <li>● To develop 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> </ul>	<ul style="list-style-type: none"> <li>● To identify staff with potential for opportunities at higher levels and connect them to relevant professional development by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● HOS and MICs to discuss staffing allocation within each code and work collaboratively to identify staff with potential.</li> <li>● HOS and DHM to meet with identified staff to ensure they are being encouraged and supported to attend professional development opportunities.</li> </ul>
<p><b><u>Competition</u></b></p> <ul style="list-style-type: none"> <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> <li>● To develop systems to cater for Grammar sports/activities/programmes in the School.</li> </ul>	<ul style="list-style-type: none"> <li>● To increase student participation rates in competitive Sport to 65% and in Performing Arts, to 20%.</li> <li>● To improve promotion of sport at Grammar, by the end of Term 1.</li> <li>● To review how all sports facilities are booked, allocated and used to ensure best practice procedures are in place by the end of 2024.</li> </ul>	<ul style="list-style-type: none"> <li>● HOS to analyse 2023 end of year reports of returning students, to assist with identifying students to target for involvement.</li> <li>● HOS to work with MICs and the Communications Manager to ensure Sport pages on the School website are up to date and relevant.</li> <li>● HOS to produce a summary report of all facility use, including but not limited to; bookings workflow process, usage timelines and priority areas.</li> </ul>
<p><b><u>Pastoral Care</u></b></p> <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 establish a student database aimed at identifying and connecting athletes that require additional support from the School by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● DOSD and HOS to request referrals from MICs or Premier Sport staff that aim to identify those in need of further support.</li> <li>● DOSD and HOS to manage student referrals by establishing appropriate support networks.</li> </ul>
<p><b><u>School Standards</u></b></p> <ul style="list-style-type: none"> <li>● To reinforce a consistent uniform and grooming code for all Premier teams/groups for all situations – match, travel, interschool fixtures, regional and national tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>● For all new personnel involved in Premier sport and/or Performing Arts to understand and apply School standards effectively by start of each season.</li> </ul>	<ul style="list-style-type: none"> <li>● DOSD, HOS and DHM to communicate with and induct new staff involved in Premier Sport to our expectations and standards.</li> </ul>

<p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>● To refine PD opportunities for the Premier sports/Performing Arts leaders to enhance leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>● To provide and encourage staff who work with Premier teams to attend at regular PD opportunities by the end of Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● DOSD and HOS to host or facilitate one targeted PD session each term.</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 increase student participation in Form 4 Camps above 90%.</li> <li>● To review strategies that aim to engage staff interest in Form 4 Camps by end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>● MIC Form 4 Camps to communicate with, reassure and remove any potential barriers for students who highlight concerns with attending camp.</li> <li>● MIC Form 4 Camps and DHM to monitor staff involvement and seek greater understanding of any potential barriers to inclusion.</li> </ul>
<p><b><u>Health and Safety</u></b></p> <ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>● To provide staff involved in EOTC activities with a clear understanding and to be well-informed of the School's EOTC processes and best practices.</li> </ul>	<ul style="list-style-type: none"> <li>● DHM to ensure effective communication of staff guidelines and best practice is delivered at all times.</li> <li>● DHM to share best practice exemplars with staff to ensure a culture of review exists as trips are proposed and delivered.</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 by the start of each season.</li> </ul>	<ul style="list-style-type: none"> <li>● HOS and DHM to work with MICs to identify need and engage with the wider community.</li> </ul>

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### 5. BOARDING HOUSE

<b>Objectives</b>	<b>Target</b>	<b>Strategy</b>
<p><b>Pastoral Care</b></p> <ul style="list-style-type: none"> <li>To articulate clear standards and expectations, thus maintaining a safe boarding environment and a positive culture.</li> <li>To encourage independence through regularly reviewing the style of living for senior boarders.</li> <li>To enhance the 'feedback' system from boarders and staff so that current practices can be reviewed in an ongoing manner.</li> </ul>	<ul style="list-style-type: none"> <li>All boarders to receive regular, consistent and specific reminders of standards and behaviour.</li> <li>To embed Prefect and senior portfolio responsibilities.</li> <li>To utilise the School's software programme for boarder feedback for a full School year.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Boarding (DOB) will lead and oversee communication of standards to boarders from staff.</li> <li>DOB will oversee the trialling of additional functionality of the Boarder Management system for monitoring and recording purposes.</li> <li>DOB and Form 7 Boarding Masters will implement and monitor student led portfolios.</li> <li>AHM and DOB will oversee the process for ensuring boarders are accessing the new specialist boarding software for feedback as needed.</li> </ul>
<p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>To provide appropriate PD opportunities for all staff.</li> <li>To attract and retain quality teachers and support staff in supervisory roles at Tibbs House.</li> </ul>	<ul style="list-style-type: none"> <li>To provide best practice targeted PD for all Boarding Masters by the end of Term 4.</li> <li>To provide induction and support for matrons with their new roles managing Lets by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>DOB will allocate masters and matrons to bespoke workshops from external providers.</li> <li>AHM and DOB will meet with matrons regularly to provide PD with aspects of the Lets role.</li> </ul>



<p><b><u>Facilities</u></b></p> <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 2.</li> <li>• To review site operations following security improvement recommendations.</li> <li>• To initiate the site feasibility review requirements by the end of Term 1 and prepare a plan for 2025 implementation by the end of Term 3.</li> <li>• To monitor the physical property and identify areas needing remedial work in a timely fashion.</li> </ul>	<ul style="list-style-type: none"> <li>• DOB and Director of Property Services (DOPS) will commission an external security review, and receive recommendations on the hostel's security profile.</li> <li>• Implement and track security improvement measures.</li> <li>• Review the Site Surveys and Gap analysis while implementing improvements.</li> <li>• DOB and AHM will complete monthly inspections of the buildings and site as required for the Building Warrant of Fitness.</li> </ul>
<p><b><u>Communications</u></b></p> <ul style="list-style-type: none"> <li>• To regularly review communication systems so that parental communications are encouraged.</li> <li>• To support a positive and proactive Parent Support Committee to aid the success of Tibbs House.</li> </ul>	<ul style="list-style-type: none"> <li>• To implement the reviewed process for parental communications from the start of Term 1.</li> <li>• To strengthen the Parent Support Committee with greater engagement from parents by the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>• DOB will oversee the implementation of the Tibbs Duty master communications with parents.</li> <li>• DOB will work with the Tibbs House Parents Support Group to support their communication processes with other Tibbs parents.</li> <li>• DOB will lead the Committee to support increasing the number of events and attendance at regular scheduled meetings.</li> </ul>
<p><b><u>Boarding Licence</u></b></p> <ul style="list-style-type: none"> <li>• To review all areas of compliance regularly to ensure Tibbs House operations are based on 'best practice'.</li> </ul>	<ul style="list-style-type: none"> <li>• To have relevant staff complete visits to other boarding hostels to review their current practices throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• DOB and AHM will identify and contact hostels with identified 'best practice' and arrange information gathering events.</li> </ul>

<p><b><u>Finances</u></b></p> <ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>● AHM and DOB to review the current processes and communications by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● AHM and DOB will monitor fee collection and review processes, including standardising communications.</li> </ul>
<p><b><u>Services and Contracts</u></b></p> <ul style="list-style-type: none"> <li>● To review the quality of services provided at Tibbs House, including catering, cleaning and laundry.</li> <li>● To review health and safety policies and procedures relevant to boarding.</li> </ul>	<ul style="list-style-type: none"> <li>● To review the KPIs with Montana Catering Services throughout 2024.</li> <li>● Review permission forms by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● DOB to work with Chief Financial Officer (CFO) and DOPS.</li> <li>● DOB collates and reviews current permission forms with AHM.</li> </ul>

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6. <u>ENROLMENT</u>		
Objectives	Target	Strategy
<p><b><u>Roll Analysis</u></b></p> <ul style="list-style-type: none"> <li>To complete a roll analysis of all out of zone students.</li> <li>To collate and analyse in zone enrolment data.</li> </ul>	<ul style="list-style-type: none"> <li>To collate 2024 Out of Zone enrolment numbers at Form 3, 4 and 5 and review data by the end of Term 1.</li> <li>To analyse how many out of zone students are part of the School's largest Form 6 cohort by end of Term 1.</li> <li>To collate 2024 Form 3 enrolment data analysing locations, contributing schools and date of enrolment by end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>Use 2023 and 2024 data to begin finding any patterns forming to assist with managing the roll in 2025.</li> <li>Use analysis to determine any reasons why the Form 6 cohort has grown. Use this information to inform/control roll growth within other cohorts.</li> <li>Use 2023 and 2024 data to begin finding any patterns of in zone enrolment from contributing schools and the timing of enrolments.</li> </ul>
<p><b><u>Boarding</u></b></p> <ul style="list-style-type: none"> <li>To manage the relationship with InZone Educational Foundation Trust ensuring alignment between the School and Owens Road Hostel.</li> </ul>	<ul style="list-style-type: none"> <li>To further the School's liaison with the new InZone CEO &amp; Boarding Manager in Term 1.</li> <li>To provide support and assistance with enrolment processes by the end of Term 2.</li> </ul>	<ul style="list-style-type: none"> <li>Work to establish common goals and alignment between the two organisations.</li> <li>Further review enrolment applications and interview processes.</li> </ul>
<p><b><u>Legislation</u></b></p> <ul style="list-style-type: none"> <li>To identify viable alternatives to an Enrolment Scheme and present these to the Ministry and/or Government.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the Government's proposed Kura Hourua – charter schools policy framework by end of 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Access legislation when passed to determine any potential relevance to state schools.</li> <li>Engage with MP for Epsom.</li> </ul>
<p><b><u>International</u></b></p> <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 achieve a roll of 110 (97 FTE) International Students by the end of Term 1.</li> <li>To achieve a roll of 130 (117 FTE) International Students by the end of year.</li> </ul>	<ul style="list-style-type: none"> <li>To manage the size of each cohort.</li> <li>To maintain diversity in the International Student cohort.</li> </ul>

## ANNUAL REPORT 2024

### 7. PROPERTY

<b>Objectives</b>	<b>Target</b>	<b>Strategy</b>
<p><b>10 Year Property Plan</b></p> <ul style="list-style-type: none"> <li>To review the Plan to ensure it delivers current priorities.</li> </ul>	<ul style="list-style-type: none"> <li>To complete procurement and contract award by Term 1.</li> <li>Contractor site mobilisation for the re-roofing of English, Student Services and Old Gym buildings by end of Term 1.</li> <li>To finalise the contract award for the toilet and Laboratory upgrades by the end of Term 3 followed by site mobilisation.</li> <li>To complete design and consent for the Main Block window and roof repairs by the end of Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>Work with MOE Property and Project Manager to review and reprioritise budgets.</li> <li>Maintain regular reporting with MOE and emphasise risks.</li> <li>Work with MOE to develop a staged delivery model that improves cashflow constraints.</li> <li>Complete roof and window assessment by the end of Term 1 with the assistance of a heritage architect followed by scope and methodology development.</li> </ul>
<p><b>Capital Projects</b></p> <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>Stage 1 of Student Services completed by Term 1 allowing Deans, Counsellors, Student Office &amp; Enrolment and International Department to operate.</li> <li>Complete Stage 2 of Student Services design and consent by Term 2 followed by construction works subject to budget availability.</li> <li>To complete the Te Ara landscape reinstatement, donor wall installation and front porch tile replacement by Term 1.</li> <li>To complete the Tibbs House renovation by the start of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>To provide data to the Property Committee via Xero reporting.</li> <li>Manage contractors and project delivery in consultation with relevant departments.</li> <li>Complete design and consenting along with delivery budget.</li> <li>Manage construction contract delivery.</li> <li>Project delivery management.</li> </ul>

<p><b>Health &amp; Safety</b></p> <ul style="list-style-type: none"> <li>● To ensure compliance with the Health &amp; Safety at Work Act 2015 including risk/hazard identification, timely reporting and prompt resolution.</li> <li>● To ensure the Health &amp; Safety policy is implemented and understood by staff.</li> <li>● To address and review site-specific Health &amp; Safety policies for contractors on site.</li> </ul>	<ul style="list-style-type: none"> <li>● To progress the initial implementation of the Venturelodge Master Plan throughout 2024.</li> <li>● To complete the Ozone landscaping by the end of Term 1.</li> <li>● To complete the Weights Room/classroom conversion; including flood damage works by the start of Term 1.</li> <li>● To complete the old Dean suite/classroom conversion by start of Term 1.</li> <li>● To complete the Heritage Room/Theatre entrance reinstatement by start of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● Completion of remaining landscaping works that will help facilitate outdoor camping/cooking.</li> <li>● Manage agreed scope delivery.</li> <li>● Project delivery management and updating MOE as required.</li> </ul>
	<ul style="list-style-type: none"> <li>● To complete and report the quarterly review of the Top Risks.</li> <li>● To ensure H&amp;S Representative training is completed by the start of Term 2.</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 related procedures throughout 2024.</li> </ul>	<ul style="list-style-type: none"> <li>● Review the Top Risks in consultation with the H&amp;S Forum and Leadership Team.</li> <li>● Book H&amp;S representative training.</li> <li>● Review of the register by the H&amp;S Committee and ensure compliance testing, location compliance, work environment monitoring, maintaining chemical inventories and other relevant information remain current.</li> <li>● Introduce staff to the Auckland Grammar School H&amp;S policy and matrix.</li> <li>● Complete inductions and the required pre-start assessments.</li> </ul>

<p><b>Off-Campus Facilities</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>● VENTURE LODGE: <ul style="list-style-type: none"> <li>○ Refine remaining Master Plan deliverables and develop concept design and budget estimation by Term 3.</li> <li>○ Develop operational site procedures throughout 2024.</li> <li>○ To ensure all staff, volunteers and contractors are compliant with the School's Health &amp; Safety and related procedures throughout 2024.</li> </ul> </li> <li>● RESIDENTIAL HOUSES: <ul style="list-style-type: none"> <li>○ To complete the healthy homes standards by the end of July, 2024.</li> </ul> </li> <li>● TIBBS HOUSE: <ul style="list-style-type: none"> <li>○ Develop site feasibility by end of Term 3.</li> <li>○ Develop draft Capital 2025 budget by August 2024.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To continue working with Outdoor Education Working Group to ensure the delivery of the Master Plan.</li> <li>● Develop Operational Policy and guidelines.</li> <li>● Deliver remaining compliance standards to affected houses.</li> <li>● Integrate Site Survey data with Fire Management Gap report and to ensure building compliance is maintained.</li> </ul>
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## ANNUAL REPORT 2024

8. FINANCE			
Objectives	Target	Strategy	
<p><b>Financial Independence</b></p> <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>	
<p><b>Financial Monitoring</b></p> <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> </ul>	<ul style="list-style-type: none"> <li>● Departmental budgets are accurately forecast and provided to budget holders by start of Term 1.</li> <li>● To work with budget holders throughout the year to reforecast budgets to align with approved expenditure throughout the year.</li> <li>● To present the 2025 budget for adoption to the November meeting of the School Board.</li> <li>● To provide budget holders (HODs, HOFs, MICs) with ready access to budgets on a live basis from the start of the year.</li> <li>● To work with budget holders to ensure they receive monthly reporting throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Utilise the School's new online software to ensure budget holders have access to real time data.</li> <li>● Begin consultation with HOFs, DOPS, DOIS, DOA and DOSD in August.</li> <li>● Aim for robust draft budget for October Finance Committee meeting.</li> <li>● Open communication with budget holders along with access to the School's online software.</li> </ul>	

<p><b><u>Financial Structure</u></b></p> <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 and 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 PD.</li> <li>● To upskill budget holders understanding of their own budget areas.</li> </ul>	<ul style="list-style-type: none"> <li>● To provide technical and relevant software training throughout the year.</li> <li>● By end of Term 1, PD to be provided to introduce budget holders to the School's online financial reporting systems.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a PD programme for staff and utilise the School's PD systems to implement.</li> <li>● Utilise the School's PD Forums to provide an induction and opportunity for further understanding of the School's system.</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 by budget holders in a timely fashion throughout the year.</li> <li>● To complete a stocktake of fixed assets by the beginning of Term 2.</li> <li>● Upon completion of the updated fixed asset register, ensure timely recording of fixed asset disposals and adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>● DOPS, DOIS and Director of Library to report CAPEX in timely fashion.</li> <li>● Utilise external agency to complete stocktake in Term 1 holidays.</li> <li>● Introduce online form for approved disposal of assets and coach staff to use the system in a timely fashion.</li> <li>● Finance team to update the fixed asset register in timely fashion.</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> <li>● Implement projects to better utilise Information Services in the School.</li> </ul>	<ul style="list-style-type: none"> <li>● To work with SMS provider to integrate (PC School) with the School's finance platform by end of Term 3.</li> <li>● To implement approved projects by end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● DOIS to work directly with PC School and Finance team.</li> <li>● Information Services team to work with relevant departments/areas of the School to advance the use of the technology.</li> </ul>



## ANNUAL REPORT 2024

<b>9. DEVELOPMENT &amp; ADVANCEMENT</b>		
<b>Objectives</b>	<b>Target</b>	<b>Strategy</b>
<p><b>Fund Management</b></p> <ul style="list-style-type: none"> <li>To review the fundraising needs of the School and develop a future fundraising strategy.</li> </ul>	<ul style="list-style-type: none"> <li>To have developed by the middle of the year, a catalogue of promotional material to support the Future Fundraising Strategy.</li> <li>To secure a number of major gifts in support of the Future Fundraising Strategy by the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>Work with an external design agency to produce promotional brochures containing details on the various target areas of the plan.</li> <li>Hold meetings with potential donors, sharing the fundraising plan, seeking support of areas that align with the donor's passions.</li> <li>Develop a strategy for raising funds to achieve the stated goals of the plan.</li> </ul>
<p><b>Events</b></p> <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 a calendar for 2024 fundraising, friend-raising, and School related events by the start of the year.</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 the opening celebration of the School's 150<sup>th</sup> project, Te Ara Mātauranga.</li> </ul>	<ul style="list-style-type: none"> <li>Director of Advancement and AHM to review the 2023 events calendar and add/remove events.</li> <li>Negotiate costs with suppliers and price events at levels that enable ticket sales to cover costs where possible.</li> <li>Ensure events are sought after through effective promotion.</li> <li>Ensure all donors and key stakeholders of the School and the project are identified and invited.</li> </ul>

<p><b><u>International Development</u></b></p> <ul style="list-style-type: none"> <li>● To grow the School's presence in Australia, USA, the UK and Asia.</li> </ul>	<ul style="list-style-type: none"> <li>● UK representative to provide engagement reports every two months and meet with the Advancement Manager every quarter to monitor progress and move prospects towards donations.</li> <li>● To send an international Old Boy e-bulletin twice a year profiling those in our international community.</li> </ul>	<ul style="list-style-type: none"> <li>● Set quarterly fundraising and engagement targets and regularly check progress against these metrics.</li> <li>● Engage with Old Boys and profile those in our international community.</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 social media engagement with the Grammar community with the content generated and published. To be measured in shares and impressions.</li> <li>● To review the social media strategy by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● Run a planning session at the start of 2024 in which all Development Office activity is reviewed and requisite communication plans developed.</li> <li>● Increase the number of followers across the various social media platforms throughout 2024.</li> <li>● Analyse posts throughout the year to glean learnings and apply them to subsequent posts in order to ensure increased engagement.</li> <li>● AHM to work with Communications Manager upon reviewed approach.</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> </ul>	<ul style="list-style-type: none"> <li>● To review all event sponsorship arrangements and make changes to align with industry best practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Research the Grammar community to identify potential new sponsors.</li> <li>● Research sponsorship best practice and adopt new sponsorship models where appropriate.</li> <li>● Develop sponsorship proposals for all School events, packaging offerings to provide additional value to potential sponsors.</li> </ul>

<p><b><u>Support Groups</u></b></p> <ul style="list-style-type: none"> <li>● To establish, promote and support the Grammar community group.</li> <li>● To foster positive relationships with volunteers and groups who oversee key fundraising activities.</li> </ul>	<ul style="list-style-type: none"> <li>● To create a strategy to formalise relationships with all members of the School's community, by the end of Term 1.</li> <li>● By the end of Term 2, have a major donor recognition structure approved.</li> </ul>	<ul style="list-style-type: none"> <li>● Working with existing groups (HMC, FT, OBA) to formulate and implement the strategy.</li> <li>● Working with existing support groups (HMC, FT, OBA) to finalise the structure.</li> </ul>
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**ANNUAL REPORT 2024**

**10. INTERNATIONALISATION**

<b>Objectives</b>	<b>Target</b>	<b>Strategy</b>
<p><b><u>Internationalisation</u></b></p> <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 throughout the year.</li> <li>● To identify and foster school-to-school partnership opportunities by Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure agents are well-informed about the School.</li> <li>● Facilitate partnerships to support brand awareness and work collaboratively with other schools.</li> </ul>
<p><b><u>Marketing</u></b></p> <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 undertake international travel and student recruitment activities in key source markets by Term 4.</li> <li>● To participate in educational market research and student events led by industry bodies.</li> <li>● To refresh international brochures, translated content, and web page imagery by Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>● Be actively engaged in source markets to build pipeline to enable selective student enrolment with a focus on long-term enrollers.</li> <li>● Stay abreast of market opportunities through engagement with industry groups.</li> <li>● Tailor messages appropriately for different audiences.</li> <li>● Utilise student experience stories.</li> </ul>

<p><b><u>International Enrolments</u></b></p> <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 2024-2028.</li> </ul>	<ul style="list-style-type: none"> <li>● To prepare staff for rolling enrolments from Term 1.</li> <li>● To meet budget target enrolments by Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>● Adjust admissions criteria and pre-enrolment processes to manage demand and space availability.</li> <li>● Resource appropriately to sustain high levels of pastoral care.</li> </ul>
<p><b><u>Student Welfare and Wellbeing</u></b></p> <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> <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 implement progressive improvements as part of the annual self-review attestation under the Code of Practice guidelines.</li> <li>● To disseminate timely, tailored content to International Students via GrammarNet and year level weekly meetings.</li> <li>● To complete all homestay visits as per termly schedule and record in PC School International Module.</li> <li>● To promote, recruit, assign and monitor domestic students for the International Student Buddy Network Programme by the end of Term 1.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure operations are regularly reviewed and appropriate action and planning undertaken.</li> <li>● Facilitate student engagement in extracurricular activities to build a sense of pride and belonging.</li> <li>● Regularly monitor homestays and caregivers, and give advice to support parents living in Auckland.</li> <li>● Enhance cross-cultural relationships amongst students through the Buddy Network.</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 support the investigation of a foundation English programme by the end of Term 3.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with HOD ESOL and AHM.</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 PD and are up-to-date on current priorities and processes.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure all staff have a good understanding of how their role contributes to the wider School.</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 2024.</li> <li>● To plan and undertake a marketing activity schedule and continue to develop diverse source markets.</li> <li>● To sustain retention rates above 75% through welfare and communication activities by the end of 2024.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure admission and recruitment activities are appropriately adjusted to achieve planned targets.</li> <li>● Monitor markets.</li> <li>● Recruit effectively in diverse source markets.</li> <li>● Develop agent and school-to-school recruitment channels of mutual benefit.</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> </ul>	<ul style="list-style-type: none"> <li>● Enhance communications with parents including using multiple languages and methods.</li> </ul>

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