

ŌTŪMOETAI COLLEGE 2025 STRATEGIC OVERVIEW

PURPOSE

Ōtūmoetai College is an inclusive learning community where identity, optimism and challenge form the foundation for all learners to flourish in a dynamic world. The learning environment will enable students to achieve their personal best in their academic studies, the arts, sporting and cultural pursuits.

During their journey, our students will grow into powerful thinkers and learners who embrace diversity, resilience and develop meaningful relationships with others.

This is our purpose and our commitment.

VISION

Ōtūmoetai College, here we stand, creating resilient learners where culture, diversity, education and social responsibility are valued and all learners achieve their potential.

VALUES

We stand strong, strive for excellence, work together, respecting one and all.

GRADUATE PROFILE

- By the end of their Year 13 our students will have developed into powerful thinkers and learners who are able to:
- Understand how they learn
 - Persist through difficulties
 - Use critical thinking
 - Collaborate with others
 - Be able to imagine how things could be

STRATEGIC GOALS

Junior School Strategic Goal 1 (2025 Evaluation Focus)
To ensure all students meet foundational skills required for NCEA success, a school-wide literacy and numeracy focus in 2025 will prioritise early interventions in Years 9 and 10. This initiative leverages structured assessment activities and tailored strategies to build competencies, enhance inclusivity, and strengthen partnerships among students, teachers, and family / whānau.

Senior School Strategic Goal 2:
To continue to embed in our learning design equal status for mātauranga Māori and culturally responsive relational pedagogy and assessment practices in all Level 1 classes, while supporting our teachers to deepen and embed their learning about the new implementation of NCEA Level 1. (NCEA Change Package 2)

Whole School Strategic Goal 3:
To embed a supportive school culture underpinned by our school values.

BOARD OBJECTIVES /

NATIONAL EDUCATIONAL LEARNING PRIORITIES (NELPs)

Strategic Goals 1 and 2
Section 127 Education and Training Act 2020 Part 1

- (a) Every student at the school is able to attain their highest possible standard in educational achievement and
- (b) is a physically and emotionally safe place for all students and staff
- (c) the school is inclusive of students with differing needs
- (d) takes reasonable steps to eliminate racism, stigma, bullying and any other form of discrimination in the school and gives effect to Tiriti o Waitangi including by (i) working to ensure its plans and policies reflect local tikanga Māori, mātauranga Māori and te ao Māori; and (ii) achieving equitable outcomes for Māori students

Part 2

- (iii) monitoring and reporting student's progress

NELPs 1 / 2 / 3 / 4 / 5 / 6

Strategic Goal 3
Part 1

- (a) is a physically and emotionally safe place for all students and staff
- (b) the school is inclusive of, and caters for, students with differing needs

NELPs 1 / 2 / 3 / 4 / 5

MEASUREMENT POINTS

- Goal 1:**
Year 10: 80% pass rate / **Year 11:** 90% pass rate / **Year 12:** 95% pass rate
- Establish a literacy and numeracy baseline for Year 9 students using PAT and CAM assessments, identifying target students for intervention. Monitor progress through low-stakes tests in Terms 2 and 4 for Year 9 and mid-Term 2 for Year 10, tracking outcomes against set indicators. Regularly review strategies, discuss progress, and plan next steps, supported by targeted professional development to integrate evidence-based practices. Actively engage whānau through clear communication of goals and progress, and gather perception data from students, staff, and families to evaluate engagement and intervention effectiveness.
- Goal 2:**
DP Achievement will monitor data of all Year 11, 12 and 13 students to measure progress against a minimum standard of 14 credits in each NCEA course that they are enrolled in, measured as a 0.7:1 ratio of assessments passed or failed within a subject each term.
- Goal 3:**
Standing strong / Respecting one and all: Students will be exposed regularly to our school values and improve their awareness of our hauora model and support systems.
- Working together:* Students will have been encouraged to be involved in the life of the school through sports / the arts / cultural activities
- Striving for personal excellence:* parents/family/whanau/students/ community will have been invited to listen to a range of expert speakers.

Professional Learning and Development

In 2025, teacher professional learning and development focuses on improving literacy and numeracy outcomes for Year 9 and 10 students through targeted interventions, data-informed teaching, and collaborative planning. It also emphasises embedding culturally responsive pedagogy at Year 9 and 10 as well as NCEA Level 1, while fostering student agency to enhance engagement and achievement across diverse student groups.

[Annual Schoolwide Professional Learning Plan - 2025](#)

2025 Annual Plan

Student Progress and Achievement

- In 2025, initiatives to enhance student progress and achievement will include:
- Using knowledge gained from the University of Canterbury's Centre for Assessment and Monitoring (CAM) exam and PAT analysis to inform shared conversations across Junior curriculum teachers
 - Literacy and numeracy professional learning for all teachers to help support students at risk of not meeting the literacy and numeracy requirements of NCEA Level 1.
 - Further develop systems to monitor student progress and achievement
 - Improved communication with parents to ensure that information on student progress and achievement is shared
 - Careers and pathways support