



**ŌTŪMOETAI COLLEGE**

**CHARTER  
2022**

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## 1. SCHOOL CONTEXT

### **SCHOOL HISTORY**

Ōtūmoetai College is a large co-educational state secondary school originally established in 1965. The school provides a quality broad based education, promotes high achievement through independent learning and helps the students experience personal success.

Our purpose as a school is to prepare students for life. Ōtūmoetai College is a school where every student belongs. Where ideas are respected, diversity is embraced, and similarities celebrated. We prepare students for a world without borders, a life without limits, and for learning that will never end.

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.

Our roll of 1950 includes students from diverse backgrounds with 12 International fee paying students. About 24% of our students are Māori, most of whom affiliate to local iwi, Ngai te Rangi, Ngāti Ranginui and Ngāti Pukenga.

The school provides a quality broad based education, promotes high achievement through independent learning and helps the students experience personal success.

Our Graduate Profile articulates the collective aspirations for students learning at Ōtūmoetai College.

- Collaborate effectively with others
- Value their own and others' hauora
- Be resourceful and open to possibilities
- Connect and apply their learning for success
- Be an effective and confident communicator
- Use a range of media to articulate with clarity
- Take risks in learning and persist through difficulties
- Demonstrate creative and critical/analytical thinking
- Be responsive to context, audience, and environment

Our learning environment is geared to enable students to achieve their personal best in their academic studies, the arts, and any and every sporting or cultural pursuit. They will receive real world experiences and new situations which will challenge what they think and know, in order that they be inspired to want to learn more. Whatever the context, they will learn to critique and construct new ways of knowing and being, thinking and doing, alone and with others, in school and out.

## 2. SCHOOL ORGANISATION

### *SCHOOL EXECUTIVE*

<b>Principal:</b>	Russell Gordon
<b>Deputy Principal:</b>	Dave Cleland
<b>Deputy Principal:</b>	Stephen Tisch
<b>Deputy Principal:</b>	Pip Woodward
<b>Deputy Principal:</b>	Jude Brown
<b>Deputy Principal: (Kaitiaki)</b>	Bobby Ketu

### *BOARD OF TRUSTEES*

<b>Chair:</b>	Matthew King
<b>Deputy Board Chair:</b>	Bryce Lawrence
<b>Iwi Representative:</b>	Mel Tata
<b>Member:</b>	Gavin Frost
<b>Member:</b>	Lisa Adams
<b>Member:</b>	Dave Andrew
<b>Staff Representative:</b>	Eloise Stephen
<b>Student Representative:</b>	Sandra Taing
<b>Secretary:</b>	Viv Couch

### *DEPARTMENTS*

The College has a total of 18 Departments with 136 Teaching Staff. In addition, 81 support staff are employed, including: teacher support, administration, finance, property, attendance/ truancy, student services, library, sports coordinators, and IT systems. The teaching departments are as follows:

DEPARTMENT	HEAD OF DEPARTMENT
Art	Sarah-Jane Smith
Business / IT	Nyssa Poffley
Careers	Stacey Shefferd
Drama/ Dance	Mandy Rowe
English	David Shefferd
Hard Materials / Graphics	Kevin Meyer
Hospitality	Lauren May
International Students	Roy Ballantyne
Languages	Leo Wilson
Learning Centre	Claire Lander
Māori	Kuni Williams
Mathematics	Neil McDermid
Music	Matt Bodman
Physical Education	Jamie Davis
Science	Jean Grattan
Social Science	Nick Page
Special Needs	Caly Pillay
Supported Learning	Richard Brown

### 3. CHARTER REVIEW AND CONSULTATION

Review of the previous Charter and Strategic Plan was undertaken in 2016 and 2017.

1. Review of literature (including but not limited to): historical school documentation, internal school initiatives/research, historical and existing school data and trends of data.
2. Stakeholder consultation (school leadership, teachers, support staff, students, parents, community): current strengths of the school, areas for improvement, new ideas, and strategies for change;
3. Stakeholder Feedback on Draft Charter (school leadership, teachers, support staff, students, parents, community).

Consultation was undertaken in various ways including surveys, discussions, and workshops with a number of different stakeholders, including:

1. Leadership (school executive and Board of Trustees)
2. School Staff (teachers and support staff)
3. Students (all year levels)
4. Parents (existing and new enrolments)
5. Māori Community

Information gained throughout the review has been used to inform the vision, strategic goals, and values contained within this document. In addition, information gained has contributed to the development of the three key priority areas and the strategic and annual plan presented in this document. It is the aim of the review to ensure that future planning and focus is connected to voices of the school community.

#### 4. VISION

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

#### 5. STRATEGIC FOCUS

Ōtūmoetai College, as a community, will:

- Empower learners
- Grow strong leadership
- Grow hauora

#### 6. VALUES

Stand strong, strive for excellence, work together, and have respect for all.

- Standing strong – Tū pakari i te ao
- Strive for excellence – Kimihia tōu ake maunga teitei
- Working together – Whakakotahitanga
- Respect one and all – Whakakoha tētahi ki tētahi

#### 7. SCHOOL PURPOSE

### **Let Life be Enlightened by Learning**

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.

## 8. TE AO MĀORI

Te Ao Māori is rich in nature through its long history, through legacy and through its strength of survival and the passionate commitment of its people. Te Ao Māori encompasses not only the lived realities of Māori in a modern context, but also the lived realities of all those who have gone before. Te Ao Māori is a worldview founded on rich tradition of tikanga (custom/ correct procedure), kawa (marae customs), and whanonga pono (values) that are connected to both the physical and spiritual realms.

Ōtūmoetai College acknowledges the importance of protecting this rich history and providing a place whereby Te Ao Māori is legitimised, welcomed, and appreciated for its unique contribution to the development of the community as a whole. The College accepts its responsibilities under Te Tiriti o Waitangi.

Under Article 1 of the Treaty, Kāwanatanga: we will ensure that we lead and govern in an equitable manner; we affirm Māori as tangata whenua; we value our relationship with local iwi as partners in educating all Māori students at the College; we further acknowledge that to achieve equitable outcomes for Māori students, we need to work in partnership with whānau, mana whenua, local iwi and regional/ national Māori initiatives; we will seek to embed a shared decision making process with whānau, hapū and iwi; tikanga and kawa Māori, appropriate to the local context is recognised and affirmed.

Under Article 2 of the Treaty, Rangatiratanga: we will strive to ensure that Māori are achieving as Māori; that Māori have agency, voice and choice, the power to act; and that Māori diversity is recognised and valued and self-determination is enacted.

Under Article 3 of the Treaty, Ōritetanga: we will ensure that Māori have the same rights and opportunities as non-Māori; educational barriers and inequalities are removed to ensure equitable educational outcomes; and Te Reo, tikanga and Mātauranga Māori is valued and prioritised in education.

This commitment includes working in alignment with the following key documents:

- Te Pae Tukutuku Ahurea o Ngāi Te Rangi: Guidelines for Culturally Responsive Schools
- Te Māhere Rautaki Mātauranga o Ngāi Te Rangi (2011-2031) (Ngāi Te Rangi Education Strategy)

Ōtūmoetai College illustrates our commitment to Te Ao Māori through:

- Māori representation throughout school structures which has the ability for Māori authority (i.e. self-determination) or wider consultation with Māori communities;
- Encouraging strong Māori student leadership throughout the school;
- Continual focus on developing equity for Māori students, through a focus on resourcing, relational pedagogy, meaningful student pathways and equitable student achievement;
- Continual focus on developing and promoting cultural self-determination through the availability of school programmes that support Māori students to understand who they are as Māori, and the unique position that they bring to this world, that is: Māori students achieving **as Māori**;
- Implementation of school-wide programmes in tikanga me te reo Māori on offer to students (year 9 – 13) and to the wider school community;
- Provision of professional development opportunities for staff members to increase their understanding and skill in te reo me ōnā tikanga Māori;
- Creating opportunities for contextual learning for the school community through regular participation in Māori events (local, regional, national);
- Encouragement and recognition of the use of te reo me ōnā tikanga Māori within day-to-day school life, and in representation of school at external activities/ events;
- Inclusion of Te Tiriti o Waitangi into the curriculum across a number of departments;
- Set Māori achievement as a mandatory department goal, with regular progress reporting; and,
- Inclusive communication with whānau supporting them to understand how the College works, and what they can do to increase their child's achievement.

Ōtūmoetai Colleges acknowledges the relevance and importance of tikanga Māori, and will ensure that correct procedures are followed at school events, including but not limited to: pōhiri for new staff, students and special guests; opening of new buildings; start and close of each school year, and school awards evenings.

Specific programmes offered at Ōtūmoetai College include:

- Responsive & Relational Pedagogy programme
- Cultural Student Executive
- Kapa Haka
- Te Reo Māori instruction (year 9 – 13)

Ōtūmoetai College does not offer full immersion programmes in te reo Māori. However, guidance will be given to any parent/ student wishing to pursue this option. Our college would like to acknowledge the kura Māori within the Tauranga area that provide full immersion te reo Māori education and we support these kura with their endeavors.

## 9. CULTURAL DIVERSITY

45% NZ European      24% Māori      2% Pacific Island      7% Asian      22% Other

At Ōtūmoetai College, we aim to provide a learning context where students can acquire the knowledge, skills, and attitudes to equip them for life in a multi-cultural world. At our college we value pedagogy that supports students to understand and respect diverse viewpoints, values, customs, and languages. Furthermore, we recognize that ethnicity is just one characteristic that contributes to diversity, and that cultural diversity occurs within ethnic groups.

Our college aims to ensure that teacher pedagogy is culturally responsive and relational, through:

- Teachers and support staff being aware of students' different cultural identities;
- Learning programmes and classroom environments incorporating relevant cultural contexts;
- Teachers demonstrating awareness of own culturally-based beliefs and practices and how these play out in the classroom and teaching practice;
- Recognising diversity within cultures, e.g: gender, socio-economic background, and religion;
- Celebrating diversity through practical opportunities to share language and cultural experiences;
- Providing a safe place for students to respectfully express their cultural values and beliefs in the classroom; and,
- Treating all students with respect and dignity.



## 10. PRIORITY LEARNERS

Ōtūmoetai College identifies priority students as those learners who have inequitable success in the New Zealand schooling system. This includes many Māori, Pacific Island, those learners from low socio-economic backgrounds, and students with special education needs. It is Ōtūmoetai College's intention to accelerate priority students' achievement through a focus on learning progression in the Junior Curriculum (years 9-10). Priority cohorts are consistently monitored throughout the year to ensure early detection of any learning difficulties and timely intervention to ensure learning progression is being achieved.

The College identifies that not all students with learning needs are necessarily identified within the above four groups, therefore Teachers, Deans and SLT identify and monitor any students with learning needs that require intervention and assistance across Year 9, Year 10, and selected senior students.

At Ōtūmoetai College, teachers are expected to have a clear understanding of:

1. The expected learning students should make (performance, developmental/achievement expectations)
2. The learning students have made (prior learning, achievement, and progress)
3. The learning students need to make (gaps between expectations and prior learning and achievement)

Strategies employed to support priority learners include:

- Increased focus on supporting priority learners to be present, engaged and achieving, with a specific focus on years 9-10;
- Creating contexts that excite and engage learners, and that affirm their identities, languages and cultures;
- Responding to students' learning needs by adapting programmes and resources;
- Use information on students' strengths, interests and needs to inform programme review; and,
- Supporting students to manage transitions within and into the workforce or further study.

## 11. SPECIAL EDUCATION – BEHAVIOUR & LEARNING

Ōtūmoetai College has a commitment to inclusive practices for our students with identified special needs. Students with special needs includes students that experience difficulty in one or more of the following areas: learning needs (gifted and priority), communication, emotional, behavioural, intellectual, sensory, and physical impairments. Central to the Ōtūmoetai College approach is the importance of inclusive and supportive learning. It is crucial that students learn in an environment that fosters growth in self-confidence and self-esteem. Our goal is for each student to experience school in a way that builds on their strengths and leaves them feeling included, empowered, and accepted.

Through identification, assessment and careful planning, students are integrated into the mainstream curriculum (*differentiated curriculum where needed*). In addition, students receive targeted individual support based on their needs. This occurs across a continuum, from in-class support to small groups, to an individual one-on-one session with the special needs support team.

## 12. SCHOOL GOVERNANCE

### **PERSONNEL**

The Board of Trustees will implement personnel and industrial policies, which promote high levels of staff performance, use resources effectively, recognize the needs of students as well as being a good employer as defined by the State Sector Act 1988.

### **FINANCE**

The Board of Trustees will allocate funds according to school's priorities as established in the School Charter, including but not limited to:

- Allocate funds according to school's priorities
- Monitor and control school expenditure
- Comply with current asset management agreement
- Implement a maintenance programme to ensure building compliance
- Provide a safe and healthy learning environment.

### **PROPERTY**

The Board of Trustees will ensure development of a 10 year Property Plan (10YPP) to provide the right quantity and quality of school property to achieve the best physical environment for learning, including oversight of the day-to-day management of school property to ensure it is in good order and repair. Alignment between the School's Charter and the Property Plan is monitored by the Board of Trustees.

<b>KEY IMPROVEMENT STRATEGIES: SCHOOL ORGANISATION</b>	
<b>PROPERTY</b>	<ul style="list-style-type: none"><li>▪ Ōtūmoetai College was the recipient of a building fund from the Labour Government in the amount of \$47 million in 2018. This will translate to a rebuild of approximately 70% of the school.</li><li>▪ 5YA will be used to create innovative and modern learning environments across the remainder of the school to facilitate collaborative teaching and learning.</li><li>▪ Review of departmental IT needs, including preparedness for online/digital submission of work/assessments</li></ul>
<b>FINANCE</b>	<ul style="list-style-type: none"><li>▪ Increased transparency of school budget timeline, process, and decision-making for school staff members</li><li>▪ Investigate additional administrative/technical support in learning areas as required</li></ul>
<b>PERSONNEL</b>	<ul style="list-style-type: none"><li>▪ Continuation of voluntary First Aid Training for all staff members, including increased staff awareness of school emergency procedures</li><li>▪ Review of school administration, technical support, and teacher relief needs</li><li>▪ Developing (with staff) the key tenants of a collaborative and safe learning environment</li></ul>

<b>PROFESSIONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>▪ Departmental focus on achieving the two goals as outlined in the Annual Plan.</li> <li>▪ Continuation of the Responsive and Relational Pedagogy programme</li> <li>▪ Continued focus on improving pedagogy across all school areas</li> <li>▪ Department identified Professional Development to support annual goals.</li> </ul>
<b>COMMUNITY ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>▪ Increased opportunities for engagement with parents, including a stronger focus on parent-student pathway planning</li> <li>▪ Increased opportunities for engagement with our wider Māori community, including but not limited to: Whānau Reference Group, Ngāi Te Rangi iwi, Māori parents, local Māori industry, and regional/ national connections.</li> </ul>

### 13. STUDENT ACHIEVEMENT

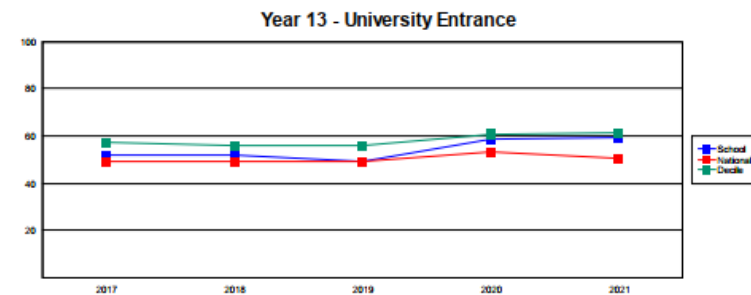
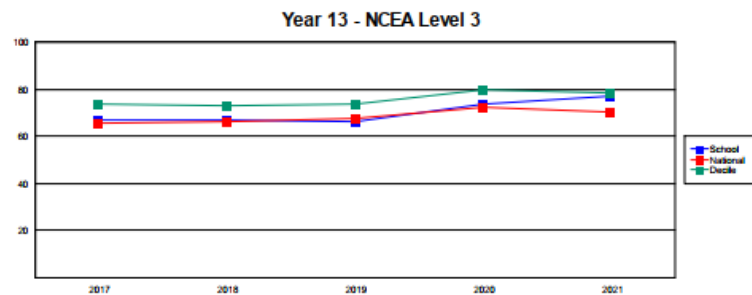
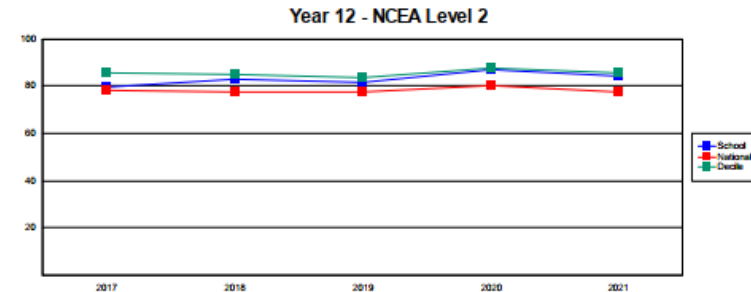
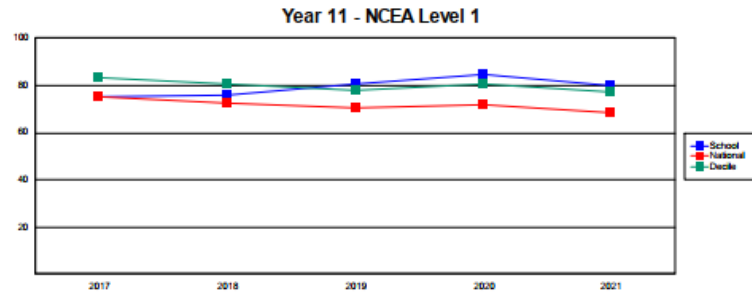
Ōtūmoetai College is making good progress in all of our national academic measures. Provisional results for 2022 have seen Ōtūmoetai College achieving significantly above the national averages in Literacy, Numeracy, NCEA Level 1, NCEA Level 2, and NCEA Level 3. Our focus remains on ensuring equitable outcomes for our boys and Māori students.

#### Achievement in NCEA and UE: Otumoetai College

Generated 9-Feb-2022

PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Otumoetai College				National				Decile 7			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2017	75.2	79.6	67.0	51.7	75.0	78.5	65.5	48.9	83.1	85.5	73.6	57.3
2018	76.1	83.2	67.0	52.2	72.4	77.6	66.1	48.9	80.8	85.1	72.8	56.0
2019	80.6	81.8	66.4	49.0	70.6	77.5	67.3	49.3	78.1	83.8	73.6	55.8
2020	84.7	86.9	73.3	58.4	71.8	80.1	72.1	53.4	80.6	87.6	79.5	60.9
2021	80.3	84.4	77.2	59.3	68.5	77.4	69.9	50.8	77.3	85.3	78.4	61.1



## 14. ANNUAL PLAN 2021 ANALYSIS OF VARIANCE

<b>GOAL 1: JUNIOR SCHOOL REVIEW</b>				
<b>STRATEGIES</b>	<b>PURPOSE</b>	<b>EVIDENCE</b>	<b>ACTION PLAN</b>	<b>ANALYSIS OF VARIANCE</b>
<p><b>IMPLEMENT:</b> Powerful learning descriptors in Year9: COLLABORATION and IDENTITY</p>	<p>To seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful learners.</p>	<p>Year 9 students' Collaboration will be measured against rubrics that incorporate SOLO Taxonomy.</p>	<ul style="list-style-type: none"> <li>▪ Deputy Principal Curriculum/ Core and Option HODs/Lead teachers to meet and review progress on Collaboration.</li> <li>▪ Collaboration posters circulate.</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>▪ Deputy Principal Curriculum/Core and Option HODs/Lead teachers met and reviewed progress on collaboration. Further support on pedagogical practice in developing deliberate learning experiences to build collaborative skills were addressed. A commitment to look at shared SOLO assessment across the option subjects was made for Term 3 but was impacted by the emergence of COVID.</li> <li>▪ Collaboration posters were circulated.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>▪ Option HOD/Lead teachers to trial in 2022 within one subject line an integrated Collaborative unit of work with teachers planning and building together. The aim is to create stronger links between the learning areas and learner experiences.</li> <li>▪ Core HOD/Lead teachers to capture student voices on Identity unit. Looking for links across core subjects with SOLO assessments</li> <li>▪ Ongoing planning at Year 9 within CORE Learning areas and further strengthening of the Collaboration and Identity work across learning areas and integration of local curriculum ideas</li> <li>▪ Consultation with Year 9 students to gather feedback on their experience of Collaboration across their option subjects</li> </ul>
<p><b>DEVELOP:</b> Powerful learning descriptors for Year 10</p>	<p>To seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful learners.</p>	<p>A rubric based on SOLO Taxonomy progressions will be created for the identified aspects of Powerful Learning.</p>	<ul style="list-style-type: none"> <li>▪ Meet with Option HOD/Lead teachers to look at integration across option subjects at Year 10.</li> <li>▪ Core Learning Areas to consider the potential of building an integrated focus across Core subjects of Rangatiratanga - understanding myself as a learner linking to the Graduate Profile.</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>▪ Meetings have taken place with Option HOD/Lead teachers. Within Option Learning areas a commitment to look at integration across option subjects at Year 10 was made, using the STEAM framework as a potential driver. A planned for 2-4 week project concluding with an exhibition was impacted by COVID.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>▪ To plan a 2-4 week project concluding with an exhibition.</li> <li>▪ The potential of building an integrated focus across Core subjects was impacted by COVID.</li> <li>▪ Core Learning Areas will build an integrated focus across Core subjects of Rangatiratanga - understanding myself as a learner considering those specific skills students need to build and linking this to the Graduate Profile.</li> </ul>

<b>TRIAL: Ōtūmoetai College Local Curriculum</b>	To develop shared understanding of the process of learning, and improve student achievement, engagement, and wellbeing.	Evidence based high impact teaching practices will be agreed to and implemented into EVERY Year 9 classroom.	<ul style="list-style-type: none"> <li>All learning areas to meet with Te Wheturere around the delivery of Matauranga Māori.</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>All learning areas have spent targeted time with Te Wheturere. Feedback to date has shown a decrease in anxiety from staff about what delivery of Matauranga Māori can look like. Detailed report will be shared with SLT at the end of the year. This learning will inform the ongoing junior curriculum review and design process.</li> <li>Mana Ōrite moe te Matauranga Māori- PL with all teaching staff Tuesday 18th May, also presented to members of BOT and SLT and Whānau reference Group.</li> </ul>
<b>INVESTIGATE: Innovation / Innovative classroom practices</b>	To develop a systematic approach to developing innovation in the Junior Curriculum	Investigate the creation of a Learning Design Class based around a design thinking framework	Teachers will be identified and begin the planning for the introduction of Learning Design Class in 2022.	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>Five staff travelled to Wellington at the beginning of June to plan the Design Thinking class under the auspices of the Royal Society.</li> <li>A timeline has been developed</li> <li>Staff have been invited to be involved</li> <li>Parameters for this class have been determined</li> <li>A 'Learning Design team' have contributed to this new pedagogical approach.</li> </ul> <p><b>Next Steps</b> This class will be trialed in 2022 with a mainstream Year 10 class.</p>
<b>INVESTIGATE: Wellbeing baseline data in order to create a school wide wellbeing plan</b>	To develop a schoolwide Student and Staff Wellbeing framework	Responding to the data from Wellbeing@School survey, COL Wellbeing survey to create a school wide wellbeing plan.	<ul style="list-style-type: none"> <li>Complete the NZCER survey.</li> <li>Analyse and share the survey data with staff,</li> <li>The Hauora team will develop a wellbeing strategy that will be introduced in 2022.</li> </ul>	<p><b>ACHIEVED</b></p> <ul style="list-style-type: none"> <li>The NZCER survey was completed.</li> <li>The survey data was shared with the staff. This data acknowledged the positives that both students and staff felt. It also presented staff with things where there were quite different perceptions. Staff were asked to say what surprised them, evaluate the effectiveness of actions developed over the past couple of years and suggest next steps to address strengthening relationships, increasing a sense of belonging and managing self and efficacy.</li> <li>The Hauora team have developed a wellbeing strategy that will be introduced in 2022</li> </ul>
<b>INVESTIGATE / TRIAL: Proactive behaviour intervention strategies to support student engagement</b>	To ensure that teaching and learning occurs within a connected, engaging, and safe learning environment, all conflict will be managed with "respect". Student engagement will be supported by a 25% reduction in key areas of discipline.	Whole school and common year level practices with consistent messaging Analyse common behaviour concerns to enact workable solutions for a proactive behaviour management plan.	<ul style="list-style-type: none"> <li>To monitor student attendance and pastoral entries.</li> <li>DP Behaviour will oversee a proactive Whole School / Common Year Level behaviour practices:</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>Student attendance and pastoral entries are monitored and is reviewed by DP Pastoral</li> <li>DP Behaviour oversees a proactive Whole School Common behaviour practices:</li> <li>Assembly checks and timetabled class visits</li> </ul>

**GOAL 2: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)**

<b>STRATEGIES</b>	<b>PURPOSE</b>	<b>EVIDENCE</b>	<b>ACTION PLAN</b>	<b>ANALYSIS OF VARIANCE</b>
<b>TRIAL:</b> The sharing of the Intermediate Year 8 PAT transition data along with Year 9 PAT data	To provide departments with concrete student content information.	Year 8 and Year 9 data is shared and understood by the relevant stakeholders to inform teaching practice.	<ul style="list-style-type: none"> <li>▪ To share Year 8 transition data and Year 9 PAT data to relevant stakeholders.</li> <li>▪ Year 9 and 10 teachers to build their skills and knowledge so as to make more informed decisions about teaching and learning</li> <li>▪ Junior School - Specific testing of students - PAT / Education Perfect / Write That Essay are being used to inform the strategies being developed / implemented with our target groups (Māori / Pasifika / Boys) to ensure that they are having the desired impact on student outcomes.</li> <li>▪ Changes to teaching strategies will be made based on staff collaboration and evidence.</li> </ul>	<b>ACHIEVED</b> <ul style="list-style-type: none"> <li>▪ Year 8 transition data and Year 9 PAT data was shared with relevant stakeholders. There were issues with the NZCER database that meant this data was not shared in a timely manner.</li> <li>▪ Year 9 and 10 teachers took on an Evaluation Focus to build their skills and knowledge so as to make more informed decisions about teaching and learning</li> <li>▪ Junior School – The main focus was on Writing where 30 of our Year 10 struggling writers were identified and strategies were developed and implemented with our target group.</li> <li>▪ Changes to these literacy strategies were made based on staff collaboration and evidence.</li> <li>▪ A planned whānau engagement programme was cancelled due to COVID.</li> </ul>
<b>LINK:</b> Junior Curriculum Review to the achieving of Year 9 Assessments – progress and achievement	In order to achieve the literacy and numeracy targets, the Junior curriculum review initiatives will be used to support these outcomes	Transition data evidence along with PAT standardised testing and Year 9 2021 data to inform strategies for Year 10 in 2022.	<ul style="list-style-type: none"> <li>▪ HODs will establish key priorities to emerge so that we can link any data investigation to outcomes.</li> </ul>	<b>IN PROGRESS</b> <ul style="list-style-type: none"> <li>▪ HODs established key priorities to emerge around a common writing focus for struggling writers in Years 10.</li> <li>▪ As each department focussed on areas particular to students in their departments, we have not seen a concentrated impact on any one area other than writing. We shall look to make this a school wide focus for 2022.</li> </ul>
<b>TRIAL:</b> A resource bank of interventions across all departments to address areas of student underachievement	All departments will create, or have access to, resources to address areas of student underachievement	Resources are developed to address areas of student underachievement	<ul style="list-style-type: none"> <li>▪ Resources to support student underachievement will be developed.</li> </ul>	<b>IN PROGRESS</b> <ul style="list-style-type: none"> <li>▪ Resources to support student underachievement in writing have been developed.</li> </ul>

**GOAL 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)**

<b>STRATEGIES</b>	<b>PURPOSE</b>	<b>EVIDENCE</b>	<b>ACTION PLAN</b>	<b>ANALYSIS OF VARIANCE</b>
<p><b>CONTINUE:</b> The expected progress for NCEA students in Years 11, 12 and 13 considered to be a minimum of 14 credits per subject</p> <p><b>CONTINUE:</b> With an Academic Support mentor to work alongside Academic Deans to identify those students at risk of not achieving / underachieving in their learning, to guide interventions, monitor progress, and evaluate the effectiveness of interventions</p>	<p>To create an effective assessment target that influences the teaching and learning in order to promote progress and achievement as well as actively working to reduce the tail of underachievement. The focus will be on equity and excellence for ALL students, in particular Māori students.</p> <p>To ensure that ALL senior students (with a particular focus on Māori students) have equitable access to be able to achieve the 2022 targets</p>	<ul style="list-style-type: none"> <li>▪ Student’s ratio of standards passed versus standards attempted to indicate student progress towards NCEA</li> <li>▪ IEP conversations with Māori students will be explored.</li> <li>▪ Estimated credits will provide an indication of likely student outcomes to guide any possible interventions.</li> <li>▪ A refined senior tracking system will be introduced.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior School - Student’s ratio of standards passed versus standards attempted will continue to be monitored. This was impacted by the unreliability of School Point.</li> <li>▪ IEP conversations with Māori students will be undertaken by the Kaitiaki and identified COL members.</li> <li>▪ Estimated credits will provide an assessment of likely student outcomes to guide any possible interventions.</li> <li>▪ The senior tracking system will highlight those students who are estimated to gain less than 14 credits in a subject area / or less than the required 80 / 60 credits for the year to guide any possible interventions.</li> </ul>	<p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>▪ The senior tracking system highlighting the student’s ratio of standards passed versus standards attempted and those students estimated to gain less than 14 credits in a subject area / or less than the required 80 / 60 credits for the year will continue to be monitored. This was impacted by the unreliability of School Point.</li> <li>▪ 117 Māori students have had IEPs. A review as to the efficacy of this approach will be held in 2022.</li> <li>▪ Teachers provided estimated credits for each student in their course. The DP Achievement, Kaitiaki, Academic Support Mentor and Deans regularly met to allocate students for whom they will be responsible for.</li> <li>▪ HODs have overseen remedial actions of their teachers who have predicted individual students will sit below 14 credits.</li> <li>▪ Academic Support and Kaitiaki have also implemented alternative programmes / standards for these students to achieve their 60 - 80 credits</li> </ul>



**GOAL 3: CULTURAL RELATIONSHIPS AND RESPONSIVE PEDAGOGY**

<b>STRATEGIES</b>	<b>PURPOSE</b>	<b>EVIDENCE</b>	<b>ACTION PLAN</b>	<b>ANALYSIS OF VARIANCE</b>
<b>Refining of:</b> A Kaitiaki Māori position	Refine the Kaitiaki role to oversee the academic, pastoral and cultural development of Māori students and maintain regular contact with whānau	<ul style="list-style-type: none"> <li>▪ Roles and responsibilities for a Kaitiaki position refined</li> <li>▪ Establishment of a Māori Achievement Action Plan (MAAP) working group and process to address underachievement and to promote excellence</li> <li>▪ Explore a pastoral care programme for Māori</li> <li>▪ Review Ōtūmoetai College Graduate (Leadership) Profile</li> </ul>	<ul style="list-style-type: none"> <li>▪ In consultation with the Kaitiaki, refine the roles and responsibilities of this position.</li> <li>▪ Establishment of a Māori Achievement Action Plan (MAAP) working group and process to address underachievement and to promote excellence</li> <li>▪ Explore a pastoral care programme for Māori</li> <li>▪ Review Ōtūmoetai College Graduate (Leadership) Profile</li> </ul>	<p><b>ACHIEVED</b></p> <ul style="list-style-type: none"> <li>▪ The roles and responsibilities of the Kaitiaki were refined.</li> </ul> <p><b>IN PROGRESS</b></p> <ul style="list-style-type: none"> <li>▪ A Māori Achievement Action Plan was implemented, but consultation was severely hampered by COVID.</li> </ul> <p><b>ACHIEVED</b></p> <ul style="list-style-type: none"> <li>▪ Individual Education Plans was progressed with our Māori students to address academic as well as pastoral needs.</li> </ul> <p><b>NOT ACHIEVED</b></p> <ul style="list-style-type: none"> <li>▪ The review of the Ōtūmoetai College Graduate (Leadership) Profile will be deferred to 2022.</li> </ul>
<b>REFINE:</b> A Junior and Senior responsive Māori student tracking system	To create a focus on shared responsibility for Māori student progress and achievement to further promote Excellence and Equity.	Students who are excelling and underachieving are identified, and interventions will improve / extend their academic outcomes	<ul style="list-style-type: none"> <li>▪ The Kaitiaki as well as identified teachers will highlight students who are both excelling and underachieving in order to implement bespoke interventions to improve / extend their academic outcomes</li> </ul>	<p><b>ACHIEVED</b></p> <ul style="list-style-type: none"> <li>▪ Individual Education Plans were implemented highlighting progress and next steps being provided to relevant stakeholders. A review as to the effectiveness of this approach will be carried out in 2022.</li> </ul>
<b>DEVELOP:</b> with Iwi, Hapū and community experts to support Māori student learning	Māori community experts / community role models/ speakers are utilised to influence attitude/ behaviour change in school	Iwi, Hapū and community experts are being utilised to support Māori student learning	<ul style="list-style-type: none"> <li>▪ Involve Māori community experts / role models/ speakers to influence attitude/ behaviour change in school</li> </ul>	<p><b>IN PROGRESS</b></p> <p>The constraints of COVID have hampered the use of key speakers (local and national) that can develop opportunities for inspiration for our akonga. Te Wheturere (educational consultants) worked closely with all departments to understand and then co-construct resources for each department to better engage with our local curriculum.</p>
<b>DEVELOP:</b> strategies to support Māori in their core and option subjects	A programme of student support packages that can involve junior and senior students in a Tuakana Teina relationship	A range of initiatives to support student achievement have been enacted.	<ul style="list-style-type: none"> <li>▪ Enact a tutoring programme for our Māori students.</li> </ul>	<p><b>ACHIEVED</b></p> <ul style="list-style-type: none"> <li>▪ Tutoring in core subjects for students who are struggling - Mon/Tues/Thurs and is supported by Poutama staff and Tātāriki.</li> <li>▪ Success of Māori students' achievement was recognised within a Māori context</li> </ul>
<b>DEVELOP:</b> a mechanism for Iwi and Hapū involvement in school decisions / policy	An agreed upon function and process for ensuring Iwi / Hapū involvement and	A Memorandum of Understanding is created and enacted between the Ōtūmoetai College Board of Trustees, Ngai Tamarawahō,	<ul style="list-style-type: none"> <li>▪ A Memorandum of Understanding is signed</li> </ul>	<p><b>ACHIEVED</b></p> <ul style="list-style-type: none"> <li>▪ An MOU has been signed between the college and the Whānau Reference Group.</li> </ul>

	consideration in key school decisions, policies and programmes of work affecting Māori academic success	and the Whānau Reference Group		
<b>CONTINUE:</b> opportunities for student input into Māoritanga initiatives within school	Provide opportunity for Māori to develop ownership and contribution to their learning through providing input into Māoritanga initiatives, contexts, projects and events.	Opportunities are made available to have input into Māoritanga initiatives within the school	<ul style="list-style-type: none"> <li>Projects, events, and initiatives for Māori students are made available</li> </ul>	<b>IN PROGRESS</b> <ul style="list-style-type: none"> <li>Projects, events, and initiatives for Māori students to co-create have been made available, such as the Matariki Arts Festival, Kapa Haka, student led tutorials and a tuakana-teina programme.</li> <li>Exchanges between Poutama and other kura Māori was put off due to COVID.</li> </ul>
<b>TRIAL:</b> a questionnaire to investigate our Māori students' connection to our school and their learning	Wellbeing@School survey is undertaken to investigate Māori students' connection to school and their learning	Questionnaire implemented and analysed	<ul style="list-style-type: none"> <li>Questionnaire implemented and analysed</li> </ul>	<b>IN PROGRESS</b> <ul style="list-style-type: none"> <li>The questionnaire responses were analysed by the Hauora committee</li> <li>A school wide approach to student wellbeing (hauora) is being co-constructed as a result of the questionnaire and form part of our action plan to be implemented in 2022.</li> </ul>
<b>CONTINUE:</b> to refine the Year 9 cultural competency induction	A programme of cultural competency to align with school values and culture for all Year 9 students	A programme of cultural competency is agreed to and worked on throughout the year	<ul style="list-style-type: none"> <li>Completion of Year 9 cultural competency induction for 2021 / 2022</li> <li>Demystify the wharenuī for all students to experience and understand basic tikanga</li> </ul>	<b>ACHIEVED</b> <ul style="list-style-type: none"> <li>All Year 9 students undertake cultural competency induction. As part of this induction, the wharenuī is demystified for all students and they are exposed to a basic understanding of tikanga</li> </ul>

## ŌTŪMOETAI COLLEGE 2022 CHARTER SUMMARY

<p style="text-align: center;"><b>PURPOSE</b></p> <p>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.</p> <p>During their journey, our students will grow into powerful thinkers and learners who embrace diversity, resilience and develop meaningful relationships with others.</p> <p>This is our purpose and our commitment.</p>	<p style="text-align: center;"><b>VISION</b></p> <p style="text-align: center;">Ōtūmoetai College, here we stand, creating resilient learners where culture, diversity, education and social responsibility are valued and all learners achieve their potential.</p> <p style="text-align: center;"><b>VALUES</b></p> <p style="text-align: center;">Stand strong, strive for excellence, work together and have respect for all.</p>	<p style="text-align: center;"><b>GRADUATE PROFILE</b></p> <p>By the end of their Year 13 year, our students will have developed into powerful thinkers and learners who are able to:</p> <ul style="list-style-type: none"> <li>• Reflect on their learning</li> <li>• Describe what they are doing when they are learning; persist through difficulties; use critical / analytical thinking; collaborate with others.</li> <li>• Understand what helps them persevere; know what thinking strategies to use; know what will help them to better imagine how things could be.</li> </ul>
<p style="text-align: center;"><b>STRATEGIC GOALS</b></p> <p><b>Strategic Goal 1:</b> Culturally Responsive and Relational Pedagogy to enable Progress and Achievement: JUNIOR (EVALUATION FOCUS)</p> <p>All students will graduate the junior school knowing 'how they learn'. This goal will be evidenced in their ability to 'think' as well as in their progress within curriculum areas and across shared literacy and numeracy initiatives.</p> <p><b>Strategic Goal 2:</b> Culturally Responsive and Relational Pedagogy to enable Progress and Achievement - SENIOR SCHOOL</p> <p>All students will graduate the senior school having achieved their NCEA goals.</p>	<p style="text-align: center;"><b>MEASUREMENT POINTS</b></p> <p><b>Target 1:</b> Departments will develop...</p> <ol style="list-style-type: none"> <li>i) common metacognitive strategies to enable students to better understand how to learn.</li> <li>ii) Learning progressions to highlight student progress</li> <li>iii) a common Evaluation Focus identifying students at risk of not achieving a key aspect of literacy or numeracy.</li> </ol> <p>Teachers across all departments will work together to implement learning progressions, embed metacognition and accelerate the progress of identified students.</p> <p><b>Target 2:</b> All senior students will set aspirational targets / goals for their senior academic year with their form teacher. Those Year 11 / 12 / 13 students that have been identified as not being 'on track' to gain / achieve their goals or achieve their NCEA Certificate will be supported to achieve their NCEA Level 1 / 2 / 3 goals by the end of the year.</p>	<p style="text-align: center;"><b>ANNUAL TARGETS 2022</b></p> <p><b>Target 1:</b></p> <ol style="list-style-type: none"> <li>i) Students are able to demonstrate and use metacognitive strategies that help them in their learning journey</li> <li>ii) Curriculum progress - Year 9 &amp; 10 - subject specific learning progressions based around curriculum levels and SOLO Taxonomy to highlight student progress through the curriculum levels and explain students' next learning steps</li> <li>iii) 85% of Year 9 &amp; 10 students will attain the PAT literacy, numeracy, and thinking with evidence scale score progression</li> </ol> <p><b>Target 2:</b> We will achieve a schoolwide pass rate of L1 85%, L2 85%, L3 75%. This will be evidenced by and through students gaining a minimum of 14 credits per subject (dependent on student specific goals).</p>
<p style="text-align: center;"><b>PROFESSIONAL LEARNING AND DEVELOPMENT</b></p> <p>In 2022, teacher professional learning and development will focus on professional learning consistent with the two school strategic goals:</p> <ul style="list-style-type: none"> <li>• Effective use of and engagement with evidence</li> <li>• CRRP support for departmental initiatives around Evaluation Focus</li> <li>• Local Curriculum / Ako</li> <li>• Blended Learning</li> <li>• Hauora</li> <li>• Consistent Pedagogy</li> </ul>	<p style="text-align: center;"><b>STUDENT PROGRESS AND ACHIEVEMENT</b></p> <p>In 2022, initiatives to enhance student progress and achievement will include:</p> <ul style="list-style-type: none"> <li>• Using knowledge gained from focused PAT analysis to reflect and inform shared conversations we might have across Junior curriculum teachers</li> <li>• Further develop systems to monitor student progress and achievement</li> <li>• Literacy and numeracy co-ordinators will support students at risk of not meeting the literacy and numeracy requirements of NCEA Level 1; along with Deans, HODs, Academic Support and Kaitiaki for Levels 1 / 2 / 3 NCEA</li> <li>• Improved communication with parents to ensure that information on student progress and achievement is shared</li> <li>• Careers and pathways support</li> </ul>	<p style="text-align: center;"><b>LEARNING ENVIRONMENT</b></p> <p>In 2022, the following aspects of the learning environment will be a focus:</p> <ul style="list-style-type: none"> <li>• ICT infrastructure to meet the learning needs of students</li> <li>• The school will focus on creating modern learning environments throughout the school</li> <li>• Ōtūmoetai College will continue to provide a safe, welcoming and inclusive learning environment for all students.</li> </ul>

**CREATING A LEARNING ENVIRONMENT THAT ENABLES POWERFUL THINKERS AND LEARNERS TO REACH THEIR PERSONAL BEST**

<p><b>GOAL 1: STUDENT PROGRESS AND ACHIEVEMENT (JUNIOR SCHOOL)</b></p>	<p>Teachers will respond to their students’ cultural identity in a way that is innovative, flexible and context-sensitive to enable Progress and Achievement. All students will graduate from junior school knowing ‘how they learn’. This goal will be evidenced in their ability to ‘think’ as well as in their curriculum progress and progress in shared literacy and numeracy initiatives.</p> <p><b>JUNIOR EVALUATION FOCUS:</b></p>				
<p><b>TARGETS</b></p>	<p>i) Students are able to demonstrate and use metacognitive strategies that help them in their learning journey</p> <p>ii) Curriculum progress: the development of junior subject specific learning progressions based around curriculum levels and SOLO Taxonomy to highlight student progress through the curriculum levels and explain students’ next learning steps</p> <p>iii) 85% of Year 9 and 10 students will attain the PAT literacy, numeracy, and thinking with evidence scale score progression</p>				
<p><b>STRATEGIES</b></p>	<p><b>PURPOSE</b></p>	<p><b>TIME-FRAME</b></p>	<p><b>RESPONSIBILITY</b></p>	<p><b>EVIDENCE</b></p>	<p><b>ACTION PLAN</b></p>
<p><i>IMPLEMENT:</i> Powerful learning descriptors in Year 9: COLLABORATION and IDENTITY</p>	<p>To continue to seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful thinkers and learners.</p>	<p>2022</p>	<p>DP Curriculum  HODs of all Core and Option learning areas.</p>	<p>Year 9 students’ progress will be measured against rubrics that incorporates SOLO Taxonomy.</p>	<ul style="list-style-type: none"> <li>▪ Departments will implement their teaching of aspects of Collaboration and Identity in Term 1.</li> <li>▪ Year 9 students’ progress will be measured at two points across the year – in the Term 2 and Term 4 reports.</li> </ul>
<p><i>DEVELOP:</i> Powerful learning descriptors for Year 10</p>	<p>To seek opportunities within our curriculum to deliberately focus on Metacognition as a key aspect of our Graduate Profile in order to grow our students into powerful thinkers and learners.</p>	<p>2022 – 2023</p>	<p>DP Curriculum  HODs of all learning areas.</p>	<p>DP Curriculum will work with HODs of all Core and Option learning areas to develop specific action plans around the deliberate practice of having our students think about thinking.</p>	<ul style="list-style-type: none"> <li>▪ All learning areas will consider what aspects of their curriculum are most applicable to be deliberately targeted around metacognition as part of their Year 10 curriculum.</li> <li>▪ These aspects could be stand alone or departments could work together to develop aspects together.</li> </ul>
<p><i>DEVELOP:</i> Ōtūmoetai College Evaluation Focus</p>	<p>Departments will develop a common Evaluation Focus that will identify those Year 10 students at risk of not achieving a key aspect of literacy or numeracy.</p> <p>Teachers across all departments will work together to implement deliberate classroom strategies to accelerate the progress of identified students. The success of these deliberate acts of teaching will be reflected in accelerated student achievement of the students identified as well as increased relational pedagogical practice.</p>	<p>2022</p>	<p>DP Curriculum DP Achievement  HODs of all learning areas.</p>	<p>Analysis of student data, along with HOD, and Whānau Reference Group feedback will support the refining and development of a shared Evaluation Focus to improve student achievement, engagement, and wellbeing.</p> <p>Evidence based high impact teaching practices will be agreed to and implemented into Year 10 classrooms.</p>	<ul style="list-style-type: none"> <li>▪ Departmental consensus as to what constitutes best practices will underpin, support, and embed powerful learning in all subject areas.</li> </ul>

<i>INVESTIGATE:</i> Innovation / Innovative classroom practices	To develop a systematic approach to developing innovation in the Junior Curriculum	2022-24	Kim Beaton DP Curriculum DP Evaluation DP Achievement	The implementation of a Learning Design Class based around a design thinking framework	<ul style="list-style-type: none"> <li>The development of a Learning Design Class that will purposefully integrate core curriculum knowledge and skills with authentic projects to be undertaken using a design thinking framework.</li> </ul>
<i>INVESTIGATE:</i> Wellbeing base line data in order to create a school wide wellbeing plan	To develop a schoolwide Student and Staff Wellbeing framework	2022-23	DP Behaviour COL Hauora Group	Responding to the data from Wellbeing@School survey, a school wide wellbeing plan will be agreed to, and implemented.	<ul style="list-style-type: none"> <li>A student and staff wellbeing plan will be implemented in a staged fashion, led by the DP Behaviour and COL Hauora team.</li> </ul>
<i>INVESTIGATE / TRIAL:</i> Learning Progressions based around curriculum levels and SOLO Taxonomy to allow us to show progress through incremental steps through the curriculum levels.	Learning Progressions can help teachers and students better assess a piece of work and explain / understand the next steps in a student's learning.	2022-23	DP Curriculum DP Achievement HODs Teachers	<ul style="list-style-type: none"> <li>Subject overviews which highlight the sequence of learning units.</li> <li>Key concepts which identify what students should know, be able to do (master).</li> <li>The unit of work structure will help us get a better understanding of student progression</li> </ul>	<ul style="list-style-type: none"> <li>DP Curriculum and Achievement will work with HODs to progress this work across 2022 and see it realised in 2023.</li> </ul>
<b>Culturally Responsive and Relational Pedagogy</b>					
<i>REFINE:</i> A Junior responsive Māori student tracking system	To create a focus on shared responsibility for Māori student progress and achievement to further promote Excellence and Equity.	2022	Kaitiaki / DP Achievement HODs Teachers	Identifying students who are both underachieving and excelling in order to implement bespoke interventions to improve / extend their academic outcomes	<ul style="list-style-type: none"> <li>Create a list of students who are both underachieving and excelling</li> <li>Individual Education Plans will be implemented and illustrated in a wall chart format which will be updated twice per term with progress and next steps being provided to relevant stakeholders.</li> </ul>
<i>DEVELOP:</i> strategies to support Māori in their core and option subjects	A programme of student support packages that can involve junior and senior students in a Tuakana Teina relationship	2022	Kaitiaki MAAP group Departments Senior students	A range of initiatives to support student achievement have been enacted.	<ul style="list-style-type: none"> <li>Tutoring in core subjects for students who are struggling</li> <li>Introduce shared learning strategies (whānau, teachers, students)</li> <li>Online support through tutorials and explanations of topics/tasks (YouTube)</li> <li>NCEA evening for Māori</li> <li>Reminder alert when assessments are due to enable prompting at home</li> <li>Introduce campaign on celebrating success and recognition of achievement in Māori contexts</li> <li>Requirement for guidance and careers involvement upon exit to school</li> </ul>
<i>CONTINUE:</i> opportunities for student input into Māoritanga initiatives within school	Provide opportunity for Māori to develop ownership and contribution to their learning through providing input into Māoritanga initiatives, contexts, projects, and events.	2022	Kaitiaki Poutama Student Reference Group Whānau Reference Group	Opportunities are made available to have input into Māoritanga initiatives within the school	<ul style="list-style-type: none"> <li>Identify projects, events, contexts and initiatives for Māori to co-create, e.g. pōhiri, rangatahi summits, tuakana-teina programme, student led tutorials, exchange between Poutama and other kura Māori</li> </ul>

## GOAL ONE: STRATEGIC PLAN (2023 – 2026):

The overview of strategic direction outlined below lists a number of key areas for Planning or Review. Trial of these areas will only occur if the Planning or Review provides evidence that a Trial is favourable to the direction of the school.

### CORE STRATEGIES – STRATEGIC GOAL ONE - JUNIOR SCHOOL

2023 <b>REVIEW: ALL GOAL ONE CORE STRATEGIES</b> <b>CONSULT: FUTURE DIRECTION IN PREPARATION FOR NEXT STRATEGIC PLAN</b>	2024	2025	2026
<ul style="list-style-type: none"> <li>▪ <i>CONTINUE</i>: Embedding powerful learning descriptors at Year 9</li> <li>▪ <i>DEVELOP</i>: Embedding powerful learning Metacognition descriptor at Year 10</li> <li>▪ <i>DEVELOP</i>: Ōtūmoetai College Local Curriculum at Year 9 and 10</li> <li>▪ <i>IMPLEMENT</i>: Design Thinking pedagogy and evaluate the potential teaching and learning benefits to the junior school</li> <li>▪ <i>DEVELOP</i>: Solo taxonomy for Year 10</li> <li>▪ <i>IMPLEMENT</i>: School wide wellbeing plan</li> <li>▪ <i>TRIAL / IMPLEMENT</i>: Learning Progressions based around curriculum levels and SOLO Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>CONTINUE</i>: Embedding powerful learning descriptors at Year 9</li> <li>▪ <i>CONTINUE</i>: Embedding powerful learning descriptors at Year 10</li> <li>▪ <i>CONTINUE</i>: Ōtūmoetai College Local Curriculum at Year 9 and 10</li> <li>▪ <i>CONTINUE TO TRIAL</i>: Innovative practices that will benefit teaching and learning in the junior school</li> <li>▪ <i>CONTINUE TO IMPLEMENT</i>: School wide wellbeing plan</li> <li>▪ <i>CONTINUE</i>: Learning Progressions based around curriculum levels and SOLO Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>CHECKPOINT</i>: Review of powerful learning descriptors at Year 9 and 10</li> <li>▪ <i>CONTINUE</i>: Ōtūmoetai College Local Curriculum at Year 9 and 10</li> <li>▪ <i>IMPLEMENT</i>: Innovative practices that will benefit teaching and learning in the junior school</li> <li>▪ <i>CONTINUE</i>: School wide wellbeing plan</li> <li>▪ <i>CONTINUE</i>: Learning Progressions based around curriculum levels and SOLO Taxonomy</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>IMPLEMENT</i>: Review of powerful learning descriptors at Year 9 and 10</li> <li>▪ <i>CONTINUE</i>: Ōtūmoetai College Local Curriculum at Year 9 and 10</li> <li>▪ <i>CHECKPOINT</i>: Review use of SOLO Taxonomy across Years 9 and 10</li> <li>▪ <i>CONTINUE</i>: Innovative practices that will benefit teaching and learning in the junior school</li> <li>▪ <i>CONTINUE</i>: School wide wellbeing plan</li> <li>▪ <i>CHECKPOINT</i>: Learning Progressions based around curriculum levels and SOLO Taxonomy</li> </ul>

**CREATING A LEARNING ENVIRONMENT THAT ENABLES POWERFUL THINKERS AND LEARNERS TO REACH THEIR PERSONAL BEST**

<p><b>GOAL 2: STUDENT PROGRESS AND ACHIEVEMENT (SENIOR SCHOOL)</b></p>	<p>Teachers will respond to their students' cultural identity in a way that is innovative, flexible, and context-sensitive to enable Progress and Achievement, so all students will graduate the senior school having achieved their NCEA goals.</p> <p><b>SENIOR SCHOOL</b></p>				
<p><b>TARGETS</b></p>	<p>We will achieve a schoolwide pass rate of L1 85%, L2 85%, L3 75%. This will be evidenced by and through students gaining a minimum of 14 credits per subject (dependent on student specific goals).</p>				
<p><b>STRATEGIES</b></p>	<p><b>PURPOSE</b></p>	<p><b>TIME-FRAME</b></p>	<p><b>RESPONSIBILITY</b></p>	<p><b>EVIDENCE</b></p>	<p><b>ACTION PLAN</b></p>
<p><i>CONTINUE:</i> The expected progress for NCEA students in Years 11, 12 and 13 considered to be a minimum of 14 credits per subject</p>	<p>All senior students will set aspirational targets / goals for their senior academic year with their form teacher using Career Central. Those Year 11 / 12 / 13 students that have been identified as not being 'on track' to gain/achieve their goals or achieve their NCEA Certificate will be supported to achieve their NCEA Level 1 / 2 / 3 goals by the end of the year. The focus will be on equity and excellence for all students, in particular Māori students.</p>	<p>2022</p>	<p>Teachers DP Achievement Deans Academic Support</p>	<p>Achieving the student target setting goals for 2022.</p>	<ul style="list-style-type: none"> <li>▪ A senior tracking and predictive grades system will continue to be refined for Year 11, 12 and 13</li> <li>▪ Teachers, Deans and HODs will be responsible for highlighting students who they predict will sit below their goals within a department's subject domain</li> <li>▪ Deans, HODS, in conjunction with the subject teacher, will seek to provide interventions (which may be in the form of alternative programmes for these students) to achieve their NCEA goals</li> <li>▪ Deans will monitor student credit attainment through real time data as well as predictive grades</li> </ul>
<p><i>CONTINUE WITH:</i> Academic Support, Academic Deans identifying students at risk of not achieving / underachieving to: guide interventions; monitor progress; evaluate the effectiveness of interventions</p>	<p>To ensure that ALL senior students (with a particular focus on Māori students) have equitable access to be able to achieve the 2022 goals.</p>	<p>2022</p>	<p>Academic Support DP Achievement Deans HODs Subject teachers</p>	<p>2022 student academic goals are achieved.</p>	<ul style="list-style-type: none"> <li>▪ To ensure that ALL students have the opportunity to be exposed to sufficient relevant credits in order to gain their respective NCEA level certificates.</li> </ul>

## Culturally Responsive and Relational Pedagogy

<p><i>REFINE:</i> A Senior responsive Māori student tracking system</p>	<p>To create a focus on shared responsibility for Māori student progress and achievement to further promote Excellence and Equity.</p>	<p>2022</p>	<p>Kaitiaki / DP Achievement HODS Teachers</p>	<ul style="list-style-type: none"> <li>▪ Identifying underachieving and excelling students in order to implement interventions to improve / extend their academic outcomes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a list of underachieving and excelling students in order to implement Individual Education Plans in terms of progress and next steps being provided to relevant stakeholders.</li> </ul>
<p><i>DEVELOP:</i> with Iwi, Hapū and community experts to support Māori student learning</p>	<p>Māori community experts / community role models/ speakers are utilised to influence attitude / behaviour change in school</p>	<p>2022</p>	<p>Kaitiaki Te Wero / Poutama Iwi / Hapū</p>	<ul style="list-style-type: none"> <li>▪ Iwi, Hapū and community experts are being utilised to support Māori student learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify key speakers (local and national) that can develop opportunities for inspiration</li> <li>▪ Create opportunities for student participation in motivational workshops</li> <li>▪ Inclusion of whānau to continue support from home</li> </ul>
<p><i>DEVELOP:</i> a mechanism for Iwi and Hapū involvement in school decisions / policy</p>	<p>An agreed upon function and process for ensuring Iwi / Hapū involvement and consideration in key school decisions, policies and programmes of work affecting Māori academic success</p>	<p>2022</p>	<p>Board of Trustees Kaitiaki Iwi / Hapū</p>	<p>A Memorandum of Understanding is created and enacted between the Ōtūmoetai College Board of Trustees, Ngai Tamarawaho and the Whanau Reference Group</p>	<ul style="list-style-type: none"> <li>▪ Board of Trustees / Senior Leadership Team to identify number of policies/ strategies/ decisions to work in partnership</li> <li>▪ A meeting to be held between representatives of the Ōtūmoetai College Board of Trustees and representatives Ngai Tamarawaho to establish a Memorandum of Understanding to ensure Iwi / Hapū involvement and consideration in key school decisions, policies and programmes of work affecting Māori academic success</li> </ul>



## GOAL TWO: STRATEGIC PLAN (2023 – 2026) SENIOR SCHOOL:

The overview of strategic direction outlined below lists a number of key areas for Planning or Review. Trial of these areas will only occur if the Planning or Review provides evidence that a Trial is favourable to the direction of the school.

<b>CORE STRATEGIES – STRATEGIC GOAL TWO – STUDENT PROGRESS AND ACHIEVEMENT</b>			
<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
<p><b>REVIEW: ALL GOAL TWO CORE STRATEGIES</b></p> <p><b>CONSULT: FUTURE DIRECTION IN PREPARATION FOR NEXT STRATEGIC PLAN</b></p> <ul style="list-style-type: none"> <li>▪ <b>CHECK POINT:</b> Review the expected progress for students in Years 11, 12 and 13</li> <li>▪ <b>CHECK POINT:</b> Review the Senior Tracking and Predictive Grades at Years 11, 12 and 13.</li> <li>▪ <b>CHECK POINT:</b> The Academic Support position</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>IMPLEMENT:</b> The review of the expected progress for students in Years 11, 12 and 13</li> <li>▪ <b>IMPLEMENT:</b> Review the Senior Tracking and Predictive Grades at Years 11, 12 and 13.</li> <li>▪ <b>IMPLEMENT:</b> Review of the Academic Support position</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>CONTINUE:</b> Focus on expected progress for students in Years 11, 12 and 13</li> <li>▪ <b>CONTINUE:</b> Refined Senior Tracking and Predictive Grades at Years 11, 12 and 13.</li> <li>▪ <b>CONTINUE:</b> Refined Academic Support position</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>CONTINUE:</b> Focus on expected progress for students in Years 11, 12 and 13</li> <li>▪ <b>CONTINUE:</b> Refined Senior Tracking and Predictive Grades at Years 11, 12 and 13.</li> </ul>

## 16. ŌTŪMOETAI KĀHUI AKO 2022

Homai ngā ture kia wetewetea!  
Homai ngā taura kia whakanuia!

*Show me the obstacles so I may tear them down,  
empower our children and praise them*



The Ōtūmoetai Kāhui Ako comprises of six primary schools, one Wharekura, one intermediate, and one secondary school. In 2022, the schools collectively have over 5,500 students. Of these, approximately 1,300 are Māori students and approximately 60 Pacific students. There is a consistent pathway for students from the six contributing primary schools (Ōtūmoetai, Pillans Point, Matua, Bellevue, Brookfield, Bethlehem schools) to Ōtūmoetai Intermediate School (88 percent) and onto Ōtūmoetai College (92 percent). There is a further pathway from rumaki classes at Brookfield School and Bethlehem School to Te Wharekura o Mauao.

**Core Expectation:** Every school is to focus on each student's Wellbeing/Hauora and developing them as a whole learner with particular emphasis on culturally responsive pedagogy. This includes growth mindset, resilience, student self-efficacy, sense of belonging, key competencies, values, and citizenship.

### **Achievement challenges:**

1. Oral Language Korero in English and Te Reo Māori
2. Literacy/Writing Tuhituhi in English and Te Reo Māori
3. Priority Learners: Māori Achievement and in particular Māori Boys. Te Ao Māori Focus
4. Students with additional learning needs. Learning Support Focus.

Ōtūmoetai College Within School Teachers are involved in workstreams that help further these goals. The workstreams are:

**Writing:** To prepare and assess the progress of Junior students to meet the new literacy standards included in Te Matitini te Pāngarau

**Te Ara Poutama:** To foster leadership opportunities for Māori within a Māori context across the wider school.

**Hauora:** To consider and address a schoolwide approach to addressing the Hauora/Wellbeing needs of our students and staff.

**Academic Support:** To provide specific academic support to students in Levels 1, 2 and 3 with the aim to increase NCEA achievement.

**Data Analysis:** Analysis of Junior school learning data to identify student learning needs. This will be followed by generating relevant strategies for both students and staff to meet these learning needs.

*PLD meetings with Ōtūmoetai Intermediate and Ōtūmoetai College staff have been planned for Terms One and Two. Literacy and Numeracy in Term 1 and Social Science and Science in Term 2, with a view to streamlining the learning journey for students between the two schools.*

**COL WRITING FOCUS 2022:** To prepare and assess the progress of Junior students to meet the new literacy standards included in Te Matitini me te Pāngarau

<b>Strategies</b> <b>(What will we do?)</b>	<b>Outcomes</b> <b>(What actually happened?)</b>	<b>Evaluation</b> <b>(Where to next?)</b>
Professional Learning for staff about the new methods of assessment.		
Continued use of Writer’s Toolbox (online writing tool) within all core departments where applicable.		
Meet with OIS Literacy Leaders at least once a term to ensure that the lead time for students attending College includes preparation to support student success. That the two schools have a cohesive writing programme based on the LPF and The Writing Framework.		

## Te Ara Poutama: To foster leadership opportunities for Māori within a Māori context and across the wider school

Strategies (What will we do?)	Outcomes (What actually happened?)	Evaluation (Where to next?)
<ul style="list-style-type: none"> <li>Establish Ruamano committee. LNM to mentor. (Responsibilities include: Food Fest, Matariki, Māori language week, Māori and Pasifika awards)</li> </ul>		
<ul style="list-style-type: none"> <li>Applications and interviews for Tātāriki to take place early in Term 1. ASL and TPM to mentor. (Responsibilities include: Poutama assembly, whakangahau Friday, haka pōwhiri).</li> </ul>		
<ul style="list-style-type: none"> <li>Applications for Poutama ambassadors in and interviewed. Selected early in Term 1. LNM to mentor. (Responsibilities include: Tuakana teina with junior students and intermediate).</li> </ul>		
<ul style="list-style-type: none"> <li>Form teachers to push applications for wider school committees (whare, executive)</li> </ul>		
<ul style="list-style-type: none"> <li>Kaitiaki to forward on any opportunities that come school-wide.</li> </ul>		

**HAUORA: To consider and address a school wide approach to addressing the hauora / wellbeing needs of our students and staff**

<b>Strategies</b> <b>(What will we do?)</b>	<b>Outcomes</b> <b>(What actually happened?)</b>	<b>Evaluation</b> <b>(Where to next?)</b>
<p>Develop an Ōtūmoetai College model of well-being that would go in every class and students and teachers could use as a reference.</p> <p>It will include:</p> <ul style="list-style-type: none"> <li>• Clear links to the graduate profile and current school groups.</li> <li>• Consulting with a student group</li> <li>• Consulting with a staff group</li> <li>• Development, learning (staff), teaching to students, embedding as a way of being for Ōtūmoetai College students</li> </ul>		

**ACADEMIC SUPPORT:** To provide specific academic support to students in Levels 1, 2 and 3 with the aim to increase NCEA achievement

<b>Strategies</b> <b>(What will we do?)</b>	<b>Outcomes</b> <b>(What actually happened?)</b>	<b>Evaluation</b> <b>(Where to next?)</b>
Provision of Academic Workshops which give students opportunities to gain extra credits		
Academic Tracking of students to ensure NCEA achievement		
Working with the Numeracy and Literacy coordinators to ensure achievement.		
Guided Interventions - one on one with students who require Academic Support.		