ŌTŪMOETAI COLLEGE

CHARTER
2023

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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 LEADERSHIP

Principal:	Russell Gordon
Deputy Principal:	Dave Cleland
Deputy Principal:	Richard Brown
Deputy Principal:	Pip Woodward
Deputy Principal:	Jude Brown
Deputy Principal (Kaitiaki)	Bobby Ketu

BOARD OF TRUSTEES

Chair:	Matthew King
Deputy Board Chair:	Deanna Hinde
Member:	Lisa Adams
Member:	Emma Henderson
Member:	Kristen Matthews
Iwi Representative:	Tu Pearson
Staff Representative:	Ashley Lack
Student Representative:	Josh Knill
Secretary:	Viv Couch

DEPARTMENTS

The College has a total of 18 Departments with 120 Teaching Staff. In addition, 88 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 / Pathway	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	Maria Veronese
Mathematics	Neil McDermid
Music	Matt Bodman
Physical Education	Jamie Davis
Science	Kim Beaton
Social Science	Nick Page
Special Needs	Caly Pillay
Supported Learning	Paula Purser

3. CHARTER REVIEW AND CONSULTATION

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

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

- Leadership (school executive & Board of Trustees)
- School Staff (teachers & support staff)
- Students (all year levels)
- Parents (existing & new enrolments)
- 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. STRATEGIC FOCUS

Ōtūmoetai College, as a community, will:

- Empower learners
- Grow strong leadership
- Grow hauora

5. VALUES

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

Strive for excellence – Kimihia tōu ake maunga teitei

Working together – Whakakotahitanga

Respect one and all – Whakakoha tētahi ki tētahi

Standing strong – Tū pakari i te ao

6. 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 learners who embrace diversity, resilience and develop meaningful relationships with others.

This is our purpose and our commitment.

7. 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 of close of each school year, and school awards evenings.

Specific programmes offered at Ōtūmoetai College include:

- To engage in Cultural Relationships for Responsive Pedagogy
- 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 endeavours.

8. CULTURAL DIVERSITY

49% NZ European 20.2% Māori 2.9% Pacific Island 8.4% Asian 19.6% 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 recognise 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 built on developing cultural relationships in order to ensure responsive pedagogy 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.

9. REDUCE BARRIERS TO EDUCATION FOR ALL, INCLUDING FOR MĀORI AND PACIFIC LEARNERS/ĀKONGA, DISABLED LEARNERS/ĀKONGA AND THOSE WITH LEARNING SUPPORT NEEDS

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:

- The expected learning students should make (performance, developmental/ achievement expectations)
- The learning students have made (prior learning, achievement and progress)
- 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.

10. 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.

11. SCHOOL GOVERNANCE

PERSONNEL

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

FINANCE

The Board 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 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.

KEY IMPROVEMENT STRATEGIES: SCHOOL ORGANISATION	
PROPERTY	• 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. • 5YA will be used to create innovative & modern learning environments across the remainder of the school to facilitate collaborative teaching and learning. • Departmental IT needs, including preparedness for online / digital submission of work / assessments will be reviewed in an ongoing basis.
FINANCE	• Increased transparency of school budget timeline, process and decision-making for school staff members. Investigate additional administrative/ technical support in learning areas as required.
PERSONNEL	• Continuation of voluntary First Aid Training for all staff members, including increased staff awareness of school emergency procedures. • Review of school administration, technical support, and teacher relief needs. • Developing (with staff) the key tenants of a collaborative and safe learning environment.

PROFESSIONAL DEVELOPMENT	• Departmental focus on achieving the two goals as outlined in the Annual Plan. • Continuation of the Relational and Responsive Pedagogy programme. • Continued focus on improving pedagogy across all school areas. • Department identified Professional Development to support annual goals.
COMMUNITY ENGAGEMENT	• Increased opportunities for engagement with parents / family / whānau, including a stronger focus on teacher / parent / student interviews. • Increased opportunities for engagement with our wider Māori community.

12. STUDENT ACHIEVEMENT

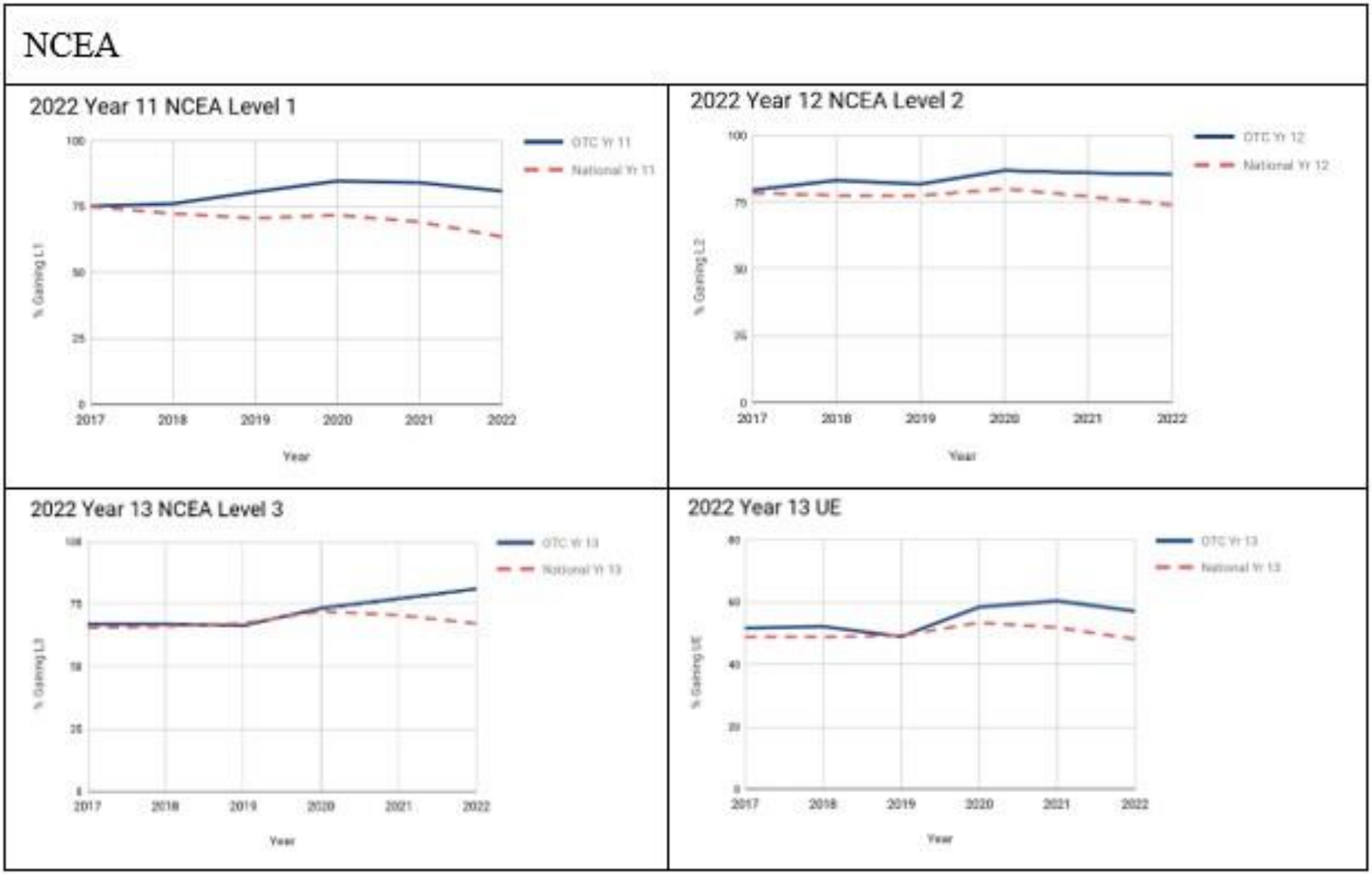
Ōtūmoetai College is making good progress in most of our national academic measures. Provisional results for 2022 have seen Ōtūmoetai College achieving significantly above the national averages in Literacy, Numeracy, NCEA Level 1, Level 2 and Level 3. Our Academic focus over the next three years will see an emphasis on achieving NCEA Level pass rates of 85% at Level 1 and 2 as well as 80% at NCEA Level 3 and creating a consistent standard of pedagogy across the whole school.

Māori Verses National Averages

	Ōtūmoetai	National	Decile 7
Year 11 Literacy	**93.4%**	81.4%	89.7%
Year 11 Numeracy	**90.3%**	80.3%	88.7%
Year 11 NCEA L1	**80.9%**	63.6%	73.7%
Year 12 NCEA L2	**85.5%**	74.0%	82.6%
Year 13 NCEA L3	**81.1%**	67.2%	75.1%
Year 13 UE	**57.1%**	48.2%	56.8%

2022	ŌTC Māori %	National Māori %	National All %	ŌTC Māori Girls %	ŌTC Māori Boys %
Yr 11 L1	67.6	51.9	63.6	56.8	74.4
Yr 12 L2	75.0	62.7	74.0	71.4	76.2
Yr 13 L3	82.0	54.5	67.2	74.3	83.3
Yr 13 UE	38.0	28.9	48.2	40.3	35.7

Trend over the past 5 years:



13. ANNUAL PLAN 2022 ANALYSIS OF VARIANCE

GOAL 1: ***STUDENT PROGRESS AND ACHIEVEMENT*** ***(JUNIOR SCHOOL)***	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 progress of shared literacy and numeracy initiatives. **JUNIOR EVALUATION FOCUS:** How effective have literacy strategies been in improving Year 9 and 10 student outcomes?
TARGETS	**Reading Comprehension** Year 9 targeted score median score of 78.5 by EOY 2023 Year 10 targeted score mean score of 76.5 by EOY 2022 - **ACHIEVED** **Mathematics** Year 9 targeted score median score of 65.9 by EOY 2023 Year 10 targeted score mean score of 67.9 by EOY 2022 - **ACHIEVED** **Science: Thinking with Evidence** Year 9 targeted score median score of 59.3 by EOY 2023 Year 10 targeted score mean score of 55.1 by EOY 2022 - **ACHIEVED**

GOAL 1: JUNIOR SCHOOL REVIEW				
STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
IMPLEMENT: Powerful learning descriptors in Year 9: COLLABORATION and IDENTITY	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.	Year 9 students' progress will be measured against rubrics that incorporate SOLO Taxonomy.	Departments will implement their teaching of aspects of Collaboration and Identity in Term 1. Year 9 students' progress will be measured at two points across the year – in the Term 2 and Term 4 reports.	**EMBEDDED** • Deputy Principal Curriculum/Core and Option HODs/Lead teachers met and reviewed progress on Collaboration. • A commitment to a shared SOLO assessment across the option subjects has been made. • Collaboration posters were designed and circulated. • Core HOD/Lead teachers captured student voices on Identity unit. **NEXT STEPS** • Looking for links across core subjects with SOLO assessments. • Ongoing planning at Year 9 within CORE Learning areas and further strengthening of the Collaboration and Identity work across learning areas' integration of local curriculum ideas.

				• Consultation with Year 9 students to gather feedback on their experience of Collaboration across their option subjects.
DEVELOP: Powerful learning descriptors for Year 10	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.	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.	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. These aspects could be stand alone or departments could work together to develop aspects together.	**DEVELOPING** • Needs analysis completed early 2022 by HOD's in regard to professional development needs in utilising digital tools that could build student thinking strategies. • Professional development offered to staff to build capability. Further needs identified November 2022 with commitment to continue to grow teacher knowledge and capability in 2023. • Alignment with school-wide literacy focus on developing 'What, How Why' structures to elicit deeper thinking. • Across department reviews included identifying how SOLO is being used to elevate metacognition for learners. **NEXT STEPS** • Further progress still to be made in developing deliberate teaching and learning experiences. Teacher knowledge, capability and appreciation of potential will be an area of future focus. Through the 'Integrated Design Thinking' pilot it is envisaged this will illustrate potential avenues for teachers to implement across the junior school.
DEVELOP: Ōtūmoetai College Evaluation Focus	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. Teachers across all departments will work together to implement deliberate classroom strategies to accelerate the progress of identified students.	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. Evidence based high impact teaching practices will be agreed to and implemented into Year 10 classrooms.	Departmental consensus as to what constitutes best practices will underpin, support and embed powerful learning in all subject areas.	**DEVELOPED** • Full staff professional development facilitated by Kāhui Ako on 'WHAT, HOW WHY? structure. Further PLD offered throughout the year. • Kāhui Ako team worked with individual departments. • Evaluation focus highlighted departments using the strategy as 'WHAT, HOW WHY? as both a formative and summative tool to assess depth of learning achieved. **Feedback from staff indicated;** • That they see value in both investigative and reflective capacity, also assist in assessment design, modelling use of 'WHAT, HOW WHY?

				will help with co-construction of learning outcomes. • Opportunity to integrate in as a reflection tool, support for SOLO as follow-up, also use as verbal questioning structure. • Rework Year 10 unit also consider restructuring of Year 9 to prepare for Year 10 literacy demands. • Developing student understanding of WHY so they can achieve excellence, encouraging students to use in Year 10 to prepare for Year 11. **NEXT STEPS** • To further refine the 'WHAT, HOW WHY? strategy based on our PAT data to address local and global inferencing.
INVESTIGATE: Innovation / Innovative classroom practices	To develop a systematic approach to developing innovation in the Junior Curriculum.	The implementation of a Learning Design Class based around a design thinking framework.	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.	**DEVELOPING** • The school implemented a Science Design Thinking class in 2022 in order to raise student engagement and to better meet students' learning needs. • Core subject teachers worked closely together to offer dynamic and engaging content, based around a Science context that helped develop our students ability to: ▪ Take risks. ▪ To monitor, evaluate and optimise their understanding and use of knowledge and developed their key competencies. ▪ Helped to regulate student emotions and motivations during the learning process. ▪ Connect their learning, being able to see how the five learning areas complement each other **Term Planning 2022** • Parent/whānau communication and consultation • HoD PLD and collaboration in designing the pilot. • Integrated Design Thinking professional learning tool place with all staff interested (30) • Implementation strategy developed and guiding principles established.

				• Three teaching teams established, and planning took place in Nov 2022 for 2023 curriculum delivery. **NEXT STEPS** • To grow the number of Design Thinking classes to three in 2023.
INVESTIGATE: Wellbeing baseline data in order to create a school wide wellbeing plan	To develop a schoolwide Student and Staff Wellbeing framework	Responding to the data from Wellbeing@School survey, a school wide wellbeing plan will be agreed to, and implemented.	A student and staff wellbeing plan will be implemented in a staged fashion, led by the DP Behaviour and COL Hauora team.	**DEVELOPED** Ōtūmoetai College Wellbeing Explainer video **NEXT STEPS** • Develop resources for this wellbeing framework in the first half of 2023. • Introduce the framework to students and staff in Term 3 of 2023.

Culturally Responsive and Relational Pedagogy				
STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
REFINE: 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.	Identifying students who are both underachieving and excelling in order to implement bespoke interventions to improve / extend their academic outcomes.	Create a list of students who are both underachieving and excelling. 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.	• Initial steps taken in 2022 with Numeracy Coordinator regarding academic status of tauira Māori. From Literacy and Numeracy Pilots, strategies need to be developed to action tauira needs based on the result data for 2023. **NEXT STEPS** • Refine tauira academic status identification process in literacy and numeracy, as well as support structures across learning areas.
DEVELOP: 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.	• Tutoring in core subjects for students who are struggling. • Introduce shared learning strategies (whānau, teachers, students) • Online support through tutorials and explanations of topics/ tasks (YouTube) • NCEA evening for Māori • Reminder alert when assessments are due to enable prompting at home.	• A consistent average of 15 students per week from the College and on average 5 students from the local intermediate engaged in the Takitumu Homework Hub. • 5-7 staff attended each week in a roster system from a range of subject areas across school, and in response to the need of tauira needing support in specific areas. • Whānau Reference Group were engaged in the catering of the Takitumu Hub and were a significant aspect of the success and culture of support for Tauira in the Takitumu Hub.

			• Introduce campaign on celebrating success and recognition of achievement in Māori contexts. • Requirement for guidance and careers involvement upon exit to school.	**NEXT STEPS** • Engage Juniors during form time to access Career Central. • Review student early exit procedure. • Develop Assessment alert system for staff, student, and whānau access.
CONTINUE: 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.	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.	• Student reference group established in Term 1 2022. • Student voice given to assist Whare initiatives, and possibilities of exploration to support Māori and Pasifika engagement in school life. ○ wāhine/ tane based initiatives ○ leadership growth initiatives ○ pasifika flavour growth in and around school

GOAL 2: ***STUDENT PROGRESS AND ACHIEVEMENT*** ***(SENIOR SCHOOL)***	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.
TARGETS	**Level 1 85% pass rate - NOT ACHIEVED (-1.6%)** **Level 2 85% pass rate - ACHIEVED (+3.1%)** **Level 3 75% pass rate - ACHIEVED (+7.1%)**

CREATING A LEARNING ENVIRONMENT THAT ENABLES POWERFUL LEARNERS TO REACH THEIR PERSONAL BEST				
STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
CONTINUE: The expected progress for NCEA students in Years 11, 12 and 13 considered to be a minimum of 14 credits per subject	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 achieve their goals or gain 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.	Achieving the student target setting goals for 2022.	• A senior tracking and predictive grades system will continue to be refined for Year 11, 12 and 13. • Teachers, Deans and HODs will be responsible for highlighting students who they predict will sit below their goals within a department's subjects domain. • 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. • Deans will monitor student credit attainment through real time data as well as predictive grades.	**PARTIALLY EMBEDDED** • A template was sent out to all senior students in Term 1 for them to set their academic goals for each subject. There was variable uptake as some students who already knew what they wanted to achieve found this to be an unnecessary chore, while students who required this motivation picked it up and filled it in. **NEXT STEPS** • In 2023 we will simplify this process so as to engage all students in this goal setting process.
CONTINUE: With Academic Support, Academic Deans identifying students at risk of not achieving / underachieving to: guide interventions; monitor progress; evaluate the effectiveness of interventions	To ensure that ALL senior students (with a particular focus on Māori students) have equitable access to be able to achieve the 2022 goals.	2022 student academic goals are achieved.	• To ensure that ALL students have the opportunity to be exposed to sufficient relevant credits in order to gain their respective NCEA level certificates.	**EMBEDDED** • This has been a very successful initiative in order to promote equitable and excellent outcomes for all learners. • A number of wananga were held across the year and were well attended by students.

Culturally Responsive and Relational Pedagogy				
STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
REFINE: A 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.	Identifying underachieving and excelling students in order to implement interventions to improve / extend their academic outcomes.	• 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.	Weekly hui to track student achieving and triangulate support initiatives from Careers, Literacy and Numeracy support, and wānanga.
DEVELOP: 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.	• Identify key speakers (local and national) that can develop opportunities for inspiration. • Create opportunities for student participation in motivational workshops. • Inclusion of whānau to continue support from home.	• Te Wheturere have engaged in various classes with students and staff to share views, histories, and mātauranga. • Various numbers of Māori and Pasifika students engaged in iwi led initiatives with University of Waikato, AIGA programmes through IBA, NCEA and the whānau, and Hautu Waka programmes with Ngāi Te Rangi, Future Me programme through Auckland University.
DEVELOP: a mechanism for Iwi and Hapū involvement in school decisions / policy	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	A Memorandum of Understanding is created and enacted between the Ōtūmoetai College Board of Trustees, Ngai Tamarawaho and the Whānau Reference Group.	• Board of Trustees / Senior Leadership Team to identify number of policies/ strategies/ decisions to work in partnership. • 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	• Ngāti Ranginui were consulted in relation to the development of our Hauora framework to show the connections to Te Putiki Wharanui a Tamatea framework within the iwi, specifically pertaining to aspirations of iwi hauora and the imagery of the harakeke. • Koro Tumatawha is to stand in as mana whenua representative on the BOT until an agreed person was elected.

14. ŌTŪMOETAI KĀHUI AKO 2022

Homai ngā ture kia wetewetea!
Homai ngā tauira kia whakanuia!

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

The Ōtūmoetai Kāhui Ako is made up of six primary schools, one intermediate, one secondary school and a Wharekura. In 2023, the schools collectively have over 5,700 students. Of these approximately 1,500 are Māori students and 155 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 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.

Goals:

Core Expectation: Every school is to focus on each Student's Wellbeing/Hauora and develop 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, citizenship.

Achievement challenges:

1. Oral Language Korero / Literacy / Writing Tuhituhi in English and Te Reo Māori
2. Numeracy in English and Te Reo Māori
3. 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, and in particular embedding the use of a writing framework across all writing rich subjects and in collaboration with Ōtūmoetai Intermediate staff and students.

Student Hauora: connecting existing strategies both within the classroom and beyond to address the student and staff Hauora needs in our school.

Te Ara Poutama: to support Māori students to improve their academic achievement. This includes the identification of students of concern and developing localized curricula to suit our student needs.

Developing our cultural responsiveness for a more relational pedagogy: to support staff with their understanding of cultural responsiveness and application in their classes.

Academic Support: to ensure that all senior students have equitable access to achieve their personal best and provide interventions to ensure their success.

Summation of our Kāhui Ako Action Plans for 2022

Hauora

2022 finished with:

- 4 Pou have been confirmed in conjunction with a staff and student focus group (connect, value, empower and engage).
- Explaining Hauora at Ōtūmoetai College video has been loaded to the school website.
- Imagery is under development with Warren Mahy.
- Ian Watson and Bobby Ketu are making arrangements for a physical display within school, looking at carving and timber options.
- Mary-Ann Braddock and Megan Fritsch to continue with the self-reflection tool for staff and students and look further into how we disseminate this through staff and students.

Te Ara Poutama

- Ruamano established early Term 1. Main projects were the 20th Anniversary of Okohanga and Matariki Art exhibition in Term 2. This included a hangi. This was a huge success - great turn out.
- Then Māori language Week (T3, W9) - activities running each day for staff/students and resources sent out to support staff on their Reo journeys in classroom contexts. Dates in Māori for whiteboard, class passes in Reo.
- Term 4 - Māori and Pasifika awards. Huge student input with preparations and on the night. Juniors/Year 11's were waitresses/waiters and Mc's running the night. Kai prepared by tauira. This was a huge success as it did not run in 2021 due to restrictions.
- Tātāriki ran assemblies every fortnight in Okohanga, supported junior form classes - visiting and supporting kaiako - positive feedback received and ran whakangahau supported by Ruamano leaders.
- Schoolwide opportunities such as Design Thinking classes, Digital Tech Expos, Future Me, Aiga Training were all actively promoted and attended by ākonga.

Reading

- Identified students in Literacy classes and students currently struggling in mainstream classes through liaison with English and Science colleagues (ongoing) for e-asTTle testing.
- Specific focus on the NCEA CAA Reading standard.
- After data was analysed we found a common need for explicit teaching of surface features and deep ideas.
- A full range of techniques that could be used across the curriculum for any text that students are given. Staff PLD via Workshop Wednesdays was delivered.

Skimming a text
Scanning a text
Questioning a text

Writing:

- Continued the Student and teacher exposure to the What, How, Why thinking for writing. This included the development of department-specific thinking and planning skills as well. Strategic units of work for the Junior School created in English and Social Studies are being demonstrated and available to all staff in both departments. These have been designed as skill-building for both critical thinking and writing within existing units of work. Marking schedules for writing was developed in both English and Social Studies with elements in common for both subjects. These have made the marking of writing more consistent within and across departments.

- The Writing Team introduced the What, How, Why writing structure to the staff in a Staff wide Professional Learning Day. Subsequent PLD with individual departments took place, particularly with Soft Technology, English and Social Studies. Further, PLD was offered on an individual staff basis via Workshop Wednesdays and there have been pockets of development happening across the school.

- Specific focus on preparation for NCEA CAA Writing standard.

- Assessed the progress of the Year 9 students in the longitudinal Kāhui Ako writing study. The report of progress is here.

- There has been termly PLD with our Kāhui Ako schools which is reinforcing the skills required by young writers in order to succeed through our current Education System.

Academic Mentoring:

The aims of this workstream were to provide interventions for Māori students and other identified students. Outcomes were that students self-referred or were referred by deans to take part in the programmes identified below.

- Over 20 at-risk students achieved either an endorsement, gained UE or passed NCEA with the provision of extra credits scheme.
- Over 100 students achieved NCEA due to the coordinated approach from Careers staff, and the Literacy and Numeracy Coordinators to identify and plan strategic interventions for students and the Academic workshops using a curriculum of Legal Studies Standards.
- Workshops with Puatala (Māori careers providers) were piloted, deemed successful and will be rolled out in 2023.

Workstream Goals for 2023

WST's are beginning 2023 analysing current Māori students' PAT results to find consistent skill strengths and weaknesses common to this cohort. This analysis is to support the development of specific Junior School Department Goals to improve outcomes for Māori Learners.

Mathematics:

- This is a new workstream for 2023.
- Meetings have been held with Ōtūmoetai Intermediate Mathematics staff to begin this workstream. The Intermediate staff are focussing on the long-term goal of student success in the NCEA CAA Numeracy Exam. The conversations have included a number of strategies to support a change in Teacher Pedagogy and Community perspective regarding Mathematics.
- Work with the Team from Tatai Hono with regards to improving outcomes for Māori students in Mathematics.

Hauora:

The Hauora Workstream will continue work on the School Hauora Model in Terms 1 and 2.

- **OTC Hauora Model:** Physical display of the 4 Pou and Harakeke to be installed on school grounds. Confirmation of timber and carving still to happen.
- Continue to develop the 4 pou, with whakatauki, explanations and guiding questions that students can use to self-reflect on their own hauora.
- Confirm how we will introduce the model to staff and students ie. form time activities, assembly PowerPoints, staff PL etc.
- **Student Hauora:** Continue to promote wellbeing and belonging within our school. Utilising and developing student leadership, school culture and the importance of prioritising wellbeing.
- **Staff Hauora:** Promote and advocate for staff Wellbeing across the school.

Te Ara Poutama

- **Academic (Kimihia tō ake maunga teitei)** To ensure that all Māori students have access to support to succeed. This will include Careers Central to set goals, track credits, manage due dates, and regular check-ins that allow for accountability and kaiako support.
- At-risk students will have early interventions from services such as careers staff and Literacy and Numeracy coordinators within the College.

- **Tikanga** all students from Poutama will participate in wananga focusing on karakia, waiata, haka and haka pōwhiri protocol.
- Continued compilation of resources (waiata, haka lyrics and performance videos) for access in school and at home. This needs to include new school haka and tauparapara.
- New haka Toka Tū and tauparapara created by Bobby Ketu needs implementation in Poutama firstly
- then the wider school.

- **Whānaunatanga** Purposeful connections created between senior leaders and junior form classes via vertical forms.
- Continued involvement and improvement of the student reference group - the main voice of Rongohia te Hau in 2023.

- **Leadership:** Ruamano executive committee
- Tātāriki - Poutama leadership group
- Have as many Poutama students apply for executive (to even shadow) and whare committees.

Reading

- Further target of year 10 students with low reading levels particularly aiming for student success in the NCEA CAA.
- Awaiting PAT analysis and strategic plan for 2023 to make forward plans. We imagine this will involve anecdotal evidence from English teachers, in depth PAT analysis (coming on 27th Feb), other data such as previous results, and any snapshot tests done in class.

Writing

- To continue the student and teacher exposure to the What, How, Why thinking for writing with more departments. A project with Technology Soft Materials has already started this year.
- Make available marking schedules currently in use in Social Studies and English, across departments to ensure students see commonality of general writing requirements.
- Continued work with Ōtūmoetai Intermediate in Writing and Social Studies to ensure a common learning pathway for Year 7-10 students.

Academic Mentoring

- Building on the work from last year, initial focus will be on students who require 1 - 8 credits to gain an endorsement at Level 1 or 2 (for 2022 academic year) 1 - 8 credits to gain NCEA Level 1 or 2 (for 2022 academic year) and students who needed extra credits to gain UE or meet the prerequisite for Tertiary courses.
- Then the implementation of tracking student progress and ensuring timely strategies are in place to support students' success including Booster Workshops and Academic Workshops, and the continued roll-out of the Puatala Project.

Goal 1:	**To engage in cultural relationships for responsive pedagogy in order to accelerate the literacy and numeracy achievement of our Year 9 and 10 Māori / Pacific cohort.**
Junior School **Student Progress and Achievement**	All students will graduate from junior school having a better understanding of the (metacognitive) process of learning. This goal will be evidenced in their ability to 'think' as well as in their progress within curriculum areas (using SOLO) and across shared literacy and numeracy initiatives. JUNIOR EVALUATION FOCUS: The proposed Evaluation focus for 2023 is to better understand: i. how teaching is being done and how learning is being experienced across our school ii. what students and whānau think of this iii. how we can make better use of teaching and learning strategies and achievement data to accelerate the learning outcomes of our Year 9 and 10 Māori / Pacific cohort. This accelerated performance will be evidenced by 85% of our Year 10 Māori / Pacific cohort of students exceeding their expected Average Scale Score Progression and achieving the Year 10 expected Average Scale Score in Reading Comprehension, Mathematics, and Science: Thinking with Evidence, having experienced two years of learning in our Junior School.
Targets **Based on Year 9 Entry Data**	**Reading Comprehension:** (Yr 10 Average Scale Score - **76.5**) Targeted mean score for Year 10 (ALL) by EoY 2023: **78.5** Average Scale Score Targeted mean score for Year 10 (Māori) by EoY 2023: 74.2 (+ 2.3 acceleration) - **76.5** Average Scale Score **Mathematics:** (Yr 10 Average Scale Score - **65.4**) Targeted mean score for Year 10 (ALL) by EoY 2023: **65.9** Average Scale Score Targeted mean score for Year 10 (Māori) by EoY 2023: (60.0 + 5.4 acceleration) **65.4** Average Scale Score **Science: Thinking With Evidence:** (Yr 10 Average Scale Score - **60.5**) Targeted mean score for Year 10 (ALL) by EoY 2023: (59.3 + 1.2 acceleration) - **60.5** Average Scale Score Targeted mean score for Year 10 (Māori) by EoY 2023: (58.1 + 2.4 acceleration) - **60.5** Average Scale Score

Cultural Relationships for Responsive Pedagogy	
INVESTIGATE / IMPLEMENT: Ōtūmoetai College Evaluation Focus	Analysis of student data. Dedicated professional learning time to enable departments to develop an Evaluation Focus to enact Goal 1. Teachers across all departments will work together to implement deliberate classroom strategies and assessment practices that will seek to accelerate the progress of those identified students. Departmental consensus (using Rongohia te Hau) as to what constitutes best practices will underpin, support and embed powerful learning in all subject areas.
DEVELOP: classroom / subject specific strategies	Our Kāhui Ako Within School Teachers will work alongside Poutama Pounamu and Tātai Hono to better understand the literacy and or numeracy needs of our Year 9 and 10 Māori / Pacific cohort and what interventions can / will / are making the most difference to accelerating their literacy and numeracy outcomes.
MEASURE:	Māori / Pacific student attendance / engagement / Reading Comprehension / Writing / Mathematics ability How assessment information is used to plan and implement student improvement goals? How assessment information is used to review actions that improve student achievement? How are individual learners and groups of learners progressing in relation to the identified outcomes? How improvement actions taken have made a difference to specific learner outcomes?
IDENTIFIED OUTCOMES:	Increased student engagement Improved attendance Acceleration of identified student's academic outcomes Reduced disparity of outcomes A desire that our students live and breathe our Graduate Profile and that teachers give effect to our construct of effective teaching.

THESE OUTCOMES WILL BE INDICATED BY:	Student Voice Whānau and iwi consultation informed by and through the Rongohia te Hau teaching continuum Formative and Summative progress of identified students [indicated by (a) common rubric(s)] Classroom Observations Teacher Reflections PAT Data
SCHOOL WIDE REFLECTIONS: (How we know we are achieving our desired outcomes)	To what extent has Māori / Pacific student attendance / engagement and literacy / numeracy attainment improved? To what extent has the quality of achievement information improved? How effectively is assessment information being used to plan and implement student improvement goals as well as to review actions that will improve student achievement?
SUPPORT:	Kāhui Ako / Poutama Pounamu / Tātai Hono / Te Wheturere DP Kaitiaki / DP Curriculum / DP Achievement / DP Pastoral (attendance)

Cultural Relationships for Responsive Pedagogy					
Area	STRATEGIES / PURPOSE	TIME-FRAME	RESPONSIBILITY	EVIDENCE	ACTION PLAN
Kāhui Ako	Working with our Kaitiaki, the Kāhui Ako within school teachers, and Tatai Hono, we will establish 'names and numbers' in order to target deliberate strategies for the identified students to improve / accelerate their literacy and numeracy outcomes.		Within School Teachers	The ongoing development of key school wide consistent strategies that can be implemented to specifically accelerate the academic achievement of the Year 9 and 10 Māori cohort of students. **Focus areas:** Identifying (a) common schoolwide and subject specific progress indicator(s) /outcome(s). Understand how improvement actions taken have made a difference to learner outcomes. Identify how individual learners and groups of learners are progressing in relation to the identified outcomes.	Identification of student strengths and weaknesses as indicated by the PAT. Interrogating data for similarities / differences across disciplines. With a view to disciplines leveraging off each other for the students benefit. Shared understandings of valid and reliable data-collection instruments and the development of (a) clear rubric(s) to create a common language and communicating school priorities, as well as developing strategies to support students to achieve the rubric and develop a learner. In Terms 2 and 3, teachers will employ these teaching strategies with special emphasis on the Year 9 and 10 targeted students that they teach. A record will be maintained to measure the progress of these students and highlighted in their end of year 10 scale score progression.

Area	STRATEGIES / PURPOSE	TIME-FRAME	RESPONSIBILITY	EVIDENCE	ACTION PLAN
Poutama Pounamu Rongohia te Hau	To co-construct a tool that captures what cultural relationships for responsive classroom pedagogy looks like across the school.	2023 Terms 1 - 2	Poutama Pounamu DP Kaitiaki DP Curriculum HODs	Amalgamated data and feedback to provide evidence for the acceleration of Māori student achievement.	• Surveys • Data analysis • Classroom walkthroughs • Student feedback • Whānau feedback • Staff Feedback • Mana Whenua Feedback
Area	STRATEGIES / PURPOSE	TIME-FRAME	RESPONSIBILITY	EVIDENCE	ACTION PLAN
Tātai Hono	Teachers will be supported to inquire into their practice and share their learning with their peers. Teachers will also complete cycles of inquiry focused on accelerating targeted students so they can deliver more equitable outcomes for Māori students in Years 9 and 10.	2023 Terms 1 - 4	Tātai Hono Kaitiaki HOD Mathematics Maths Department	Increased student engagement. Reduced disparity of outcomes. Aspects of our Graduate Profile being evident. Teachers giving life to our construct of effective teaching.	• Disaggregation of data • Dialogue with Maths Department • Gathering student and whānau voice • Teacher observations and individual feedback • Department wide feedback • Consider, trial, and refine ongoing acceleration strategies within a localised curriculum context. • Feedback loop from data, teachers, students, and whānau. • Ongoing dialogue and collaboration with the Kāhui Ako, Poutama Pounamu and SLT.
Area	STRATEGIES / PURPOSE	TIME-FRAME	RESPONSIBILITY	EVIDENCE	ACTION PLAN
Te Wheturere	Provide bespoke culturally relevant feedback / content for departments on an as needed basis.	2023	HOD requests	Department needs are met. Departments are responding with greater cultural responsiveness.	Departments make contact with Te Wheturere to address specific needs that are identified within their departments.

SUPPORT	
Kaitiaki	To support the growth and development of kaiako and tauira as tangata tiriti through enabling wānanga of Mana Ōrite mo te Mātauranga Māori, Aotearoa Histories, Local Curriculum knowledge and Cultural Relationships for Responsive Pedagogy. To support Māori and Pasifika achievement, enabling tauira Māori and Pasifika to see themselves in their school and their experiences. Enable whanau Māori and Pasifika to have a voice in what we do and keep them informed. Promote kaupapa Māori and Pasifika throughout our school and wider whānau community. Highlight areas of our kura where cultural identity can continue to grow and be lived daily.
SUPPORT	
Curriculum / Achievement	To identify professional learning needs of teachers and provide relevant learning experiences that aim to improve outcomes for learners. Implementation of Rongohia te Hau schoolwide to evaluate current teacher practice and cultural relationships and responsive pedagogy. Targeted professional learning to follow in response to the data. Integrated Design Thinking Pilot supported with curriculum and assessment guidance. Will use standardised assessment data to help inform readiness for new literacy, numeracy corequisite assessment. Review of assessment strategies being used across school to support metacognition implementation.
SUPPORT	
Pastoral Attendance / Wellbeing	To identify students with chronic attendance, less than 70%, and identify the barriers. This is done with the student, whānau, school and agencies if necessary. School wide goal is 85%. A series of in school procedures and processes precede this. For example: expectations around attendance are shared with whānau and students, Form Teachers monitor attendance daily, Deans discuss students of concern fortnightly, the Attendance officer texts home daily, email letters have been generated to send from Kamar, whānau meetings are held, Learning Support is involved if necessary, as are counsellors. Each term whole school data is analysed and shared with SLT and Deans.

Junior School Practices					
CONTINUE: opportunities for student input into Māoritanga initiatives within school	Provide opportunity for Māori to develop ownership and contribute to their learning through providing input into Māoritanga initiatives, contexts, projects and events.	2023	Kaitiaki / Poutama Student Reference Group Whānau Reference Group	Opportunities are made available to have input into Māoritanga initiatives within the school.	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.
IMPLEMENT: Innovation / Innovative classroom practices	To develop a systematic approach to developing innovation in the Junior Curriculum.	2022-24	Design Thinking Classes DP Curriculum DP Evaluation DP Achievement	The implementation of a Learning Design Class based around a design thinking framework.	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.
IMPLEMENT: A school wide wellbeing plan	To develop a schoolwide Student Wellbeing framework and actions.	2022-23	DP Behaviour Kāhui Ako Hauora Group	Responding to the data from Wellbeing@School survey, a school wide wellbeing plan will be agreed to, and implemented.	A student and staff wellbeing plan will be implemented in a staged fashion, led by the DP Behaviour and Kāhui Ako Hauora team.

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.					
GOAL 2: **STUDENT PROGRESS AND ACHIEVEMENT** **SENIOR SCHOOL**					
TARGETS	Level 1: 85% pass rate Level 2: 85% pass rate Level 3: 80% pass rate				
Cultural Relationships for Responsive Pedagogy					
STRATEGIES	PURPOSE	TIME-FRAME	RESPONSIBILITY	EVIDENCE	ACTION PLAN
INVESTIGATE / PLAN: Departments continue their planning for the introduction of the new Level 1 standards in 2024	All departments will be ready to implement the new Level 1 standards in 2024.	2023 - 2024	SLT HODS Departments	All departments are ready to implement the new Level 1 standards in 2024.	• Departments will use 2023 to plan for the introduction of the new NCEA Level 1 standards in 2024. • Departments will liaise with the DP Curriculum if they need to access additional support as and when necessary.
CONTINUE: The expected progress for NCEA students in Years 11, 12 and 13 considered to be a minimum of 14 credits per subject	All senior students will set aspirational targets / goals for their senior academic year. Those Year 11 / 12 / 13 students that have been identified as not being 'on track' to achieve their goals or achieve their NCEA Certificate will be supported to achieve their NCEA Level 1 / 2 / 3 goals throughout the year.	2023	Teachers DP Achievement Deans Academic Support Kaitiaki	Achieving the student target setting goals for 2023. **Google Survey:** Do you want to pass your respective NCEA certificate at an Achieved / Merit / Excellence level? Students will also receive regular achievement information in the form of a worm graph highlighting their	• The DP Achievement will send a survey out to all senior students that will highlight their academic goals for 2023. • A senior tracking and predictive grades system will continue to be refined for Year 11, 12 and 13. • Teachers will inform year level Deans of students who they notice are sitting below expected achievement outcomes.

	The focus will be on equity and excellence for all students, in particular Māori students.			performance relative to an 'expected norm'.	• Deans will monitor student credit attainment through real time data as well as predictive grades and will seek to provide interventions (which may be in the form of alternative programmes for these students) to achieve their NCEA goals.
CONTINUE: With Academic Support, Academic Deans identifying students at risk of not achieving / underachieving to: guide interventions; monitor progress; evaluate the effectiveness of interventions	To ensure that ALL senior students (with a particular focus on Māori students) have equitable access to be able to achieve the 2023 goals.	2023	Academic Support DP Achievement Kaitiaki Deans	2023 student academic goals are achieved.	• To ensure that ALL students have the opportunity to be exposed to sufficient relevant credits in order to gain their respective NCEA level certificates.
REFINE: A responsive Senior student self-tracking system	To create a focus on shared responsibility for student progress and achievement to further promote Excellence and Equity.	2023	Kaitiaki / DP Achievement HODS Teachers	Identifying underachieving and excelling students in order to implement interventions to improve / extend their academic outcomes.	• 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.
DEVELOP: 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	2023	Kaitiaki Te Wero / Poutama Iwi / Hapū	Iwi, Hapū and community experts are being utilised to support Māori student learning.	• Identify key speakers (local and national) that can develop opportunities for inspiration. • Create opportunities for student participation in motivational workshops. • Inclusion of whānau to continue support from home.

Senior School Practices					
CONTINUE: 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.	2023	Kaitiaki / Poutama Student Reference Group Whānau Reference Group	Opportunities are made available to have input into Māoritanga initiatives within the school.	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.
IMPLEMENT: A school wide wellbeing plan	To develop a schoolwide Student Wellbeing framework and actions.	2022-23	DP Behaviour Kāhui Ako Hauora Group	Responding to the data from Wellbeing@School survey, a school wide wellbeing plan will be agreed to, and implemented.	A student and staff wellbeing plan will be implemented in a staged fashion, led by the DP Behaviour and Kāhui Ako Hauora team.