

# ŌTŪMOETAI COLLEGE 2026–2030 STRATEGIC OVERVIEW



## PURPOSE

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

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

This is our purpose and our commitment.

## VISION

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

## VALUES

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

## GRADUATE PROFILE

By the end of their Year 13 our students will have developed into powerful thinkers and learners who are able to:

- Understand how they learn
- Use problem solving to persist through difficulties
- Use critical thinking
- Collaborate with others
- Be able to imagine how things could be

## STRATEGIC GOALS

### Goal 1:

By the end of Year 10, students demonstrate meaningful growth in literacy, numeracy, and learning confidence, positioning each to achieve their highest possible educational outcomes.

### Goal 2:

A culturally responsive and coherent curriculum that integrates disciplinary knowledge, practices, and Powerful Thinking and Learning capabilities grounded in the Science of Learning, to ensure all students attain their highest possible standard in educational achievement.

### Goal 3:

Foster a culture where every student and staff member feels valued, safe, connected, and supported to thrive through a collective commitment to attendance, wellbeing, and resilience.

## BOARD OBJECTIVES

Section 127 Education and Training Act 2020 Part 1

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

### Sequencing the Strategic Plan: Year-Level Focus

Our strategy uses a one year level per year approach to provide depth, clarity, and sustainable system change, while simultaneously refining and embedding best practice across all other year levels:

- 2026: Year 9 Establish literacy and numeracy foundations and culture
- 2027: Year 10 Consolidate and strengthen readiness for Year 11
- 2028: Year 11 Apply the foundations built in Years 9 and 10 through active engagement in the Foundational Skills Award and wider aspects of the school
- 2029: Year 12 Deepen learning pathways and school engagement
- 2030: Year 13 Purposefully engaged in the New Zealand Advanced Certificate of Education as well as a final preparation for life after school

This sequencing enables us to introduce new practices deeply and purposefully in the focal year level, while continuing to embed, refine, and strengthen literacy, numeracy, curriculum coherence, attendance systems, and wellbeing practices across previously implemented year levels. In this way, each cohort benefits from sustained improvement over time, and the entire system builds in coherence and capability year by year.

## WHAT SUCCESS LOOKS LIKE

Our aspiration for 2030

Five Year Indicators (2026-2030)

Our 2045 North Star

### Goal 1:

- Literacy and numeracy growth is strong and consistent from Year 9 entry to Year 10 exit. All students have the literacy and numeracy foundations to be capable of achieving their highest possible standard of educational achievement.
- Cross-curricular literacy and numeracy routines are embedded across all learning areas.
- Māori and Pasifika males demonstrate significantly improved progress and engagement, with disparity trends narrowing year on year, to be at the cohort level by 2030.
- Students understand and track their learning, using clear success criteria, progress pathways, and CAA/Foundational Certificate readiness routines.
- A coherent, schoolwide data system is fully operational, informing early identification, targeted supports, and curriculum decisions.
- Home learning is purposeful and used consistently, with higher completion rates and clearer links between in class and at home learning.
- Whānau are well informed, confident partners in their students' learning.

### Goal 2:

- A coherent curriculum framework is fully embedded, integrating mātauranga Māori, disciplinary knowledge, and Powerful Thinking and Learning capabilities.
- Teaching and assessment across Years 9–13 align seamlessly with the Foundational Certificate, New Zealand Certificate of Education, and the New Zealand Advanced Certificate of Education pathways.
- Culturally responsive and relational practices are consistent across all departments and visible in everyday teaching.
- Curriculum schemes are maintained as living documents, updated annually based on student achievement, engagement, and voice.
- Termly equity reviews are routine, with departments adjusting teaching based on data for identified groups.
- Students can articulate how they learn and what helps them succeed.

### Goal 3:

- Hauora and school values are embedded in classroom routines.
- Staff demonstrate strong relational, inclusive, and resilience focused pedagogy, enabling early responses to wellbeing or attendance concerns.
- Students feel a strong sense of belonging, reflected in increased and more equitable participation across sports, arts, culture, and Maunga activities.
- A thriving CARE driven coaching and sport culture exists, with coaches and managers building strong, relational networks that keep students engaged.
- Attendance patterns show marked improvement, achieving the goal of 80% of our students being present for 90% of the school term, supported by early identification and consistent follow through.
- Students and staff report feeling valued, safe, connected, and supported, reinforcing a positive, caring school culture.

## PROFESSIONAL LEARNING

In 2026, [Professional Learning and Development](#) at Ōtūmoetai College operates as a coherent, schoolwide programme aligned to Strategic Goals 1, 2, and 3, with a clear focus on improving Year 9 and 10 literacy and numeracy outcomes, strengthening culturally responsive pedagogy, and building evidence-informed teaching practice. Professional learning emphasises high-quality instruction, collaborative planning, modelling and exemplars of Powerful Thinking and Learning practices, and the deliberate development of student agency, while supporting shared responsibility for attendance, engagement, and achievement. Ministry of Education and external PLD are accessed strategically to complement internal capability-building, ensuring professional learning is embedded, cumulative, and impact-focused rather than episodic, and functions as a single, integrated system to lift equity, achievement, and wellbeing outcomes across the school.

## Strategic Goals

### 2026 - 2030