



## Vision - Empowering learners to succeed

**Mission:** At Ōtorohanga College we value all of our students, enhance their self-esteem, academic potential, abilities and sense of responsibility.

## Strategic Plan Priority Areas

**Fulfil the intent of Te Tiriti o Waitangi**

**Learners At The Centre**

**Priority Area**

To provide a safe and inclusive learning environment where barriers to education are removed

**Learning Community**

**Priority Area**

To deliver effective teaching and quality learning experiences where learners strive for personal excellence

**Learning Partnerships**

**Priority Area**

To strengthen the partnership between home, school and the wider community to support learning

# Fulfil The Intent Of Te Tiriti o Waitangi

Strategic Goal	Strategies To Achieve Goals	Intended Outcomes
<p><b>Partnership</b></p>	<p>Develop genuine partnerships encouraging and ensuring that Māori are involved at all levels of College decision-making, planning and developments.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● co-opting Māori representation onto the School Board</li> <li>● engaging with our Māori community</li> </ul>	<ul style="list-style-type: none"> <li>● Our students, staff and School Board work in partnership with local iwi, hapu and the wider community to participate in local events related to our unique position within the Otorohanga District.</li> </ul>
<p><b>Protection</b></p>	<p>Normalising Te Reo and Tikanga and achieving equitable outcomes for Māori students.</p> <p>This is in all settings:</p> <ul style="list-style-type: none"> <li>● the classroom, by including a Māori perspective to topics and inquiry</li> <li>● staff meetings</li> <li>● the staffroom</li> <li>● on duty</li> <li>● at assemblies</li> </ul>	<ul style="list-style-type: none"> <li>● Our staff have high expectations of Māori learners succeeding as Māori.</li> </ul>
<p><b>Participation</b></p>	<p>Working to strengthen home-school relationships:</p> <p>Māori involvement in College decision making</p> <p>The aspirations of Māori whānau is reflected in College planning</p>	<ul style="list-style-type: none"> <li>● Our students have high expectations of self and Māori have support to realise their potential and identity within the College and community.</li> </ul>

# Learners At The Centre

**Progress To Date**  
SLT Mid End

Priority Area	Strategies To Achieve Priority Area	Intended Outcomes	Responsibility
<p>To provide a safe and inclusive learning environment where barriers to education are removed.</p>	<p><b>a.</b> <b>Create an environment where everyone feels safe and has a sense of belonging.</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Establishing strong connections with contributing schools within our Kāhui Ako to support a seamless transition to the College.</li> <li>Celebrating areas of strength and addressing areas of need from the NZCER Wellbeing Survey data in Term 2.</li> <li>Providing opportunities for student voice, agency and leadership.</li> <li>Students leading lunchtime activities and House competitions.</li> <li>Faculty led House competitions.</li> </ul> <p><b>b.</b> <b>Track, monitor and support all students' pastoral, wellbeing and specialised learning needs.</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Systems and processes are transparent and reviewed termly to ensure consistency and effectiveness of practice.</li> <li>Pastoral notes, guidance support and student recognitions as well as actions following entries are documented through KAMAR.</li> <li>Consistently track and monitor all target groups and students.</li> </ul> <p><b>c.</b> <b>Refine pastoral and wellbeing processes.</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>Enabling earlier identification and intervention for students at risk of not meeting behaviour standards and/or the attendance expectation of &gt;90%.</li> <li>Growing the capability of Whānau Teachers and Deans to tracking students not meeting expectations                             <ul style="list-style-type: none"> <li>Whānau Teachers 85-90%</li> <li>Deans 75-85%</li> <li>DP Pastoral &lt;75%</li> </ul> </li> <li>Supporting staff to embed and take accountability for meeting the set expectations outlined in the Pastoral Handbook.</li> </ul>	<p><b>a.</b></p> <ul style="list-style-type: none"> <li>Transitions to College are seamless.</li> <li>Students are able to learn better as they are supported in all areas of their lives.</li> <li>Increased recognition and celebration of student success.</li> <li>Students and staff have a voice, feel valued and listened to.</li> <li>Students and staff will have their wellbeing needs met.</li> </ul> <p><b>b.</b></p> <ul style="list-style-type: none"> <li>All stakeholders know what is expected of them and regular review ensures expectations are being met.</li> </ul> <p><b>c.</b></p> <ul style="list-style-type: none"> <li>Increased attendance across all year levels.</li> <li>Reduced incidents related to Minor, Major and Crisis behaviours.</li> <li>Stronger relationships between ākonga, whānau, staff and community.</li> <li>Staff are confident to follow Restorative Practices as a relational approach to managing College life.</li> </ul>	<p>Pastoral Team led by DP Pastoral</p> <ul style="list-style-type: none"> <li>Deans</li> <li>Teachers</li> <li>Whānau Teachers</li> <li>Onsite Health Services</li> </ul> <p><b>Channels Of Communication</b></p> <p>Fortnightly Pastoral Meeting</p> <p>Updates at PLD meetings</p> <p>1-1 Conferences with Deans to discuss cohorts</p> <p>Time for Deans to meet with Whānau Teachers</p> <p><b>Resourcing</b> Wellbeing Budget for:</p> <ul style="list-style-type: none"> <li>Restorative Practices training</li> <li>Visits to contributing schools</li> <li>Experience Day</li> <li>Digital Prospectus</li> <li>Wellbeing Survey resources</li> <li>KAMAR Training</li> <li>House competition resources</li> <li>Student leadership events and initiatives</li> </ul>

# Learning Community

Progress To  
Date  
**SLI** Mid End

Priority Area	Strategies To Achieve Priority Area	Intended Outcomes	Responsibility
<p><b>To deliver effective teaching and quality learning experiences where all learners strive for personal excellence</b></p>	<p><b>a. Grow effective and passionate teachers</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>• Designing learning programmes to ensure a seamless transition between face to face learning and online learning.</li> <li>• Conducting classroom walkthroughs aligned to College wide PLD to identify College wide trends in effective teaching practice linked to the Effective Teacher Profile.</li> <li>• Linking Professional Growth Cycle goals to Assessment For Learning focus.</li> </ul> <p><b>b. Track, monitor and support all students' academic needs, achievements and pathways</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>• Effective and up to date Markbook systems and processes.</li> <li>• Use of achievement data to identify students' next steps in learning.</li> <li>• Third party software (ASSAY) used to track academic progress.</li> <li>• Provide verbal and/or written feedback to students.</li> <li>• Seek student feedback about the quality and effectiveness of teaching and learning and discuss and share findings during Faculty meetings.</li> <li>• Provide deliberate contact with parents and whānau for academic conferencing.</li> <li>• Establishing the use of Career Central to help guide next pathway steps.</li> </ul> <p><b>c. Celebrate student achievement and excellence</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>• Weekly Highlights Publication.</li> <li>• Year Level, Deans, House and Celebration Assemblies.</li> </ul> <p><b>d. Develop a Professional Development Calendar</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>• 2022 Assessment For Learning PLD focus.</li> <li>• Preparation for NCEA changes in 2023.</li> </ul>	<p><b>a. Teachers:</b></p> <ul style="list-style-type: none"> <li>• guide learning through classroom interactions.</li> <li>• monitor learning and provide feedback.</li> <li>• influence student outcomes.</li> <li>• create an optimal classroom climate for learning.</li> <li>• provide much more relevant and useful feedback.</li> <li>• provide appropriate challenging tasks and goals for students.</li> <li>• have positive influences on students' achievement.</li> <li>• enhance surface and deep learning.</li> </ul> <p><b>b.</b></p> <ul style="list-style-type: none"> <li>• Both Junior Assessment data and NCEA data continue to show overall improvement.</li> </ul> <p><b>c.</b></p> <ul style="list-style-type: none"> <li>• Students gain a sense of belonging and pride and are regularly encouraged and celebrated to succeed.</li> </ul> <p><b>d.</b></p> <ul style="list-style-type: none"> <li>• All teachers are actively engaged in ongoing professional Development that improves their practice and new learning is implemented regularly in the classroom.</li> </ul>	<p>Leaders of Learning led by DP Curriculum</p> <ul style="list-style-type: none"> <li>• Deans</li> <li>• Teachers</li> <li>• Whānau Teachers</li> <li>• Onsite Health Services</li> <li>• Thrive</li> </ul> <p><b>Channels Of Communication</b></p> <ul style="list-style-type: none"> <li>• Leaders of Learning Meetings</li> <li>• Staff Meetings</li> <li>• Weekly Engagement Report</li> <li>• Curriculum Updates</li> <li>• Assembly Updates</li> <li>• DP Emails</li> </ul> <p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• PLD</li> <li>• ASSAY</li> <li>• Careers Central</li> <li>• Education Perfect</li> <li>• Jo Wilson</li> <li>• KAMAR PD</li> <li>• Assembly Prizes</li> </ul>

# Learning Partnerships

Progress To  
Date  
**SLT** Mid End

Priority Area	Strategies To Achieve Priority Area	Intended Outcomes	Responsibility
<p><b>To strengthen the partnership between home, school and the wider community to support learning.</b></p>	<p><b>a.</b> <b>The strengthening of learning partnerships with parents through manaakitanga, whanaungatanga and mahi tahi.</b></p> <p><b>Strategies include:</b></p> <ul style="list-style-type: none"> <li>● Involving parents in setting goals and agreeing on next steps of learning</li> <li>● Responding quickly to information obtained from tracking and monitoring student progress</li> </ul> <p><b>b.</b> <b>Communication channels provide multiple opportunities for parents, whānau and iwi to know what is happening in the College</b></p> <ul style="list-style-type: none"> <li>● Communication platforms will include:               <ul style="list-style-type: none"> <li>○ Email</li> <li>○ Parent Portal</li> <li>○ Google Classroom</li> <li>○ College Sign</li> <li>○ College Facebook Page</li> <li>○ Weekly Highlights emailed and posted on social media</li> <li>○ Skool Loop</li> <li>○ College Website</li> <li>○ Pathways Instagram Page</li> <li>○ Pastoral and Wellbeing Update</li> <li>○ Curriculum Update</li> <li>○ Pathways Update</li> <li>○ Tutorials</li> <li>○ Prospectus</li> <li>○ Honour Recognition Postcards</li> <li>○ Parent / Student / Teacher Conferences</li> <li>○ Principal meeting with local iwi representative at least once a term</li> </ul> </li> </ul> <p><b>c.</b> <b>There are opportunities for parents, community and the wider community to participate in workshops to gather voice, feedback and support.</b></p> <ul style="list-style-type: none"> <li>● Opportunities include:               <ul style="list-style-type: none"> <li>○ NCEA Information Evening</li> <li>○ Pathways Evening</li> <li>○ Curriculum Review</li> </ul> </li> </ul> <p><b>d.</b> <b>The College is engaged in multiple community events</b></p> <ul style="list-style-type: none"> <li>● Events include:               <ul style="list-style-type: none"> <li>○ ANZAC</li> <li>○ Weaving tukutuku panels for Tarewaanga Marae</li> <li>○ Orakau Documentary Launch</li> <li>○ Matariki</li> <li>○ Business Breakfast</li> </ul> </li> </ul>	<p><b>a.</b> Learning partnerships promote positive educational and social outcomes.</p> <p><b>b.</b> A College / parent partnership to enhance learning and ensure parents, whānau and iwi are kept up to date with what is happening at the College and feel a sense of belonging.</p> <p><b>c.</b> To enable the College to meet the needs of parents and the communities it serves more effectively.</p> <p><b>d.</b> To enhance learning opportunities by providing students with experiences and environments they would not otherwise.</p> <p>Develop a sense of pride and belonging in their wider community.</p>	<ul style="list-style-type: none"> <li>● Parents</li> <li>● Principal</li> <li>● Deputy Principals</li> <li>● LoLs</li> <li>● Deans</li> <li>● Whānau Teachers</li> <li>● Teachers</li> <li>● LSC</li> <li>● SENCO</li> </ul> <p><b>Channels Of Communication</b></p> <ul style="list-style-type: none"> <li>● Meetings with parents</li> <li>● The range of forms of communication in 3b.</li> <li>● Principal meeting with iwi representative</li> </ul> <p><b>Resourcing</b></p> <p>Budget for:</p> <ul style="list-style-type: none"> <li>● KAMAR training</li> <li>● Website redesign</li> <li>● Digital Prospectus</li> <li>● Card for Honour Postcards</li> <li>● Kai</li> </ul>

## Collegewide Targets For 2022

<b>Attendance</b>	<b>Target</b>	<b>Actions</b>	<b>Variance</b>	<b>Next Steps 2023</b>
	MOE expectation of 90% + for all cohorts will always remain a goal 2022 targets are based on 2021 EOY Data - see <i>table below</i> .	<ul style="list-style-type: none"> <li>Deputy Principal, Pastoral and Deans to track attendance on a weekly basis using an Attendance Tracker.</li> <li>Attendance letters sent home to parents via KAMAR when there is a concern.</li> <li>Pastoral Handbook outlines all attendance processes and procedures.</li> <li>Attendance process continued to be implemented by all staff.</li> <li>Dean to focus on Attendance messages and targets in Year level assembly</li> <li>DP Pastoral to meet with Dean to monitor attendance trends, referrals and individual plans</li> <li>Student meeting attendance expectations recognised in pastoral newsletter and House Assembly prize draw.</li> <li>Provide timely, weekly reporting to whanau.</li> <li>Pastoral Team to analyse trends in cohort data every term to inform areas to celebrate and next steps to action.</li> <li>Pastoral team to present mid year cohort Pastoral and Wellbeing summaries to the BoT.</li> </ul>		

<b>2022 TARGET</b>	<b>Yr 9</b>	<b>Yr 10</b>	<b>Yr 11</b>	<b>Yr 12</b>	<b>Yr 13</b>
	<b>70%</b>	<b>70%</b>	<b>63%</b>	<b>61%</b>	<b>57%</b>
<b>2021</b>	<b>50.6</b>	<b>43.1</b>	<b>41.6</b>	<b>27.6</b>	<b>2.9</b>
<b>2020</b>	<b>34.3</b>	<b>34.5</b>	<b>32.4</b>	<b>16.7</b>	<b>12.2</b>
<b>2019</b>	<b>38</b>	<b>19</b>	<b>27</b>	<b>28</b>	<b>n/a</b>

<b>Wellbeing</b>	<b>Target</b>	<b>Actions</b>	<b>Variance</b>	<b>Next Steps 2023</b>
	A target will be set as a direct result of our NZCER Wellbeing survey in Term 2 Week 6			

Year 9 and 10 Reading, Writing and Mathematics and Statistics Targets	Actions	Variance	Next Steps 2023																																								
<p><b>Reading 2022 PAT Term One Results</b></p> <table border="1" data-bbox="219 204 981 403"> <thead> <tr> <th></th> <th colspan="3">Below Average</th> <th colspan="3">Average</th> <th colspan="3">Above Average</th> </tr> </thead> <tbody> <tr> <td>2022 Term 1</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>Year 9 (62)</td> <td>0</td> <td>7</td> <td>12</td> <td>14</td> <td>3</td> <td>2</td> <td>0</td> <td>3</td> <td>1</td> </tr> <tr> <td>Year 10 (68)</td> <td>1</td> <td>9</td> <td>11</td> <td>15</td> <td>9</td> <td>2</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>4 out of 42 (9.5%) are at Stanine 7 or above which is Above Average</li> <li>19 out of 42 (45.2%) are at Stanines 4, 5 or 6 which is Average</li> <li>19 out of 42 (45.2%) are at Stanines 2 or 3 which is Below Average</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>3 out of 50 (6%) are at Stanine 7 or above which is Above Average</li> <li>26 out of 50 (52%) are at Stanines 4, 5 or 6 which is Average</li> <li>21 out of 50 (42%) are at Stanines 1,2 or 3 which is Below Average</li> </ul> <p><b>Target</b> To increase the number of students at, or above Stanine 7 and for those below average to make accelerated progress.</p>		Below Average			Average			Above Average			2022 Term 1	1	2	3	4	5	6	7	8	9	Year 9 (62)	0	7	12	14	3	2	0	3	1	Year 10 (68)	1	9	11	15	9	2	1	1	1	<p><b>Across the Curriculum</b></p> <ul style="list-style-type: none"> <li>Track progress of priority learners.</li> <li>Develop student agency through targeted feedback.</li> <li>Develop whānau involvement through 3-way Conferences.</li> <li>Provide timely, regular reporting to whānau.</li> <li>Critique learning programmes and practice through cultural lenses.</li> <li>Collect staff and student voice when reviewing decisions and actions.</li> <li>Tier 3 Literacy and Numeracy support in Learning Support Centre</li> <li>Use PAT Scale Score data to correlate to Curriculum Levels.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Literacy Workshops in Year 9</li> <li>Education Perfect</li> <li>WST Literacy workshops with all teachers</li> <li>Create an Assessment Schedule that includes reading</li> <li>Investigate programmes and assessment tools that strengthen reading across the curriculum</li> </ul> <p><b>Mathematics and Statistics</b></p> <ul style="list-style-type: none"> <li>Education perfect utilised to track progress across the strands</li> <li>POD teaching : differentiation through teacher, activity, computer rotation.</li> </ul> <p><b>2022 Mathematics and Statistics Assessment Schedule</b></p> <ul style="list-style-type: none"> <li>e-asTTle for SOY and EOY General Maths to see what level they are working at.</li> <li>Continuous assessment at the start of each lesson - EP quiz - Average for the term is reported on.</li> <li>Paper based Algebra exam in Term Two and paper based Geometry exam in Term Four.</li> </ul>		
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	2021 Results	2022 Target	Actions	Variance	Next Steps
<b>NCEA Level 1</b>	72.2	85	<ul style="list-style-type: none"> <li>• Introduction of Pūhoro STEM Academy in Term 2 2022.</li> <li>• Deans and Leaders Of Learning and track, monitor and support all students' academic needs, achievements and pathways.</li> <li>• Investigate ways as to how Whānau can be used for Academic Conferencing.</li> <li>• Celebrate student achievement and excellence.</li> <li>• NCEA Data Reports to parents.</li> <li>• Parent Student Teacher Conferences.</li> <li>• Numeracy and Literacy support.</li> </ul>		
<b>NCEA Level 2</b>	81.5	85			
<b>NCEA Level 3</b>	63.6	70			
<b>University Entrance</b>	42.4	50			

Certificate Endorsement	MERIT 2021	MERIT 2022 Target	EXCELLENCE 2021	EXCELLENCE 2022 Target	Actions	Variance	Next Steps
<b>Level 1</b>	42.4	50	11.5	15	<ul style="list-style-type: none"> <li>• Excellence celebration lunches and rewards.</li> <li>• Leaders Of Learning identify and track Endorsement capable students.</li> <li>• Set up Pūhoro STEMM academy in Term 2, 2022.</li> <li>• Senior Study Term Two.</li> <li>• Parent Student Teacher Conferences.</li> <li>• Use of Exemplars.</li> <li>• Develop whānau involvement through 3-way Conferences.</li> </ul>		
<b>Level 2</b>	13.6	15	4.5	10			
<b>Level 3</b>	28.6	30	19.0	25			