



Te Titiriti o Waitangi Te Reo Māori, Matauranga Māori, Tikanga Māori

Learner Profile: Where learners are ...

E M P O W E R E D

Educated Mindful and critical thinkers Problem solvers Organised and ready to learn Working well with others Effective communicators Resilient Empathetic Driven and goal oriented

Strategic Priority Areas			
Governance	Community	Hauora	Student Achievement
<ul style="list-style-type: none"> College Identity Resource and Property Management Legislative and Portfolio Oversight 	<ul style="list-style-type: none"> Internal Expectations External Profile Community and College partnerships 	<ul style="list-style-type: none"> Equity and Inclusion Restorative Practice Professional Development 	<ul style="list-style-type: none"> Academic programmes and quality Engagement Professional Development

Mission	Vision	Values
At Ōtorohanga College we value all of our students, enhance their selfesteem, academic potential, abilities and sense of responsibility.	Empowering learners to succeed	<p>Honour Others Me whaimana te iwi</p> <p>Honour Your Environment Me whaimana te taiao</p> <p>Honour Yourself Me whaimana te tangata</p>

Governance

Strategic Goal 1: Ensure legal, ethical and studentfocused governance of the College.

Board Primary Objectives: 1 a, b, c, d

Links to Education Requirements: NELPS 1, 2, 3, 4

Annual Target	Actions	2024 2025 Success Measures
Quality Learning Environment College property meets agreed standards to support learners and teachers to succeed	Infrastructure And Facilities Improvement Conduct regular audits of buildings, classrooms and facilities to assess maintenance and upgrades needed. Allocate budget for renovations, repairs and improvements to meet safety and accessibility standards. Ensure compliance with health, safety and environmental regulations. Learning Environment Enhancement Upgrade classrooms and learning spaces with modern technology, furniture and resources. Ensure reliable IT infrastructure, including high-speed internet and updated computers. Provide well-equipped libraries, laboratories and study area to support academic success Sustainability and Future-Proofing Develop long-term infrastructure plans that anticipate future student growth and technological advancements. Engagement and Feedback Mechanisms Consult students and staff regularly to identify facility-related challenges and areas for improvement.	Buildings, classrooms and facilities audited annually. Annual budget dedicated to renovations, repairs and safety improvements. Compliance with health, safety and environmental regulations, as verified by annual inspections. Classrooms equipped with modern technology. A comprehensive infrastructure strategy developed and reviewed every 3-5 years. Students and staff participate in facility-related feedback surveys.
Excellent resourcing and financial management Financial planning and management is prudent ensuring operation within a structured framework to ensure the needs of students and teachers within the College are supported	Budgeting and Financial Oversight Develop a clear and transparent annual budget aligned with the College's strategic priorities. Monitor financial performance regularly, reviewing income, expenses and key financial indicators. Ensure contingency planning by maintaining emergency reserves to cover unexpected costs. Revenue Generation and Cost Efficiency Explore diverse funding sources, such as government grants, sponsorships, partnerships and fundraising initiatives. Maximise resource utilisation by optimising class sizes, facility usage and staff deployment. Compliance and Risk Management Ensure financial policies comply with regulations and best practices in education finance. Conduct regular financial audits to maintain accountability and transparency. Identify and mitigate financial risks, such as fluctuations in student enrolment or funding cuts. Strategic Investment in Education Prioritise spending on student learning and staff development, ensuring funds directly benefit teaching and learning outcomes. Invest in modern technology and facilities to enhance the educational experience while ensuring long-term sustainability. Balance short-term financial needs with long-term capital investments for future growth.	Annual budget has alignment to strategic priorities. Maintain operating expenses in contingency funds. Secure external funding sources. 100% adherence to financial policies, regulations and best practices, verified through audits. Conduct and pass annual financial audits with no major compliance issues. Allocate funds to student learning, resources and teacher development programmes. Allocate funds for modern technology and facility upgrades.
Effective Leadership and promotion of a positive inclusive culture The School Board supports the Principal to lead the College effectively	Strategic Guidance and Governance Set clear strategic priorities in collaboration with the Principal to align with the College's vision and goals. Provide oversight and accountability while allowing the Principal the autonomy to manage day-to-day operations. Regularly review policies to ensure they support effective leadership and College improvement. Establish a structured and sustainable succession planning strategy that ensures leadership continuity, mitigates talent gaps and develops a pipeline of qualified internal candidates for key roles, fostering long-term organisational stability and growth. Professional and Leadership Support Encourage professional development by approving funding for leadership training and networking opportunities. Offer mentorship and coaching. Resource Allocation and Financial Backing Ensure adequate funding for key initiatives that enhance student and teacher success. Support investment in staff recruitment, development and wellbeing to maintain a strong teaching workforce. Advocate for necessary infrastructure improvements that enable effective College management. Communication and Collaboration Encourage open dialogue where the Principal can share concerns, seek advice and propose new ideas. Engage with staff and the wider College community to foster trust and alignment with leadership goals.	College initiatives and policies reviewed annually to ensure alignment with strategic priorities. Ensure policies are reviewed and updated. Identify and develop internal candidates for key leadership roles, with a structured mentorship programme in place. Leadership support provided. Annual increase in professional development funding to support staff training and wellbeing. Conduct quarterly check-ins with the Principal.

Te Tiriti o Waitangi (Partnership, Protection, Participation) Ōtorohanga College aims to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's bicultural heritage and working with Māori communities to plan, set targets and achieve better learning outcomes for Māori students. In line with Section 127 of the Education and Training Act 2020, the Board will also uphold Te Tiriti o Waitangi and promote an inclusive College environment by ensuring that Te Tiriti o Waitangi and its principles are upheld in the governance decisions made for the College by working to ensure plans, policies and local curriculum reflect local Tikanga Māori, mātauranga Māori, and te ao Māori. All reasonable steps will be taken to make instruction available in Tikanga Māori and te reo Māori. Equitable outcomes for Māori students will be met.

Strategic Goal 2: Strengthen partnership between the College and the community

Board Primary Objectives: 1 a, b, c, d

Links to Education Requirements: NELPS 1, 2, 3, 4, 5, 6

Annual Target	Actions	2024 2025 Success Measures
Strengthen partnerships with parents, whānau and mana whenua for success	<p>Build relationships with mana whenua and the Pasifika community to increase engagement and student success</p> <ul style="list-style-type: none"> Connect with mana whenua and the Pasifika community. Share data and anecdotes about the current status of Māori and Pasifika students in the College and highlight the positive impacts of parental and community involvement. Collaborate with interested stakeholders to outline specific actions, goals and a timeline for the group's activities. Identify resources and support from the College. <p>Increase and improve our current opportunities to engage parents and whānau (Whānau hui, Open evenings, Module Showcases, Strategic discussions, Empower Whakamana Conferences and Student pathways evenings).</p> <ul style="list-style-type: none"> Deans to conduct surveys during the first parent-teacher conferences to understand how parents and whānau feel about current engagement practices. Plan regular workshops, family nights, or community events that encourage attendance and participation. Topics could include parenting skills, educational support, and cultural activities. Ensure all communications are accessible in multiple languages to reach all families effectively. Acknowledge the involvement of parents and whānau through appreciation events or highlighting their contributions in newsletters. Periodically review engagement strategies based on feedback from parents and whānau, and be willing to adapt to meet their needs effectively. 	<ul style="list-style-type: none"> Parents and whānau play a crucial role in shaping the strategic direction of the College, which leads to improved student success. Relationships and partnerships with our whānau of Māori learners are strengthened through meetings led by whānau. Key initiatives by the College to enhance outcomes for Māori are shared and celebrated with all stakeholders. Staff capability and understanding of Te Tiriti o Waitangi, along with the three principles of participation, protection and partnership, are enhanced through both internal and external professional learning and development.
Collaborate with our Kāhui Āko to establish partnerships to support all students throughout their academic journey	<p>Strengthen transition processes to support all students coming to and leaving the College.</p> <ul style="list-style-type: none"> Gather data on the current transition process to identify gaps and areas for improvement. Visit Schools in Term 2 to meet with teachers and look at existing needs and how we can best support Tier 2 and 3 students to transition to College. Develop and implement a transitioning process that is culturally responsive to retain and achieve successful educational outcomes for new Māori students entering the College. 	<ul style="list-style-type: none"> Visits to all contributing primary schools have provided early identification of needs and programmes to support learning. Data is shared with all teachers to collaboratively plan for Tier 2 and 3 students to transition to College and engage in learning programmes. Tier 2 and 3 students, parents and whānau feel supported with the transition from primary school to College.
Increase the College's contribution to the wider community and raise its profile	<p>Strengthen the College's community involvement and raise its profile.</p> <ul style="list-style-type: none"> Communicate with Otorohanga District Council so the College knows how it can be involved in community events. Identify opportunities to engage with and support local services. Have consistent correspondence through social media, Parent Portal, Website, Facebook and Skool Loop. Oversight of the Music Makers Passion Projects with the re-introduction of music performance evenings and the introduction of community performances and primary school musical tours Oversight of the Kai Tahī Passion Projects through connecting with the community through kai and offering students real-world experiences that showcase potential careers in the hospitality industry Upgrade College website to be more user friendly for all stakeholders. 	<ul style="list-style-type: none"> The College is positively connected to the local business community, providing opportunities for students. Correspondence to the College community is well received and there is increased social media engagement. The establishment of more opportunities to learn in the wider community.

Strategic Goal 3: Supporting all students Hauora needs in an inclusive and restorative learning environment

Annual Target	Actions	2024 2025 Success Measures
80% of all students are meeting the 90% attendance requirement for all year levels	<ul style="list-style-type: none"> Gather attendance records for all students across year levels. Ensure that the data is up-to-date and accurate. Communicate the importance of the 90% attendance requirement to both students and parents. Make sure they understand the implications of attendance on academic performance. Track attendance weekly to identify trends and spot any students at risk of falling below the required percentage. Analyse the data to identify students with low attendance rates. Track and monitor all students below the 90% threshold. Develop intervention programs that encourage attendance. Regular check-ins with at-risk students and implementing flexible learning options for those with legitimate reasons for absence. Communicate with the parents of at-risk students to inform them of attendance concerns and involve them in solutions. Use surveys or feedback sessions to understand the barriers that prevent students from attending school. Ensure that school policies regarding attendance are transparent, fair, and supportive. Revisit and revise these policies if necessary to accommodate genuine needs. Recognise and celebrate achievements of students who meet or exceed the attendance requirements. This can motivate others to improve their attendance as well. 	<ul style="list-style-type: none"> We regularly monitored attendance trends, increasing attendance across all year levels. By communicating the importance of the 90% attendance requirement to students and parents, families became more engaged in tracking attendance, which positively impacted academic performance. We implemented regular check-ins and support for at-risk students, facilitating early interventions. Initiatives fostering community and accountability included incentives for attendance and flexible learning options. Ongoing communication with parents of at-risk students formed a partnership for improvement, while surveys revealed barriers to attendance that informed targeted interventions. Finally, recognising and celebrating students who met attendance goals also motivated others to improve.
Increase participation in College activities student's voice captured through Komodo survey	<ul style="list-style-type: none"> Use various communication channels such as social media, newsletters, and campus announcements to inform students about upcoming activities and the importance of the Komodo survey Organise engaging and diverse activities that cater to various interests. This can include workshops, social gatherings, guest speakers, or sports events encouraging broader participation. Offer House points and prizes as incentives for students to participate in activities and complete the Komodo survey. Share the results of the Komodo survey with the student body and demonstrate how their feedback leads to changes. Encourage student leaders to promote activities and the importance of completing the survey. Ensure that all activities are accessible and inclusive, providing accommodations for students with various needs. Plan activities at times that are convenient for students, avoiding conflicts with classes or exams to maximise attendance. After events, follow up with students through emails or social media to thank them for participating and remind them to take the Komodo survey. 	<ul style="list-style-type: none"> Create a more engaged and connected student community. Increased awareness will be achieved through improved communication about upcoming activities and the importance of the Komodo survey. Higher participation is expected as diverse and engaging events attract more students. Sharing survey results will demonstrate that student feedback leads to meaningful changes. Encouraging active student leadership will also enhance overall engagement. Ensuring accessibility and scheduling events to avoid class conflicts will promote inclusivity and maximise attendance.
Reduce numbers of repeat students in lunchtime catchups, standdown and suspension data	<ul style="list-style-type: none"> Analyse the data to identify common characteristics or behaviours and identify trends in lunchtime catchups, standdowns, and suspensions to understand the root causes. Create tailored intervention programs based on the identified patterns. This could include mentoring, counselling, or social skills training to address behavioural issues. Communicate with parents or guardians of repeat students to inform them of the issues and seek their support in reinforcing positive behaviours at home. Provide training for teachers and staff on effective classroom management strategies and behavioural interventions to better support at-risk students. Set up a system to monitor the effectiveness of implemented strategies. Track changes in the frequency of repeat students and gather feedback from staff, students, and parents. Ensure that students have access to resources such as counselling services, conflict resolution programs, or academic support to address the underlying issues leading to their behaviour. Schedule regular reviews of the strategies in place and be willing to adjust them based on their effectiveness. Acknowledge and celebrate success stories of students who have improved their behaviour, reinforcing the positive changes and encouraging others to follow suit. 	<ul style="list-style-type: none"> To reduce the number of repeat students in lunchtime catchups, standdowns, and suspensions, we will implement early intervention programs to identify at-risk students, coupled with positive behaviour reinforcement initiatives that reward good conduct. Clear communication of behavioral expectations will be emphasized, while engaging parents and the community to foster support. Regular monitoring of behaviour data will help us adapt strategies as needed. Additionally, we will provide skills-building workshops focused on social skills and emotional regulation. By creating a supportive and inclusive school environment, we aim to minimize disciplinary issues and promote positive behaviour.

Student Achievement

Strategic Goal 3: Support all students to progress to their highest educational potential

Board Primary Objectives: 1 a, b, c, d

Links to Education Requirements: NELPS 1, 2, 3, 4, 5, 6, 7

Annual Target	Actions	2025 Success Measures
At least 85% of senior students will achieve their NCEA certificates and at least 85% of junior students will perform at or above the expected Curriculum Level.	<ul style="list-style-type: none"> NCEA Achievement Tracking: Regularly monitor senior students' progress towards NCEA certificates through internal assessments, mock exams, and teacher evaluations. Targeted Support Programs: Implement tutoring, mentoring, and study workshops for students at risk of not achieving NCEA or junior curriculum expectations. Curriculum Alignment and Quality Assurance: Ensure teaching programs align with NCEA standards and the national curriculum, with consistent moderation processes in place. Recognition and Incentives: Celebrate student successes through awards, recognition events, and incentives for achieving milestones. 	Success will be measured by the consistent tracking of senior students' progress towards achieving their NCEA certificates through internal assessments, mock exams, and teacher evaluations. Targeted support programs, including tutoring, mentoring, and study workshops, will be in place to assist students who are at risk of not meeting the required standards. Curriculum alignment and quality assurance measures will ensure that teaching programs are fully aligned with NCEA requirements and the national curriculum, with robust moderation processes maintaining consistency and fairness in assessment. Student achievement will be celebrated through recognition events, awards, and incentives, fostering a culture of motivation and excellence. By implementing these actions, the College will ensure that at least 85% of senior students achieve their NCEA certificates and at least 85% of junior students perform at or above the expected Curriculum Level.
Senior students will complete at least one standard each term, while junior students will undertake one formal assessment per term. Assessments will be marked, moderated and results will be published every term.	<ul style="list-style-type: none"> Tracking and Monitoring: Implement a system to track senior students' standard completion and junior students' formal assessments each term. Assessment Calendar: Develop and communicate a clear assessment schedule to staff, students, and parents at the beginning of the year. Moderation Process: Ensure all assessments are internally moderated before results are finalised to maintain consistency and fairness. Timely Marking and Feedback: Require assessments to be marked and returned within a set timeframe, ensuring students receive constructive feedback for improvement. Publishing Results: Establish a process for publishing results every term, accessible to students, parents, and staff. Support for At-Risk Students: Identify students who are falling behind in standard completion or assessments and provide targeted support. Professional Development for Staff: Offer training on effective assessment design, marking consistency, and moderation best practices. Parental Communication: Send regular progress reports to parents, keeping them informed of their child's achievements and areas for improvement. 	Success will be measured by the effective implementation of a structured assessment and tracking system that ensures all senior students complete at least one standard per term and all junior students undertake one formal assessment per term. A well-communicated assessment calendar will ensure transparency and preparedness among staff, students, and parents. Consistency and fairness in grading will be upheld through a rigorous moderation process, while timely marking and feedback will support student learning and progress. Published results each term will provide clear visibility of achievement, allowing for early identification of students who require additional support. Targeted interventions for at-risk students will be implemented promptly to prevent them from falling behind. Staff will receive professional development to enhance assessment practices, ensuring quality and consistency across the College. Regular communication with parents will keep them informed of their child's progress, fostering a collaborative approach to student success.
Student progress will be tracked meticulously, with timely interventions implemented as needed.	<ul style="list-style-type: none"> Regular Data Collection: Implement a system to track student progress through assessments, attendance, and engagement data. Early Identification of At-Risk Students: Use data analytics and teacher observations to flag students needing additional support. Frequent Progress Reviews: Conduct termly progress meetings with staff to review student achievement and adjust interventions as necessary. Individualized Support Plans: Develop targeted intervention plans for students falling behind, including tutoring, mentoring, or adjusted learning strategies. Parental and Whānau Engagement: Maintain open communication with families about student progress and provide guidance on how they can support learning at home. Professional Development for Staff: Train teachers on effective tracking methods and intervention strategies to ensure consistency across departments. Student Involvement in Goal-Setting: Encourage students to set learning goals and reflect on their progress through regular self-assessments and teacher feedback. Cross-Department Collaboration: Encourage collaboration between subject teachers, deans, and pastoral care teams to provide holistic student support. 	Success will be measured by the implementation of a robust tracking system that collects and analyzes student progress data, including assessments, attendance, and engagement. Early identification of at-risk students through data analytics and teacher observations will allow for timely interventions, ensuring no student falls behind. Frequent progress reviews will be conducted each term, enabling staff to assess achievement trends and adjust support strategies as needed. Individualized support plans, including tutoring, mentoring, and tailored learning approaches, will provide targeted assistance to struggling students. Strong parental and whānau engagement will be maintained through regular communication, equipping families with strategies to support learning at home. Staff will receive professional development on effective tracking methods and intervention strategies to maintain consistency across all departments. Students will be actively involved in goal-setting and self-reflection, fostering a sense of ownership over their learning. Cross-department collaboration among teachers, deans, and pastoral care teams will ensure a comprehensive support network is in place, contributing to improved student outcomes across all levels.