



ŌTOROHANGA COLLEGE STRATEGIC PLAN 2026-2030

- Our **Mission** is To value every student and foster their confidence, abilities, learning potential and sense of responsibility.
- Our **Vision**, of **Empowering Learners To Succeed**, reflects our commitment to supporting each learner to thrive.

LEARNER PROFILE: OUR COLLEGE IS A PLACE WHERE LEARNERS ARE...

E M P O W E R E D

Educated Mindful and critical thinkers Problem solvers Organised and prepared Works well with others Effective communicator Resilient Empathetic Driven and goal oriented

LEARNER ATTRIBUTES

Educated	Literate, numerate, culturally connected and digitally skilled
Mindful and critical thinkers	Resilient, empathetic, reflective
Problem solvers	Critical thinking, creativity, decision-making
Organised and prepared	Time management, readiness for learning, goal setting
Works well with others	Collaborative / grounded locally and globally connected
Effective communicator	Oral, written, digital, interpersonal communication
Resilient	Growth mindset, perseverance, adaptability
Empathetic	Hauora awareness, cultural respect, restorative
Driven and goal oriented	Self-motivation, focus, achievement orientation

CONTEXT AND GOVERNANCE

Ōtorohanga College is a rural co-educational secondary school for Years 9-13, situated in the Waikato, with a student roll ranging from 340 to 380 over the past three years. It was established as Otorohanga District High School in 1895.

Guided by our motto **Honour Before Honours** **Ko te mana mō mua i te whakamana** we uphold three values -

- **Honour Others** **Me whaimana te iwi**
- **Honour Your Environment** **Me whaimana te taiao**
- **Honour Yourself** **Me whaimana te tangata**

The Board seeks to achieve equitable outcomes for Māori students and takes all reasonable steps to provide for students to be taught, and to learn, in te reo Māori and takes reasonable steps to ensure that the policies and practices for the College reflect New Zealand's cultural diversity.



STRATEGIC PRIORITY AREAS



COMMUNITY

Create a connected, inclusive College community with students, whānau and iwi as active partners.

- Increased whānau and iwi engagement.
- Strong, inclusive College relationships.
- Clear, effective communication.



HAUORA

Support every student to grow, thrive and feel a sense of belonging.

- Improved student wellbeing.
- Early identification and support for students.
- Consistent wellbeing practices.



ACHIEVEMENT

Provide a supportive environment where students and staff can thrive, achieve and succeed.

- Quality teaching practices are consistent, effective and responsive.
- Improved academic progress and achievement.

LEARNER SUCCESS

Our learners are successful when they attend regularly or show improved attendance, make progress or achieve in their learning and are well, culturally connected, digitally skilled and **EMPOWERED.**

TRACKING SUCCESS

Learners progress, achievement and success is shared through:

- Weekly attendance and engagement updates
- Weekly Highlights of key events
- Termly progress reports
- Parent, Student and Teacher Conferences
- Direct communication

MONITORING AND EVALUATION

The Board monitors strategic priorities through regular meetings and Principal reporting. College leaders provide termly evaluations informed by data, staff and learner reflection.

COMMUNITY

Create a connected, inclusive College community with students, whānau and iwi as active partners.

2026 ACTIONS

1. Strengthen partnerships with whānau and local iwi through regular hui / fono and events.
2. Develop clear, consistent communication channels - digital and face-to-face.
3. Provide opportunities for students to contribute to College decision-making.
4. Celebrate cultural identity through curriculum, events and everyday practice.

Evidence Of Stakeholder Voice

1. Documented feedback from whānau and iwi
2. Whānau feedback surveys
3. Evidence of student input influencing decisions
4. Student participation data

Baseline Measures

- Current whānau engagement data - event attendance, Conference participation.
- Existing level of iwi collaboration.
- Student and whānau feedback on communication and inclusion.

Mid-Year Measures

- Increased participation in whānau and iwi engagement activities.
- Improved feedback from students and whānau on communication and connection.
- Student voice influences College initiatives.

End Of Year Measures

- Whānau and iwi are active partners in College decision-making.
- Strong sense of connection across the College.
- Communication systems are consistent, accessible and effective.

What The Board Monitors	Evidence/Data Source	ERO Indicator Alignment	Reporting Frequency
Whānau and iwi engagement	Hui/fono records, attendance, feedback	Educationally powerful connections and relationships	Termly
Communication effectiveness	Newsletters, digital analytics, surveys	Leadership for equity and excellence	Termly
Student leadership and voice	Meeting minutes, student initiatives	Leadership for equity and excellence	Annual
Cultural identity and inclusion	Event calendar, participation data	Educationally powerful connections and relationships	Annual

SUCCESS

SUCCESS IS EVIDENCED BY ACTIVE WHĀNAU AND IWI PARTICIPATION, STRONG COMMUNICATION AND A COLLEGE CULTURE WHERE ALL MEMBERS FEEL CONNECTED AND VALUED.

2026 ACTIONS

1. Use KOMODO to gather and analyse student wellbeing and voice.
2. Provide targeted wellbeing support and College-wide wellbeing programmes.
3. Review and implement restorative approaches.
4. Analyse attendance data and implement College procedures, taking all reasonable steps to maximise attendance to achieve 80% attendance by 90% of students.

Evidence Of Stakeholder Voice

1. KOMODO data and student voice demonstrates changes in wellbeing.
2. Pastoral meeting minutes, records of mentoring and support programmes detail staff and student wellbeing
3. Restorative participation reflection data.
4. Attendance records and data from the College and Ministry of Education.

Baseline Measures

- Initial KOMODO wellbeing data.
- Attendance, behaviour and pastoral records.

Mid-Year Measures

- KOMODO data shows improved wellbeing and belonging.
- Reduced behavioural incidents and improved attendance trends.

End Of Year Measures

- KOMODO data confirms students feel safe, supported and heard.
- Behavioural data demonstrates decreased trend.
- Attendance data shows increased and sustained positive levels of attendance.

What the Board Monitors	Evidence / Data Source	ERO Indicator Alignment	Reporting Frequency
Student wellbeing and belonging	KOMODO wellbeing trends and Student feedback	Leadership for equity and excellence	Termly
Early identification of need including attendance concerns	Pastoral minutes, intervention logs, Attendance records	Educationally powerful connections and relationships	Termly
Targeted wellbeing support - review and implement Restorative approaches	KOMODO wellbeing trends, Pastoral minutes, Staff wellbeing surveys	Educationally powerful connections and relationships	Termly
Attendance - maximise 80% attendance by 90% of students	Attendance data	Educationally powerful connections and relationships	Termly

SUCCESS

SUCCESS IS IMPROVED STUDENT WELLBEING, EVIDENCED BY KOMODO DATA, STRONG ATTENDANCE AND POSITIVE STUDENT ENGAGEMENT.

ACHIEVEMENT

Provide a supportive environment where students and staff can thrive, achieve and succeed.

2026 ACTIONS

1. Drive data-led programme improvement.
2. Enhance Whānau engagement through transparent reporting.
3. Launch proactive tracking for early student intervention.
4. Embed updated curriculum standards into practice.
5. Ensure valid and authentic assessment methods.

Evidence Of Stakeholder Voice

1. Faculty minutes show specific programme changes driven by student achievement data.
2. Surveys confirm higher satisfaction with the clarity and frequency of reporting.
3. Data shows faster intervention times for students identified as falling behind.
4. Annual reviews confirm the new curriculum is being delivered in every classroom.
5. Moderation and student feedback prove assessments are fair and accurate.

Baseline Measures

- Current achievement data.
- Staff capability and confidence data.

Mid-Year Measures

- The majority of learners show progress.
- Learners demonstrate accelerated progress.

End Of Year Measures

- Improved overall achievement and equity.
- Learners are EMPOWERED.

What the Board Monitors	Evidence / Data Source	ERO Indicator Alignment	Reporting Frequency
Data-Informed Pedagogy And Programme Evaluation	Centralised Assessment Data Drive	Responsive curriculum, effective teaching and opportunities to learn	Termly
Reporting	Termly Reports	Educationally powerful connections	Termly
Student Tracking	Centralised Tracking Dashboard	Responsive curriculum, effective teaching and opportunities to learn	Termly
Curriculum Changes	Unit Plans	Responsive curriculum, effective teaching and opportunities to learn	Termly
Assessment	Unit Plans	Responsive curriculum	Termly

SUCCESS

SUCCESS IS DEMONSTRATED THROUGH MEASURABLE IMPROVEMENTS IN ACHIEVEMENT, STRONG TEACHING PRACTICE AND CLEAR LEARNER PROGRESS SUPPORTED BY EFFECTIVE SYSTEMS.