

Vision Statement:

Building an engaged, empowered, and flourishing learning community that knows no limits; where we honour ourselves, each other, and the world around us.



AD ALTIORA | MAURI ORA

Refer Regulation 7 (a)

Summary of the information used to develop this plan/How did you create this plan

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals)

Information gathered from a variety of sources including:

- Survey to parents/caregivers
- Interviews with parents/caregivers on aspirations when visiting the school
- Meetings with Boards of almost all contributing schools seeking input on future direction of the college
- Meetings with sector groups including council and iwi representatives.
- Student Wellbeing@School and Rongohia te Hau surveys/tools
- Externally facilitated hui with Māori and Pasifika students
- 'Rangitikei Equity and Wellbeing Profile', Impact Collective 2022
- Ongoing staff consultation on curriculum directions
- Ongoing engagement within Kahui Ako and Poutama|Pounamu

It is noted that in the whānau survey (29 responses) 97% supported the current vision, and 93% 'completely', or 'mostly' supported the current direction of the college. Therefore, there it can be inferred that there is not a strong appetite for major strategic change.

Key themes emerging:

- Development of 'whole' person – not a narrow academic focus
- Preparedness for changes in society and the workforce
- Ensuring a smooth transition between school and world of work
- A clear sense of 'knowing who they are'
- Know how to relate to others

Refer Regulation 7 (c)

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p><i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p>	<p><i>These are set out in Section 127 of the Education and Training Act 2020.</i></p>	<p><i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p>	<p><i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i></p>	<p><i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations or your school community.</i></p> <p><i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>	<p><i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p>
<p>Refer Regulations 7(1)(b)</p>	<p>Refer Regulations 7(1)(b)</p>	<p>Refer Regulations 7(d)</p>	<p>Refer Regulations 7(g)</p>	<p>Refer Regulations 7(e), 7(f)</p>	<p>Refer Regulations 7(g)</p>

<p>To successfully prepare for, and implement, the changes in NCEA.</p>	<p>Board Primary Objectives:</p> <p>Ensure that:</p> <ol style="list-style-type: none"> every student at the school is able to attain their highest possible standard in educational achievement; and the school – <ol style="list-style-type: none"> is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and the school is inclusive of, and caters for, students with differing needs; and the school gives effect to Te Tiriti o Waitangi, including by – <ol style="list-style-type: none"> working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students. 	<p>National Education Learning Priorities:</p> <ol style="list-style-type: none"> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work. 		<ul style="list-style-type: none"> Full school readiness to implement new L1 NCEA in 2024, and new L2-3 by end of 2025. Department programmes revised to reflect the changes. Enhanced tracking of, and responsiveness to, student literacy and numeracy attainment in Year 9-10. 		<ul style="list-style-type: none"> The new Level 1 NCEA successfully introduced across all learning areas in 2024, and reviewed at the end of that year for 2025. NCEA teacher-only days focussed on changes. Teacher(s) in charge of literacy and numeracy develop a plan of support for students at risk of not meeting requirements. Rigorous assessment of literacy/numeracy at entry and through Year 9-10 accompanied by clear tracking so all teachers know where individual students are at – and what they need. Staff professional development through Accelerating Learning in Mathematics (ALiM) and Literacy (ALL) MOE programmes. 		<ul style="list-style-type: none"> Reduction in students not achieving NCEA because of not achieving literacy or numeracy requirements (baseline statistics to be developed 2024) Development of specific, transparent and targeted programmes for Year 9-10 students at risk of missing literacy/numeracy pre-requisites Data on Year 9-10 student achievement more accessible to staff. All learning areas have developed strategies for <i>teaching</i> – not just ‘using’ – literacy and numeracy in their learning programmes.
<p>To review and strengthen the content and delivery of the school curriculum, and ensure that it meets the requirements of Te Mātaiaho/NZ Curriculum with integrity.</p>	<p>Board Primary Objectives:</p> <p>Ensure that:</p> <ol style="list-style-type: none"> every student at the school is able to attain their highest possible standard in educational achievement; and the school – <ol style="list-style-type: none"> is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and the school is inclusive of, and caters for, students with differing needs; and the school gives effect to Te Tiriti o Waitangi, including by – <ol style="list-style-type: none"> working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students. 	<p>National Education Learning Priorities:</p> <ol style="list-style-type: none"> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work. 		<ul style="list-style-type: none"> Community, student and staff voice collated and synthesised, and a plan for consequent curriculum renewal developed. Differentiation, scaffolding and feedback, underpinned by the nurturing of positive relationships, become evident in all classrooms. Provide more targeted and adapted programmes for students undertaking ‘vocational-based’ courses. Increased localised content embedded through school curriculum 		<ul style="list-style-type: none"> Collate data and synthesise key themes. Analyse the impact of gathered voice on current programmes and structures. Develop responses to the curriculum needs analysis and plan for their implementation. This may have implications for: <ul style="list-style-type: none"> Programmes Timetable structures Staffing and professional development Capital works and budget Teacher professional development to focus on differentiation, scaffolding and feedback in 2024 commencing with teacher-only day before school recommences. Develop specific class for individualised learning programmes for students undertaking two or more days out of school to ensure their in-school learning is focussed and not disrupted for being out of class 40% of the week. Review use of digital devices and ensure these are used more strategically to enhance learning. 		<ul style="list-style-type: none"> Te Mātaiaho/NZ Curriculum embedded for full implementation from 2027. Structural changes as a result of the review in place, or pending implementation. A coherent curriculum plan, reflective of our pouwhenua, developed. Evidence of enhanced student engagement with the curriculum. Vocational class embedded and students on individualised learning programmes (for students out 2+ days a week) NCEA achievement at least the equivalent of national averages. Learning area programmes clearly reflect localised content and/or aspirations
<p>To promote equitable outcomes for all students</p>	<p>Board Primary Objectives:</p> <p>Ensure that:</p> <ol style="list-style-type: none"> every student at the school is able to attain their highest possible standard in educational achievement; and the school – <ol style="list-style-type: none"> is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and the school is inclusive of, and caters for, students with differing needs; and the school gives effect to Te Tiriti o Waitangi, including by – <ol style="list-style-type: none"> working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students. 	<p>National Education Learning Priorities:</p> <ol style="list-style-type: none"> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work. 		<ul style="list-style-type: none"> Continuing to build teacher capacity to sustain a culturally responsive learning environment that actively nourishes mauri ora for all students using the Poutama Pounamu ‘critical contexts of change’ model. Develop rigorous schoolwide Y9-10 assessment regime to identify and respond to 		<ul style="list-style-type: none"> Continued engagement with, and professional development through, Kahui Ako, iwi and school kaumatua in order to build staff capacity. Under oversight of the two Kahui Ako ‘within schools’ teachers, ensure common literacy and numeracy assessment tools are appropriately applied, implemented, and understood in order to identify variation in outcomes. 		<ul style="list-style-type: none"> Difference in academic achievement between Māori and non-Māori narrows 2024-2026. ESOL students achieve NCEA.

				<p>emerging and ongoing inequitable outcomes.</p> <ul style="list-style-type: none"> Professional development in provision of enhanced ESOL programmes. 		<ul style="list-style-type: none"> Explore alternative ways of enabling students to achieve minimum NCEA literacy and numeracy requirements. Ensure students have the opportunity to learn mātauranga Māori, te reo Māori, and Samoan. 'Learning Village' ESOL programme to be continued in 2024, and two staff learning support staff members attached to it. Explore ways to reduce financial impact of playing sport 	
<p>To deepen students' sense of wellbeing, connection and identity.</p>				<ul style="list-style-type: none"> Further integrate pouwhenua into the life of the school Curriculum, pastoral, and 'identity' aspects of school further integrated and less compartmentalised – and reflect Te Whare Tapa Wha model of wellbeing/hauora. Review and enhance 'Academic Mentoring', House spirit, and student leadership programmes. Continue to reinforce and develop school tikanga/ ways of doing things (eg.pōwhiri, poroaki, mihi whakatau etc). Identify further within-school actions to monitor, follow up on, and reduce non-attendance. Review provision of alternative education contract to broaden its impact on a wider group of students. Promote use of physical environment, within and outside school, as places of connection and pride. 		<ul style="list-style-type: none"> School activities and events (such as leaving week/Te Whānau Whakanui, Year 10 & 13 camps, etc) opportunities to deliberately cultivate aspects of pouwhenua. School activities, programmes and reviews be cast through a Te Whare Tapa Wha lens. Integrate ACM and House more closely. Develop more structured programme for ACM. House structure becomes avenue for developing student leadership. Seek more deliberate student leadership training and opportunities for leadership recognition. Forum and opportunities for student 'voice' expanded. Analyse school attendance data (eg. from 'Every Day Matters) and respond accordingly. Review alternative education programme and protocols. Develop Te Whare Aroha Rangatahi as a general 'student wellness' facility incorporating public health, external counselling etc as well as alternative education. Continue with renaming of school blocks to places of local significance. Develop provision of more outdoor spaces for students to congregate (eg. shelter, seating). New Performing Arts facility accessible and fully utilised by students. 	 <ul style="list-style-type: none"> Pouwhenua influence obvious in increasing range of school activities and events. All five aspects of Te Whare Tapa Wha demonstrably evident in all students' school experience. ACM renamed to reflect strengthened programme and purpose. Clear and purposeful programme for ACM developed, implemented and monitored. Leadership pathway within House structure more self-evident. Clear programme of student leadership training and recognition (including badges) at all levels evident. Tikanga relating to occasions continues to be enhanced and 'normalised' for the school. Expand school repertoire for waiata, karakia etc. Student attendance returns to pre-COVID levels by end of 2025. Alternative Education programme revised and effective in retaining disengaged students in schooling. Use of Te Whare Aroha Rangatahi as a wellness centre enhanced. More outdoor spaces for students in place. Performing Arts centre built and a focus of curricular and co-curricular activity. Reduced standdown, suspension and exclusion rates 2023-2025