



CHARTER STRATEGIC PLAN

2017-2020

(2016 RESULTS)

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SECTION ONE: OUR CHARACTER

1. SCHOOL CONTEXT: HE KŌRERO WHAKATAKI

SCHOOL HISTORY

TE HĪTORI O TE KURA

Mount Maunganui College was established as a coeducational secondary school in 1957. The current student roll is 1435, with a decile rating of 6. The College is situated on Maunganui Road, and savors its view(s) of Mauao (our iconic regional mountain), Te Awanui (the inner harbour) and the main 'Mount Surf Beach' (traditionally known as Te Moana a Toi).

We exist in a very special part of New Zealand, and acknowledge mana whenua – Ngāi Te Rangi and their role as kaitiaki of the local area. Furthermore, we acknowledge our three local iwi – Ngāi Te Rangi, Ngāti Ranginui and Ngāti Pukenga as tangata whenua of the wider region, and from which many descendants have been, and continue to be educated within our school programme.

SCHOOL CHARACTER

TE AHUA O TE KURA

At Mount Maunganui College, we believe in the skills and talents of our community, and in the ability of our students to challenge their potential. We aim to equip our students for a future where they can make a difference – to their family, to their community, to society, and to the world.

OUR COMMITMENT

In everything we do, we aim to grow:

A love of learning
Respectful relationships
Limitless potential

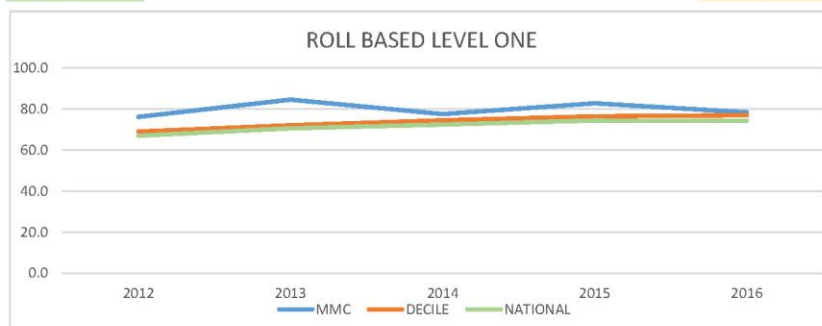
STUDENT ACHIEVEMENT

NGĀ TUTUKINGA O TE AKONGA

Mount Maunganui College continues to make steady improvement across our overall academic measures. While results vary from cohort to cohort the overall trend is positive. Provisional results for 2015 have seen Mount Maunganui College out perform national and decile averages across NCEA Levels One, Two, Three and University Entrance. Mount Maunganui College remains among the top performing public schools in the wider Bay of Plenty region. Our Academic focus over the next five years will see an emphasis on increasing NCEA Level and University Entrance achievement by 10%, and creating a consistent standard of pedagogy across the whole school.

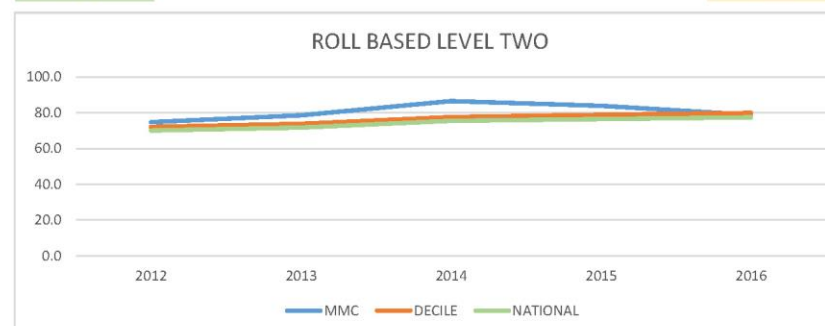
ROLL BASED DATA

Level One	2012	2013	2014	2015	2016
MMC	76.2	84.6	77.6	82.8	78.4
DECILE	69.1	72.1	74.6	76.5	77.0
NATIONAL	67.0	70.6	72.5	74.4	74.2



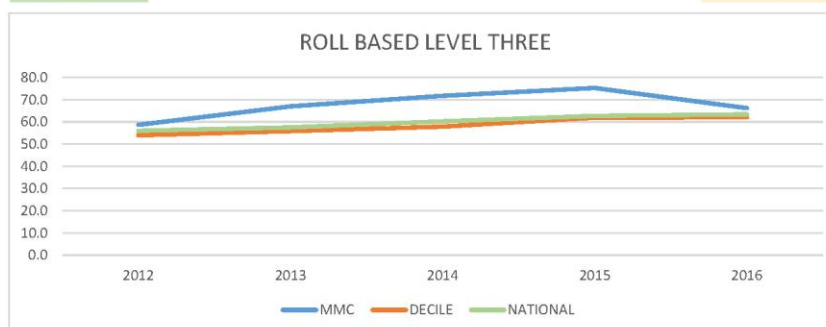
ROLL BASED DATA

Level Two	2012	2013	2014	2015	2016
MMC	74.7	78.6	86.5	83.9	78.8
DECILE	72.1	73.8	77.6	78.9	79.9
NATIONAL	70.0	71.6	75.4	76.4	77.4



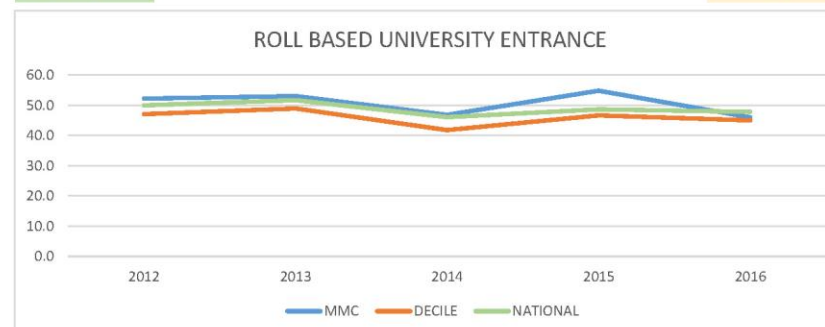
ROLL BASED DATA

Level Three	2012	2013	2014	2015	2016
MMC	58.7	67.0	71.8	75.3	66.2
DECILE	54.0	55.9	57.9	61.9	62.1
NATIONAL	56.0	57.6	60.2	62.7	63.4



ROLL BASED DATA

UE	2012	2013	2014	2015	2016
MMC	52.2	53.0	46.8	54.8	46.0
DECILE	47.1	48.9	41.8	46.7	45.0
NATIONAL	50.0	51.7	46.1	48.6	47.9



2. SCHOOL ORGANISATION: NGĀ WHAKAHAERE O TE KURA

SCHOOL EXECUTIVE

TE ROOPU WHAKAHAERE

Principal:	Russell Gordon
Associate Principal:	Tina Yule
Deputy Principal:	Ady van der Beek
Deputy Principal:	Michelle Ballard
Deputy Principal:	Alastair Sinton
Deputy Principal:	Brendon-Ray Horlock

BOARD OF TRUSTEES

TE POARI O TE KURA

Chairman:	Stuart Taylor
Parent Representative:	Helen Hies
Parent Representative:	Damien Harris
Parent Representative:	David Weaver
Parent Representative:	Naomi Lockett
Iwi Representative:	Riri Ellis
Staff Representative:	Graeme Skudder
Student Representative:	Louis Donovan
Minute Taker:	Donna Beattie

DEPARTMENTS

NGĀ TARI O TE KURA

The College has a total of 17 Departments with 98 Teaching Staff. In addition, 41 support staff are employed, including: teacher support, administration, finance, property, attendance/ truancy, student services, library, sports coordinators and IT systems. The teaching departments are as follows:

DEPARTMENT	HEAD OF DEPARTMENT
Art	Mike Linklater
Careers	Jane Doherty
Commerce	Dianne Hodge
Drama/ Dance	Wayne Flanagan
English	Pip Tinning
Home Economics	Claire Fuller
Information Technology	Martin Burch
International Students	Allan Goodhall
Learning Centre	Amanda Devereux / Kate Burns
Māori	Te Manaakitanga Pryor
Mathematics	Dave Cleland
Music	Wendy Stewart
Physical Education	Erin Porteous
Science	Rose Burggraaf
Social Science	Derek Boston
Technology	Sean Embling (Acting)
Work Experience	Graeme Skudder

Review of the previous Charter and Strategic Plan was undertaken between August 2015 and March 2016 by an independent contractor – Jodie Robertson (*Te Raukura Rangahau*). The review included four phases:

- 1.** Review of literature (including but not limited to): historical school documentation, internal school initiatives/ research, historical and existing school data and trends of data, He Waka Eke Noa (MMC Māori Strategic Plan), various national and international education reports, and existing national educational initiatives;
- 2.** Stakeholder consultation (school leadership, teachers, support staff, students, parents, community): current strengths of the school, areas for improvement, new ideas, and strategies for change;
- 3.** Pre-testing of Ideas (school leadership, teachers, students): discussion on new ideas and strategies for potential future change; and,
- 4.** Stakeholder Feedback on Draft Charter (school leadership, teachers, support staff, students, parents, community).

Consultation was undertaken in various ways including surveys, discussions, and workshops with a number of different stakeholders, including:

- 1.** Leadership (school executive & Board of Trustees): 10 discussion meetings
- 2.** School Staff (teachers & support staff): 56 discussion meetings, 13 surveys, 1 workshop
- 3.** Students (all year levels): 3 surveys (408 responses), 3 discussion meetings, 10 workshops
- 4.** Parents (existing & new enrolments): 2 surveys (183 responses), 2 discussion meetings
- 5.** Māori Community: 1 discussion meeting, 1 community meeting, prior consultation

Information gained throughout the review has been used to inform the vision, strategic goals, and values contained within this document. In addition, information gained has contributed to the development of the three key priority areas and the strategic and annual plan presented in this document. It is the aim of the review to ensure that future planning and focus is connected to voices of the school community.

3. VISION: TE KITENGA

Together as learners, we are inspired to grow

At Mount Maunganui College we believe it is important for our community to be inspired by a love of learning so that we discover and pursue our aspirations and dreams. We are committed to growing a community that continually strives to be the best that we can be.

“Mā tō rourou, mā tōku rourou, ka ora ai te iwi”

4. STRATEGIC FOCUS: TE RAUTAKI AROTAHI

As a community of learners, Mount Maunganui College will:

- Empower all learners to be confident, connected and to succeed with integrity;
- Form respectful relationships that are responsive to the needs of all; and,
- Grow active learners who positively contribute to our society.

5. VALUES: NGĀ ŪARA

Manaaki *Respect, Generosity and Care for Self and Others*

Aroha *Love, Compassion and Empathy for Others*

Ngākau Tapatahi *Integrity, Goodwill, and Fairness towards Others*

Ako *Connected and shared learning for all*

The School Values provide a framework from which respectful relationships are nurtured, therefore providing a foundation for meaningful and engaged learning, that is – Success with Integrity – MANA.

MANAAKI
Respect, Generosity and Care for Self and Others

- Safe
- Welcoming
- Respectful
- Helpful
- Giving
- Positive
- Supportive
- Working together

AROHA
Love, Compassion and Empathy for Others

- Caring
- Kindness
- Humility
- Thoughtful
- Understanding of others
- Valued
- Leadership
- Inclusion

NGĀKAU TAPATAHI
Integrity, Goodwill and Fairness towards Others

- Honesty
- Trustworthy
- Communication
- Courageous
- Visionary
- Resilient
- Consistency
- High expectations
- Determination
- Perseverance

AKO
Connected and Shared Learning for All

- Prepared
- Punctual
- Ready
- Engaged
- Confident
- Motivated
- Adaptable
- Striving for best
- Love for learning

MANA
*Every step we take, contributes to the growth, integrity and wellbeing of our community.
Ko te iwi katoa ka ora i te ara e takahi nei tātau.*

6. TE AO MĀORI

Te Ao Māori is rich in nature through its long history, through legacy and through its strength of survival and the passionate commitment of its people. Te Ao Māori encompasses not only the lived realities of Māori in a modern context, but also the lived realities of all those who have gone before. Te Ao Māori is a worldview founded on rich tradition of tikanga (custom/ correct procedure), kawa (marae customs), and whanonga pono (values) that are connected to both the physical and spiritual realms.

Mount Maunganui College acknowledges the importance of protecting this rich history and providing a place whereby Te Ao Māori is legitimised, welcomed and appreciated for its unique contribution to the development of the community as a whole. The College accepts its responsibilities under Te Tiriti o Waitangi and values their relationship with local iwi as partners in educating all Māori students at the College. We further acknowledge that to achieve equitable outcomes for Māori students, we need to work in partnership with whānau, mana whenua, local iwi and regional/ national Māori initiatives. This includes working in alignment with the following key documents:

- Te Pae Tukutuku Ahurea o Ngāi Te Rangi: Guidelines for Culturally Responsive Schools
- Te Māhere Rautaki Mātauranga o Ngāi Te Rangi (2011-2031) (Ngāi Te Rangi Education Strategy)
- He Waka Eke Noa (Mount Maunganui College Māori Strategic Plan)

Mount Maunganui College illustrates our commitment to Te Ao Māori through:

- Development and resourcing of He Waka Eke Noa (MMC Māori Strategic Plan)
- Provision of Māori representation in school leadership roles, including but not limited to the Board of Trustees and School Executive;
- Māori representation throughout school structures which has the ability for Māori authority (i.e. self-determination) or wider consultation with Māori communities;
- Encouraging strong Māori student leadership throughout the school;
- Continual focus on developing equity for Māori students, through a focus on resourcing, relational pedagogy, meaningful student pathways and equitable student achievement;
- Continual focus on developing and promoting cultural self-determination through the availability of school programmes that support Māori students to understand who they are as Māori, and the unique position that they bring to this world, that is: Māori students achieving *as Māori*;
- Implementation of school-wide programmes in tikanga me te reo Māori on offer to students (year 9 – 13) and to the wider school community;
- Provision of professional development opportunities for staff members to increase their understanding and skill in te reo me ōnā tikanga Māori;
- Creating opportunities for contextual learning for the school community through regular participation in Maori events (local, regional, national);
- Encouragement and recognition of the use of te reo me ōnā tikanga Māori within day-to-day school life, and in representation of school at external activities/ events;
- Development of a 'place' based curriculum that emphasises an understanding of local history and cultural significance of our environment;
- Inclusion of Te Tiriti o Waitangi into the curriculum across a number of departments;
- Set Māori achievement as a mandatory department goal, with regular progress reporting; and,
- Inclusive communication with whānau supporting them to understand how the College works, and what they can do to increase their child's achievement.

Mount Maunganui Colleges acknowledges the relevance and importance of tikanga Māori, and will ensure that correct procedures are followed at school events, including but not limited to: pōhiri for new staff, students and special guests; opening of new buildings; start of close of each school year, and school awards evenings.

Specific programmes offered at Mount Maunganui College include:

- He Waka Eke Noa (Māori Strategic Plan, including a strategic change team)
- Responsive & Relational Pedagogy programme
- Kaupapa Māori Student Council
- Te Kura Tuarua o Mauao Kapa Haka
- Waiariki Wānanga Series
- Te Reo Māori instruction (year 9 – 13)
- Inter-house Haka Competition
- Year 9 Māori Student Induction Programme

Mount Maunganui College does not offer full immersion programmes in te reo Māori. However guidance will be given to any parent/ student wishing to pursue this option. Our College would like to acknowledge the kura Māori within the Tauranga area that provide full immersion te reo Māori education and we support these kura with their endeavors.

7. CULTURAL DIVERSITY: TE AHUREA WHAKAEHU

General Student Roll

64% NZ European 29% Māori 2% Pacific Island 4% Asian 1% Other

International Students (61 (4.22%) of whole school population as of February 2016)

55.7% Europe 29.5% North, South, Central America 14.7% Asia

At Mount Maunganui College, we aim to provide a learning context where students can acquire the knowledge, skills, and attitudes to equip them for life in a multi-cultural world. At our College we value pedagogy that supports students to understand and respect diverse viewpoints, values, customs, and languages. Furthermore, we recognise that ethnicity is just one characteristic that contributes to diversity, and that cultural diversity occurs within ethnic groups.

Our College aims to ensure that teacher pedagogy is culturally responsive and relational, through:

- Teachers and support staff being aware of students' different cultural identities;
- Learning programmes and classroom environments incorporating relevant cultural contexts;
- Teachers demonstrating awareness of own culturally-based beliefs and practices and how these play out in the classroom and teaching practice;
- Recognising diversity within cultures, e.g: gender, socio-economic background, and religion;
- Celebrating diversity through practical opportunities to share language and cultural experiences;
- Providing a safe place for students to respectfully express their cultural values and beliefs in the classroom; and,
- Treating all students with respect and dignity.

8. PRIORITY LEARNERS: NGĀ AKORANGA TAPU

Mount Maunganui College identifies priority students as those learners who have inequitable success in the New Zealand schooling system. This includes many Māori, Pacific Island, those learners from low socio-economic backgrounds, and students with special education needs. It is Mount Maunganui College's intention to accelerate priority students' achievement through a focus on learning progression in the Junior Curriculum (years 9-10). Priority cohorts are consistently monitored throughout the year to ensure early detection of any learning difficulties and timely intervention to ensure learning progression is being achieved.

The College identifies that not all students with learning needs are necessarily identified within the above four groups, therefore Professional Learning Groups (teachers, support staff, deans, guidance) have been established to further identify and monitor any students with learning needs that require intervention and assistance across Year 9, Year 10, and selected senior students. It is the intention of the Professional Learning Groups to establish a culture of shared responsibility for student learning and wellbeing.

At Mount Maunganui College, teachers are expected to have a clear understanding of:

1. The expected learning students should make (performance, developmental/ achievement expectations)
2. The learning students have made (prior learning, achievement and progress)
3. The learning students need to make (gaps between expectations and prior learning and achievement)

Strategies employed to support priority learners include:

- Viewing the progression and growth of our priority learners as an indicator of key success for the College;
- Increased focus on supporting priority learners to be present, engaged and achieving, with a specific focus on years 9-10;
- Set priority learner achievement as a mandatory department goal, with regular reporting;
- Junior School Learning Progression rubrics to highlight the progress of students across all subjects;
- Creating contexts that excite and engage learners, and that affirm their identities, languages and cultures;
- Responding to students' learning needs by adapting programmes and resources;
- Use information on students' strengths, interests and needs to inform programme review; and,
- Supporting students to manage transitions within and into the workforce or further study.

***We aim to ensure that every student is noticed and receives support for their success.
Tauana te whanaungatanga kua mōhio ngā ākonga anei te āwhina mōu.***

***Every student knows that they matter.
Kia mōhio ngā ākonga katoa he whakahirahira rātau.***

9. SPECIAL EDUCATION – BEHAVIOUR & LEARNING MĀTAURANGA AKOAKO, MĀTAURANGA WHANONGA

Mount Maunganui College has a commitment to inclusive practices for our students with identified special needs. Students with special needs includes students that experience difficulty in one or more of the following areas: learning needs (gifted and priority), communication, emotional, behavioural, intellectual, sensory, and physical impairments. Central to the Mount Maunganui College approach is the importance of inclusive and supportive learning. It is crucial that students learn in an environment that fosters growth in self-confidence and self-esteem. Our goal is for each student to experience school in a way that builds on their strengths and leaves them feeling included, empowered, and accepted.

Through identification, assessment and careful planning, students are integrated into the mainstream curriculum (*differentiated curriculum where needed*). In addition, students receive targeted individual support based on their needs. This occurs across a continuum, from in-class support to small groups, to an individual one-on-one session with the learning centre support team.

The Mount Maunganui Learning Centre is developed and monitored by the Special Education Needs Coordinators (SENCO), including the support and professional development of school staff in developing inclusive practices for students with special needs. Student need is established by regular diagnostic, formative and summative assessment by SENCO, ORRS specialist teacher, class teachers, senior management or other referral. Partnership between parents/ caregivers and the school is maintained through the Individual Educational Programme (IEP) process, and access to SENCO and specialist teachers.

*Each student has the ability to experience success, regardless of impairment or learning difficulty.
Kia rongō i a ākongā ki te reka o te angitū ahakoa te aha.*

*Every student knows that they matter.
Kia mōhio ngā ākongā katoa he whakahirahira rātau.*

10. SCHOOL GOVERNANCE: TE MANA WHAKAHAERE O TE KURA

PERSONNEL

KAIMAHI

The Board of Trustees will implement personnel and industrial policies which promote high levels of staff performance, use resources effectively, recognise the needs of students as well as being a good employer as defined by the State Sector Act 1988.

FINANCE

PŪTEA

The Board of Trustees will allocate funds according to school's priorities as established in the School Charter, including but not limited to:

- Allocate funds according to school's priorities
- Monitor and control school expenditure
- Comply with current asset management agreement
- Implement a maintenance programme to ensure building compliance
- Provide a safe and healthy learning environment.

PROPERTY

HAUTAONGA

The Board of Trustees will ensure development of a 10 year Property Plan (10YPP) to provide the right quantity and quality of school property to achieve the best physical environment for learning, including oversight of the day-to-day management of school property to ensure it is in good order and repair. Alignment between the School's Charter and the Property Plan is monitored by the Board of Trustees.

KEY IMPROVEMENT STRATEGIES: SCHOOL ORGANISATION

<p>PROPERTY</p> <p>HAUTAONGA</p>	<ul style="list-style-type: none"> ▪ Increased seating and shelter throughout school grounds ▪ Creating innovative & modern learning environments to facilitate collaborative teaching in the English/ Social Science department ▪ Creating environments to encourage student interaction ▪ Creating a bi-cultural entrance to the main school car park ▪ Development of a 'Rainbow Room' (toilet/ shower/ changing) for the LGBTI student population ▪ Development of a secure storage facility for student laptops and personal items ▪ Development of school gate numbers (for emergency access) ▪ Increasing a school-wide focus on rubbish and recycling ▪ Review of departmental IT needs, including preparedness for online/ digital submission of work/ assessments
<p>FINANCE</p> <p>PŪTEA</p>	<ul style="list-style-type: none"> ▪ Increased transparency of school budget timeline, process and decision-making for school staff members ▪ Investigate increasing teacher aide support in the junior curriculum (level 2/3) ▪ Investigate the increase of department budgets following Head of Department proposal ▪ Investigate additional administrative/ technical support in learning areas as required
<p>PERSONNEL</p> <p>KAIMAHI</p>	<ul style="list-style-type: none"> ▪ Development of the MMC Code of Conduct "The Mount Way" in collaboration with all staff members, students and parents ▪ Development of a Staff Management System for resolving inconsistencies in staff performance & behaviour ▪ Continuation of voluntary First Aid Training for all staff members, including increased staff awareness of school emergency procedures ▪ Review of school administration, technical support, and teacher relief needs ▪ Developing (with staff) the key tenants of a collaborative and safe learning environment
<p>PROFESSIONAL DEVELOPMENT</p> <p>NGĀ WHANAKE NGAIO</p>	<ul style="list-style-type: none"> ▪ Departmental focus on learning progression rubrics for each subject area ▪ Departmental focus on strengthening the use of technology within each subject area ▪ Continuation of the Responsive & Relational Pedagogy programme ▪ Continued focus on improving pedagogy across all school areas ▪ Department identified Professional Development
<p>COMMUNITY ENGAGEMENT</p> <p>TE TŪ A HĀPORI</p>	<ul style="list-style-type: none"> ▪ Exploration of opportunities for local industry involvement in student learning ▪ Increased opportunities for engagement with parents, including a stronger focus on parent-student pathway planning ▪ Increased opportunities for engagement with our wider Māori community, including but not limited to: Ngāi Te Rangī iwi, Māori parents, local Māori industry, and regional/ national connections.

SECTION TWO: OUR COMMITMENTS, OUR ACTIONS

11. OVERVIEW: STRATEGIC DIRECTION: GOAL ONE

TE WHAINGA TUATAHI

EMPOWER ALL LEARNERS TO BE CONFIDENT, CONNECTED, AND TO SUCCEED WITH INTEGRITY

Kia whai kaha te ākonga kia tū toa tū māia i roto i ngā mahi

OVERVIEW: ACADEMIC PROGRESSION

NGĀ KAUNEKE MĀTAURANGA

5 YEAR GOAL	Increase NCEA academic outcomes by 10% by 2021					ANNUAL TARGET	Increase NCEA academic achievement by 2% in 2017							
BASELINE DATA	YEAR 9 Stanine 4+	ALL			MĀORI	PACIFIC	2017 TARGET (YR 9) Stanine 4+	ALL			MĀORI	PACIFIC		
		Vocabulary	87%	78%	75%	Vocabulary		85%	75%	75%				
		Comprehension	87%	77%	75%	Comprehension		83%	75%	75%				
	YEAR 10 Stanine 4+	ALL			MĀORI	PACIFIC	2017 TARGET (YR 10) Stanine 4+	ALL			MĀORI	PACIFIC		
		Vocabulary	86%	82%	75%	Vocabulary		85%	82%	82%				
		Comprehension	93%	87%	100%	Comprehension		92%	82%	100%				
	YEAR 11-13	ALL			MĀORI	PACIFIC	YEAR 11-13	ALL			MĀORI	PACIFIC		
		LEVEL 1	79.9%	78.3%	81.1%	77.2%		100%	2017 TARGET (L1)	80%	80%	80%	75%	90%
		LEVEL 2	81.9%	79.2%	84.6%	79.1%		100%	2017 TARGET (L2)	80%	80%	80%	84%	90%
	LEVEL 3	73.5%	70.6%	76.5%	66.7%	66.7%	2017 TARGET (L3)	70%	70%	70%	72%	90%		
	UE	54.2%	47.1%	61.7%	42.4%	33.3%	2017 TARGET (UE)	55%	50%	60%	55%	50%		

NB: Stanine 4+ represents that a student (Year 9-10) are either AT or ABOVE the average national expectation for that year level.

12. GOAL ONE: 2017 ANNUAL PLAN: TE MĀHERE-Ā-TAU

TE WHAINGA TUATAHI

EMPOWER ALL LEARNERS TO BE CONFIDENT, CONNECTED, AND TO SUCCEED WITH INTEGRITY

Kia whai kaha te ākonga kia tū toa tū māia i roto i ngā mahi

STRATEGIES	TIME-FRAME	RESPONSIBILITY	RESOURCING	PROGRESS INDICATORS
<ul style="list-style-type: none"> ▪ CONTINUE: Embedding learning progression rubrics 	2017	HODs / Ba / Sb	Professional Development Relief	Learning Progressions in student / parent language supported by annotated exemplars
<ul style="list-style-type: none"> ▪ CONTINUE: Teacher as Inquiry, Student Voice 	2017	HODs / Ba / SLT	In house professional development opportunities	Appraisal conversations
<ul style="list-style-type: none"> ▪ CONTINUE: Participation in Professional Development 	2017	HOD Sub Committee / HODs / Ba	Provided on an as needs basis	Staff capacity and capabilities
<ul style="list-style-type: none"> ▪ TRIAL: Solo taxonomy & learning progressions 	2017	HOD Sub Committee / HODs / Ba	Provided on an as needs basis	Staff capacity and capabilities
<ul style="list-style-type: none"> ▪ PLAN: Integrated Curriculum Class and Literacy/ Numeracy programme 	2017	Ba / SLT / Identified teachers	Planning around interdisciplinary project based learning	That the literacy and numeracy programme will begin as of 2018
<ul style="list-style-type: none"> ▪ TRIAL: Māori Identity programme (Yr 9-10) 	2017	Hk / He Waka Eke Noa	Provided on an as needs basis	That key Maori identity values and characteristics have been identified
<ul style="list-style-type: none"> ▪ PROVIDE: Opportunities to use modern IT in teaching & learning 	2017	Ba / Yl / Mj	Provided on an as needs basis	IT Survey
<ul style="list-style-type: none"> ▪ DEVELOP: Special Needs learning resources 	2017	Yl / Dx / Ba / Kb	Provided on an as needs basis	Increased use of IT in the Learning Centre
<ul style="list-style-type: none"> ▪ PLAN: Year 9/10 school culture threshold 	2017	Yl	Provided on an as needs basis	Increased participation in school wide activities along with the development of a junior school profile
<ul style="list-style-type: none"> ▪ IMPLEMENT: Careers Service review 	2017	Yl	Provided on an as needs basis	Completion of Careers Service Review
<ul style="list-style-type: none"> ▪ INVESTIGATE: increased department project based learning 	2017	Sb / Ba / Wx	Provided on an as needs basis	Findings to help inform the creation of a cross curricular class in 2018
<ul style="list-style-type: none"> ▪ INVESTIGATE: Ideas from school learning structures review 	2017	SLT	Provided on an as needs basis	A proposal for future school

13. GOAL ONE: STRATEGIC PLAN (2017 – 2020): TE MĀHERE RAUTAKI

TE WHAINGA TUATAHI

The overview of strategic direction outlined below lists a number of key areas for Planning or Review. Trial of these areas will only occur if the Planning or Review provides evidence that a Trial is favourable to the direction of the school.

CORE STRATEGIES – STRATEGIC GOAL ONE - LEARNING

EMPOWER ALL LEARNERS TO BE CONFIDENT, CONNECTED, AND TO SUCCEED WITH INTEGRITY

Kia whai kaha te ākonga kia tū toa tū māia i roto i ngā mahi

2018	2019	2020
<ul style="list-style-type: none"> ▪ CONTINUE: Teacher as Inquiry, Student Voice, Visible Learning ▪ CONTINUE: Participation in Professional Development ▪ CHECK POINT: Review of learning progression rubrics ▪ IMPLEMENT: Solo Taxonomy & learning progressions ▪ IMPLEMENT: Literacy/ Numeracy programme ▪ REFINE: Māori Cultural Identity programme ▪ DEVELOP: Use of modern IT in teaching & learning ▪ DEVELOP: Special Needs learning resources ▪ TRIAL: Year 9/10 Mastery ▪ PLAN: Year 11 Mastery ▪ REFINE: Ideas resulting from Careers Service review ▪ DEVELOP: Opportunities for project based learning ▪ IMPLEMENT: Guest Speaker schedule ▪ REFINE: Ideas resulting from school learning structures review 	<ul style="list-style-type: none"> ▪ CONTINUE: Teacher as Inquiry, Student Voice, Visible Learning ▪ CONTINUE: Participation in Professional Development ▪ CHECK POINT: Literacy/ Numeracy programme ▪ IMPLEMENT: Māori Cultural Identity programme ▪ DEVELOP: Use of modern IT in teaching & learning ▪ REFINE: Year 9/10 Mastery ▪ TRIAL: Year 11 Mastery ▪ CHECK POINT: Review of Guest Speaker schedule ▪ CHECK POINT: Review of project based learning outcomes ▪ IMPLEMENT: Ideas resulting from school learning structures review 	<ul style="list-style-type: none"> ▪ CHECK POINT: Review of school learning structures ▪ CHECK POINT: Solo taxonomy & learning progressions ▪ CHECK-POINT: Year 9-11 Mastery Project ▪ CHECK POINT: Review of Careers & Pathway Planning ▪ REVIEW: All Goal One Core Strategies ▪ CONSULT: Future direction in preparation for next Strategic Plan

14. OVERVIEW: STRATEGIC DIRECTION: GOAL TWO

TE WHAINGA TUARUA

FORM RESPECTFUL RELATIONSHIPS THAT ARE RESPONSIVE TO THE NEEDS OF ALL

Mā te whakawhanaungatanga me te manaakitanga e tae te waka ki uta

Baseline data from the Strategic Plan Review process conducted in 2015 (teacher, student & parent consultation) indicated discrepancies in teacher pedagogy and teacher/ student relationships. These discrepancies included:

- Staff feedback indicating a perception that some staff (and some departments) are more ‘committed to the cause’ than others;
- Student feedback indicating that some teachers provide a supportive and nurturing learning environment, whilst other teachers do not; and,
- Parent feedback indicating that some teachers (and some departments) can teach their child better than others.

The College is committed to developing a community that strives to be the ‘best they can be’. This starts with providing high quality and consistent pedagogy so that “Together as learners, we inspire each other to grow”. Our College believes that respectful relationships are the foundation to all learning relationships. This includes maintaining a high standard of expectations and behaviours within our learning environments.

15. GOAL TWO: 2017 ANNUAL PLAN: TE MĀHERE-Ā-TAU

TE WHAINGA TUARUA

*FORM RESPECTFUL RELATIONSHIPS THAT ARE RESPONSIVE TO THE NEEDS OF ALL
Mā te whakawhanaungatanga me te manaakitanga e tae te waka ki uta*

STRATEGIES	TIME-FRAME	RESPONSIBILITY	RESOURCING	PROGRESS INDICATORS
<ul style="list-style-type: none"> ▪ CONTINUE: He Waka Eke Noa Strategic Plan 	2017	Hk / He Waka Eke Noa	Provided on an as needs basis	A furthering of the Maori Strategic Plan (Appendix)
<ul style="list-style-type: none"> ▪ CONTINUE: Responsive & Relational Pedagogy programme 	2017	Hk / He Waka Eke Noa	Provided on an as needs basis	A furthering of the Maori Strategic Plan (Appendix)
<ul style="list-style-type: none"> ▪ DEVELOP: Opportunities for active interaction of staff and students in school / student organised events (fun) 	2017	Student Leaders / Staff Social Committee	Provided on an as needs basis	More opportunities for students and staff to be involved in joint activities
<ul style="list-style-type: none"> ▪ INVESTIGATE: Increased bi-cultural curriculum and place responsive learning contexts 	2017	Hk / He Waka Eke Noa	Provided on an as needs basis	A furthering of the Maori Strategic Plan (Appendix)
<ul style="list-style-type: none"> ▪ TRIAL: Ideas from Form Time and House Structure review 	2017	SLT / Student Leaders	Provided on an as needs basis	Ideas from Form Time and House Structure review implemented
<ul style="list-style-type: none"> ▪ REVIEW: Schools responsiveness to cultural diversity 	2017	Hk / SLT	Provided on an as needs basis	Schools responsiveness to cultural diversity survey completed
<ul style="list-style-type: none"> ▪ CONSULT: School community on reviews 	2017	SLT / Va	Provided on an as needs basis	Safe and Collaborative Review and Young Women's Review shared with stake holders

16. GOAL TWO: STRATEGIC PLAN (2017 – 2020): TE MĀHERE RAUTAKI

TE WHAINGA TUARUA

The overview of strategic direction outlined below lists a number of key areas for Planning or Review. Trial of these areas will only occur if the Planning or Review provides evidence that a Trial is favourable to the direction of the school.

CORE STRATEGIES – STRATEGIC GOAL TWO - RELATIONSHIPS			
FORM RESPECTFUL RELATIONSHIPS THAT ARE RESPONSIVE TO THE NEEDS OF ALL			
Mā te whakawhanaungatanga me te manaakitanga e tae te waka ki uta			
2018	2019	2019	2020
<ul style="list-style-type: none"> ▪ CHECK POINT: Review of He Waka Eke Noa Strategic Plan ▪ CHECK POINT: Review Responsive & Relational Pedagogy ▪ DEVELOP: Opportunities for active interaction of staff & students in school/ student organised events (fun) ▪ TRIAL: Bi-cultural curriculum and place responsive learning contexts ▪ REFINE: New Form Time & House Structure ▪ CONSULT: School community on reviews 	<ul style="list-style-type: none"> ▪ CONTINUE: He Waka Eke Noa Strategic Plan ▪ TRIAL: Ideas - Responsive & Relational Pedagogy programme ▪ DEVELOP: Opportunities for active interaction of staff & students in school/ student organised events (fun) ▪ TRIAL: Bi-cultural curriculum and place responsive learning contexts ▪ CONSULT: School community on reviews 		<ul style="list-style-type: none"> ▪ REVIEW: All Goal Two Core Strategies ▪ CHECK POINT: Review of Bi-cultural curriculum and place responsive learning ▪ CHECK POINT: Review Form Time & House Structure ▪ CONSULT: Future direction in preparation for next Strategic Plan

17. OVERVIEW: STRATEGIC DIRECTION: GOAL THREE

TE WHAINGA TUATORU

GROW ACTIVE LEARNERS WHO POSITIVELY CONTRIBUTE TO OUR SOCIETY

He poipoi rangatira hei ārahi i te iwi

Baseline data from the Strategic Plan Review process conducted in 2015 (teacher, student & parent consultation) indicated that all stakeholders desire a stronger focus on developing students who can positively contribute to society upon exit from the College. This included:

- Students equipped with the skills necessary for gaining meaningful employment;
- Students equipped with the necessary life-skills to be functional members of society;
- Students equipped with a strong value based foundation; and,
- Students who are connected to the local community.

Our College is committed to contributing to the growth, wellbeing & integrity of our community. We acknowledge our role in equipping students with the skills, values and knowledge to contribute to society meaningfully.

18. GOAL THREE: 2017 ANNUAL PLAN: TE MĀHERE-Ā-TAU

TE WHAINGA TUATORU

GROW ACTIVE LEARNERS WHO POSITIVELY CONTRIBUTE TO OUR SOCIETY

He poipoi rangatira hei ārahi i te iwi

STRATEGIES	TIME-FRAME	RESPONSIBILITY	RESOURCING	PROGRESS INDICATORS
▪ TRIAL: Life Skills & Values Learning (Year 9)	2017	Ht / Wg	Provided on an as needs basis	Life Skills & Values Learning (Year 9) trialed with at least one Year 9 class
▪ PLAN: Life Skills & Values Learning (Year 11-13)	2017	Yl	Provided on an as needs basis	Life Skills & Values Learning planned for Year 11-13 classes
▪ INVESTIGATE: Community Service and Volunteering programme for all year groups	2017	Ba / Yl / Va	Provided on an as needs basis	Community Service and Volunteering programme for all year groups investigated
DEVELOP: Relationships with local mana whenua (Ngāi Te Rangi), Tauranga Moana iwi, and kura Māori (<i>refer to He Waka Eke Noa</i>)	2017	Hk / Gr	Provided on an as needs basis	Strengthened relationships with local mana whenua (Ngāi Te Rangi), Tauranga Moana iwi, and kura Māori (Appendix)
▪ DEVELOP: Relationships with local industry across departments	2017	SLT / Careers	Provided on an as needs basis	Increased student visits to local industries

19. GOAL THREE: STRATEGIC PLAN (2017 – 2020): TE MĀHERE RAUTAKI

TE WHAINGA TUATORU

The overview of strategic direction outlined below lists a number of key areas for Planning or Review. Trial of these areas will only occur if the Planning or Review provides evidence that a Trial is favourable to the direction of the school.

CORE STRATEGIES – STRATEGIC GOAL THREE - COMMUNITY		
GROW ACTIVE LEARNERS WHO POSITIVELY CONTRIBUTE TO OUR SOCIETY		
<i>He poipoi rangatira hei ārahi i te iwi</i>		
2018	2019	2020
<ul style="list-style-type: none"> ▪ <i>REFINE</i>: Life Skills & Values Learning (Year 9-10) ▪ <i>TRIAL</i>: Life Skills & Values Learning (Year 11-13) ▪ <i>TRIAL</i>: Community Service & Volunteering Programme ▪ <i>DEVELOP</i>: Relationships with local mana whenua (Ngāi Te Rangī), Tauranga Moana iwi, and kura Māori <i>(refer to He Waka Eke Noa)</i> ▪ <i>REFINE</i>: Year 9-10 Taster Options ▪ <i>TRIAL</i>: Departmental/ Local Industry initiatives 	<ul style="list-style-type: none"> ▪ <i>REFINE</i>: Life Skills & Values Learning (Year 11-13) ▪ <i>REFINE</i>: Community Service & Volunteering Programme ▪ <i>REVIEW & REFINE</i>: Relationships with local mana whenua (Ngāi Te Rangī), Tauranga Moana iwi, and kura Māori <i>(refer to He Waka Eke Noa)</i> ▪ <i>REFINE</i>: Departmental/ Local Industry initiatives 	<ul style="list-style-type: none"> ▪ <i>REVIEW</i>: All Goal Three Core Strategies ▪ <i>CHECK POINT</i>: Review of Life Skills & Values Learning Programme ▪ <i>CHECK POINT</i>: Review of Taster Options ▪ <i>CONSULT</i>: Future direction in preparation for next Strategic Plan