



Otamatea High School

Te Kura Tuarua o Otamatea

CHARTER

2023



Vision

Ready for the World
Kia mataara ki te Ao

Tikanga

He waka eke noa

Whanaungatanga

Ako

Kaitiakitanga

Aroha

Values

High expectations

Responsibility

Respect

Resilience

Hauora

Kotahitanga



Otamatea High School

Te Kura Tuarua o Otamatea

Strategic Plan

2022 - 2024

School Objective

The Otamatea High School Board of Trustees has identified the following directions in which the school should progress over the next three years. From these an Annual Plan has been developed that outlines our 2023 aims, objectives, targets, planned actions and resources to achieve the outcomes we have set for our students.

The areas of focus selected will become the Board of Trustees' goals for that year and will be reflected in the principal's, departmental and staff goals, and will be reported on through the principal's reports, annual Head of Department reports and the Board's own Annual Report.

Please note that this strategic plan should be read in conjunction with the Statement of National Education and Learning Priorities (NELP)



Te Tiriti o Waitangi

Te Kura Tuarua o Otamatea is committed to Te Tiriti o Waitangi and its unique position in Aotearoa/New Zealand and will give effect to Te Tiriti by

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- achieving equitable outcomes for Māori students.
- continuously working towards becoming a culturally sustaining kura.

Otamatea High School:

- affirms that Te Tiriti o Waitangi is one of eight principles of The New Zealand Curriculum that provides a foundation for our school curriculum.
- will ensure that te reo Māori me ōna tikanga are valued and promoted in school management and in teaching and learning, for example, through pōwhiri, karakia, the school haka/waiata, and through kapa haka.
- will offer Te Reo Māori as a core subject in years 7 to 9, and as an optional subject in years 10 to 13. All students will have the opportunity to understand and celebrate the place of Māori as tangata whenua in Aotearoa New Zealand.
- will develop, with genuine partnership, a specific achievement plan for Māori, incorporating tikanga and Te Reo Māori into the protocols and curriculum development of the school. This achievement plan will also take direction from Ka Hikitia (the Māori Education Strategy, 2020) and Tū Rangatira (Māori Medium Educational Leadership).
- will use the success of Māori students as a litmus test for the success of all students.

Otamatea High School is committed to Te Tiriti o Waitangi principles of partnership, participation and protection.

- **Partnership:** The Treaty principle of partnership benefits all learners. It harnesses the knowledge and expertise of the diverse people who can contribute to students' learning, including families, whānau, iwi, and other community members. Partnership is realised as schools collaborate with Māori and non-Māori to develop, implement, and review policies, practices, and procedures. By working collaboratively, schools learn to share power, control, and decision-making while validating the unique position of Māori as tangata whenua and recognising the contribution Māori make to education.
- **Protection:** The principle of protection is about actively protecting Māori knowledge, interests, values, and other taonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Ka Hikitia (Ministry of Education, 2007) emphasises that "culture counts" and describes a commitment to "knowing, respecting and valuing where students are, where they come from and building on what they bring with them"
- **Participation:** Participation is about equality of opportunity and outcomes. Students need to learn how to participate and contribute as active citizens through opportunities to explore and appreciate the rich and diverse cultures, languages, and heritages that shape their identities as New Zealanders. Informed civic participation is a key aspect of the New Zealand Curriculum's future focus principle.

2023	2024	2025
Māori students achieve success as Māori		
<p>Develop a three year strategic plan for the success of Māori students, as Māori.</p> <p>Develop a model for the development of a new senior Māori academy</p>	<p>Implement the strategic plan for the success of Māori students, as Māori.</p> <p>Establish the new senior Māori academy</p>	<p>Embed the strategic plan for the success of Māori students, as Māori.</p> <p>Embed the new senior Māori academy</p>
Otamatea High School is well resourced teaching and learning environment		
<p>Establish 6 new classrooms at the start of 2023 and secure additional temporary classrooms for 2024</p> <p>Progress 5YA projects, prioritising all 2022/2023 projects</p> <p>Develop a plan for a new build to cater for long term roll growth</p> <p>Complete the LSPM project</p> <p>Implement the BaCtS Plan for senior students and review for 2024</p> <p>Deliver the internal Ka Ora, Ka Ako - Healthy Lunches delivery model from Term 3 and review for 2024</p> <p>Review and develop new model for the school's administration requirements</p>	<p>Establish new classrooms at the start of 2024 and secure additional temporary classrooms for 2025</p> <p>Progress 5YA projects, prioritising all 2023/2024 projects</p> <p>Begin construction of new build to cater for long term roll growth</p> <p>Embed the BaCtS Plan for senior students</p> <p>Deliver the internal Ka Ora, Ka Ako - Healthy Lunches delivery model</p> <p>Implement the new model for the school's administration requirements</p>	<p>Establish new classrooms at the start of 2025</p> <p>Progress 5YA projects, prioritising all 2024/2025 projects</p> <p>Complete construction of new build to cater for long term roll growth</p> <p>Deliver the internal Ka Ora, Ka Ako - Healthy Lunches delivery model</p>

There is an improvement in student engagement and achievement

Year 7 and 8

Identify target students early and put programmes in place to address the needs of these students (prioritising literacy and numeracy).

Introduce the Year 8 CAM curriculum-based assessments for value-added feedback in English, mathematics and science, using BASE 7 as baseline data.

Lesson by lesson unit plans completed for all subjects

Monitor and report on underachieving students' progress, and intervene where required

Monitor and report on underachieving students' progress, and intervene where required

Year 9 and 10

Embed the new year 9 graduate certificate including reporting requirements.

Develop the new year 10 graduate diploma with DAME type grades to replace curriculum level grades.

Introduce the Year 10 CAM curriculum-based assessments for value-added feedback in English, mathematics and science, using BASE 9 as baseline data.

Years 10s at 4A of the curriculum complete the new NCEA literacy and numeracy co-requisites

Lesson by lesson unit plans completed for all subjects

Embed the new year 10 graduate diploma including reporting requirements.

All year 10s and 11s to complete the new NCEA literacy and numeracy co-requisites

Review and improve the Y9 graduate certificate, and the Y10 graduate diploma

Year 11 to 13

Design new NCEA level 1 courses. Review new Level 2 NCEA Achievement Standards.

Fully implement new NCEA level 1 courses. Design new NCEA level 2 courses. Review

Fully implement new NCEA level 2 courses. Design new NCEA level 3 courses. Review

<p>Review and redesign the two Tai Tokerau Trades Academies programmes</p> <p>Create an NCEA Assessment handbook for students</p>	<p>new Level 3 NCEA Achievement Standards.</p> <p>Lesson by lesson unit plans completed for all NCEA Level 1 courses</p> <p>Develop a 2024 NCEA level 1 endorsement improvement plan.</p> <p>Implement changes to the two Tai Tokerau Trades Academies programmes</p>	<p>Level 3 NCEA Achievement Standards.</p> <p>Lesson by lesson unit plans completed for all NCEA Level 2 courses</p> <p>Implement NCEA endorsement improvement plan at level 1.</p> <p>Develop a 2025 NCEA level 2 endorsement improvement plan.</p> <p>Embed changes to the two Tai Tokerau Trades Academies programmes</p>
Schoolwide		
<p>Implement the NZ curriculum refresh changes to reflect local tikanga, mātauranga Māori and te ao Māori.</p> <p>Implement the schoolwide literacy improvement plan.</p> <p>Modify the school's careers programme to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</p> <p>Review senior and junior prizegiving and implement changes</p>	<p>Continue to implement the NZ curriculum refresh changes to reflect local tikanga, mātauranga Māori and te ao Māori.</p> <p>Embed the schoolwide literacy improvement plan.</p> <p>Embed the school's careers programme to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</p>	<p>Continue to implement and embed the NZ curriculum refresh changes to reflect local tikanga, mātauranga Māori and te ao Māori.</p>
Schoolwide pedagogical practices improve		
<p>Use the Quality Practice Template with teaching staff and build these into the</p>	<p>Embed the revised PGC using naturally occurring evidence.</p>	

<p>school's Professional Growth Cycle (PGC)</p> <p>Develop an online "teachers handbook" through the "in the waka" link</p> <p>Build a Relational Based Pedagogical Culture among teaching staff.</p> <p>Build a staff culture of continual improvement in te reo Māori me ōna tikanga Māori</p>	<p>Continue building a Relational Based Pedagogical Culture among teaching staff</p> <p>Build a staff culture of continual improvement in te reo Māori me ōna tikanga Māori- culturally sustaining</p>	<p>Embed a Relational Based Pedagogical Culture among teaching staff</p> <p>Build a staff culture of continual improvement in te reo Māori me ōna tikanga Māori - culturally sustaining</p>
Community Communication and Engagement Increases		
<p>Review schoolwide events, through community feedback and the development of checklists, to improve community engagement</p> <p>Review Te Panui</p> <p>Consult with the community in the development of the new 2024-2026 Strategic Plan as per the new reporting requirements</p>	<p>Review schoolwide events to improve community engagement</p> <p>Embed changes to Te Panui</p> <p>Implement the 2024-2026 Strategic Plan</p>	<p>Review schoolwide events to improve community engagement</p> <p>Implement the 2024-2026 Strategic Plan</p>
Schoolwide Wellbeing Improves		
<p>Develop the school's vision statement "Kia mataara ki te Ao/Ready for the World"</p> <p>Implement KIVA the bullying prevention programme for Year 7 and 8s</p> <p>Use the wellbeing frameworks to recognise, value, and enhance the wellbeing outcomes of staff and students.</p> <p>Implement the new pastoral care systems and review the school's student reward programme.</p>	<p>Embed the school's vision statement "Kia mataara ki te Ao/Ready for the World"</p> <p>Embed and review KIVA, with a view to extending it into year 9</p> <p>Use the wellbeing frameworks to recognise, value, and enhance the wellbeing outcomes of staff and students.</p> <p>Embed the new pastoral care systems and implement an improved student reward programme</p>	<p>Embed the schoolwide bullying prevention programme in years 7- 9</p> <p>Embed the improved student reward programme</p>

<p>Develop a school culture of continual improvement in the success of school events.</p> <p>Complete succession planning for the school's DOE programme.</p>	<p>Develop a school culture of continual improvement in the success of school events.</p>	<p>Develop a school culture of continual improvement in the success of school events.</p>
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