



Otamatea High School

Te Kura Tuarua o Otamatea

CHARTER

2020



He Waka Eke Noa

Vision

Ready for the World

Tikanga

Our Safety, Total Respect, Always Learning

Values

High expectations

Responsibility

Resilience

Balanced hauora/wellbeing

*Kotahitanga – He waka eke noa – we're all in the waka,
without exception*





Otamatea High School

Te Kura Tuarua o Otamatea

Strategic Plan

School Objective

The wider school community, Board of Trustees and staff have identified the following directions in which the school should progress over the next three years. From these, areas of focus have been developed which are seen as priorities.

The areas of focus selected will become the Board of Trustees goals for that year and will be reflected in the Principal's, the ELAs and staff goals and they will be reported on through the Principal's reports, annual Head of Essential Learning Area reports and the Board's own Annual Report. These reports will be reviewed on an annual basis in consultation with support groups associated with the school, the school community and the staff.

Please note that this strategic plan should be read in conjunction with the current NEGs and NAGS and the Board's Code of Conduct.

Otamatea High School Strategic Plan

GOVERNANCE

Ensure that every student is able to attain his or her personal excellence in diverse fields of endeavour
Ensure that Otamatea High School encapsulates the pride of the wider community
Ensure a sustainable model of whole school wellbeing is implemented which incorporates the school values and tikanga
Ensure collaboration with all stakeholders to ensure the best interests of our students and school community

TEACHING AND LEARNING

Develop a curriculum that focuses on 21st Century skills and prepares students for the wider world
Provide diverse learning opportunities that cater to students' individual needs
Provide an environment of high expectations that encourages collaboration and risk taking
Support evidence-based pedagogy and inquiry

SCHOOL CULTURE

Kotahitanga - He waka eke noa
Promote a balanced personal hauora
Develop resilience in the journey towards excellence
Create an inclusive culture that normalises diversity and equity
Develop pride in self and school and respect for all

COMMUNITY ENGAGEMENT

Actively promote the school in the wider community
Promote student service and visibility in the community
Increase community participation and attendance at school events and activities
Communicate and collaborate effectively with the community





Otamatea High School

Te Kura Tuarua o Otamatea

Three Year Plan



He Waka Eke Noa

TEACHING AND LEARNING

2020	2021	2022
<p>To develop, document and deliver the new standards based cross curricular year 9 programme for one core class</p>	<p>To deliver the newly developed, standards based cross curricular programmes to all year 9 classes</p>	<p>To deliver the newly developed, standards based cross curricular programme to all year 9 and 10 classes</p>
<p>Each learning area develops a new cross curricular course for implementation in 2021</p>		<p>Review middle leadership across the school to ensure that it is fit for purpose and ties into the newly aligned cross curricular programmes</p>
<p>To increase the percentage of students achieving NCEA endorsements at each level and across all curriculum areas</p>	<p>To maintain a high percentage of students achieving NCEA endorsements at each level and across all curriculum areas</p>	<p>To maintain a high percentage of students achieving NCEA endorsements at each level and across all curriculum areas</p>
<p>To develop a flexible, targeted and responsive PLD programme that enables teachers to use effective pedagogy to meet the learning needs of every student</p>	<p>Flexible, targeted and responsive PLD programme enables teachers to use effective pedagogy to meet the learning needs of every student</p>	<p>Flexible, targeted and responsive PLD programme enables teachers to use effective pedagogy to meet the learning needs of every student</p>
<p>Every teacher is a competent Hapara user and are using established protocols</p>	<p>Every teacher is a competent Hapara user and are using established protocols</p>	<p>Every teacher is a competent Hapara user and are using established protocols</p>
<p>The school develops a schoolwide literacy improvement programme in the junior school</p>	<p>The school embeds the schoolwide literacy improvement programme in the junior school</p>	<p>The school embeds the schoolwide literacy improvement programme in the junior school</p>
<p>The school reviews and develops a new high trust performance review system in line with the PPTA/NZEI/MOE accord</p>	<p>High trust performance review system in line with the PPTA/NZEI/MOE accord is used</p>	<p>High trust performance review system in line with the PPTA/NZEI/MOE accord is used</p>

SCHOOL CULTURE

2020	2021	2022
Create a new rewards system which appeals to all students, is based on the OTA Way and is equitable and is aligned with the inter iwi system	Consolidate the equitable rewards system which appeals to all students and is based on the OTA Way and is aligned with the inter iwi system	Consolidate the equitable rewards system which appeals to all students and is based on the OTA Way and is aligned with the inter iwi system
Overall 'at school' attendance to average at least 90%	Overall 'at school' attendance to average at least 92%	Overall 'at school' attendance to average at least 92%
All students identified as 'at risk' have ongoing support from school support services	All students identified as 'at risk' have ongoing support from school support services	All students identified as 'at risk' have ongoing support from school support services
Develop a sustainable, whole school, strengths-based wellbeing framework which encompasses staff and student wellbeing	Embed the sustainable, whole school, strengths-based wellbeing framework which encompasses staff and student wellbeing	Embed the sustainable, whole school, strengths-based wellbeing framework which encompasses staff and student wellbeing
Create and deliver a workplace survey for support staff	Respond to feedback from support staff workplace survey	Respond to feedback from support staff workplace survey

COMMUNITY ENGAGEMENT

2020	2021	2022
<p>To develop a number of fundraising initiatives</p> <p>Promote and market the school, especially in the Mangawhai and Waipu communities and to continue publishing good news stories</p> <p>To have full day whole school Swimming gala and Athletics Day events.</p>	<p>Embed fundraising initiatives</p> <p>Continue to embed publicity strategy to market and promote the school, particularly in the Mangawhai and Waipu communities</p> <p>To have full day whole school Swimming gala and Athletics Day events.</p>	<p>Embed fundraising initiatives</p> <p>Continue to embed publicity strategy to market and promote the school, particularly in the Mangawhai and Waipu communities</p> <p>To have full day whole school Swimming gala and Athletics Day events.</p>

GOVERNANCE

2020	2021	2022
<p>Ensure that the 10 Year Property Plan is progressing</p> <p>Build a shaded, weather proof seated area outside the cafe</p> <p>Redevelop all school policies</p> <p>BOT and SLT members to be involved in NZSTA HR Audit</p> <p>Ensure that all Board of Trustee members attend regular NZSTA training</p> <p>Ensure that all school houses are maintained to a good level</p>	<p>Ensure that the 10 Year Property Plan is progressing</p> <p>Ensure that all Board of Trustee members attend regular NZSTA training</p> <p>Ensure that all school houses are maintained to a good level</p>	<p>Ensure that the 10 Year Property Plan is progressing</p> <p>Ensure that all Board of Trustee members attend regular NZSTA training</p> <p>Ensure that all school houses are maintained to a good level</p>



Otamatea High School

Te Kura Tuarua o Otamatea

Annual Plan



He Waka Eke Noa

TEACHING AND LEARNING

Baseline Data: **2019 Data:** NCEA results, year 9 and 10 curriculum, provision for Māori, Special Needs, ESOL and GATE, PLD programme

Student achievement targets for 2020:
NCEA Level 1: 90%, **NCEA Level 2:** 90%, **NCEA Level 3:** 80%
NCEA Level 1 endorsements: 50%, **NCEA Level 2 endorsements:** 35%, **NCEA Level 3 endorsements:** 35%

ANNUAL GOALS

When	What	Who	Indicators of Progress
Ongoing	To develop, document and deliver the new standards based cross curricular year 9 programme for one core class.	DS	New cross curricular programmes delivered
Ongoing	Each learning area develops a new cross curricular course for implementation in 2021	DS	New cross curricular programmes developed
Ongoing	To increase the percentage of students achieving NCEA endorsements at each level and across all curriculum areas	DS	Increased percentage of endorsements received
Ongoing	To develop a flexible, targeted and responsive PLD programme that enables teachers to use effective pedagogy to meet the learning needs of every student	RCS	Effective PLD programme
Ongoing	Every teacher is a competent Hapara user and are using established protocols	DS	Hapara usage
Ongoing	The school develops a schoolwide literacy improvement programme in the junior school	DS	Increase in literacy levels
Ongoing	The school reviews and develops a new high trust performance review system in line with the PPTA/NZEI/MOE accord	RCS/NC	New process in place

Monitoring: Termly portfolio reporting, Principal's reporting to BOT
Resourcing: Hapara, ALL programme, MOE PLD

SCHOOL CULTURE

Baseline Data: 2019 data: Attendance, Pastoral entries, rewards, prefect roles, iwi competition, wellbeing audit

ANNUAL GOALS

When	What	Who	Indicators of Progress
Term One	Create a new rewards system which appeals to all students, is based on the OTA Way and is equitable	PC	New rewards system (automatic and discretionary) developed and used
Ongoing	Overall 'at school' attendance to average at least 90%	PC	90% attendance achieved
Ongoing	All students identified as 'at risk' have ongoing support from school support services	PC	Te whare o Rongo well used
Ongoing	Develop a sustainable, whole school, strengths-based wellbeing framework which encompasses staff and student wellbeing	RCS	Sustainable, whole school, strengths-based wellbeing framework developed
Term 1	Create and deliver workplace survey for support staff	RCS	Support staff workplace survey created and delivered

Monitoring

- Regular audits, termly portfolio reports, Principal's reports

Resourcing

- Attendance service, Te Whare o Rongo, MOE Special Reasons funding, Employee Assistance Programme, various student support services

COMMUNITY ENGAGEMENT

Baseline Data: 2019 data: community events, publicity

ANNUAL GOALS

When	What	Who	Indicators of Progress
Ongoing	To develop a number of fundraising initiatives	RCS	Funds raised
Ongoing	Promote and market the school, especially in the Mangawhai and Waipu communities and to continue publishing good news stories	RCS	Increased enrolments from Mangawhai and Waipu
Ongoing	To have full day whole school swimming gala and athletics day events.	BA	Successful events

Monitoring

- Principal's reports, termly portfolio reporting

Resourcing

- External funding

GOVERNANCE

Baseline Data: 2019 data: Charter, 10YPP

ANNUAL GOALS

When	What	Who	Indicators of Progress
Ongoing	Ensure that the 10 Year Property Plan is progressing	RCS	10YPP progressing
Ongoing	Build a shaded, weather proof seated area outside the cafe	RCS	Shaded, waterproof seating area built
Ongoing	Review policy framework	RCS	Policy framework reviewed
Ongoing	BOT and SLT members to be involved in NZSTA HR Audit	All Board and SLT members	HR Audit completed
Ongoing	Ensure that all Board of Trustee members attend regular NZSTA training	All Board members	NZSTA training attended
Ongoing	Develop a five year property plan for the refurbishment of school houses.	RCS, Richard Reed	5 year property plan developed

Monitoring

- Principal's reports, BOT updates via Action list

Resourcing

- 10YPP, NZSTA, School docs