



Otamatea High School

Te Kura Tuarua o Otamatea

CHARTER

March 2018

Our Vision

Today's Learners, Tomorrow's Leaders

A long process of data collection and consultation lead to the development of our vision. In the end, appropriately, it was the students who determined the final vision statement.

'Today's learners' acknowledges the students as central to the curriculum and the school's vision. 'Tomorrow's leaders' gives the student-centred curriculum a future focus.

The notion of 'leaders' is a broad one that is tied to the idea of the values and dispositions that leaders demonstrate; respect, excellence, integrity, innovation, inquiry and curiosity. The concept of leadership is one of being forward-looking and creative, of being supportive and leading by example. This vision is not restricted to the idea of the school training students to be in charge of others. It is more about providing a caring, safe and respectful school environment that develops the dispositions in students that make them positive examples to others in any facet of their lives. Ki te kore he whakakitenga, ka ngaro te iwi - Without vision, the people will be lost.

The New Zealand Curriculum and Otamatea High School aim to assist young people to become confident, connected, actively involved, lifelong learners and leaders. It is Otamatea High School's vision that the students who achieve the aims of the New Zealand curriculum will be leaders because they will embody the positive attributes and dispositions that others will wish to emulate. **It has been said before that you can mandate adequacy but you must inspire greatness.** It is our vision to create learners who will inspire others and, therefore, achieve great things in the family, community or even in a national or global sense. Leading, by demonstrating a positive example, is a powerful way of inspiring greatness in others.

Successful leaders look to the future, they epitomise the values of respect, honesty, integrity and value key principles such as high expectations, learning to learn, inclusion and community engagement.

Otamatea High School aims to be a learning community that builds our leadership capacity across all areas of the school community including teachers, parents and other members of the wider community.

Our TikangA

Our Safety, Total Respect, Always Learning *He Waka Eke Noa*

Central to our kaupapa at Otamatea is the concept of The OTA Way (Our Safety, Total Respect, Always Learning). The OTA Way provides a platform of high expectations for both students and staff. The culture of the school community is guided by 'The Ota Way'. The OTA Way has evolved through PB4L (Positive Behaviour for Learning) with a belief that students must know that they are cared for in order for them to succeed, build confidence to solve problems and take responsibility for their own actions. Restorative practices encourage mutually respectful dialogue; growing empathy and self awareness with processes that are reparative rather than punitive. Some examples of The OTA Way are:

Our Safety

- Make good choices to keep yourself and other safe
- Report and respond to hazards and emergencies
- Be at the right place at the right time

Total Respect

- Use good manners and appropriate language
- Demonstrate mana in yourself and your school
- Celebrate individual differences

Always Learning:

- support the learning of yourself and others
- have a positive attitude and challenge yourself
- Never give up

Our Mission

Meeting the Learning Needs of Every Student

- Literacy, numeracy and computeracy skills to use as the foundation for specialist academic knowledge and employment-related skills.
- The ability to study independently and to take responsibility for their own actions.
- The ability to communicate effectively in any social or cultural setting.
- An understanding of New Zealand's social environment, so that they can contribute positively to any community.
- Communication skills including the ability to listen, to be empathetic and to express themselves appropriately.
- To be critical thinkers.
- The technological skills required to be successful 21st Century learners.

Our School

Established in 1966, Otamatea High School is a rural Y7-13, co-educational, fully-funded State High School. Situated in Maungaturoto, the High School is approximately 45 minutes south of Whangarei and 90 minutes north of Auckland when travelling by car. It has four contributing primary schools which are situated at Kaiwaka, Maungaturoto, Paparoa and Mangawhai. The school also draws students from the wider area of Waipu, Matakohē, Ruakaka and Tinopai. The roll GMFS for 2018 is 336 students. An additional 35 allocated places have been designated for Secondary Tertiary Programme students (Hospitality Academy, Primary Industries Academy, Construction and Whakairo Academy) and there are 7 Alternative Education places. The school also hosts international and foreign exchange students. The High School has a property occupancy agreement with the Ministry of Education on Bickerstaffe Road, Maungaturoto. The total site area is 7.7060 hectares.

Otamatea High School has the advantage of having close relationships with our main contributing schools (Maungaturoto Primary School, Kaiwaka School, Mangawhai Beach School and Paparoa School) and have recently developed the Twin Coasts Community of Learning to facilitate smooth transitions and to build on our learning partnerships. Some students also travel to us from further afield such as Waipu, Matakohē and Tinopai and we maintain good working relationships with these schools too. Our Year 7 and 8 syndicate caters well for students in their intermediate years, including a balance of homeroom classes and specialist subjects. The syndicate area includes a playground development and an upgraded modern learning environment and break out space.

We offer a good range of options for students throughout the school as well as supporting individualised learning through our highly successful Self-Driven Pathways initiative. In the seniors years students can also opt to study towards a trade in our academy programmes (Primary Industries, Hospitality, Construction and Whakairo).

We operate an iwi (house) structure and each student is placed in a small whānau class of students from year 7 – 13. Older students act as mentors for the younger students within their class. Whānau Teachers provide academic and personal development support for the students within their classes by assisting the students to set goals and monitoring their progress towards their goals. During whānau class students are also encouraged to build positive relationships with others through a series of activities; research suggests that students who feel a sense of connection and belonging at school tend to do better in all facets of their life.

Otamatea High School is punching well above its weight with a set of outstanding 2016 NCEA results, as reported in the NZ Herald in April 2017. 91% pass rate in NCEA level 1, 90.9% pass rate in NCEA level 2 and 88.5% pass rate in NCEA level 3. We also achieved 97.5% pass rates in NCEA level 1 literacy and numeracy, and 66.7% of our year 13s gained university entrance (UE). All of these results are above the national averages. We received a special mention in the NZ Herald as the most improved of all decile 4 schools in the country over the past year.

It is not just in the academic arena where our students excel. We encourage all of our students to become involved in life of the school through a variety of activities including sporting, cultural, and the arts. Our Reporoa Exchange Programme which is now in its 53rd year is the longest running senior exchange programme in the country. Over the past couple of years we have won the regional competitions for football, netball, Under 16 rugby and cricket and were runners up in mixed hockey. As well as playing for school teams many of our students currently play representative sport at regional, national and international levels. Flagships of the school include the Duke of Edinburgh programme where students are supported to work towards and complete their Gold Hillary Award (approximately ¼ of our school are involved in this programme), our annual Olla Podriga talent quest competition, the Smokefree Rockquest and Pasifika Beats competitions, and our annual participation in the Relay for Life and World Vision 40 Hour Famine fundraising events.

The 2017 ERO report was a positive endorsement of the hard work and dedication of our staff: “The schools processes and actions effectively help to achieve excellence and equity for learners. This is mostly attributable to:

- A very positive and respectful school culture and tone
- Powerful connections, relationships and partnerships

- Effective school leadership
- Sound governance and stewardship.”

Otamatea High School recognises the values of the tangata whenua and the unique position of Māori Culture. The mana whenua of Ngāti Whatua (iwi) and Te Uri O Hau (hapu) are recognised. Te Reo Māori is available to all students at all levels and in 2018 all students from years 7 – 9 will study Te Reo Māori. There is also an ongoing commitment to embed tikanga Māori in all other curriculum areas. Te Roopu Tautoko (whanau support group) are very active in the local community and have good connections with hapu and iwi. The school has benefitted from involvement in the Kia Eke Panuku (KEP) Ministry of Education initiative and continues to ensure that culturally responsive and relational pedagogies are embedded across the school.

The school has established close working relationships with community groups and other educational establishments. These include the Maungaturoto Country Club, Kaiwaka Sports Association, local businesses, local iwi, other secondary schools, NorthTec and Manukau Institute of Technology. The school also makes use of courses offered by the New Zealand Correspondence School.

2018 signifies the beginning of the next 10 year property plan. The BOT are committed to ensuring that the plan enables our students to learn in effective environments. The BOT has sold some of the stock of school houses in order to increase the available funds to complete the necessary upgrades.

Teaching staff are being encouraged to improve their digital literacy skills to ensure that they are able to suitably engage their learners. The school encourages diversity and has an emphasis on inclusion of students with special learning needs through The Learning Centre. Individual Education Plans are developed with families to ensure that each individual’s learning needs are met. The school has 7 designated alternative education places; these students are managed through The Learning Centre and in regular lessons with support.

The School Community

The community consists primarily of two major groupings:

- The residents of the townships of Maungaturoto, Paparoa, Matakohē, Tinopai, Kaiwaka, Mangawhai and Waipu serving the needs of an extensive hinterland. There is an active Māori component and Otamatea Marae is situated in close proximity to the school.
- A diverse rural community.

The community expects the High School to provide a sound educational base for its students. Parents play an active role in supporting the school and their children’s education. They have high expectations of the school and many see their children going on to higher education before joining the workforce.

Consultation is held each year with both the school’s general and Maori communities. All families are encouraged to contact the school on a regular basis

Otamatea High School Board of Trustees Code of Conduct

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained.

The Board of Trustees of Otamatea High School agrees to adhere to the following code of conduct:

1. Ensure that full consideration is given to meeting the learning needs of every student when planning, resourcing and implementing the school's policies.
2. Ensure that all students are provided with an education that respects their individuality and challenges them to reach the highest standards of personal achievement.
3. Serve their school and their community to the best of their ability; be honest, reliable, trustworthy and fair in all matters relevant to their roles and responsibilities and loyal to the school's mission.
4. Respect the integrity of the staff, parents and students.
5. Accept that the Principal is the professional leader of the school who is responsible to the Board
6. Be diligent and attend Board meetings prepared for full and appropriate participation in decision making.
7. Observe the confidentiality and trust invested in them in their roles as trustees and not disclose any non-public information acquired, or any such information that may be harmful to the school.
8. Speak with one voice through the Board's adopted policies, ensure individual trustees do not act independently of the Board, and that any disagreements with the Board's stance be resolved within the Board.
9. Act as good employers and ensure strict confidentiality of papers and information related to the Board's position as an employer.
10. Recognise that only the Chairperson can speak for the Board.
11. Continually self-review their individual performance as trustees against policies and against other current Board evaluation tools.
12. Exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing New Zealand's dual cultural heritage
13. Declare any potential conflicts of interests to the Board of Trustee and these will be noted on the conflicts of interests register.
14. Declare any criminal charges laid whilst holding the office of Trustee. This declaration is to be made to the Board of Trustees Chair.

The National Education Goals (NEGs)

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The National Administration Guidelines (NAGs)

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

- (a) develop and implement teaching and learning programmes:**
 - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:**
 - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;
- (c) on the basis of good quality assessment information, identify students and groups of students:**
 - i. who are not achieving;
 - ii. who are at risk of not achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;**
- (e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and**
- (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.**

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;**
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and**
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.**

National Administration Guideline 2A

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to**

National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

(b) report school-level data on National Standards in the board's annual report under three headings:

- i. school strengths and identified areas for improvement
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.
- iv. how students are progressing against National Standards as well as how they are achieving.

In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, European/Pakeha, Asian, gender, and by year level (where this does not breach an individual's privacy); and
- ii. In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and**
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.**

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;**
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and**
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.**

National Administration Guideline 5

Each board of trustees is also required to:

- (a) provide a safe physical and emotional environment for students;**

- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration Guideline 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

Charter Undertaking

- 1 This Charter is an agreement between the Board of Trustees of **OTAMATEA HIGH SCHOOL** and the Minister of Education.
- 2 In governing this school, the Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter with the resources and time available to it.
- 3 The Government's commitment to the Board of Trustees is to provide funding for salaries and the operation of schools out of money appropriated by parliament, in accordance with section 79 of the 1989 Education Act.
- 4 The operation of the school and its progress in meeting its Charter objectives will be reviewed regularly by the Education Review Office.
- 5 The Charter contains: the guiding principles, mission statement, a description of the school and its community, National Educational and Administrative Guidelines, codes of conduct, Strategic Plan and Annual Goals and the Charter Undertaking.
- 6 The partnership between the school and its community will play a vital part in achieving the goals of the Charter.
- 7 This Charter will remain in force until such times as it is amended or is withdrawn by the Minister of Education.

- 8 The **OTAMATEA HIGH SCHOOL** Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Educational Guidelines and reflect both the content and the spirit of this Charter.
- 9 The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, National Guidelines for Education, industrial awards and agreements, and regulations as they relate to the school.

Signed:

Date:
(Chairman, Board of Trustees)

Signed:

Date:
(Minister of Education)



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 a priority.

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.

Otamatea High School Strategic Plan

Governance

Ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
Develop, implement and review The Charter and Strategic Goals in consultation with students, staff and community
Provide a safe physical and emotional environment
Source and manage resources in a sustainable way to meet the learning needs of every student
Attract and retain well qualified, motivated and passionate staff who are at the forefront of educational pedagogy
Comply with relevant legislation and maintain rapport with the Ministry of Education

Effective Teaching

Use Teaching as Inquiry to build teachers' instructional capacity
Develop a robust and flexible Performance Review process to support and develop teachers' professional learning and development
Sustain a Professional Learning and Development programme that enables teachers to use effective pedagogy to meet the learning needs of every student
Improve data literacy skills to develop teachers' evaluative capabilities

Student Learning

Raise student achievement by meeting the learning needs of every student
Develop a curriculum that maximises student learning, engagement, progress and achievement and meets the learning needs of every student
Develop students' capacity to manage their own learning, achievement and future planning
Improve retention and achievement of Maori students
Maximise learning outcomes for Special Needs, GATE and ESOL students
Increase student participation in a comprehensive co-curricular programme

Leading and Managing

Promote the school vision, values, principles and tikanga to the wider community
Develop and embed a leadership culture throughout the school that is clear, consistent, supportive and trustworthy whilst meeting the learning needs of every student
Define and demonstrate clear and comprehensive leadership roles and responsibilities
Develop and drive a sustainable culture of self review throughout the school
Promote and participate in schoolwide professional learning and development

School Culture

Develop a positive school culture and create a supportive environment for personal, social and academic growth for students and staff
Value, respect and celebrate New Zealand's bicultural heritage
Build an inclusive learning community to meet the learning needs of every student
Celebrate diversity and success

Community Engagement

Develop an ongoing, effective and inclusive programme of broad consultation with the wider community including Maori to enable community voice
Foster positive relationships between school and community
Work closely with the Maori community to raise Maori achievement
Strengthen community involvement and service
Investigate additional resources from the community to meet the learning needs of every student



Otamatea High School

Te Kura Tuarua o Otamatea

Long Term Plan

STUDENT LEARNING			Focus for 2018
2018	2019	2020	Strategic Goals
<p>To develop the year 9 and 10 curriculum for targeted implementation from 2018</p> <p>Curriculum review team to:</p> <ul style="list-style-type: none"> a) Develop the framework for a standards based year 9 and 10 curriculum b) Develop the specific criteria for a cross-curricular standards based assessment c) Develop the associated units of work and resources <p>To improve the percentages of NCEA endorsements</p> <p>Set aspirational goals for improvements in the percentages of NCEA endorsements gained:</p> <ul style="list-style-type: none"> a) At each year level b) At departmental level c) For every senior class <p>Regularly monitor the progress towards these endorsements</p> <p>Create a framework/template for reviewing progress of each Achievement Standard and reviewing senior course design</p> <p>Review student handbook for NCEA</p>	<p>To deliver a new standards based cross curricular programme to a selected year 9 class</p> <p>To maintain a high percentage of students achieving NCEA endorsements at each level and across all curriculum areas</p> <p>All senior courses are reviewed regularly using the standard template and adapted accordingly</p> <p>All students are receiving good quality academic counselling and careers advice and are able to take responsibility for their own learning, achievement and future planning</p> <p>Students are making informed choices for future pathways</p> <p>Maximise learning opportunities for Special Needs, GATE and ESOL students</p> <p>Implement new student handbook for NCEA</p>	<p>To deliver the new standards based cross curricular programme to all year 9 students</p> <p>To maintain a high percentage of students achieving NCEA endorsements at each level and across all curriculum areas</p> <p>All students are receiving good quality academic counselling and careers advice and are able to take responsibility for their own learning, achievement and future planning</p> <p>Students are making informed choices for future pathways</p> <p>Maximise learning opportunities for Special Needs, GATE and ESOL students</p> <p>Improve retention and achievement of Maori students</p>	<p>Develop a curriculum that maximises student learning, engagement, progress and achievement and meets the learning needs of every student</p>

Effective Teaching			Focus for 2018
2018	2019	2020	Strategic Goals
<p>Develop a differentiated professional learning and development programme that meets teacher needs</p> <p>Develop and deliver a flexible and targeted PLD programme incorporating PLD based upon teacher needs which:</p> <ul style="list-style-type: none"> - is in line with the school's goals - has a clear focus on the use of Teaching as Inquiry - strengthens the school's review processes <p>Every class set up on Google Classroom at the start of the year</p> <p>Established protocols for use of Google Classroom developed and monitored</p> <p>Staff upskilled in the use of Google Classroom</p> <p>Selected staff upskilled in Google certification</p>	<p>Flexible and targeted PLD programme enables teachers to use effective pedagogy to meet the learning needs of every student</p> <p>Every teacher is a competent Google Classroom user and are using established protocols</p> <p>Teachers are taking responsibility for their own performance review within the new Practising Teacher Criteria</p> <p>Similar levels of achievement are achieved by Maori and non-Maori students</p>	<p>Flexible and targeted PLD programme enables teachers to use effective pedagogy to meet the learning needs of every student</p> <p>Google Classroom practices are embedded</p> <p>Teachers are taking responsibility for their own performance review within the new Practising Teacher Criteria</p> <p>Similar levels of achievement are achieved by Maori and non-Maori students</p>	<p>Sustain a Professional Learning and Development (PLD) programme that enables teachers to use effective pedagogy to meet the learning needs of every student</p>

SCHOOL CULTURE			Focus for 2018
2018	2019	2020	Strategic Goals
<p>To review practices which celebrate diversity and success and promote student resilience</p> <p>Review the criteria and practices for senior prizegiving and implement a standards based award system for use in 2018</p> <p>Review of criteria for Dux for implementation in 2019</p> <p>Review and develop an equitable rewards system which appeals to all students and is based on the OTA Way</p> <p>Overall 'at school' attendance to average at least 90%</p> <p>Ensuring that Te Whare o Rongo is well utilised and that a proactive approach is used to build student resilience</p> <p>Effective preventative programmes delivered</p>	<p>OHS demonstrates that it values, respects and celebrates New Zealand's bi-cultural heritage</p> <p>Embed the new standards based award system</p> <p>Embed the equitable rewards system which appeals to all students and is based on the OTA Way</p> <p>Overall 'at school' attendance to average at least 92%</p> <p>Restorative practices are embedded in all school processes</p> <p>Te Whare o Rongo provides holistic services to remove barriers and help meet the learning needs of every student</p> <p>Māori students at risk have ongoing support from social services</p>	<p>OHS demonstrates that it values, respects and celebrates New Zealand's bi-cultural heritage</p> <p>Embed the new standards based awards system</p> <p>Embed the equitable rewards system which appeals to all students and is based on the OTA Way</p> <p>Overall 'at school' attendance to average at least 93%</p> <p>Restorative practices are embedded in all school processes</p> <p>Te Whare o Rongo provides holistic services to remove barriers and help meet the learning needs of every student</p> <p>Māori students at risk have ongoing support from social services</p>	<p>Celebrate diversity and success</p>

LEADING AND MANAGING			Focus for 2018
2018	2019	2020	Strategic Goals
<p>Develop clear school wide Google pedagogy</p> <p>Review and develop an effective and balanced inter iwi system and student leadership (prefect) roles which align to the school's direction</p> <p>Fully migrate to Google cloud</p> <p>Consider BYOD approach for 2019</p> <p>Review and expand on inter iwi competitions, eg, Each department to contribute to inter iwi competition, each prefect aligned to a competition</p> <p>Review student leadership portfolios</p>	<p>Embed and consolidate school wide Google pedagogy, practices and protocols</p> <p>BYOD rollout for senior students</p> <p>Implement new balanced inter iwi system which align to the school's direction</p> <p>Implement new student leadership (prefect) roles which align to the school's direction</p> <p>Articulate school vision, values, principles and tikanga and ensure alignment to policies and procedures</p>	<p>Embed and consolidate school wide Google pedagogy, practices and protocols</p> <p>BYOD rollout for senior students</p> <p>Embed balanced inter iwi system which align to the school's direction</p> <p>Embed student leadership (prefect) roles which align to the school's direction</p> <p>Leadership culture is embedded throughout the school that is clear, consistent, supportive and trustworthy whilst meeting the learning needs of every student</p> <p>Articulate school vision, values, principles and tikanga and ensure alignment to policies and procedures</p>	<p>Develop and drive a sustainable culture of self review throughout the school</p>

COMMUNITY ENGAGEMENT			Focus for 2018
2018	2019	2020	Strategic Goals
Build positive community relationships Launch the KAMAR parent portal To host regular community events Promote and market the school, especially in the Mangawhai and Waipu communities and to continue publishing good news stories	Consolidate the use of the kamar parent portal To host regular community events Review community feedback processes Continue to embed publicity strategy to market and promote the school, particularly in the Mangawhai and Waipu communities Te Whare o Rongo provides holistic service for hauora of students at Otamatea High School Investigate additional resources from the community to meet the learning needs of every student	Embed the use of the KAMAR parent portal To host regular community events Embed community feedback processes Continue to embed publicity strategy to market and promote the school, particularly in the Mangawhai and Waipu communities Review the use of Te Whare o Rongo Seek additional funding from the community to enhance provision to students	Foster a positive relationship between school and community

GOVERNANCE			Focus for 2018
2018	2019	2020	Strategic Goals
<p>Develop a new strategic plan</p> <p>Implement the property plan</p> <p>Start implementing the 10 year property plan which reflect the needs of the school</p> <p>Work with New Zealand Transport Authority (NZTA) and the Kaipara District Council on establishing a safe bus lane and reducing the speed limit on Bickerstaffe Road</p> <p>Develop a new strategic plan which reflects the needs of the school</p> <p>Investigate different fundraising options in order to enable the school to keep offering quality programmes and initiatives</p> <p>Formulate a succession plan for new Board members in preparation for 2019 Board of Trustee elections</p>	<p>Ensure that the 10 Year Property Plan is progressing</p> <p>Ensure that the bus lane and speed limit has been progressed</p> <p>Ensure that every student at the school is able to attain his or her highest possible standard in educational achievement</p> <p>Continue to embed publicity strategy to market and promote the school, especially in the Mangawhai and Waipu communities</p> <p>Monitor progress of Twin Coasts Community of Learning</p> <p>Consolidate different fundraising options in order to enable the school to keep offering quality programmes and initiatives</p> <p>Consolidate succession plan for new Board members</p> <p>Attract and retain well qualified, motivated and passionate staff who are at the forefront of educational pedagogy</p>	<p>Ensure that the 10 Year Property Plan is progressing</p> <p>Ensure that every student at the school is able to attain his or her highest possible standard in educational achievement</p> <p>Continue to embed publicity strategy to market and promote the school, especially in the Mangawhai and Waipu communities</p> <p>Review progress of Twin Coasts Community of Learning</p> <p>Attract and retain well qualified, motivated and passionate staff who are at the forefront of educational pedagogy</p>	<p>Develop, implement and review The Charter and Strategic Goals in consultation with students, staff and community</p>



Otamatea High School

Te Kura Tuarua o Otamatea

Annual Plan

Otamatea High School

Student Learning

Strategic Goal:	Develop a curriculum that maximises student learning, engagement, progress and achievement and meets the learning needs of every student
Annual Goals:	To develop the year 9 and 10 curriculum for targeted implementation from 2019 To improve the percentages of NCEA endorsements
Baseline Data:	2017 curriculum, 2017 student achievement data, 2017 NCEA endorsement results

Key Improvement Strategies

When:	What:	Who:	Indicators of Progress
Terms 1 - 4	Curriculum review team to: <ul style="list-style-type: none"> a) Develop the framework for a standards based year 9 and 10 curriculum b) Develop the specific criteria for a cross-curricular standards based assessment c) Develop the associated units of work and resources 	Curriculum review team: DS	Standards based curriculum framework developed
Terms 1 - 4	Set aspirational goals for improvements in the percentages of NCEA endorsements gained: <ul style="list-style-type: none"> a) At each year level b) At departmental level c) For every senior class <p>Regularly monitor the progress towards these endorsements</p> <p>Create a framework/template for reviewing progress of each Achievement Standard and reviewing senior course design</p>	All staff, HELAs, RW	Improved percentages of Merit and Excellence endorsements received
Terms 1 - 4	Review student handbook for NCEA	DS	New student handbook created

Monitoring: Termly portfolio reports

Resourcing: Staffing

Student achievement targets for 2018

- A. To achieve over 90% pass rates at NCEA Levels 1, 2 and 3
- B. 50% of NCEA Level 1 entries to achieve an overall endorsement (Merit or Excellence)
- C. 35% of NCEA Level 2 and Level 3 entries to achieve an overall endorsement (Merit or Excellence)

Otamatea High School

Effective Teaching

Strategic Goal:	Sustain a Professional Learning and Development (PLD) programme that enables teachers to use effective pedagogy to meet the learning needs of every student		
Annual Goal:	Develop a differentiated professional learning and development programme that meets teacher needs		
Baseline Data:	2017 PLD programme, 2017 PLD survey results, 2017 suggested goals		
Key Improvement Strategies			
When:	What:	Who:	Indicators of Progress
Terms 1 - 4	Develop and deliver a flexible and targeted PLD programme incorporating PLD based upon teacher needs which: <ul style="list-style-type: none">- is in line with the school’s goals- has a clear focus on the use of Teaching as Inquiry- strengthens the school’s review processes	AA	PLD programme develop and delivered, staff survey
Term 1 - 4	Every class set up on Google Classroom at the start of the year Established protocols for use of Google Classroom developed and monitored Staff upskilled in the use of Google Classroom Selected staff upskilled in Google certification	DS, TC	Every class set up at the start of the year
Monitoring:	Termly portfolios reports		
Resourcing:	MOE – digital fluency PLD		

Otamatea High School

School Culture

Strategic Goal:	Celebrate diversity and success		
Annual Goal:	To review practices which celebrate diversity and success and to promote student resilience		
Baseline Data: 2017 prizegiving practices, 2017 rewards system, 2017 attendance data, NZCER Student Engagement Survey results			
Key Improvement Strategies			
When:	What:	Who:	Indicators of Progress
Terms 1 – 4	Review the criteria and practices for senior prizegiving and implement a standards based award system for use in 2018 Review of criteria for Dux for implementation in 2019	DS, HELAs, Kay	New awards criteria developed and used
Terms 1 - 4	Review and develop an equitable rewards system which appeals to all students and is based on the OTA Way	YG/PC	New rewards system (automatic and discretionary) developed and used
Terms 1 – 4	Overall ‘at school’ attendance to average at least 90%	PC, Deans, Whanau Teachers	90% attendance achieved
Terms 1 - 4	Ensuring that Te Whare o Rongo is well utilised and that a proactive approach is used to build student resilience Effective preventative programmes delivered	PC, Deans, Counsellors, Prefects, Traci	Te Whare o Rongo well used Full time counsellor in place Preventative programmes delivered
Monitoring <ul style="list-style-type: none">Regular auditsTerm by term portfolio reports			
Resourcing <ul style="list-style-type: none">Attendance serviceTe Whare o RongoMiddle Management AllowanceFull time counsellor			

Otamatea High School**Leading and Managing****Strategic Goal:** Develop and drive a sustainable culture of self review throughout the school

Annual Goal:	Develop clear school wide Google pedagogy
	Review and develop an effective and balanced inter iwi system and student leadership (prefect) roles which align to the school's direction

Baseline Data: 2017 staff ICT survey, 2017 NZCER Student engagement survey results, 2017 PLD survey**Key Improvement Strategies**

When:	What:	Who:	Indicators of Progress
Terms 1 – 4	Fully migrate to Google cloud	DS, MC, Nikki	Clear school wide Google protocols developed
	Consider BYOD approach for 2019		BYOD approach developed
Terms 1 - 4	Review and expand on inter iwi competitions, eg, Each department to contribute to inter iwi competition, each prefect aligned to a competition	SLT, HELAs, Deans	New transparent system developed for 2019
Term	Review student leadership portfolios	RCS, students	New system developed for 2019

Monitoring

- Principal's reports

Resourcing

- Digital Fluency PLD

Otamatea High School

Community Engagement

Strategic Goal:

Foster positive relationships between school and community

Annual Goal:

Build positive community relationships

Baseline Data: 2017 community events information

Key Improvement Strategies

When:	What	Who:	Indicators of Progress
Terms 1 - 4	Launch the KAMAR parent portal	DS, MC	Parent portal launched
Term 1 – 4	To host regular community events	SLT, Fiona	Community events hosted
Terms 1 - 4	Promote and market the school, especially in the Mangawhai and Waipu communities and to continue publishing good news stories	All staff, prefects	Community feedback, increased roll

Monitoring

- Community survey results

Resourcing

- Kaiawhina
- KAMAR Conference
- Publicity promotor

Otamatea High School

Governance

Strategic Goal:	Develop, implement and review The Charter and Strategic Goals in consultation with students, staff and community
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Annual Goals:	Develop a new strategic plan Implement the property plan
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Baseline Data: 2017 and 2018 Charter

Key Improvement Strategies

When:	What:	Who:	Indicators of Progress
Term 1 - 4	Start implementing the 10 year property plan which reflect the needs of the school	Property committee	10 year property plan developed
Term 1- 4	Work with New Zealand Transport Authority (NZTA) and the Kaipara District Council on establishing a safe bus lane and reducing the speed limit on Bickerstaffe Road	Property committee	Bus lane built and speed limit reduced
Terms 1 - 4	Develop a new strategic plan which reflects the needs of the school	All Board of Trustees	New Strategic plan developed
Terms 1 - 4	Investigate different fundraising options in order to enable the school to keep offering quality programmes and initiatives	All Board of Trustees	Various fundraising options pursued
Terms 1 - 4	Formulate a succession plan for new Board members in preparation for 2019 Board of Trustee elections	All Board of Trustees	Possible interest in standing in 2019

Monitoring

- Principal's BOT's reports
- Architects updates

Resourcing

- H and K services
- NZTA
- Kaipara District Council

