



MAHERE RAUTAKI *(Strategic plan)*

VISION STATEMENT

Whakamanahia ngā ākonga kia taea. To empower all learners to succeed.

Mana Tangata

Aroha

Values

Kawenga Ako

Whanaungatanga

How did we create this plan?

The Northland College Board of Trustees recognises that as agents of the Crown we have a responsibility to address inequities caused by historical and ongoing breaches of Te Tiriti. This plan seeks to support our work by:

- Being informed by our ākonga, whānau, hapū and whānau whānui.
- Giving practical effect to Te Tiriti by placing Te Tiriti at the front of all we do.
- Being informed by our achievement, retention, engagement and attendance (A.R.E.A) data and using this to improve our teaching and learning programmes.
- Being guided by our values and using PB4L (Positive Behaviour For Learning) as a tool to support the explicit instruction and implementation of our values.

Strategic goals

Priorities for improvement which have been identified through community consultation, data and ERO evaluations.

Which Board primary objective does this strategic goal work towards meeting?

These are set out in [Section 127](#) of the [Education and Training Act 2020](#).

Links to education requirements ([NELPs](#), curriculum statements, education plans) and uaratanga.

What do you expect to see?

How will we achieve or make progress towards our strategic goals?

How will we measure success?

Provide a positive and safe school culture.

(1) (b) (c) (d)

Mana Tangata
NELPS 1, 3, 5

Embedding of NC values through explicit teaching

PB4L initiatives e.g Caught Doing Well rewards.

Data shifts: improved attendance



			<p>and PB4L implementation model. A settled teaching and learning environment.</p>	<p>Consolidate our Tier 2 PB4L status. Use S.E.T data to inform us.</p> <p>Providing student wellbeing services through Te Punawai o te Hauora.</p> <p>Student wellbeing services.</p>	<p>school-wide; fewer disciplinary issues.</p>
<p>Achieve equitable student outcomes.</p>	<p>(1) (a) (2) (a) (b) (d)</p>	<p>Kawenga Ako NELPS 1, 2, 4</p>	<p>Embedding of NC quality teaching practice. Academies and pathways – ngā ara whakamua. Develop and implement an authentic localised curriculum. Accelerated progress in literacy and numeracy.</p>	<p>Remove barriers to equitable outcomes by: Providing high quality teaching and learning programmes. Advocating for increased equitable resourcing. Resourcing literacy and numeracy support. Implementing a robust professional growth cycle for teachers. Develop and support 'North East'</p>	<p>We will see improved levels of literacy and numeracy for ākonga.</p>



				kaiako.	
Increase student engagement.	(1) (d)	Whanaungatanga NELPS 1, 3	Improved rates of attendance school-wide. High expectations, structure and boundaries in all teaching areas. Collection of student voice to inform teaching innovations and ongoing adjustments. Improved retention of senior students, particularly boys. Enhanced student ownership of learning.	Attendance officer. Pouārahi / Kaiārahi lead attendance follow up with whānau / ākonga. Consistent use of learning intentions, seating plans, literacy and numeracy approaches school-wide. Expand academies to include our junior school (Y9-11). Whānau time	
Engage effectively with our whānau and hapū.	(2) (b) (d)	Aroha NELP 1	Increased numbers of whānau engaging in learning conferences and consultation. Input from our Takiwā into our curriculum.		



<p>Support and build leadership and stewardship capacity.</p>			<p>Strong and cohesive succession planning. Leadership that gives practical effect to Te Tiriti.</p>	<p>Support senior leadership and curriculum leaders. Resource appropriate professional development.</p>	<p>Regular reports to the Board from HoLAs / SENCO with respect to strategic priorities and improvement targets.</p>
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MAHERE-Ā-TAU (Annual Implementation plan)

Summary (brief summary of what we are working on this year).

- Improving our A.R.E.A data: the areas of attendance, retention, engagement and achievement remain the key strategic drivers.
- Building leadership and stewardship capacity

Where we are currently at:

(high level overview of our starting place, link to AoV)

Regulation 9(1)(e)

ACHIEVEMENT

*Literacy and numeracy targets remain at 80% to allow for the introduction of CAAs.

% pass rate	2018	2019	2020	2021	2022	2023 target	2023 actual	2024 target
Literacy	65.8	61.3	66.7	75	95	80	91	80
Numeracy	62	69.4	76.5	55.7	95	80	91	80
NCEA 1	30.4	29.0	31.4	48	48	60	20.3%	60
NCEA 2	48	61.1	44.4	59.5	38	60	47.5%	60
NCEA 3	36.6	27.6	52.6	46.4	50	65	24.1%	65

ATTENDANCE

School wide %	2017	2018	2019	2020	2021	2022	2023 target	2023 actual	2024 target
	53.6	65.6	77.1	65.5	68	65.4	90	58.5	90



DISCIPLINE

Year	Stand downs	Suspensions	Total
2021	90	22	112
2022	71	14	85
2023	52	4	56

How will our targets and actions give effect to Te Tiriti o Waitangi?

Regulation 9(1)(g)

- **Te tino rangatiratanga** - our targets and actions aim to support the realisation of the mana motuhake and rangatiratanga of each of our ākonga. In this respect rangatiratanga is expressed as ākonga achieving personal excellence. This may be reflected in their levels of engagement, integrity and achievement (NCEA for example) or a combination of these. We are continuing to strengthen and improve our ability to resource and deliver mātauranga māori. We use te reo māori me ngā tikanga to inform our work and teaching programmes.
- **Mana ōrite** - equal rights as afforded British subjects. Our targets and actions seek to provide equitable outcomes for our ākonga. Within the context of these targets and actions we acknowledge that until distribution of resourcing is equitable our ability to give effect to this part of Te Tiriti takes on additional challenge.

Summary of teaching and learning strategies and programmes to support student progress in te reo matatini and pāngarau, literacy and numeracy, and on addressing the needs of students whose needs have not yet been well met.

Regulation 9(1)(f)

- **All kaiako as teachers of literacy and numeracy.** We are cognisant of the potential negative impact that changes to NCEA co-requisites could have on our ākonga. Furthermore, we are aware of the data we receive from contributing schools that indicates we have some ākonga working well below the expected curriculum levels for literacy and numeracy. In order to address this we have started whole-staff pld to support the teaching of literacy and numeracy. We have a dedicated literacy and numeracy coordinator who, along with a team, provide support for ensuring we are taking a cohesive



approach.

- ***Learning support to accelerate improvement in literacy and numeracy.*** In addition to the support currently provided we have budgeted for an additional two Teacher Aides. One of these employees will specifically run a literacy support programme. The other will provide in-class support so that kaiako can work with students who may require additional literacy and numeracy support but who don't necessarily receive or qualify for ICS (in class support) resourcing from MoE.



Strategic goal 1: ***Provide a positive and safe school culture.***

Annual target/goal:

- **80%+ in SET (PB4L)**
- **Fewer than 50 stand-downs and suspensions**

What do we expect to see by the end of the year?

Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
<p>Action 1 <i>Student feedback / suggestion - a box for students to share thoughts, feelings, issues in a safe space.</i></p>	<ul style="list-style-type: none"> - Board - Tumuaki - Tumuaki Hāpai - PB4L committee - All staff - Wellbeing prefect 	<p>A dedicated space 'Te Whare Whakaaro' for students.</p> <p>Secure repository for students to provide/leave feedback</p>	<p>Maintained over the year with term by term updates.</p>	<p>Clear improvements / increases in attendance stats. e.g target students %attendance improves. Year level attendance improves.</p>
<p>Action 2 <i>Student wellbeing supported by Te Punawai o te Hauora (student wellbeing centre).</i></p>	<ul style="list-style-type: none"> - Tumuaki Hāpai - Miriam Centre counsellors - YWiSS - Nurse 	<p>Admin staff (MHN) to coordinate appointments/staff calendars</p> <p>\$3,000 - additional uniform items if required</p>	<p>Ongoing throughout the year</p>	<p>MHN to provide a report/update each term.</p> <p>Increased number of students remaining or re-engaging with learning as a result of support.</p> <p>Students are able to access the required support in a timely</p>



				manner.
Action 3 Explicit teaching of NC values.	<ul style="list-style-type: none"> - Tumuaki Hāpai - PB4L committee - Pouārahi - Kaiārahi - All staff 	<p>Resources for values to be visible in all areas of the kura.</p> <p>Time - timetabled allowance for explicit teaching e.g whānau time</p>	<p>Ongoing.</p> <p>All areas to have values 'signage' in place for start of Term 1.</p> <p>Mid-year internal SET assessment.</p>	<p>SET data - reflects a truly shared understanding and knowledge of NC values.</p> <p>Values are visible in all areas.</p>

Strategic goal 2: Achieve equitable student outcomes.				
<p>Annual target/goal: NCEA Level 1 - 60% pass rate overall; Numeracy - 80%; Literacy - 80% NCEA Level 2 - 60% pass rate overall NCEA Level 3 - 65% pass rate overall; 100% UE pass rate for those students who require this for their pathway</p>				
What do we expect to see by the end of the year?				
Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Action 1 Effective pedagogical improvement through maintaining a key PLD focus on teaching and	<ul style="list-style-type: none"> - SLT, Guiding Coalition, Impact Coaches 	<p>PLD hours (x20)</p> <p>Additional Board resourcing.</p>	<p>Ongoing through to Term 4.</p>	<p>All kaiako to complete a minimum of 2 formal coaching observations / conversations by Term</p>



<p>leading to the North East.</p>		<p>Time is allocated for impact coaches to support kaiako through coaching conversations and observations.</p> <p>Regular meeting times for whole staff to support knowledge of NE profile.</p> <p>Voice - student/whānau/kaiako/SLT</p>	<p>Graph summarised for Term 3 (progress) and finalised for Term 4.</p> <p>Term 4 - annual PGC hui with Tumuaki.</p> <p>Voice to be gathered twice p.a (end of Sem A and early Term 4 prior to seniors leaving).</p>	<p>4.</p> <p>NC scatter plot indicates that the majority of staff operate in the North East.</p> <p>All staff have completed a PGC that aligns with NE teaching to support the standards for the teaching profession.</p> <p>Student/whānau/kaiako/SLT voice confirms or disconfirms the scatter plot data.</p>
<p>Action 2 Implement a school-wide literacy and numeracy strategy.</p>	<p>- SCT with support from SLT & Lit/Num support crew</p>	<p>Key resource is time for whole staff pld. Regular hui and time allocation for best practice, modelling, moderating etc.</p> <p>Exemplars - strategies & activities</p>	<p>This will be an ongoing focus throughout the year supported by regular slots in our staff meeting calendar.</p> <p>Baseline testing for Years 9-11 by end of week 5, Term 1.</p> <p>CAAs (lit/num NCEA) available for those ākonga who are ready for assessment twice</p>	<p>All NC kaiako have access to and can speak to our data.</p> <p>Improvements in literacy and numeracy levels of target students.</p> <p>Target students achieve literacy and numeracy requirements via CAAs.</p>



			per annum.	
Action 3 <i>Continued refinement of semester structure and timetable</i>	<ul style="list-style-type: none"> - Tumuaki with support from SLT 	Staffing positions are filled.	Ongoing review throughout the year. The aim is to be able to pivot based on changes / feedback - e.g staffing changes, student voice.	Student voice reflects positive outcomes from structures that support learning.
Action 4 <i>SENCO & academic pathways incorporated into SLT</i>	<ul style="list-style-type: none"> - Tumuaki 	Appropriate personnel. Advertising of role. Possibly pld (internal and/or external) to develop this role/person.	Appointment made by Term 2.	Role filled. Structure in place to support learning support programme - ICS, ORS, Teacher Aides with specific focus on literacy and numeracy. Effective dissemination of academic pathways information - scholarships, open days, advice for ākonga, liaison with whānau and relevant tertiary institutions.



Strategic goal 3: **Increase student engagement.**

Annual target/goal:
90% attendance school wide

What do we expect to see by the end of the year?

Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
<p>Action 1 <i>Attendance challenges throughout the year</i></p>	<ul style="list-style-type: none"> - Tumuaki Hāpai - Guiding Coalition (SLT) 	<ul style="list-style-type: none"> - \$5,000 budget for rewards and recognitions (learning / attendance) - Staffing - attendance as part of receptionist role i.e follow ups on continuous absence list 	<p>Term by term - ongoing throughout the year.</p>	<p>High attendees maintaining 80%+ or better.</p> <p>Chronic non-attendees improving - percentage shifts in attendance from start to end of term.</p> <p>Overall school attendance data improves.</p> <p>Weekly attendance reports to Pouārahi and Kaiārahi.</p> <p>Termly reports to Tumuaki/Board.</p>
<p>Action 2</p>	<ul style="list-style-type: none"> - Te Hononga 	<p>Resourcing for this</p>	<p>Ongoing throughout the</p>	<p>Regular reporting to SLT</p>



<p><i>Te Hononga mentoring kaupapa</i></p>	<p>mentor (ASN) - Tumuaki Hāpai</p>	<p>mentor role runs through to the end of 2024.</p> <p>Space developed in collaboration with mentor - workshop beside carpentry shed.</p>	<p>year.</p>	<p>and MoE.</p> <p>Target students engaged in their learning.</p>
<p>Action 3 <i>Ngā Ara Whetū leadership</i></p>	<p>Ngā Ara Whetū - Career Navigator</p>	<p>Largely provided by facilitators/Graeme Dingle Foundation. NC contribution to funding not required for 2024</p>	<p>Ongoing throughout the year.</p> <p>Time allocated at ToD 30/1/23 staff training.</p> <p>Time allocated for training tuākana.</p> <p>Time allocated as part of curriculum/whānau time throughout the year.</p>	<p>Effective tuākana/teina relationships develop (evidenced by student voice).</p> <p>Increase in engagement reflected in attendance data.</p>

Strategic goal 4: ***Engage effectively with our whānau and hapū.***

Annual target/goal:
75% of our whānau engage in learning conferences.

What do we expect to see by the end of the year?



Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Action 1	<ul style="list-style-type: none"> - SLT - Pouārahi - Kaiārahi - Kaiako 	Structure and time for learning conferences.	Twice per year - Term 2 and Term 3	Gather and collate data - number of whānau attending.

Strategic goal 5: <i>Support and build leadership and stewardship capacity.</i>				
Annual target/goal: <i>A wider range of NC staff are leading in pedagogical and pastoral spaces.</i>				
What do we expect to see by the end of the year?				
Actions	Who is responsible?	Resources required	Timeframe	How will we measure success?
Action 1 <i>Accountability measures are clear and established for all NC staff in leadership roles</i>	<ul style="list-style-type: none"> - Tumuaki - SLT 	Reporting templates Time MUs/MMAs (remuneration)	Throughout the year	Leaders provide regular/timely reports to Board, SLT and whole staff as applicable.