



Strategic Intent 2017 Otumoetai College

This document outlines the broad goals and intentions planned to support progress towards our school vision. More detailed and defined action plans drop down from this document. Unlike the traditional linear and predictable 'Strategic Plan' approach, this 'Strategic Intent' focuses on capability and capacity building.

Vision

Otumoetai College, here we stand, creating resilient learners where culture, diversity, education and social responsibility are valued and all learners achieve their potential.

Values:

- Strive for excellence - *Kimihia tōu ake maunga teitei*
- Working together - *Whakakotahitanga*
- Respect one and all - *Whakakoha tētahi ki tētahi*
- Standing strong - *Tū pakari i te ao*

Focus:

- Empowering all learners to reach their potential.
- Strong adaptive leadership for all.
- Grow and sustain a culture of hauora that builds resilient global citizens.
- Responsive resourcing that prioritises learner needs.

FOCUS: LEARNING & ACHIEVEMENT	Intentions (outcome)	Strategic Focus Area	Evidence of Impact target	Implementation (Action Plan/Strategies)	Oversight	Timeline
Empowering all learners to reach their potential	Teaching and learning demonstrated through culturally responsive and relational pedagogies.	Building staff (teaching & non teaching staff) capability in CR/RP principles	<p>Shadow coaching Increase from 50 staff to 80 staff</p> <p>Rongohia te Hau data December - 2017 Basic – 0 (2016 – 0) Developing – 20 (2016 -32) Integrated – 35 (2016- 20)</p> <p>Critical Conversation Continuum evidence of movement</p> <p>Mahi Tahi evidence of increase in numbers of staff and students</p> <p>Whanau, teacher and student data positive shift evident</p>	<p>Te Wero team continuing to monitor and support school wide focus on addressing inequity for Maori learners.</p> <p>Developing clear understandings within each faculty about effective and culturally responsive pedagogy.</p> <p>Increase number of staff engaged in ‘Observation to Shadow Coaching’ model.</p>	PHW	2017
	Meaningful, adaptive and responsive curriculum pedagogies	<p>Improved growth in NCEA results</p> <p>As a decile 7 school placed against the average of decile schools 4 -7 the College</p>	<p>85% of all school leavers to have gained NCEA level 2</p> <p>External standards results 2016 L 1 OTC - A 43.8%</p>	Targeted focus/mentoring of NCEA Level 1 & 2 students re achievement with a particular focus on Maori male learners.	JDB/PHW/BRF	2017

		<p>should be above the average in all endorsement categories</p> <p>A higher proportion of students gain endorsement in both individual subjects and in NCEA</p>	<p>M 25.8% E 8.9%</p> <p>L 1 National - A 41.1% (decile 4-7) M 27.1% E 9.6%</p> <p>L 2 OTC - A 41.8% M 29.2% E 8.1%</p> <p>L 2 National - A 38.3% (decile 4-7) M 25.8% E 9.9%</p> <p>L 3 OTC - A 43.5% M 26.8% E 10.1%</p> <p>L 3 National - A 38.3% (decile 4-7) M 25.3% E 10.2%</p> <p>Internal Standards HODs to select particular standard(s) to improve student's outcomes in 2017 and monitor through internal/external moderation, through national comparison progress of cohort & cohort comparison of NCEA internal/external success.</p>			
		Literacy, Te Reo Maori	Unpacking of the Learning	One of the CoL foci is the	CoL	Focus is

		and Numeracy	Progression Framework (LPF) to understand the process of developing	development of student writing for the purpose of passing both internal and external standards		Term 1 & 2 2017
				Scholarship academic writing generic writing workshops prior to subject specific preparation	CoL	Term 1 & 2, 2017
			Review completed with analysis of qualitative and quantitative data	Review of 'Write that Essay' Literacy programme	BRF	2017
				Professional learning for staff to enhance their understanding of the process of learning to writing. It will include the creation of resources	CoL	2017
				Targeted focus on growing capacity in Year 9 & Year 10 Literacy classes. skills in Literacy		
				Use of three different approaches across three Year 9 Literacy classes which will be evaluated for their effectiveness	BRF/CLL	2017

		Future focused learning environments		Introduction of team teaching practices across Year 9 math classes.	JDB	2017
			Completion of tertiary qualification for 12 staff	Increase the number of staff (after school course) and growing student learning of Te Reo	PHW	2017
	Decision making based on critical cycles of review	<p>Building staff capability in gathering and interpreting data to inform decision making;</p> <p>Quantitative data: Yr7-10 data to inform learning needs Academic data Leaving school data Qualitative data – student, whanau, teacher voice Pastoral data</p>	<p>Professional learning for staff on analyzing and using data.</p> <p>Set terms of reference, Complete framework for review for junior school, Review junior school</p>	<p>Targeted professional learning on analyzing and using data that considers; perception data, system data, demographic data & achievement, data.</p> <p>Targeted supported from Learning Centre staff to visit depts and run instructional sessions on PAT/easTTle analysis</p> <p>The development of a generic curriculum 'self review' framework - designed in consultation with HOD for HODs- informed by culturally responsive and relational principles.</p>	<p>SLT</p> <p>CLL/BRF & CoL</p> <p>SLT/HOD</p>	<p>2017</p> <p>Term 1 2017</p> <p>Term 2/3 2017</p>

			Review of student reporting structure and process (pastoral & academic data)	Curriculum review at junior school level, to include planning, delivery, assessment and reporting	SLT	Term 3 2017 -2018
			Review with survey questionnaires for staff and students. Analysis of student achievement 2016 Conversations with staff	Review of Ian Hunter Literacy programme delivered in 2016	BRF/CoL	Term 1 2017
			Reflect Review and Act hui completed 3 times a year	Regular review, reflect, and act meetings held between Te Wero Team Community of Learners Lead Team, Heads of Department and Senior Leadership Team.	SLT/Col/Te Wero	2017
	Learning experiences that respond to diverse needs, focusing on those at risk of not achieving.	Diverse learning pathways (special needs – AL-Maori learners) Pastoral Vocational Pathways	Improved literacy scores as shown by easTTle	Trialing of three literacy programmes in Year 9 literacy classes (as above)	BRF/RCF	Term 1-3
			Improved outcomes for identified Year 12 students	Continue to identify and effectively respond to Maori students whose progress needs accelerating and applying strategies to raise their achievement	PHW	2017

			Raise achievement of boys in Year 13	Identify targeted cross curriculum support to address achievement gender disparity within the Level 3 cohort through mentoring (2017). via GROW, form /subject teachers	RCF	2017
			Raise attainment of Year 11 students	A Learning Conversation framework is developed for form teachers at year 11	JDB	Term 1 2017
	Strong professional learning culture	Critical cycle of inquiry – reflects learner needs Non teaching staff engaging targeted PLD Clearly defined professional learning plan developed.	Review of the Appraisal process	Increasing teacher knowledge and skills in the appraisal process, underpinned by the principles of culturally responsive and relational pedagogy.	HOFs/PHW	2017
			A collaborative performance management plan to be developed	Appraisal system that supports professional growth.	PHW	2017

FOCUS: LEADERSHIP	Intentions (outcome)	Strategic Focus	Evidence of Impact target	Implementation (Action Plan/Strategies)	Oversight	Timeline
Strong adaptive leadership for all	Promote the skills and capabilities of 21 st Century leadership.	Effective communication pathways across school and the community	SLT to meet with middle leaders to develop their leadership	A responsive professional learning plan developed in consultation with middle leaders.	HOFs/SLT	2017
		Development of middle leaders	Completed self review of leadership capacity increased across school	Responsive leadership plan developed and implemented within the relevant forums.	SLT	2017/2018
		Strengthening a culture of trust	Application of Culturally Responsive & relational leadership.	Regular meetings & a leadership course for all CoL members.	DVR/ CLL/ CoL	2017
		Encourage innovation and risk taking	Well defined coaching & mentoring programme that strengthens professional capabilities of staff is further developed.	Culturally responsive and relational leadership modelled	PHW/JDB	
	Culture of shared inquiry and effective practice.	Regular self review Leading critical cycle of inquiry	Developing tools for self review e.g. 360 feedback Improved quality of	Building capability around the annual self – review process, including	SLT	2017

		Informed decision making	'Teaching as Inquiry'	appraisal.		
	Shared leadership across the school.	Range of leadership opportunities offered.	Increased involvement of staff across school in leading	Commitment to building the leadership capabilities of those involved in change leadership initiatives across school.	SLT	2017

FOCUS: HAUORA - WELLBEING	Intentions (outcome)	Strategic Focus	Evidence of Impact target	Implementation (Action Plan/Strategies)	Oversight	Timeline
Grow and sustain a culture of hauora that builds resilient global citizens	Staff & students actively involved and contributing to the school and wider community	Students and staff being provided with opportunities and targeted support to contribute to building a culture of wellbeing.	Greater understanding and knowledge schoolwide of how to address cyber issues. Wellbeing initiatives developed	Continued growth and development of the Cyber Society. Wellbeing initiatives proactively promoted and delivered by the student body at each year level	RCF SLT	2017 2017
	Fostering an environment where all members feel valued, connected and secure	Well established induction programme. Acknowledging the successes of all through informal and formal mechanisms.	Reflect, Review & Act hui Completed Induction programme designed	Implementation and review of STAR and Poutama initiatives Development of a responsive induction programme for new staff throughout the year	JDB/PHW/ RCF SLT	2017 2017
	Culture that reflects restorative principles	Restorative principles underpin decision making and practices. Coaching growth model used to grow leadership	Increased spread of restorative practices - Self review completed on lesson delivery, school wide audit on behavior data, PLD offered, commendation system Restorative Essential PLD completed by 90 staff	Continue to strengthen restorative principles and practices schoolwide through a culturally responsive and relational approach. PL plan created targeting staff new to school and	JDB/PHW	2017

		of team, and staff understanding and capability.	Increased number of Restorative Coaches	those who have not been to Restorative Essentials training.		
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FOCUS: RESPONSIVE RESOURCING FOR CHANGE	Intentions (outcome)	Strategic Focus	Evidence of Impact target	Implementation (Action Plan/Strategies)	Oversight	Timeline
Responsive resourcing that prioritizes learner needs.	Informed collaborative decision making that considers systems, structures and strategy	<p>A developed cycle of review that encompasses the human, physical and fiscal resources of the school.</p> <p>Gathering and using evidence to enable a response to inequity.</p> <p>Process of budget allocation aligns to the strategic intent.</p> <p>Allocation of resources involves key stakeholders</p>	<p>Framework completed</p> <p>Review protocols developed</p>	<p>Review framework and timeline that identifies future needs to accurately inform budget allocation.</p> <p>Development of a mechanism to review policies and procedures that will engage key stakeholders</p>	<p>DVR</p> <p>SLT</p>	<p>Term 3</p> <p>2017</p>
	Future focused adaptable and flexible learning environments	Exploration of innovative & flexible spaces	<p>BYOD strategy developed for 2018 and beyond</p> <p>Planning and programme progress under ongoing review.</p> <p>Ongoing review of flexible</p>	<p>ICT scoping of BYOD and teaching pedagogies associated with these</p> <p>Alignment of the 5YA & 10 YPP plan to address future focused learning environment.</p> <p>Facilities include;</p>	<p>RCF</p> <p>DVR</p>	<p>Term 1-2</p> <p>2017</p>

			learning environment development.	Learning Centre Maori Dept Math Dept HPE Dept & Sport	SLT	2017
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