



**Otahuhu College**

**Strategic Plan**

Tataki ai kuranga hiranga kia naniore I to tatou hapori

“Leading Educational Excellence and Endeavour in Our Community”

2018 -2022

## Student Engagement

One of the most consistent findings in educational research demonstrates that the more times students spend engaged during instruction, the more they learn. In the engaged classroom you will observe that all students are authentically engaged at least some of the time or that most students are authentically engaged most of the time, this is our aim for our teaching practise. We can easily measure low levels of student engagement (non-compliance and off task behaviour) through retention, attendance and behaviour data. We aim to create positive behaviour and create inclusive learning environments that foster well-being and achievement for each and every student.

Focus Area	Current Position	Core Strategies	Outcomes
Attendance	53% of students have regular attendance or better.	Close work with families and external agencies	65% of students have regular (90%) attendance.
Behaviour	Decrease in minor offences. Standdown rate of 45 per 1000 (2016)	Review of effectiveness of Te Kura o Waipuna and implement changes if any. Clear establishment of behaviour matrix Use of data and student voice to improve behaviour. Work with COL to achieve consistency of behaviour.	Stand down rates at the national average: 20 per 1000
Retention	Retention to 17 <sup>th</sup> birthday is 83%	Ongoing work with careers and curriculum development to maintain levels of retention	Levels of retention are at or above the national average (83%)
Engagement in learning	No clear measurement of engagement in learning	Investigate and implement ways to measure engagement in learning Work with students and families to increase engagement in learning Work on staff development in catering for each and every student	High levels of learning engagement

## Student Achievement

Educational achievement is the strongest protective factor for young people’s life outcomes, affecting their future employment, income, health and well-being. In order for our students to have the very best possible future it is vital that their academic achievement, as measured by NCEA qualifications, allows them to do this. The highest qualification available at Otahuhu College is University Entrance, the target is to exceed the national averages for University Entrance by 2022. Year 9 and 10 are vital to prepare our students for NCEA and University Entrance. The development of higher levels of thought and learning in this area will lead to improved outcomes. The expectation is that we work to accelerate all students learning so that their progress is above national expectations.

Focus Area	Current Position	Core Strategies	Outcomes																								
Year 9 and 10	Progress being measured by PAT	Persevere with PAT testing till 2019 and evaluate the effect of PAT as a measure of cohort progress. COL work on writing, maths and science Ongoing review and improvement of junior programme	Progress in Year 9 and 10 is significantly faster than the national average																								
Externals	17% of standards completed are from externals <table border="1"> <tr> <td>L1 Pass rate</td> <td>62%</td> </tr> <tr> <td>L1 M+E</td> <td>21%</td> </tr> <tr> <td>L2 Pass rate</td> <td>55%</td> </tr> <tr> <td>L2 M+E</td> <td>17%</td> </tr> <tr> <td>L3 Pass rate</td> <td>50%</td> </tr> <tr> <td>L3 M+E</td> <td>13%</td> </tr> </table>	L1 Pass rate	62%	L1 M+E	21%	L2 Pass rate	55%	L2 M+E	17%	L3 Pass rate	50%	L3 M+E	13%	Emphasis on exams in Years 9 and 10 Development of independent study techniques Improved literacy and vocab development Workshops and tutorials throughout the year	30% of standards completed are from externals <table border="1"> <tr> <td>L1 Pass rate</td> <td>80%</td> </tr> <tr> <td>L1 M+E</td> <td>41%</td> </tr> <tr> <td>L2 Pass rate</td> <td>78%</td> </tr> <tr> <td>L2 M+E</td> <td>40%</td> </tr> <tr> <td>L3 Pass rate</td> <td>77%</td> </tr> <tr> <td>L3 M+E</td> <td>39%</td> </tr> </table>	L1 Pass rate	80%	L1 M+E	41%	L2 Pass rate	78%	L2 M+E	40%	L3 Pass rate	77%	L3 M+E	39%
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NCEA Pass Rates	<table border="1"> <tr> <td>Level 1</td> <td>55%</td> </tr> <tr> <td>Level 2</td> <td>72%</td> </tr> </table>	Level 1	55%	Level 2	72%	Embedding of special assessment conditions processes Continued development of Year 9 and 10 programme	<table border="1"> <tr> <td>Level 1</td> <td>76%</td> </tr> <tr> <td>Level 2</td> <td>82%</td> </tr> </table>	Level 1	76%	Level 2	82%																
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	Level 3	63%	Vocabulary development Development of tracking for Year 9 and 10 students	Level 3	75%
	UE	22%		UE	49%
Merit and Excellence endorsed certificates	Level 1	34%	Development of writing programme Higher level tasks and dialogue in classes Family communication around quality of credits. Clear identification of grade boundaries. Focus on high level of consistency with external moderation.	Level 1	55%
	Level 2	13%		Level 2	43%
	Level 3	12%		Level 3	42%

## Leaver Transition

Pasifika students, Māori students and students from Decile One schools are significantly under-represented in degree level study at university. This subsequently has a negative impact on access to professional careers and income earning potential perpetuating existing inequality. Otahuhu College sees increasing the number of students prepared for degree level study at the end of their secondary schooling as a key strategic direction. Otahuhu College will work on the transition from secondary to full time study, work or training.

Focus Area	Current Position	Core Strategies	Outcomes by 2022
Year 13	2014-2016 31-47% of leavers have left Otahuhu College with Level Three or higher	Increase retention and support for students through to Year 13 Develop strong academic foundations so that students can cope with demands of Level Three assessment. Enrichment activities that culminate in year 13 to encourage students to complete their qualifications.	76% of Leavers have Level 3 or higher.
Employment	42-50% of all leavers not enrolled in training, however we are currently unaware of what they are doing.	Record in central database destination of leavers with work place. Following up in first term after leaving school and providing support where needed. Develop closer employment links with hospitality, building and construction and other career based subjects. Schoolwide programme of CV building and interview technique. Investigation into 'work ready' certificate. Further development of work placement and links with industries.	35% of leavers are in employment
Training	26-30% of leavers enrolled in study at non degree level study	Improved links with quality providers Career planning and progression developed Identification of at risk students for emphasis in career work.	27% of leavers involved in training
University and Degree Level Study	14-18% of all school leavers enrolled in degree level study	Dedicated University navigator Professional based work placements Improved scholarship application process to decrease financial burden for families Coherent University development focus from Year 9-13.	33% of leavers are enrolled in degree level study (national Average)

## Finance and Property

Otahuhu College is committed to providing excellent resources and the support needed for teachers and students to ensure the very best possible education experience and achievements. With respect to teachers, improvement in school facilities affect teacher recruitment, retention, commitment, and effort. Most importantly, with respect to students, school facilities affect health, behaviour, engagement, learning, and growth in achievement.

Focus Area	Current Position	Core Strategies	Outcomes
Quality classrooms	Quality classrooms in B, L and T Block. Drama Rooms high quality.	Modernisation of A Block Modernisation of Music Block Modernisation of Martin Block Removal of prefabs surplus to requirements	All permanent teaching spaces of high quality. Gym schedules in next five years.
Finances	Otahuhu College is in a strong financial position with high working capital.	Streamlining of administrative processes Development of significant financial sponsorship and support Increase revenue from grant applications	Enhanced financial position
Capital resources	The school is currently well resourced.	Programme of capital replacement Adequate provision for depreciation Continue running surpluses to allow for capital improvement	Improved resourcing of the school linked to improved outcomes.
IT		Improve IT infrastructure with focus on wifi and cloud Ongoing replenishment of devices	1 to 2 ratio of devices to students IT runs seamlessly with no delays
Property	Grounds well presented	Pool consistently up and running Improvement to Golf Avenue entrance Increased visibility of Memorial Fields Focus on improving presentation while reducing maintenance costs.	High quality grounds and facilities for students

## Community of Learning

Through greater collaboration within and across schools, teachers will improve practice and knowledge, resulting in increased student achievement and agency. We will work with whanau and the wider community to understand and support the aspirations of our students. The strategic direction is to raise learning achievement for all students, increasing opportunity and equity of outcomes and choices on the completion of their schooling in Ōtāhuhu

Focus Area	Current Position	Core Strategies	Outcomes
Stewardship	Initial first meeting of stewards group.	Board of Trustees develop strong links and build capacity with the other Boards in the Community of Learning.	Effective and thoughtful stewardship across the community of Learning.
Achievement Challenge	Achievement challenge for Writing, Maths, STEM and UE approved 2017	Alignment of the curriculum Development of a consistent understanding of the standard required at each year level.	Goals in the Achievement Challenge are fulfilled
Student Engagement	Attendance rates across the COL are below the national averages	All COL schools use Attendance Matters and this data is used to evaluate outcomes of attendance initiatives. COL works together in areas of Arts, Music and Sports to build strong links. Structured transition of pastoral concerns developed.	COL has common approach to attendance and engaging parents.
Staff Development	Each school has their own approach to professional development	Review of professional development Creation of a leadership pathway for staff in the COL. Utilisation of expertise in the COL to help improve student outcomes.	Effective professional development that results in increased student achievement levels.

## Teaching and Learning

Excellent classroom teaching has the greatest effect in the school on student achievement. Otahuhu College teachers pride themselves on their dedication and constant search for improvement. Teachers at Otahuhu College believe that our students can excel and high expectations are held for each and every student. We aim for an engaged classroom where you will observe that all students are authentically engaged at least some of the time or that most students are authentically engaged most of the time.

Focus Area	Current Position	Core Strategies	Outcomes
Classroom teaching	Improved quality of teaching practise across the board with higher expectations and better engagement with students	Ongoing critical analysis of teaching practise through observation and inquiry. Development of strong relationships with high performing schools/subjects. Support for post graduate study.	Highly skilled and effective classroom practitioners in every class.
Leadership	Leadership development through tertiary study	Creation of leadership development programme that involves the Col.	Working at Otahuhu College is career enhancing for staff.
Recruitment	Difficulty in recruiting teachers in most curriculum areas	Investigate alternative recruitment processes Investigate housing options on school land Use of networks and overseas to assist with recruitment Use of relocation allowances or similar to attract staff. Advocate for additional payments for hard to staff areas.	Highly skilled and effective classroom practitioners in every class.
Curriculum Development	Junior curriculum more closely aligned with needs of NCEA	Ongoing analysis of curriculum strengths and areas for improvement Development of Digital Technology Alignment of curriculum from Year 1-13 and also developing alignment across departments Developing embedded key competencies in the curriculum.	An aligned curriculum that challenges and maximises the learning and achievement opportunity for our students

## Maori

Our aim is to expand and continue to improve how Otahuhu College acknowledges and supports kaupapa Māori, so that all Māori students gain the skills, qualifications and knowledge they need to enjoy and achieve education success as Māori. Our college is committed to providing engaging opportunities, experiences and resourcing. Tikanga Māori is an essential element in the cultural life of Otahuhu College.

Focus Area	Current Position	Core Strategies	Outcomes
Leavers	Leavers with Level 2 from 2014-2016 range from 55-65% Leavers with Level 3 range from 21-51%	Development of engaging teaching and learning Increased academic support on fundamentals of literacy and numeracy so students can cope with demands of Level 3 Use of careers department to help plan transition from secondary school onwards.	80% of Māori leavers have Level 2 (significantly above the national average for Māori) Consistently achieve leaver data with 54% of Māori leavers having level 3 (National average is 34%)
Retention	Retention of Māori students to 17 <sup>th</sup> Birthday in 2016 was 76% (National average 71%)	Focus on Māori students in Year 10 and 11 in terms of career development, link with whanau and future planning.	Increase retention rate to 90%
Attendance	Māori attendance shows 44% are attending regularly	Working with whanau on how we can work together to support Māori achievement Identification of at risk students early so support mechanisms put in place. Liaison with outside agencies to provide school engagement.	60% of Māori students are attending regularly (greater than 90%)
Tikanga Māori	Growing biculturalism in the College	Continuation of schoolwide haka competition (first time in 2017) Use of powhiri to welcome new staff Greater support for Māori language week Consultation with key staff around Tikanga at Otahuhu College.	Tikanga Māori is an essential element in the cultural life of Otahuhu College and happens seamlessly.

## Whanau Ora

Whanau Ora funding is designed to assist targeted students and families to achieve at higher levels and go on to degree level study. The emphasis is on STEM subjects as Pasifika students are majorly under represented both in Years 11-13 and at University. STEM is seen as vital for economic growth and for closing the gaps between Pasifika and Māori students and all others.

Focus Area	Current Position	Core Strategies	Outcomes
STEM	30% of Pasifika students participating in Level 1 Science	Development of a Year 1-10 science programme for Otahuhu Development of coherent Digital technology programme Work experience and observation of Stem based careers STEM based holiday and afterschool activities	50% of Year 11 Pasifika students participating in Science
Degree based study	14-18% of all school leavers enrolled in degree level study	Dedicated University navigator Professional based work placements Improved scholarship application process to decrease financial burden for families Coherent University development focus from Year 9-13.	33% of leavers are enrolled in degree level study (national Average)
Leadership and Engagement	40% participation in sport	Develop sport high performance pathways Increase nutrition component to sports teams Combined family sporting events Work closely with COL schools to develop sport and health lifestyles for families	60% engagement of Pasifika families in sport
Financial	No current process	Investigation into how families can develop long term saving plans and how we can help facilitate this.	Financial literacy based around budgeting and long term saving established
Family Engagement	Over 500 families on the register	Continued work with navigators and with communication with families	All Pasifika families in Otahuhu COL benefit from whanau ora.

Transition	Contract finishes in July 2020	<p>Development of alternative funding streams to support whanau ora services</p> <p>Embed practises so that they are sustainable</p> <p>Roll growth will generate greater ability to provide for families.</p> <p>Meet the outcome requirements of Pasifika Futures may result in contract extension.</p>	Provide services to families after July 2020
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## Co Curricular Activities

Sports, Arts and Extra Curricular activities play a crucial role in building pride in the College, developing important soft skills: commitment, work ethic, dedication, team work and resilience. In developing in these areas the Otahuhu College student will be a healthier well rounded successful student. Otahuhu College students also have a proud history of community leadership. We are committed to developing this further so that our students can take on leadership roles both in school and once they have left school.

Focus Area	Current Position	Core Strategies	Outcomes
Sports	40% of students involved in extra-curricular sports	Increase staff involvement through managerial positions associated with sports Development of links with community clubs Increased family involvement Recruitment and training of student based coaches and officials	50% of students involved
Arts	Approximately 10-15% of students involved in extra curricular arts	House Choir Competition introduced Review use of itinerant musicians Investigate possibility of participation based arts event Growth in Debating and new activities in the Arts	25% of students involved in extra curricular arts
Culture	Polyfest is annual event	Ongoing support of Polyfest Development of languages weeks to celebrate Pacific languages	Strong cultural presence throughout the College
Performance	Consistently high performers in the Arts and Polyfest	Continue high performance in the Arts and Polyfest Investigate and develop high performance pathways in key sports	Otahuhu College has reputation for excellence in High performance
Leadership	Use of House Prefects, School prefects and leadership camps	Further development of leadership camps Investigate Hillary Award scheme or similar Work on oral communication skills Partnering with community leaders.	Otahuhu College leaders contribute strongly to the communit

## Governance

Otahuhu College is effectively governed by a board of trustees whose primary focus is to ensure that every student achieves their highest possible educational potential.

<b>Focus Area</b>	<b>Current Position</b>	<b>Core Strategies</b>	<b>Outcomes</b>
Achievement	Otahuhu College achievement is below national averages	Achievement of the strategic plan	Otahuhu College is achieving consistently above national averages.
Community of Learning	Initial first meeting of stewards group.	Board of Trustees develop strong links and build capacity with the other Boards in the Community of Learning.	Effective and thoughtful stewardship across the community of Learning.
Strategic	Significant improvements overseen by the Board	Regular scanning for challenges and opportunities in particular demographic changes in the community.	Thoughtful and considered planning on future direction of Otahuhu College

