

# ŌPŌTIKI COLLEGE CHARTER



**Tohe Nihorau, Tohe Rauariki**

**Connected Learners, Confident Citizens**

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# SECTION 1: INTRODUCTION

This Charter is the guiding document for Ōpōtiki College.

## 1.1 SCHOOL DESCRIPTION

Ōpōtiki College is a school located in Ōpōtiki, Eastern Bay of Plenty and has a Equity Index Rating of 536.

The school's student population as at 1 July 2022 was 322 with 160 female and 162 male students in total. Of that number, 89.5% Māori (288), 7.5% Pākehā (24), 1.5% Pasifika (5) and 1.2% Asian (4). There are currently 328 students enrolled at Ōpōtiki College who generate a teaching staff entitlement of 27.40. The teaching is supplemented by 10 ancillary staff and learning support experts.

The Mana Whenua is Te Whakatōhea and approximately 60% of our Māori roll identify to this iwi. Contributing iwi include Te Whānau-ā-Apanui, Tūhoe, Ngāti Awa and Ngāti Porou.

## 1.2 VISION STATEMENT: Tohe Nihorau, Tohe Rauariki - Connected Learners, Confident Citizens

Ōpōtiki College is committed to providing a learning environment that enables students to develop into **confident, connected** individuals equipped with the qualifications and personal attributes that will enable them to contribute positively to their whānau, local community, Aotearoa and beyond.

A competent and connected individual is someone who:

- Has a strong sense of cultural and personal identity
- Builds respectful relationships
- Acts responsibly
- Demonstrates resilience and a positive outlook to meet future challenges

## 1.3 SCHOOL MOTTO

**Te hinengaro te tohu  
The mind makes the person**

A graduate from Ōpōtiki College will have a sense of appreciation of the leadership qualities and personal attributes that our new School Houses role model and represent through their actions. The former four Houses have been combined to create two new Houses. The values of the former Houses have been retained. The third new House is made up of all students in Maurua as well as mainstream students who wish to participate in a Māori immersion House setting.

The new Houses are as follows with each House motto in brackets:

- Manatū: Creativity and Passion, Social Justice and Equity (We stand strong in our own uniqueness)
- Taitoa: Courage and Strategy, Curiosity and Challenge (Tides come and go but once a champion always a champion)
- Maurua-Ki-Tua: Whakaponu, Tino Rangatiratanga, Mana Motuhake (The pursuit of success is a priority)

## 1.4 COMMITMENT TO THE TREATY OF WAITANGI

The college recognizes its responsibilities in relation to the Treaty of Waitangi. Due to its particular geographical location the college also observes Te Whakatōheatanga and fosters partnerships with contributing iwi. Maurua, our Māori Immersion Pathway programme has a supporting committee, Toherāoa.

We are committed to ensuring that Māori students enjoy and experience success as Māori. This commitment will underpin all our school planning and directions. We will develop and enhance culturally capabilities and relational pedagogies. These are to be evident in all levels of school operations. All students and staff will be expected to develop an understanding and appreciation of Te Reo Māori me ōna Tikanga. Te Reo Māori programmes will be available at all year levels and Tikanga sessions delivered consistently throughout the school year.

## 1.5 RECOGNITION OF THE DIVERSITY OF CULTURES WITHIN NEW ZEALAND SOCIETY

In understanding that school communities in Aotearoa/New Zealand are increasingly diverse and that both students and teachers come from a wide range of linguistic and cultural backgrounds, the school seeks to acknowledge, value and accommodate the heritage of each of these groups to address the particular educational needs, interests and aspirations of these individuals.

## **1.6 COMMITMENT TO DEVELOPING A COLLABORATIVE APPROACH TO EDUCATIONAL ACHIEVEMENT AND SCHOOLING SUCCESS IN ŌPŌTIKI**

The college recognises that the educational success and wellbeing of students is likely to be increased if strong partnerships are established with iwi, contributing schools and associated community agencies for the growth and development of rangatahi in Ōpōtiki.

The college is part of the Ōpōtiki Kāhui Ako: Community of Learning (CoL). All schools in the Kāhui Ako believe in Ōpōtiki Kura for Ōpōtiki Learners' and will work together to achieve this. Together we will:

- embrace the opportunity to authentically support both Māori Medium and English Medium pathways.
- empower our students to be educated contributors in our community.
- focus on high quality and high equity for every learner regardless of their starting point.
- target student wellbeing and recognise the connection to educational achievement.
- commit to developing a localised curriculum that builds identity and knowledge of Mana Whenua and Mana Tangata, so that our students are proud of their cultural identity.
- have a Memorandum of Understanding with our iwi, Te Whakatōhea and has iwi representation on the School Board. The memorandum commits to actively working together to enjoy and achieve education success as Māori.
- has a commitment to Maurua, the Māori Immersion Pathway and has representation on the School Board.
- has a range of partnerships with Ministry bodies, local and regional bodies to maximise the collaborative approach to schooling success.

The Kāhui Ako, Te Whakatōhea and the college acknowledges the importance of building staff capability in Te Reo Māori, Tikanga Māori and Kawa by understanding the Mana Whenua of individual kura as well as region-wide. The engagement of whānau as learning partners, a closer working relationship with Te Whakatōhea and developing a localised curriculum that grows cultural capabilities are key foci for making a difference to the outcomes for Ōpōtiki College learners.

## **1.7 LEARNING, ASSESSMENT AND ACHIEVEMENT**

The learning needs of today's students require schools to provide differentiated, personalised and culturally appropriate learning programmes that value their identity, language and culture, their strengths and aspirations, and their whanau. The college will ensure that all students have the opportunity to pursue their talents and interests. This means that the concepts of learning, assessment and achievement needs to be constantly challenged and reshaped to match the learner's needs. Success or achievement is no longer measured through information recall or examination outcomes alone; it is in the development of key competencies [thinking, using language, symbols, and texts, managing self, relating to others and participating and contributing]. Students should be given the opportunity to develop and demonstrate these competencies through a range of contexts including: academic, sporting, cultural and social successes. This will enable students to be empowered and enjoy the value learning.

## **1.8 THE IMPORTANCE OF WELLBEING**

Student wellbeing impacts on success as connected learners and confident citizens. Success is about our students playing an active role in their own learning, achieving qualifications and having a strong sense of cultural and personal identity. Our annual plan aims to ensure that the right environment is provided for all learners to grow and flourish and have pathways into a future that meets their aspirations.

## **1.9 THE BOARD OF TRUSTEES: GOVERNANCE FOR LEARNING AND ACHIEVEMENT**

The role of the Board of Trustees is to protect the rights and interests of the School's beneficiaries. The Board acknowledges the four key areas of Governance:

- Accountability
- Transparency
- Responsibility
- Fairness

The Board through their governance role will ensure that the college meets and implements the obligations of the National Administrative Guidelines, National Educational Goals and the New Zealand Curriculum. In doing so, the college will ensure that it brings opportunity to grow cultural capabilities in their governance

functions and will assess how culturally capable the school is to cater to Māori students, parents, whānau and the local community. Key tasks of the Board of Trustees involve:

- Selection and appointment of the Principal
- Formulation of policy and monitoring of its implementation
- Articulation and monitoring of strategic direction
- Monitoring of legislative compliance
- Monitoring of student achievement and success
- Evaluation of professional performance
- Stewardship

In understanding and managing the distinction between governance and management, the Principal's role involves managing assets and resources and producing outcomes. Key tasks involve:

- Leadership [academic, cultural and social]
- Planning
- Policy implementation
- Performance monitoring
- Asset and resource management
- Financial control
- Advisory

## **1.9 RESOURCE MANAGEMENT**

### **1.9.1 Physical Resources**

The Board of Trustees is committed to providing students with an innovative learning environment that maximises student learning and experiences. In 2018 the school secured a Capital Works Project and will ensure this and 5YA plans will be used to address Health and Safety concerns and develop a learning environment that is future focused, flexible and innovative, whilst also ensuring that any developments are reflective of the cultural and local identity of the school community.

### **1.9.2 Financial Resources**

The Board of Trustees recognises the need to manage the school's financial resources in a prudent and responsible manner. Key objectives:

- Operate budgeting processes that ensure that an appropriate positive working capital ratio is firstly established and then maintained to enable the school to be solvent.
- Plan for budget surpluses.
- Ensure that school budgets are clearly linked to the School Charter and raising student achievement targets.
- Comply fully to the International Financial Reporting Standards [NZIFRS] by ensuring transparent accounting systems and procedures are followed in the school.

### **1.9.3 Human Resources: Staff Wellbeing**

We are committed to ensuring that our staff are well supported in their roles to enable the development of a professional learning community. Our focus is on building capabilities, building commitment and supporting staff at all stages of their careers. Staff will be actively involved in professional learning that is aligned to the national priorities (national priorities for professional learning and development). The Board of Trustees is committed to ensuring that staff are provided with the necessary resources [time, finances, and leadership] to enable the school annual targets and student achievement goals to be realised. Key components of this are the integrated/connected approach to:

- In-house school professional development programme
- Centrally funded Professional Development and Learning: School and Community of Learning foci as per PLD journals
  - Culturally capabilities and relational pedagogies.
  - Acceleration of student achievement.
  - Curriculum development and design.
- Externally source professional development opportunities.
- Professional Growth Cycle.

## 1.10 HEALTH AND SAFETY FOR STAFF AND STUDENTS

The Board of Trustees is committed to ensuring a safe environment [both physically and emotionally] exists for all staff and students. There are clear health and safety systems and procedures in place and the school complies with the following legislation:

- Children' Act
- Health and Safety at Work Act 2015
- Building Act 2004
- Education Act 1989
- Employment Relations Act 2000
- Hazardous Substances [Exempt Laboratories] Regulations 2001
- Human Rights Act 1993
- New Zealand Bill of Rights Act 1990
- Privacy Act 1993
- Resource Management Act 1991
- Smoke-Free Environments Act 1990

## 1.11 CONSULTATION

The school actively engages with the community through:

- Fortnightly school newsletter and appropriate social media/websites.
- 'Check and Connect' reporting process.
- Questionnaire/survey as per self-review processes.
- Regular Whānau Hui.
- Skool Loop.
- Social Media.
- School Community Open Evening and Gala.

All families and whānau are also welcome to engage in discussion with members of the staff at any time throughout the year. Appointments are recommended so that an appropriate amount of time can be set aside for discussion.

## 1.12 MANA WHENUA

E kore au e ngaro  
E kore au e whakamā  
E kaha nei ahau ki te kimi ki te rapu ko wai au?  
Manene ki te motu, manane ki te ao, aha pēhea rā  
E kore e wareware i taku ūkaipō  
He uri nō Te Whakatōhea  
He uri nō Te Whakatōhea

I'll never be lost  
I'll never be embarrassed  
I'm strong in searching who I am  
If I spread out over the island, if I spread out over the  
world, no matter what  
I'll never forget my birthplace  
A descendent of Te Whakatōhea  
A descendent of Te Whakatōhea

This waiata underpins Te Whakatōhea values and talks of the importance of 'whakapapa' and 'tikanga' pertaining to Te Whakatōhea and our community. This waiata features in the development of our local curriculum and is referenced and performed throughout our various kura and marae in Te Whakatōhea.

As a school we are committed to developing a shared understanding of what Māori enjoying and achieving success as Māori looks like. We recognise that we support our rangatahi on their journey towards success as Māori when we foster and encourage:

**Ahurea Tuakiri:** Living confidently - with affinity to whakapapa and at ease with a growing cultural competence in language, tikanga and identity Kia tū māia ki runga i a rātou ake ahurea tuakiri.

**Manaakitanga:** Connected to and in harmony with the people, the environment and systems around them. Kia manaaki (noho ōrua) i te ao taiāwhio me ōna tāngata.

**Kōrero:** Articulate and confident in expressing thoughts, feelings and ideas. Ko te kai a te rangatira, he kōrero. Me tū rangatira.

**Whakawhanaungatanga:** Skilled in building and navigating relational spaces. Ehara taku toa i te toa takitahi, engari ko taku toa, he toa takitini.

**Wānanga:** Thinking respectfully and critically about the world and ideas. Whakarongo ki te ao. Mā te rongo ka mōhio, mā te mōhio ka mārama, mā te mārama ka mātau, mā te mātau ka ora.

**Kia whai i te taumata:** Achieving qualifications from school and wider life that leads to future options and choice. Whāia te taumata mō te koingatanga hei ara oranga mōhou. Ko te pae tawhiti, whaia kia tata. Ko te pae tata, whakamaua kia tīna.

- Being the 'school of choice' for Ōpōtiki rangatahi and their whanau.
- Striving for Excellence.
- Providing both Māori and English medium educational pathways.
- Upholding the principles of Te Tiriti o Waitangi - Protection, Partnership and Participation.

## SECTION 2: STRATEGIC PLAN 2023 – 2026

The Strategic Section of the Charter reflects the Board of Trustee priorities for the next 3–5 years and how it intends to achieve these outcomes. The strategic plan results from conversations, discussions, and surveys with the college community and mana whenua and their views and priorities are considered in the development of the strategic section.

The strategic section includes:

- broad aims for how Ōpōtiki College plans to improve the provision of quality education for our students, particularly for Māori students, Pasifika students, and students with additional learning support needs;
- the Ōpōtiki College education priorities for its community, which reflect government priorities as set out in the National Education Guidelines (NEGs) and National Administration Guidelines (NAGs);
- planning for other key areas of Ōpōtiki College such as property and associated areas to ensure that teaching and learning are fully supported.

<b>Strategic Priorities</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>
<b>Student Outcomes</b> To provide every student with an inclusive, supportive and responsive learning environment that supports individual student outcomes of learning, wellbeing, and achievement.	Provide Y9 and new entrant students with transitional and induction support for fully engaging in the life and culture of Ōpōtiki College within six weeks	Provide Y9 and new entrant students with transitional and induction support for fully engaging in the life and culture of Ōpōtiki College within six weeks	Provide Y9 and new entrant students with transitional and induction support for fully engaging in the life and culture of Ōpōtiki College within six weeks	Provide Y9 and new entrant students with transitional and induction support for fully engaging in the life and culture of Ōpōtiki College within six weeks
	Deliver consolidation learning for Y9-Y10 students through a rich and exciting AKO curriculum that illuminates their skills, natural talents and strengths, and identifies their learning needs for intervention.	Deliver consolidation learning for Y9-Y10 students through a rich and exciting AKO curriculum that illuminates their skills, natural talents and strengths, and identifies their learning needs for intervention.	Deliver consolidation learning for Y9-Y10 students through a rich and exciting AKO curriculum that illuminates their skills, natural talents and strengths, and identifies their learning needs for intervention.	Deliver consolidation learning for Y9-Y10 students through a rich and exciting AKO curriculum that illuminates their skills, natural talents and strengths, and identifies their learning needs for intervention.
	Provide Y11-Y13 students with mentor support to co-construct tailored AKO studies for advancing and progressing their academic and vocational aspirations.	Provide Y11-Y13 students with mentor support to co-construct tailored AKO studies for advancing and progressing their academic and vocational aspirations.	Provide Y11-Y13 students with mentor support to co-construct tailored AKO studies for advancing and progressing their academic and vocational aspirations.	Provide Y11-Y13 students with mentor support to co-construct tailored AKO studies for advancing and progressing their academic and vocational aspirations.

	Support each student to create Kōpaki Ākonga (Student Portfolio) for storing examples of excellent work, assessments, and plans for new learning that they can share with parents, whānau, and potential future employers.	Support each student to create Kōpaki Ākonga for storing examples of excellent work, assessments, and plans for new learning that they can share with parents, whānau, and potential future employers.	Support each student to create Kōpaki Ākonga for storing examples of excellent work, assessments, and plans for new learning that they can share with parents, whānau, and potential future employers.	Support each student to create Kōpaki Ākonga for storing examples of excellent work, assessments, and plans for new learning that they can share with parents, whānau, and potential future employers.
<b>Quality Teaching</b> To employ quality teachers and build their teacher and leader capability for delivering quality learning and assessment programmes.	Discuss a local curriculum pedagogy with staff, community and mana whenua, and identify essential content that is relevant to teaching and learning for success at Ōpōtiki College.	Develop and plan the introduction of the Ōpōtiki College local curriculum of quality teaching, learning, assessment, reporting, and self-review.	Deliver the Ōpōtiki College local curriculum of quality teaching, learning, assessment, reporting, and self-review that meets the annual priority targets	Review the outcomes of the Ōpōtiki College local curriculum and examine the findings of the MAURUA curriculum audit for whole school curriculum growth and development.
	Develop and plan the introduction of the MAURUA curriculum of quality teaching, learning, assessment, reporting, and self-review.	Evaluate, resource, and implement the MAURUA curriculum of quality teaching, learning, assessment, reporting, and self-review that meets the annual priority targets	Deliver the MAURUA curriculum of quality teaching, learning, assessment, reporting, and self-review that meets the annual priority targets	Audit the outcomes of the MAURUA curriculum and explore any potential for teaching, learning, assessment growth and development at Ōpōtiki College
	Undertake training to support each teacher to engage in professional growth cycles across departments and as individuals for meeting the teacher code and standards	SLTs lead support systems for each teacher to engage in professional growth cycles across departments and as individuals for meeting the teacher code and standards	Each teacher will engage in annual professional growth cycles across departments and as individuals for meeting the teacher code and standards	Each teacher will engage in annual professional growth cycles across departments and as individuals for meeting the teacher code and standards
	Provide responsive PLD support to grow teacher and leader capability for meeting the annual priority targets	Provide responsive PLD support to grow teacher and leader capability for meeting the annual priority targets	Provide responsive PLD support to grow teacher and leader capability for meeting the annual priority targets	Provide responsive PLD support to grow teacher and leader capability for meeting the annual priority targets



<p><b>Quality Relationships</b> To collaboratively grow relational trust and partnerships between the school, teachers, students and their parents, whānau.</p> <p>To build and maintain close connections with whānau, hapū, iwi as a commitment to Te Tiriti o Waitangi that is recognised by the diversity of cultures within society.</p>	Each faculty will develop 3–5 indicators of collegial engagement and collaboration at school for use as evaluation measures of success	Each faculty will review the indicators of collegial engagement and collaboration at school informed by evaluation of success	All faculties will share their respective indicators of collegial engagement and collaboration at school as well as evaluations of success toward created a whole school response	The SLTs will develop the Ōpōtiki College indicators of collegial engagement and collaboration toward implementation across the whole school
	Manage the forward progress and development of the Ringa Raupā project in partnership with Te Whakatōhea and Ōpōtiki lead teachers	Review the progress and development of the Ringa Raupā project in partnership with Te Whakatōhea and Ōpōtiki lead teachers	Review student outcomes from participation in the Ringa Raupā project in partnership with Te Whakatōhea toward full integration in the life and culture of Ōpōtiki College	The whole board discuss and resolve how Ringa Raupā can continue to enhance the life and culture of Ōpōtiki College for the next 5 years
	Teachers and mentors of students will collaboratively develop tailored learning based on whanaungatanga and emotional intelligence	Conduct a student voice survey to review the progress and development of tailored learning, whanaungatanga and emotional intelligence	Teachers and mentors of students will use survey findings to identify SMART progressions for tailored learning, whanaungatanga and emotional intelligence	The SLTs will incorporate data about tailored learning, whanaungatanga and emotional intelligence across all Y9-Y10 classes.
	Organise opportunities for teachers, staff, students and their whānau to time-out for talking together and building powerful learning partnership	Organise opportunities for teachers, staff, students and their whānau to time-out for talking together and building powerful learning partnership	Organise opportunities for teachers, staff, students and their whānau to time-out and talk together toward building powerful learning partnership	Organise opportunities for teachers, staff, students and their whānau to time-out for talking together and building powerful learning partnership

## SECTION 3: ANNUAL PLAN 2023

The Annual Section of the Charter outlines the annual **aims, objectives, targets, planned actions, and resources** developed by the principal and staff to achieve the student outcomes set for them and for improving their progress and achievement in this school year.

The 2023 aims and objectives align closely to the strategic priorities in this Charter and are put into action against set timeframes by the principal and staff employed at Ōpōtiki College. The articulated SMART targets are based on student achievement, student engagement, data analysis as well as educational trends and patterns. It is accepted that planned actions to meet these targets may include the provision of targeted professional development to support effective teaching, additional resources (people and/or financial), community-based programmes; and details of roles, duties and responsibilities to complete the work within budgetary allocations. And in keeping with robust planning, regular monitoring of progress and self-review for possible adaptations will be included in the Annual Plan.

Student Outcomes	TERM 1	TERM 2	TERM 3	TERM 4
Provide Y9 and new entrant students with transitional and induction support for fully engaging in the life and culture of Ōpōtiki College within six weeks.	Tumuaki leads whole staff considerations about Y9 and new entrant transition and induction support systems.	SLT work with CLs to list and refine indicators for Y9 and new entrant transition and induction support systems.	CLs survey Y9-Y10 students and their parents, then work with SLTs to develop success criteria and action plans of support for Y9 and new entrant transition and induction.	SLT share the Y9 and new entrant transition and induction action plans and success criteria with the Ōpōtiki College community including mana whenua.
Deliver consolidation learning for Y9-Y10 students through a rich and exciting AKO curriculum that illuminates their skills, natural talents and strengths, and identifies their learning needs for intervention.	Tumuaki leads whole staff considerations about Y9-Y10 consolidation learning that is aligned to curriculum developments across the school.	CLs survey Y9-Y10 students and their parents to identify unique skills, talents, strengths and learning needs. Collate student profile data for reporting to the Board.	SLT work with CLs to develop and map out content knowledge, skills, values for Y9-Y10 consolidation learning in preparation for senior school studies.	SLT and CLs collaborate to deliver and implement content knowledge, skills, values for Y9-Y10 consolidation learning in preparation for senior school studies.
Provide Y11-Y13 students with mentor support to co-construct tailored AKO studies for advancing and progressing their academic and vocational aspirations.	Tumuaki leads whole staff considerations about Y11-Y13 support and mentor assignments of experienced teachers.	SLT assign and support teachers to become mentors for all Y13 students with a focus on building rapport and relational trust.	SLT lead an internal review of teachers as mentors for Y13 students to identify any challenges and opportunities that have occurred.	SLT consider the Y13 data to inform a process for developing and providing mentor support for all Y12-Y13 students in the next year.

Support each student to create a Kōpaki Ākonga (Student Portfolio) for storing examples of excellent work, assessments, and plans for new learning that they can share with parents, whānau, and potential future employers.	Tumuaki leads whole staff considerations about creating online Kōpaki Ākonga for students to curate and showcase their school work.	Tumuaki leads whole staff discussions for creating online Kōpaki Ākonga for all Y11-Y13 students by the end of 2023. Whole staff confirm demographic data and essential Kōpaki content.	SLT research and source external expertise for establishing online Kōpaki Ākonga for all Y11-Y13 students. This project work to be completed before end of term 3.	CLs lead staff to work with Y11-Y13 students to complete individualised Kōpaki Ākonga with appropriate privacy and access protection in place.
<b>Quality Teaching</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
Discuss a local curriculum pedagogy with staff, community and mana whenua, and identify essential content that is relevant to teaching and learning for success at Ōpōtiki College.	Tumuaki leads whole staff considerations about developing a local curriculum for Ōpōtiki College.	SLT and Board members host a community hui to discuss and gather feedback for the development of a local curriculum for the college.	SLT work with the whole staff to review community priorities, identify essential content, and map out challenges that manages teacher wellbeing and workload.	SLT & CLs collaborate to draft out a local curriculum grounded in pedagogy, essential content, and teach/learn outcomes.
Develop and plan the introduction of the MAURUA curriculum of quality teaching, learning, assessment, reporting, and self-review.	Tumuaki leads staff and community considerations about the development of the MAURUA curriculum.	Tumuaki & Kaihautū Maurua collaborate to identify whānau priorities, essential content and AKO mātauranga.	Kaihautū Maurua & Maurua staff collaborate to articulate the MAURUA curriculum for teaching, learning, assessment, reporting and self-review.	Kaihautū Maurua leads presentation to all SLT & CLs about the MAURUA curriculum for implementation.
Undertake training to support each teacher to engage in professional growth cycles across departments and as individuals for meeting the teacher code and standards	Tumuaki leads whole staff considerations about professional growth cycles, and the teacher code and standards.	SLT identify PLD provider for all staff to develop familiarity about professional growth cycles, and the teacher codes and standards.	The approved PLD provider works with the whole staff to grow confidence about the professional growth cycles, and the teacher codes and standards.	SLTs work with the whole staff to prepare for implementation of the professional growth cycles, and the teacher codes and standards in the new year.
Provide responsive PLD support to grow teacher and leader capability for meeting the annual priority targets	Tumuaki leads whole staff considerations for identifying PLD needs and priorities.	SLTs work with the whole staff to identify PLD needs and priorities including applications for study leave.	SLT develop a submission to the board for targeted funding of PLD needs and priorities.	SLTs engage with the whole staff to plan and organise a whole school – community event.

Quality Relationships	TERM 1	TERM 2	TERM 3	TERM 4
Each faculty will develop 3–5 indicators of collegial engagement and collaboration at school for use as evaluation measures of success.	Tumuaki leads whole staff considerations about collegial engagement and collaboration.	SLT will lead faculty staff to develop 3-5 indicators of collegial engagement and collaboration at Ōpōtiki College.	SLT will work with the whole staff to examine and confirm 3-5 indicators of collegial engagement and collaboration for everyone, and an evaluation tool.	The whole staff will trial the use of collegial engagement and collaboration indicators as individual teachers and across their respective departments.
Manage the forward progress and development of the Ringa Raupā project in partnership with Te Whakatōhea and Ōpōtiki lead teachers.	Tumuaki leads whole staff support for the Ringa Raupā project that began within the school in 2020.	Tumuaki hosts the lead teachers, Te Whakaōhea, and 5 engaged students in discussions to assess evidence-based progress, developments, challenges, and opportunities.	Tumuaki reports on the progress and development of the Ringa Raupā project to the Board and may present recommendations for their resolution.	Tumuaki reports on the progress and development of the Ringa Raupā project to Te Whakatōhea and may present recommendations for their resolution.
Teachers and mentors of students will collaboratively develop tailored learning based on whanaungatanga and emotional intelligence.	Tumuaki leads whole staff considerations about whanaungatanga and emotional intelligence.	SLT and designated Kaihāpai (Mentors) will develop 3-5 indicators of whanaungatanga and emotional intelligence at Ōpōtiki College.	SLT will work with the whole staff to examine and confirm 3-5 indicators of whanaungatanga and emotional intelligence, and an evaluation tool.	The whole staff will trial the use of whanaungatanga and emotional intelligence indicators as individual teachers and across their respective departments.
Organise opportunities for teachers, staff, students and their whānau to time-out for talking together and building powerful learning partnership.	Tumuaki leads whole staff considerations about developing powerful learning connections and partnerships with one another, students and their whānau.	SLT plan and organise a whole school & community event that is focused on the sharing of exciting learning at Ōpōtiki College.	SLT work with CLs to create and distribute a community newsletter about 'Pūrākau Angitū/Stories of Success', progress and development at Ōpōtiki College.	SLT plan and organise a whole school & community engagement day that is focused on sharing cultural learning at Ōpōtiki College.

## PART 4: ACHIEVEMENT TARGETS 2023

The Achievement Targets are informed by student achievement data from previous years, for setting the annual student achievement targets in priority areas of literacy, numeracy, communications, and technology, and are developed by the Principal, School Leaders and teaching staff.

2023 AIM:	To increase Y9-Y10 achieving at or above curriculum Literacy & Numeracy levels To increase Y11-13 achievement at NCEA Levels 1, 2 & 3 including course endorsements	
BASELINE DATA	<p><b>At the end of 2023:</b></p> <p>Year 9 Literacy/English/Māori Auraki - to move 40% of all year 9 students ONE stanine higher (with a specific focus on stanine 1 students) Maurua - to move 40% of all year 9 students ONE stanine higher (with a specific focus on stanine 1 students)</p> <p>Year 10 Literacy/English/Māori Auraki - target not determined as assessments have not been completed / compiled Maurua - target not determined as assessments have not been completed / compiled *would a consideration be to use the year 9 target here?</p> <p>By the end of Term 2 to have an Action Plan (ILP) for literacy for all ākonga identified as Stanine 1 Reading Comprehension from PAT. To measure added value.</p> <p>NELP 4 Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p> <p>NELP 2 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga,</p>	<p><b>At the end of 2023:</b></p> <p>Focus on Mahi Tahī PLD - Pedagogy NELP 3 - Quality Teaching and Leadership</p> <p>Strengthen vocabulary building and writing practices as part of literacy PLD</p> <p>NELP 2 - Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p>Develop a Year 10 programme for Mahi Tahī 2024 - What will this group be called? Should we teach in faculties and not subjects? Instead of blocks for each subject we could have 8-10 blocks of Humanities.</p> <p>Focus on localized curriculum e.g. Taiaio with shared curriculum delivery topics.</p> <p>Develop a Year 10 pathway for Mahi Tahī in 2024. Investigate teaching in faculties and team teaching.</p> <p style="text-align: center;"><b>“No less than 65% of Ōpōtiki College students will attain NCEA Level 1, in 2023.”</b></p>

	<p>disabled learners/ākonga and those with learning support needs</p>	<p><b>“No less than 70% of Ōpōtiki College students will attain NCEA Level 2, in 2023.”</b></p> <p><b>“No less than 70% of Ōpōtiki College students will attain NCEA Level 3, in 2023.”</b></p> <p><b>“All (maybe 90%) Year 13 students that identify their 2024 pathway to be entrance into university achieve this”.</b></p> <p><b>“85% of school leavers move into their identified/chosen pathways for 2024”</b></p> <p>10% increase in course endorsements at Merit and Excellence levels.</p>
<p><b>2023 TARGETS</b></p>	<p><b>By the end of 2023, Y9 – Y10 ākonga will increase achievement to meet these targets</b>  <b>85% of Year 10 &amp; 11 students enrolled in a Numeracy programme at Ōpōtiki College attain Numeracy (participation-based), in 2023”.</b> NB: Junior targets - Stanine/PAT/e-asTTle to address at a later stage in lieu of upcoming PLD sessions (NZCER and GLE e-asTTle training in a few weeks.</p>	