



CROMWELL COLLEGE STRATEGIC AND ANNUAL IMPLEMENTATION PLAN 2023 – 2025

Vision: Best I Can Be

Mission: Respectful courageous lifelong learners pursuing excellence

SCHOOL PROFILE

Cromwell College began in 1978 with the change from Cromwell District High School into a Year 7 – 13 College. The College has been at the current site since 1984. The College is a decile 8 state co-educational school with no enrolment scheme. Students from Cromwell and the surrounding areas including Bannockburn, Lowburn, Tarras and Ripponvale attend the school. The school has experienced steady roll growth and now provides education for 640 students. Approximately 17% of the school's population identify themselves as Māori, 8% as Filipino and 3% as Pasifika. In recent years' students from other nationalities have moved into the Cromwell area and the school has a small but growing multicultural population made up of immigrants from South Africa, Fiji, India, South America, England and other countries.

In 1995 the College instituted a specialist academy and lifestyle programme known as the Outdoor Pursuits Programme. This programme had a capacity for 21 Year 12 and 13 students each year who lived at the Cromwell College Apartments. These additional students were instrumental in allowing the school to maintain viable numbers at the senior end of the curriculum. This programme was discontinued in 2022 given health and safety concerns with managing Covid affected students and staff within the Apartments. The facility has since been sold by the Charitable Trust. The intention is to invest these funds for the benefit of students at the College.

The College also maintains a small international fee-paying students' programme with an upper limit of 10% of the school's senior roll. We are an ODENZ school and have students from Germany and Thailand attending in 2024.

The College is sited on eight hectares in the centre of Cromwell. The school is spacious with well-maintained grounds. In addition to our teaching facilities the College also has an excellent gymnasium and a 460 seat auditorium. Adjacent to the College, and available for student use, are the town's playing fields, hockey turf and swimming pool. The College also maintains a Watersport Centre on the shores of Lake Dunstan and students from Cromwell College make use of this resource for EOTC, camps and outdoor education. With roll growth a new seven room Technology Art Facility is being built in 2024.

COMMUNITY PROFILE

The town of Cromwell is well-sited in the heart of Central Otago. Queenstown, Alexandra and Wanaka are all within easy reach. The town and surrounding area has approximately 6500 residents and in recent years there has been significant development in viticulture, horticulture, tourism and associated support industries. There is a strong community spirit with many clubs and organizations which contribute positively to the town's character and development.



MISSION STATEMENT

“Respectful courageous lifelong learners pursuing excellence.”

The main aim of the College is to provide students with the opportunity to achieve our vision of ‘Best I Can Be and ‘pursue excellence’ by the provision of courses, programmes and activities which promote the development and enrichment of their academic, physical, social and cultural skills. Our mission ties in with our school motto *“Deserve Success”* and whakatauki – *“Whāia te taumata”* that urges us all to pursue the highest peaks and strive for personal excellence.

AIMS, EXPECTATIONS AND VALUES

We expect members of our school community to pursue their full potential, *Whāia te taumata*, to pursue the highest peaks, and *Deserve Success*. We want them to be proud of themselves, their achievements and this place.

Our aim is to provide an environment where mutual respect and honesty underpin all dealings. We endeavour to develop young people of character and integrity - people who are compassionate, respect diversity and aspire to contribute positively to the school and wider community. We seek to instil the ability to think critically, accept responsibility and know what is right.

We value the pursuit of excellence and high expectations and we encourage persistence in the face of challenges. Our aim is to produce well rounded individuals who are able to actively participate and contribute in a wide variety of academic, sporting and cultural endeavour.

Our core values have been identified through input from staff and students and reinforce our Aims and Expectations. They form our Cromwell College Kawa:

- Kia manaaki – be respectful and kind
- Kia māia – be courageous
- Kia rawe – be your best (excellence)

The College recognises that success in secondary education is a partnership between

- 1 the school and its staff
- 2 the parents and the wider community
- 3 the students
- 4 the Ministry of Education

Each partner has a role to play if students are to realise their full potential.

CULTURAL DIVERSITY AND THE MĀORI DIMENSION

Cromwell College reflects New Zealand's cultural diversity by acknowledging all cultures within our community:

- We have an environment that accepts and celebrates cultural difference
- We ensure that children from other cultures have equal opportunities to succeed
- We will actively engage with parents and communities of other cultures to ensure best outcomes for students.

Cromwell College will reflect the unique position of the Māori culture by:

- Acknowledging the place of Māori in New Zealand society through the acceptance of the use of Te Reo Māori and respect for tikanga as part of our daily school life.
- Ensure that Te Reo and Tikanga Māori are well spoken and accurately represented in our school. Knowledge of our whakatauki – *Whāia te taumata* and the use of mihi whakatau to welcome new students and visitors. Use of Māori karakia, greetings and language in newsletters, assemblies and classrooms. This is supported through professional development.
- Through the daily life of the school, our actions will reflect care and respect (manaakitanga) as part of the school's Kawa. • Staff commitment to realising Māori potential.

What reasonable steps will the school take to incorporate tikanga Māori (Māori culture/protocol) and Te Reo Māori into the curriculum?

We will:

- Deliver Māori language and tikanga to all students in Year 7, and Year 9. We have offered a Year 10 option for the first time in 2024. Correspondence is offered for Year 11 and above.
- Grow our Kapa Haka group, encouraging all children to participate, particularly Māori. Our group has grown to around 60 students. We have established a performance group and junior group and will attend Polyfest performances in Invercargill and Queenstown this year
- Establish stronger links to our Māori and Pasifika whānau. We will hold regular whānau hui and seek feedback from whānau and students in uplifting their Māoritanga and success.

- In 2019 our prefects developed a karakia for use at assemblies and formal occasions. This is learnt by all students and staff. This is sung as the song waiata and performed along with our Kopuwai Haka in the inter-house kapa haka competition. Mihi whakatau

Whāia te taumata *Pursue the highest peaks*
Mā te manaaki *By respect and kindness*
Mā te Māia *By being courageous*
Mā te Rawe *By being our best*
Ka toa tātou *We will all succeed*
Haumi e, Hui e, Taiki e. *United together.*

- Incorporate of local stories Māori history, customs and legends into a localised curriculum programme where appropriate. Eg the korero pūrākau of Kaiamio and Kopuwai, Treaty of Waitangi, New Zealand Wars. Develop a sense of ownership our House structure eg House Shields and motos.
- Use of Karakia Timatanga each morning with staff and waiata for staff meetings.
- Take an active part in the Mana Pounamu Awards with tautoko for our achievers.
- Use of mihi whakatau, our school waiata 'Whāia te taumata' and haka at appropriate events eg staff and student welcomes, sports exchanges.
- We will actively engage with our Māori community on a regular basis and encourage families to build upon the children's knowledge and experience of their own culture within the home environment as well as at school eg our 2021 Kāhui Ako Matariki Festival.



- What steps will be taken to keep informed of the views and goals of the schools Māori and Pasifika community?*
- On-going consultation with Māori and Pasifika whanau. Sharing of student achievement data and the implementation of strategies to reduce barriers and improve outcomes.
 - Involvement in the MAC's - Māori Achievement Collaboratives and Kāhui Ako Te Manawa Te Wairere.

Requests for Te Reo and Tikanga

At the request of a parent, the school would undertake to provide further learning opportunities in Tikanga Māori and Te Reo Māori, subject to available resources. Such a request would be referred to the resource teacher of Māori for advice and assistance referred to Correspondence School for available resources.

Summary of Information to create this plan

Information for the 2024 plan was gathered through:

- A parent student online survey of students and families in Years 7, 9 and 13.
- A Year 13 exit survey
- Our student wellbeing survey focusing on mutual respect, safety and belonging.
- Whānau consultation with Māori and Pasifika families and students
- Staff Survey
- Student focus group
- Consultation with the Board of Trustees

Based on the feedback gathered our Strategic Goals for 2024 are outlined in the table below.

Our 2024 Annual Plan stems from this feedback and focuses on the following themes:

Learning

- Tikanga for Teaching and Learning, consistent adherence to processes that support quality learning. Maanaki in our relationships, knowing our students and inclusion for all.
- Enhancing school wide Literacy and Numeracy practices. Supporting the Co-Requisite Assessments and success in NCEA. • Implementing Live Reporting to provide effective timely feedback to students

Culture

- Student focus groups driving efforts to enhance inclusion, safety, connection. Celebrating students living our Kawa of Manaaki (Respect and kindness), Māia (Courage) and Rawe (Excellence).
- Effective use of Whānau Time to support positive school culture. Creating a wellbeing programme for Whānau Time. • Open afternoons and evenings and promotion to show case the great things happening with learning.

CORNERSTONE GOALS 2023 2024 2025

1. Striving for Personal Excellence			
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<ul style="list-style-type: none"> • Delivering a holistic education that: <ul style="list-style-type: none"> ○ Is broad, inclusive, creative and meets students' needs and aspirations ○ Equips students to be proactive and responsible participants within and beyond school ○ Provides opportunities that foster and sustain character ○ Values Te Tiriti o Waitangi • Recognise and celebrate learning, sporting, cultural and community successes 	√	√	√
	√		
			√
	√	√	
	√	√	
<p>2. Nurturing an environment of respect</p> <ul style="list-style-type: none"> • Respecting yourself, others, our place and our Kawa • Valuing and enhancing a safe, caring, supportive and welcoming school culture • Effective and consistent use of restorative practices • Instilling a strong sense of pride, professionalism and belonging for students, staff, board and our whole community 			
	√		√
	√	√	
	√		√
		√	
<p>3. Making effective use of our resources</p> <ul style="list-style-type: none"> • Investing in our people • Making best use of our resources and unique environment • Investing in our localised programmes 			
		√	√
			√
	√	√	

Annual Implementation Plan for Cromwell College 2024

“BEST I CAN BE”

Cornerstone 1: Striving for Personal Excellence

• 1.1 Delivering a holistic education – NEMP 1.1, 1.2, 2.3, 2.4, 2.6, 3.5, 4.7

Actions	Who/Resource	When	Evidence of Success
<p>1.1.1 Embedding our Staff Tikanga - Teaching and Learning. Consistency and understanding of school systems for learning and behaviour, the why, how and what. Manaaki in our relationships inclusion for all.</p> <ul style="list-style-type: none"> - The implementation of our Staff Tikanga – Teaching and Learning especially in our start up for Term 1. A focus on knowing the learner, relational culture and sharing learning outcomes - An extra hour provided to each HOF to support classroom engagement, behaviour and learning. - Whanake PLD on the Common Practice Model and Culturally Responsive Practice, CRP - Appointing a Kāhui Ako Lead for Cultural Capability to drive kaupapa Māori in our kura ToW, Inclusion, developing a graduate profile - Running two beginner te reo and tikanga classes for 5 weeks This forms part of the professional growth cycle for teaching staff. - Developing a Tikanga Doc for our kura. - Staffing the Hub for student self regulation. Supporting a positive learning environment. 	<p>Staff PLD time particularly in Term 1</p> <p>SLT and HOF walkthroughs and sharing good practice. Board funding for the extra hour for HOF's</p> <p>RTLB observations related to self regulation and our Hub space.</p> <p>Kga, Mst, Māori Pasifika staff group</p> <p>Kwi, Shi, Deans, SLT</p>	<p>Term 1 initial PLD. Plan established. Further PLD in Term 3. Thursday</p> <p>Whanake time in Term 2</p> <p>Term 1 and 2 for Te Reo Courses,</p> <p>Term 2 Whakane Time</p>	<ul style="list-style-type: none"> - Class observations from walkthroughs - Class survey feedback and focus group feedback. - Wellbeing feedback from students - Reported in goals for all staff in their PGC - Beginner te reo courses delivered and other options available for staff. - Staff survey showing greater confidence with te reo and tikanga Māori. - A measurable reduction in the referral rate from 2023. - Improvement in attendance rate to 88% - Evidenced in the referral

		for CRP PLD, PGC all Year.	rate and attendance rate
		• Kāhui Ako staff appointed in Term 1	
		• Staffed for the year	

<p>- Attendance initiative to engage identified Year 9 and 10 students with work placement and mentoring</p> <p>-</p> <p>1.1.2 Enhancing School Wide Literacy and Numeracy Practices. - Appointing within School Kāhui Ako Leads to facilitate sessions and learning to support staff and students with practices to enhance Literacy and Numeracy</p> <p>- Use of Staff PLD time to share learnings and strategies for use across curricula</p> <p>- Information evenings for parents on how they can support eg Co-Requisites, NCEA</p> <p>- Kāhui Ako learning celebration on Kaitiakitanga and Matariki Celebration linked to this in Term 2 and 3</p> <p>- Implementing processes to support our English Language Learners, ELL.</p> <p>1.1.3 Implementing Live Reporting - effective timely feedback - Deputy Principal to investigate the processes used in neighbouring schools.</p> <p>- Sharing learnings and developing our procedure for implementation in Term 2</p> <p>- Reviewing in Term 4.</p>	<p>Shi, Jfa – MOE funding</p> <p>Shi, Mro, providing support for the KA leads.</p> <p>Kin, Rca Learning Support Team. TTeacher Aide from Filipino community. Funding for staff.</p> <p>Mro, HOFs and all kaiako – School PLD and staff meeting time.</p>	<p>Terms 1 and 2</p> <p>PLD and parent evenings throughout the year.</p> <p>Term 1. MOE funding applications. Processes developed.</p> <p>Term 1 – processes developed, implements in Term 2 – Reviewed in Term 4.</p>	<p>Improvements in FTC and attendance measures.</p> <p>Improvement in staff understanding and confidence with numeracy and literacy strategies.</p> <p>Students identified and learning support provided. Increased confidence with literacy.</p> <p>Our system of Live Reporting in place and well communicated top parents, staff and students.</p>
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• 1.2 Recognising and celebrating our strengths and successes – NEMP 1.2

Actions	Who/Resource	When	Evidence of Success
<p>1.2.1 Considering the review of The Arts. Setting up a structure to implement recommendations from Term 2, 2024 onwards. - Staff engagement in the review and staff focus group established</p> <ul style="list-style-type: none"> - Community meeting and stakeholder consideration of the review - A priority plan drafted and initial resourcing identified for 2024 that will progress the recommendations to lift the profile and mana or The Arts in our kura. Seeking Board support. - Implementing the priority goals for 2024 	<p>HOF The Arts, BOT and Arts Coordinator. Resourcing potentially sought through Business Sponsorship to progress initial recommendations.</p>	<p>Consideration of the review by the end of Term 1 and plan in place for Term 2. Identifying which recommendations can be easily progressed in</p>	<ul style="list-style-type: none"> - An initial plan for 2024 created. - Funding agreed for strategic implementation of recommendations. - Staff appointed to lead the facilitation - Initial recommendations in place.

<p>1.2.3 Welcoming and celebrating with our community - cross curricula learning shared with our community. Specific events include: - Invite to the mihi whakatau, morning tea</p> <ul style="list-style-type: none"> - NCEA and Co-Requisite evenings - Academic Counselling and partnership conferences - Kaitiakitanga and Matariki Learning Celebrations - Meet the Teacher afternoon - Wellbeing Week as part of Kāhui Ako - An Open evening/afternoon in Term 2 or 3 for whānau to see our kura in action. 	<p>All staff, Kāhui Ako staffing resource, Time</p>	<p>Throughout the year • •</p>	<ul style="list-style-type: none"> - Events planned and completed. - Parent feedback questions on connection and communication with in our Whānau Survey in Term 3. Evidence of improvement. Events organised and delivered.
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Cornerstone 2: Nurturing an environment of respect

- 2.2 Valuing and enhancing a safe, caring, supportive and welcoming school culture - NEMP 1.1, 2.3 •
- 2.4 Instilling a strong sense of pride, professionalism and belonging for students, staff, board and our whole community NEMP

Actions	Who/Resources	When	Evidence of Success
2.2.1 Student focus groups driving efforts to enhance inclusion, safety, connection and respect for the College Kawa - Appointing a Kāhui Within School Lead Relational Cultures to work with the SLT for Student Leadership Tha - Prefects, Student Council and other student led focus groups (eg Cultural Committee, Bullying Free CC) established in Term 1, led by Tha, the Kāhui Lead and student Pou. - Feedback gathered before the end of week 2 Term 2 on initiatives that will enhance inclusion, safety and belonging for students.	Kāhui Ako Resource Tha, Kga, Prefects and student council, other student focus groups senior and junior Gje and Jmc involved with the Bullying Free CC group. Kai, and time for the hui	Establishing groups in Term 1, implementing and reviewing in Term 2 and 3. Assemblies, Lunch and Whānau Time Hui	- Measurable evidence of improvement in the school wellbeing survey, safety and respect and belonging. Constructive actionable feedback from focus groups. Positive feedback from them that actions are making a difference.

<ul style="list-style-type: none"> - Implementing initiatives in Term 2 and early Term 3. Reviewing though meetings of focus groups in Term 2 and early Term 3. Adapting as required. - Supporting the Year 13 Prefect CAKE Campaign Care, Appreciation, Kawa, Equity <p>2.2.2 Celebrating students living our Kawa (FTC scores), pride in mahi, achievement and our kura</p> <ul style="list-style-type: none"> - Set up a celebration afternoon for students with the top FTC scores in each of Terms 2 ,3, 4 - Consider other strategies from the focus groups on how best to acknowledge those living our Kawa. <p>2.2.3 Effective use of Whānau Time to support positive school culture.</p> <ul style="list-style-type: none"> - Appointing a Kāhui Ako Lead for Relational Cultures in Term 1. - This Lead is to develop a structure for Whānau time to be implemented in Term 2 that will enable teaching and opportunities to support a positive school culture eg A timetable for each term, My Mahi or other activities connected to our Kawa, belonging, safety, PB4L and inclusion. Supporting Whānau Teaching - Mental Health First Aide training for staff - Reviewing effectiveness - monitoring implementation and coverage. Following up and adapting as necessary. 	<p>Funding for, Murals, Photos, tables....</p> <p>Prefects, SLT,time some funding</p> <p>Student led eg prefects and leaders of the focus groups with support from Tha, KA teachers, Deans and SLT.</p> <p>Funding for activities.</p> <p>Kāhui Ako Teacher, Gth. Funding for My Mahi and other resources. Some possible restructuring of times in our school day to facilitate delivery.</p>	<p>All year</p> <p>events/activities One</p> <p>event each term</p> <p>Established in Term 1 and implemented in Term 2-4</p>	<p>Activities delivered. Improvements in wellbeing measures.</p> <ul style="list-style-type: none"> - Positive feedback from students involved. - Evidence in our wellbeing survey of a positive impact. A desire for students to strive for these opportunities. - Measurable improvement in perceptions of safety, belonging and respect. - Student Feedback in our student wellbeing survey and focus groups on the impact of the changes –‘is Whānau Time effective..?’
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Cornerstone 3: Making effective use of resources people – NEMP 3.6



• 3.1 Investing in our

Actions	Who/Resources	When	Evidence of Success
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<p>3.1.1 PLD for Whānau Time programme eg My Mahi, Cultural Capability, Relational Cultures, New Curriculum and Literacy and Numeracy. See above</p> <p>3.1.2 Extra staffing positions</p> <ul style="list-style-type: none"> - Board funding for permanent Sports Director and Sports Coordinator positions, Positions appointed for 2024. - Creating a staffing structure to support implementing recommendations from The Arts Review - An extra hour of non contact time provided for HOF's to support the faculty with student learning and behaviour. - Staffing for a small Year 9 and senior school. - Extra IT hours 	<p>As above</p> <p>Board resourcing MRC Business Sponsorship Funding. An Arts Committee of interested stakeholders</p>	<p>As above</p> <p>By End of Term 1 2024</p>	<p>As above</p> <ul style="list-style-type: none"> - Positions appointed - Arts structure approved by the Board and funding allocated.
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• 3.3 Investing in our localised programmes – NEMP 2.3

Actions	Who/Resources	When	Evidence of Success
<p>3.3.1 Progressing plans for our Watersport Centre. Usage and refurbishment/development</p> <p>3.3.2 Support the Charitable Trust in establishing a sustainable investment fund that will contribute to College initiatives. Creating policy on fund allocation and growth of the investment</p> <p>3.3.3 Sustaining our Business Sponsors Programme - Face to face connection with sponsors in review meetings. - Keeping Sponsors informed, inviting to school events</p>	<p>BOT will lead this. Funding required for the maintenance of the facility and improvements</p> <p>Mst, Tda, Charitable Trust. Advice and guidance sought eg CLT</p> <p>BOT, Lmo, Mst We may allocate funding for a sponsorship coordinator</p>	<p>All year</p> <p>By the end of Term 2 2024.</p> <p>Quarterly Newsletters Review meetings on anniversary dates.</p>	<ul style="list-style-type: none"> - A plan is developed through the year and funding sources identified. Action steps for 2025 in place. - A sustainable fund programme established with effective policy developed on ensuring investment growth and funds for College activity.

<ul style="list-style-type: none"> - Ensuring HOF's make use where possible of our sponsors products and services. - Communication of spend and initiatives - Seeking new sponsors 			<ul style="list-style-type: none"> - We maintain or increase our sponsorship base. - Sponsors satisfied with their connection to the kura. - Staff offering opportunities to our sponsors.
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School Wide Targets 2024

School wide goals

Our focus areas are

Best I Can Be:

Learning

- Tikanga for Teaching and Learning, consistent adherence to this. Maanaki in our relationships, knowing, inclusion for all. • Enhancing School Wide Literacy and Numeracy Practices.
- Implementing Live Reporting - effective timely feedback

Culture

- Student focus groups driving efforts to enhance inclusion, safety, connection. Celebrating students living our KAWA (FTC scores) • Effective use of Whānau Time to support positive school culture.
- Open afternoons and evenings to show case the great things happening with learning.

Strategic Targets

- NCEA LEVEL 1-3 results at our Equity Index level including Literacy and Numeracy
- Excellence and Merit Endorsements in NCEA Level 1 (Year 11) and NCEA Level 2 (Year 12) at our Equity Index - Maori/Pasifika achievement as for non-Maori/Pasifika

- 88% student attendance
- Our referral rate remains below 10 per week for the year as a measure of engagement.
- A measurable increase in the fortnightly engagement school for our school (3.35 out of 4 in 2023)
- Measurable improvements in student wellbeing as measured in the wellbeing survey - feeling safe, mutual respect.
- Overall staff satisfaction at least 4.0. Further improvement in IT Support.

Many targets are implicit in the statement of the actions above. Below are some specific measurable areas of focus.

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1. Striving for personal excellence

NCEA Results

- a) Year 11 NCEA results to be at or above the Equity Index level.

With changes to NCEA in Level 1 we feel a focus on this group will be beneficial. We will use our NCEA mentoring resource, tutorial programme, academic counselling and study skills programme to support students with this goal.

- b) Maori and Pasifika students completing a full NCEA course in Year 11, 12 and 13 to achieve at least equivalent to non Maori/Pasifika students and at or above our Equity Index level.

This is an important goal for the College. We want to build on the success of 2023 when this goal was achieved in all but Year 11. We will identify and support Māori and Pasifika through our connection with whānau and with the academic mentoring process.

Year 7-10 achievement

- a) Literacy and Numeracy support – Kāhui Ako Leads sharing strategies across curriculum that impact on learning progress and achievement.
- b) Measureable improvement in numeracy and literacy from Year 7 to 8 and from Year 9 to 10 as measured through curriculum levels

Engagement

- a) A measureable increase in attendance from 86%

Our attendance was again at 86%. There is now more justified absence with the learnings and ongoing effect of Covid. Even so, our Ministry reviews of attendance show that our attendance rates are significantly higher compared with rates nationally and for schools like ours. We have an MOE funding attendance initiative focussing on Year 9 and 10 students. There are very good systems in place to support attendance and strong pastoral support. We are aiming for 88%

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b) A measurable increase in Engagement scores (Fortnightly Checks FTC's) from the 2023 average 3.35 out of 4.

In 2023 this figure was around 3.35 across the school. We have created a space for student self-regulation called The Hub. This is an intermediate step in our referral from class process and is designed to enable students to reengage in learning and avoid being referred.

c) Our referral rate remains below 10 per week for the year as a measure of engagement

We have created a space for student self-regulation called The Hub. This is an intermediate step in our referral from class process and is designed to enable students to reengage in learning and avoid being referred.

2. Nurturing an environment of respect

a) Measurable increases for student safety and mutual respect from focus group feedback and our school wide wellbeing survey.

This remains an area of concern and focus for us. We are providing more structure to Whānau Groups aimed at wellbeing. We are also seeking a greater degree of student voice this year with a number of focus groups established in Term 1 such as the Cultural Committee, Prefects, Student Council and Bullying Free CC group. We will seek feedback from Year 7 to Year 13. We will appoint a Kāhui Ako Within School Relational Cultures position to lead this alongside the SLT member for student leadership. We will implement workable initiatives to improve wellbeing and will measure this more regularly through termly feedback and the wellbeing survey. We will track key questions on respect and safety through the year. Enhancing culture is a school wide focus.



Annual Report Targets

NCEA Results

Year 11 NCEA results to be at or above the Equity Index level.

With changes to NCEA in Level 1 we feel a focus on this group will be beneficial. We will use our NCEA mentoring resource, tutorial programme, academic counselling and study skills programme to support students with this goal.

Engagement

A measureable increase in attendance from 86%

Our attendance was again at 86%. There is now more justified absence with the learnings and ongoing effect of Covid. Even so, our Ministry reviews of attendance show that our attendance rates are significantly higher compared with rates nationally and for schools like ours. We have an MOE funding attendance initiative focussing on Year 9 and 10 students. There are very good systems in place to support attendance and strong pastoral support. We are aiming for 88%

Wellbeing, Inclusive and Culturally Sustainable Practices

Measurable increases for student safety and mutual respect from focus group feedback and our school wide wellbeing survey.

This remains an area of concern and focus for us. We are providing more structure to Whānau Groups aimed at wellbeing. We are also seeking a greater degree of student voice this year with a number of focus groups established in Term 1 such as the Cultural Committee, Prefects, Student Council and Bulling Free CC group. We will seek feedback from Year 7 to Year 13. We will appoint a Kāhui Ako Within School position to lead this alongside The SLT member for student leadership. We will implement workable initiatives to improve wellbeing and will measure this more regularly through termly feedback and the wellbeing survey. We will track key questions on respect and safety through the year. Enhancing culture is a school wide focus.