

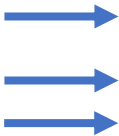
# Te Awamutu College Strategic Plan 2024 - 2025





## Our Vision





Te Awamutu College is a place of learning where students, staff, families, whānau and the community enjoy working together to create success in all aspects of school life. Students leaving Te Awamutu College will have the communication, social and practical skills to participate in an ever-changing world.

# CURRICULUM & ASSESSMENT

The provision of courses and teaching and learning programmes (with local, Aotearoa New Zealand and global contexts) that lead to meaningful qualifications and pathways for all our students.

2024	2025
<ul style="list-style-type: none"><li>★ Further aspects of <b>NCEA Change Package</b> will be implemented.</li> <li><b><u>NCEA Level 1</u></b> has been revised to include:<ul style="list-style-type: none"><li>- New Achievement Standards</li><li>- Fewer, larger Achievement Standards</li><li>- Mana oritē mō te mātauranga Māori (equal status for Māori knowledge/concepts/values) in NCEA</li><li>- 60 credits to gain NCEA Levels 1,2 or 3</li><li>- Literacy and Numeracy Co-requisite must be gained in order to attain NCEA at any level. This can be gained by passing Common Assessment Activity (numeracy, reading and writing Unit Standards) or by attaining literacy and numeracy standards from an approved list. (2004 – 2005 transition period)</li></ul></li> <li>★ New Course schemes and outlines in place.</li></ul>	<div style="text-align: center;"></div> <ul style="list-style-type: none"><li>★ Review of Level 1 schemes after 1 year of implementation</li> <li>★ Preparation for implementation of revised NCEA Level 2 in 2026</li></ul>

<ul style="list-style-type: none"> <li>★ Explore and unpack “<u>refreshed</u>” <u>Curriculum statements</u> for English and Mathematics &amp; Statistics learning areas.</li> <li>★ Work continues nationally on remaining learning area curriculum statements (which are due to take effect in 2027). Departments to keep informed, have input as appropriate, undertake PLD (Professional Learning &amp; Development)</li> </ul>	<ul style="list-style-type: none"> <li>★ Refreshed curriculum statements (English and Mathematics &amp; Statistics) to be in effect.</li> </ul> 
<ul style="list-style-type: none"> <li>★ Academic <u>NCEA Levels 1,2 &amp; 3 achievement targets</u> (all and Māori) will be set based on analysis of 2023 NCEA results and our knowledge of respective cohorts and trends. (A detailed NCEA Analysis Report is provided to the Board)</li> </ul>	
<ul style="list-style-type: none"> <li>★ Our <u>ERO Evaluation Focus</u> has been “improving achievement in literacy in Years 9 &amp; 10”. We will continue to work with our ERO Evaluation Partner (supplying data, analysis &amp; reflection) in preparation for a report which will capture this “journey” since 2021 and provide evaluation and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>★ <u>ERO Evaluation Report</u> will help guide the work of DP Curriculum &amp; Assessment, Lead Teacher Literacy, Literacy Committee and teachers in planning next steps for continued improvement with literacy outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>★ We will continue to have <u>Target Groups</u> at all year levels. Students’ achievement will be tracked and reported on. They will be supported and mentored. The goal is academic improvement/ success and assisting with pathways to careers or training.</li> </ul>	
<ul style="list-style-type: none"> <li>★ Students with <u>specific learning needs</u> will continue to be identified and <u>Special Assessment Conditions</u> trialled and/or provided.</li> </ul>	

<p>★ In 2024 there will be 60 <u>Gateway</u> and 22 Wintec <u>Trades Academy</u> placements Both these initiatives/programmes continue to be highly successful in terms of students' success and satisfaction.</p>	
<p>★ A Year 9 <u>Integrated Curriculum Study (ICS)</u> "Our Class and O-Tāwhao, Our Marae" will take place during Term 1. Students have associated teaching and learning prior, during and post a day at our invaluable marae.</p>	<p>★ Review and reflection on 2024 ICS will help shape planning and intended outcomes for 2025 edition.</p>
<p>★ <u>Gifted and Talented Education (GATE)</u> register will be updated. School-wide and external opportunities will be provided for our GATE students (e.g. Science Fair, Culinary Fare, EPro8, debating and speech competitions, music festivals, art exhibitions, Shakespeare Festival, visits to galleries, visit from writers/poets)</p>	
<p>★ <u>Efs</u> (Education for Sustainability) will continue with student – lead environmental initiatives and projects.</p>	
<p>★ <u>asTTle testing and analysis</u> will occur for incoming Year 9s (start and end of year). (Reading and Number Operations) to:</p> <ul style="list-style-type: none"> <li>- inform teaching practice.</li> <li>- help measure progress made with literacy and numeracy after one year at the College (this data will be analysed and reported to the Board)</li> </ul>	

# STUDENT WELL-BEING

The school is inclusive and caters for students with differing needs and in a physically and emotionally safe place for all students and staff.

2024	2025
<ul style="list-style-type: none"> <li>★ We are a <u>Positive Behaviour for Learning (PB4L)</u> school. Our 3 R's: Relationships, Respect and Responsibility guide us as we work and co-operate together (see website for further explanation and details).</li> <li>★ In 2023 students and teachers reviewed our <u>Behaviour Expectations poster</u>. A “refreshed” version will be distributed and its “message” communicated via a variety of means.</li> <li>★ Similarly, <u>Recognition (R) Points</u> thresholds and rewards will have been reviewed and new details will be communicated.</li> </ul> <p>We track the issuing of R Points and incentivise staff to issue them through a reward system.</p> <ul style="list-style-type: none"> <li>★ PB4L helps us to identify students’ inappropriate behaviour as Minor, Major or Crisis. Appropriate actions and possible consequences by teachers, Deans, HODs and Senior Leadership are part of our <u>discipline system</u>. We will communicate this to staff, students and parents/caregivers via a variety of means.</li> </ul>	<div style="text-align: center;">→</div> <ul style="list-style-type: none"> <li>★ We will continue to communicate the expectations, protocols and principles of being a PB4L school as they “best fit” and support our students, staff, parents/caregivers and wider community.</li> </ul> <div style="text-align: center;">→</div> <div style="text-align: center;">→</div>



★ Anti-bullying, anti-discrimination and inclusive expectations and messages for staff, students and parents/caregivers need to be clear and consistently relayed.



Assemblies, presentations, newsletters, posters, Health Committee, Diversity Committee, Culture Committee, Health & Physical Education teaching and learning programmes etc will all contribute to this.

(Our College Values also help support and emphasise this.)



# ATTENDANCE

Regular attendance is strongly linked to students' academic progress and achievement, sense of belonging, well-being and good habits for their future.

2024	2025
<p>★ There are <u>clear links between attendance, achievement and well-being</u>. Te Awamutu College will continue to record, monitor and report on students' attendance. This includes:</p> <ul style="list-style-type: none"><li>- Whole school</li><li>- Separate year levels</li><li>- Separate ethnicities</li><li>- Justified vs unjustified absences</li><li>- Term by term</li></ul> <p>★ We will set <u>attendance and truancy targets</u> (all and Māori) based on data and trends.</p> <p>★ The Ministry of Education has classified <u>Regular Attendees</u> as students who have greater than 90% attendance.  We will set a school-wide separate target around this.</p> <p>★ We will continue to recognise students' <u>excellent attendance</u> and/or <u>perfect punctuality</u> each term.</p> <p>★ We will continue to <u>require 85% + attendance</u> for students to be eligible to attend the Ball and/or be part of our sports or cultural teams/groups.</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>



★ Form Class Teachers play an important role in keeping track of students' attendance.

They will be expected to follow attendance system procedures and liaise as appropriate with parents/caregivers, Deans and the school's Attendance Officer.

★ The College will make referrals to the Integrated Attendance Service where regular attendance is still an issue despite our best efforts.

