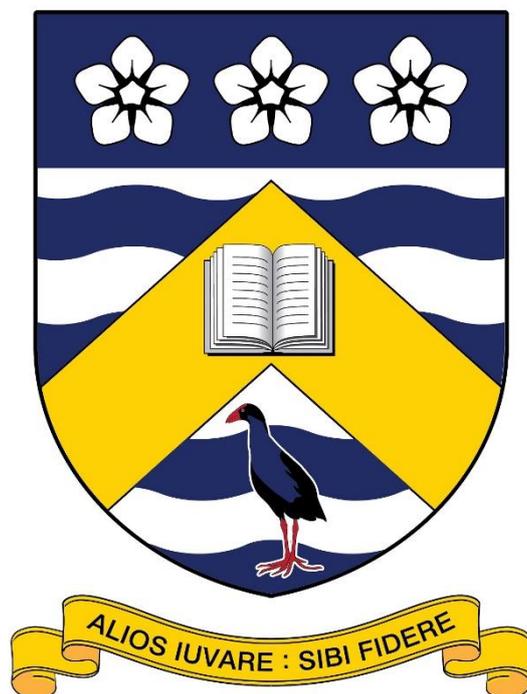


MORRINSVILLE COLLEGE



CHARTER

2022

ALIOS IUVARE SIBI FIDERE
BE OF SERVICE TO OTHERS AND BE TRUTHFUL TO YOURSELF
MAHIA TE PAI, KI TE KATOA ME TE WHAKAPONO HOKI KI A KOE ANO

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TYPE OF SCHOOL

Morrinsville College is a state co-educational rural secondary school (decile 6) located in the heart of the Waikato, which has approximately 700 students. It serves the town of Morrinsville and the surrounding Piako district which is largely an intensive dairy farming community. The college is an integral part of the community and receives strong support from it. Although Morrinsville is only twenty minutes from Hamilton, with good bus links, most pupils in our local contributing schools enrol with us each year, demonstrating the community's confidence in our school. Morrinsville College offers wide opportunities in academic, social, cultural and sporting activities and is recognised as being a school where excellence is sought and achievement valued.

VISION STATEMENT

"Working together to provide a quality education in a caring environment" sums up our school vision.

MISSION STATEMENT

The school offers a broad curriculum and subject choice to meet the needs of our diverse range of students. Within this curriculum our students are academically challenged in a context of personalised learner-centred education. Every effort is made to motivate students, and to promote a love for learning and positive attitudes about success, so that they can move successfully into life beyond school.

The school aims to produce confident, tolerant, connected, life-long learners who are actively involved in a balanced lifestyle, who can think quickly and work in teams, effectively manage a wide range of technological tools, manage themselves and understand their complex world, have mature conversations and feel equally comfortable, mixing, integrating and socialising with those who are younger or older than themselves.

The school regards parents and caregivers as partners in the education of our students. They are made to feel welcome in the school and encouraged to play an active role in school life. The school regularly seeks feedback from the community on its performance and internally reviews its practices, with the constant aim of planning to improve its performance.

The school maintains a professional, high-quality and motivated staff. Within a collegial, warm environment, leadership opportunities are provided at all levels and innovation and reasonable risk-taking are encouraged. Our teaching staff regard themselves as reflective practitioners who are continually endeavouring to improve their teaching practice.

The school endeavours to maintain its physical resources to a high standard within the limited funding provided by Government. This is essential in providing an environment conducive to quality teaching and learning.

The school ensures effective financial management practices. Key areas for budgeting include additional staffing to meet the wide learning needs of our students, learning assistant support, IT network support, new technological equipment and other classroom resources, staff professional learning and funding to support the school's strategic priorities.

The school maintains the right of students to a safe, orderly, positive and caring working environment. All relevant health and safety requirements and regulations are met.

The school will continue to meet its legislative requirements.

VISION

Morrinsville College embraces the vision expressed in *The New Zealand Curriculum*.

Our vision is for young people:

- Who will be creative, innovative, energetic, motivated and enterprising;
- Who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic and environmental future for our country;
- Who will work to create an Aotearoa New Zealand in which Maaori and Pakeha recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- Who, in their school years, will continue to develop the values, knowledge and competencies which will enable them to live full and satisfying lives;
- Who will be confident, connected, actively involved and lifelong learners.

Confident

Positive in their own identity
Motivated and reliable
Resourceful
Enterprising and entrepreneurial
Resilient

Connected

Able to relate well to others
Effective users of communication tools
Connected to the land and environment
Members of communities
International citizens

Actively involved

Participants in a range of life contexts
Contributors to the well-being of New Zealand – social, cultural, economic and environmental

Lifelong learners

Literate and numerate
Critical and creative thinkers
Active seekers, users and creators of knowledge
Informed decision makers

GUIDING PRINCIPLES AND VALUES

- The Board of Trustees will ensure that all students are provided with an education which enhances their learning, builds on their needs and respects their dignity, rights and individuality. This education will challenge them to achieve the highest possible personal standards of excellence in education achievement and to reach their full potential. All school activities will be designed to advance these purposes.
- Morrinsville College will be a safe school for all students and staff - physically, emotionally and spiritually. Everyone in the College will take responsibility for actively discouraging violence and anti-social behaviour, eliminating racism, stigma, bullying and any other forms of discrimination.
- Morrinsville College will foster the values of honesty, respect, co-operation, courtesy, reliability, trustworthiness, integrity, sensitivity, tolerance, consideration and equity.
- Morrinsville College will ensure that people's cultural heritage and values are respected and valued.
- Morrinsville College will ensure that in all respects the school is inclusive of, and caters for, students with differing needs.
- Morrinsville College is committed to a policy of appointment to all positions on the basis of merit, interpreted as including formal qualifications, experience and personal qualities. In its appointment procedures, Morrinsville College promotes equity on bases of gender, race and disability. It affirms that role-models are desirable in all areas of school life. Therefore the Board of Trustees will:
 - 1 When making appointments endeavour to have a reasonable balance of male/female staff in all teaching and non-teaching areas of the school.
 - 2 When making appointments recognise the cultural contribution which Maaori and members of other ethnic groups can make.
 - 3 When making appointments ensure that disabled applicants are treated on merit and with recognition of the special contribution they can make.
 - 4 When making appointments endeavour to provide role-models for all groups (including women and ethnic minorities), in administrative positions and areas of responsibility.
 - 5 Be committed to ensuring that both genders are represented in the senior and middle leadership positions.
 - 6 View positively opportunities for flexible staffing. The Board will consider seriously opportunities for permanent part-time appointments and applications for job-sharing.
 - 7 Ensure that career development opportunities are available to all staff.

TREATY OF WAITANGI COMMITMENTS

The New Zealand Curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students at Morrinsville College have the opportunity to acquire knowledge of te reo Maaori me ona tikanga if they wish to.

Cultural diversity

The New Zealand Curriculum and the curriculum offered at Morrinsville College reflect New Zealand's cultural diversity and value the histories and traditions of all of its people. Within this cultural diversity there is a special place for our Maaori and opportunities for our Maaori students to learn as Maaori.

Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.

Morrinsville College will give effect to Te Tiriti o Waitangi, including by:

- Maintaining policies and practices which reflect New Zealand's cultural diversity and the unique position of the Maaori culture
- Consulting regularly with our Maaori whanau and wider community and maintaining a close relationship with this community
- Showing bicultural awareness by incorporating Maaori protocols, symbols and taonga in our physical school environment
- Recognising and valuing the unique position of Maaori in New Zealand society by including strong Maaori elements in our plans, policies and local curriculum to reflect local Tikanga Maaori, Maatauranga Maaori and Te Ao Maaori
- Being committed and actively involved in our Kawenata partnership to meet aspirations of Waikato Tainui and our Ngaati Hauaa mana whenua
- Striving continuously to improve learning outcomes for our Maaori students and aiming to achieve equitable outcomes for Maaori students
- Considering future strategies for further improving outcomes for our Maaori students through consultation with the Board's designated Cultural Adviser
- Taking all reasonable steps to provide instruction in Tikanga Maaori, Te Reo Maaori and Maaori Performing Arts for full-time students whose whanau/parents ask for it
- Providing appropriate pastoral care and guidance for our Maaori students, including through Te Puaawaitanga
- Supporting the school's kapa haka group
- Supporting and providing professional learning for our Maaori teachers in order to grow their ability to speak Te Reo, to understand kawa and to grow their self-identity as Maaori
- Supporting and providing professional learning opportunities for all of our teachers so that they have a better understanding of things Maaori, Maaori pronunciation and protocols, the local history of Tainui waka, Ngaati Hauaa and the Kingiitanga movement, what it means to be Maaori and our Maaori students learning as Maaori
- Using poowhiri, whakatau, karakia and waiata at all appropriate occasions
- Encouraging increasing numbers of staff to learn, practise and use mihi at all appropriate occasions
- Ensuring that there are at least two Maaori representatives on the Board of Trustees
- Maintaining an effective Whaanau Support Committee
- Maintaining an effective Whaanau Discipline Committee process, including holding culturally-responsive meetings in Te Ao Whaanui
- Endeavouring to provide positive Maaori role-models, especially through providing a balanced ethnicity on our teaching staff
- Providing culturally-appropriate courses, methods of teaching and assessing.

PRINCIPLES

Morrinsville College embraces the principles set out in *The New Zealand Curriculum*. These embody beliefs about what is important and desirable in our school curriculum – nationally and locally. They underpin all school decision-making and are particularly relevant to the processes of planning, prioritising and review.

These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive and affirms New Zealand's unique identity.

All curriculum should be consistent with these eight statements:

High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Maaori me ona tikanga.

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all of its people.

Inclusion

The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.

Learning to Learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community engagement

The curriculum has meaning for students, connects with their wider lives and engages the support of their families, whaanau and communities.

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning.

Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise and globalisation.

VALUES

Morrinsville College embraces the values set out in *The New Zealand Curriculum*. Values are expressed through the ways in which people think and act. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution.

The values below enjoy widespread support because it is by holding these values and acting on them that we are able to live together and thrive.

Students at Morrinsville College will be encouraged to value:

- **Excellence**, by aiming high and by persevering in the face of difficulties;
- **Innovation, Inquiry and Curiosity**, by thinking critically, creatively and reflectively;
- **Diversity**, as found in our different cultures, languages and heritages;
- **Equity**, through fairness and social justice;
- **Community and participation** for the common good;
- **Ecological sustainability**, which includes care for the environment;
- **Integrity**, which involves being honest, responsible and accountable and acting ethically;
- **Respect**, of themselves, others and human rights.

The values expressed at Morrinsville College will be guided by dialogue between the school and our community. They will be evident in the school's philosophy, structures, curriculum, classrooms and relationships. They will be expressed in our everyday actions and interactions within the school.

Through their learning experiences, students at Morrinsville College will learn about:

- Their own values and those of others;
- Different kinds of values, such as moral, social, cultural, aesthetic and economic values;
- The values on which New Zealand's cultural and institutional traditions are based;
- The values of other groups and cultures.

Through their learning experiences, students will develop their ability to:

- Express their own values;
- Explore, with empathy, the values of others;
- Critically analyse values and actions based on them;
- Discuss disagreements that arise from differences in values and negotiate solutions;
- Make ethical decisions and act on them.

KEY COMPETENCIES

Morrinsville College actively works towards developing the five Key Competencies identified in *The New Zealand Curriculum* in our students:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing.

People use these competencies to live, learn, work and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The competencies continue to develop over time, shaped by interactions with people, places, ideas and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

Thinking

Students who are competent thinkers and problem-solvers actively seek, use and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions and challenge the basis of assumptions and perceptions.

Using language, symbols and texts

Students who are competent users of language, symbols and texts can interpret and use words, number, images, movement, metaphor and technologies in a range of contexts. They recognise how choices of language, symbol or text affect people's understanding and the ways in which they respond to communications. They confidently use IT to access and provide information and to communicate with others.

Managing self

Students who manage themselves are enterprising, resourceful, reliable and resilient. They establish personal goals, make plans, manage projects and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow and when and how to act independently.

Relating to others

Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas and ways of thinking.

Participating and contributing

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles and responsibilities and of contributing to the quality and sustainability of social, cultural, physical and economic environments.

NATIONAL EDUCATION GOALS

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maaori through the advancement of Maaori education initiatives, including education in Te Reo Maaori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maaori, and New Zealand's role in the Pacific and as a member of the international community of nations.

NATIONAL EDUCATION AND LEARNING PRIORITIES

The Board is focused on the objectives of the National Education and Learning Priorities, which include:

1. **Learners are at the centre of education**
 - a. We will ensure that our place of learning is safe, inclusive and free from racism, discrimination and bullying
 - b. We will have high aspirations for every learner and support these by partnering with their whaanau and our community to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
2. **Barrier-free access**
 - a. We will reduce barriers to education for all, including for Maaori and Pasifika learners, disabled learners and those with learning support needs
 - b. We will ensure that every learner gains sound foundation skills, including language, literacy and numeracy
3. **Quality teaching and leadership**
 - a. We will meaningfully incorporate Te Reo Maaori and Tikanga Maaori into the everyday life of our school
 - b. We will develop staff to strengthen their teaching, leadership and learner support capability
4. **Future of learning and work**
 - a. We will collaborate with our local employers to ensure that our learners have the skills, knowledge and pathways to succeed in work
5. **World class inclusive public education**
 - a. We will enhance Maatauranga Maaori in our school to address local challenges.

NATIONAL ADMINISTRATION GUIDELINES

NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Maarautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and paangarau, especially in years 1–8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and paangarau, especially in years 1–8; and then to:
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Maarautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

*Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 2

Each Board of Trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
- c. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Maarautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and paangarau;
- d. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

NAG 3

According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each Board of Trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote healthy food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7

Each Board of Trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each Board of Trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.

ACHIEVEMENT AT MORRINSVILLE COLLEGE

What is achievement?

In seeking to produce students who have opportunities to become 'all-rounders', the Morrinsville College Board of Trustees aims to ensure that there is a wide range of academic, sporting and cultural activities available to our students from the time that they first enrol at our school until the time that they leave. We believe that this enables our students to go on to live happy, well-balanced lives, where they can gain satisfaction from their work situation, but also enjoy other broad activities in their daily lives. Each year then, we celebrate the successes of our students at multiple prizegiving ceremonies, which include separate academic, sporting and cultural recognition for those who excel. We celebrate a wide range of successes in our school assemblies, regularly publish the achievements of our students in our school newsletters and in publications like our annual Yearbook, on our website and Facebook page, and we ensure that our local and sometimes regional newspapers also publicise our students' high achievements. The high number of students whom we recognise in these important facets of school life each year are a measure of our success in producing good 'all-rounders'.

Further to this goal, the Board of Trustees defines achievement for our students as:

"a positive response to the stimuli provided by our school".

We see achievement as reflecting a positive response by individual students and/or groups of students and/or the collective school community, to all the activities, events and experiences that are initiated by the school. We define a "positive response" in a broad sense to include both participation and/or success in the activities, events and experiences that we initiate.

The stimuli that will determine achievement include:

- Activities associated with the delivery of the curriculum
- The school tone or climate
- The school environment
- Sporting opportunities and the promotion of fair play
- Opportunities in cultural and creative activities such as drama, dance, kapa haka, visual arts, debating, speech-making, creative and instrumental music and singing
- A strong Maaori perspective
- Opportunities for decision-making, leadership and service to the school and the community
- Careers and personal guidance
- Cultural interaction.

How do we measure achievement?

Given the broad definition of achievement, then the Board maintains that the methods of evaluating achievement must also be broad and varied. We also acknowledge that in the evaluative process many of the factors are not easily objectively measurable. Evaluative data on student achievement comes from a variety of resources, procedures and sources including:

- National examinations
- Standardised testing and examinations in school
- Diagnostic tests that measure performance and identify learning needs
- Cumulative student profiles and assessments
- Student self-assessment
- Student work samples
- Teacher records and anecdotal material
- Subjective teacher assessments
- Classroom programme evaluation
- School surveys
- Input/feedback from parents, community and whanau
- Sports and cultural activities' results
- Participation in all co-curricular activities
- Student co-operation and contributions to school life
- Student self-esteem
- Attendance and truancy records
- Enrolment rates from our 'feeder' schools
- Retention rates at senior levels.

What impacts on achievement at Morrinsville College?

The following impact on the achievement of the students and form the parameters for student achievement at Morrinsville College.

The Charter:

Morrinsville College's Vision Statement, Mission Statement, Guiding Principles and Values, Treaty of Waitangi Commitments, Definition of Achievement and school policies, along with the Vision, Principles, Values and Key Competencies expressed in *The New Zealand Curriculum* and the National Education Goals and National Administration Guidelines set the direction and philosophy of the school.

The students:

Each student is recognised as an individual and for each the focus is on developing in them the Vision, Principles, Values and Key Competencies expressed in *The New Zealand Curriculum*.

The staff:

We recognise the importance of a professionally committed staff with high expectations of themselves and the students they teach.

This will involve:

- a commitment to excellence in teaching practices
- accountability for student achievement
- the development of quality programmes for all students
- development of a caring and productive classroom and school environment
- differentiated individual and co-operative learning practices, as appropriate
- continual monitoring and assessment that focuses on formative assessment to foster improvement as well as summative assessment - achievement is measured for the individual as well as against national standards
- tracking and mentoring of all students within their Learning Hubs
- clear systems of communication and decision-making
- a clearly articulated and widely accepted vision for the school
- participation in professional learning programmes
- participation in performance appraisal
- co-curricular activities and programmes.

The parents/caregivers and wider community:

The contribution to achievement made by this group is important. It is reflected in the community's involvement in the school and the school's use of the community. The Board recognises that the "real world experience", aspirations and values of our parents have a major impact on student achievement.

Indicators are:

- attendance at meetings and interviews
- ensuring homework is done, sons/daughters are well equipped and uniform is worn well
- supporting the school's expected standards of behaviour
- ensuring regular attendance
- willingness to be parent helpers in school activities, and/or representatives on the PTA

The Board of Trustees:

We recognise the importance of a Board committed to its role of governance. Its support of the Principal and Staff and the creation of a caring learning environment is seen as an integral part of this. This support is facilitated through awareness of, and actions in, the areas of: developing a vision for the school, strategic planning and monitoring progress against key strategic goals, monitoring students' achievement, ensuring inclusive practices, cultural sensitivity, equity, finance, resourcing and acting as a good employer.

The learning environment:

We will ensure an orderly, supportive learning environment in which the following are recognised as being significant factors impacting on achievement:

- our school's Te Ao Marama foundation Essences For Life principles
- our school's Contribute, Listen, Engage, Achieve and Respect (CLEAR) Positive Behaviour For Learning focus is well understood and consistently observed by all of our staff and students, and a large number of our parents and caregivers as well
- students are achieving success and receiving positive rewards and reinforcements
- restorative practices and nurturing students at-risk are the norm
- learning tasks are achievable but extend students
- routines and expectations are well-established
- gifted and talented students, those with learning difficulties and all priority learners including Maaori and Pasifika students are recognised and catered for
- school and classroom climates are positive and challenging
- school buildings and grounds are well-maintained.

The teaching resources:

The provision of adequate resources to support learning and teaching programmes is seen as an essential element of student achievement.

To this end, this school endeavours to provide teaching resources that:

- support the achievement of learning objectives
- are well-maintained and readily accessible to the users.

The Board notes that funding from Government will have a major impact on the ability of the school to successfully deliver the programmes to which it aspires.

PROCEDURAL INFORMATION

Morrinsville College will endeavour to lodge with the Ministry of Education a copy of its annually updated and ratified Charter, including its Analysis of Variance on annual targets, by early March each year.

Morrinsville College consults with its full parent community every three years through a Service Quality Survey undertaken near the time of its triennial Board elections, so that the new Board is informed of the community's feelings on the strategic directions that the school should be taking.

The Board also consults with its Maaori community every two years at a hui held at one of the local Ngaati-Hauaa marae and/or through an online survey. Regular meetings with the Maaori community also take place through the Whaanau Support Committee meetings, held at least once and often twice each term. Targets and strategies are set annually for Maaori students' achievement and to develop better ways to address Maaori student learning and pastoral care.

The Board annually publishes Strategic Plan information in mid March, including progress made towards strategic goals in the previous year through the Annual Plan, targets set for the current year and progress made towards targets set the previous year. These targets include Ka Hikitia targets for Maaori student achievement. Comment and feedback from the community is sought on these documents.

Targets for student achievement are annually identified by the members of the Senior Leadership Team, in consultation with other staff as appropriate, and these are then presented to the Board of Trustees for discussion. Once the Board has approved the targets, they are published, as indicated above.

The Board consults with its full community every two years to review its delivery of the Health Curriculum.

A copy of the school's Charter is available on the school's website and in hard copy to parents at the school Office if requested.

Financial Planning and Reporting

- Preparation of financial planning begins late in Term III of each year when the Principal, Staff and Board begin prioritising developments for the following year
- The Principal, Business Manager and Financial Secretary will commence work on the draft budget in September each year and this draft budget is presented to the Finance Committee for consideration later in Term IV
- The annual Budget will be finalised by the end of November at the latest and approved by the Board of Trustees' Finance Committee
- The Annual Accounts will be prepared for audit by the end of the third week of March and approved for audit by the Board of Trustees' Finance Committee
- The Annual Accounts will be presented to the Board's approved auditors by 31 March. The audited accounts will be loaded to the College's website and the Ministry of Education's School Data Portal by 31 May
- The Annual Report to the community, including the audited Annual Accounts, will be uploaded to the portal of the Ministry of Education following their approval at the monthly meeting in May
- Monthly financial statements will be presented to the Board and monitored and controlled by the Finance Committee
- The Principal, Business Manager and Financial Secretary will review the Budget as necessary during the year and the Board's Finance Committee will approve any desired modifications.

MORRINSVILLE COLLEGE

STRATEGIC PLAN 2022 – 2024

ANNUAL PLAN 2022

NAG 1: Curriculum			
Strategic Statement: The delivery of curriculum at Morrinsville College will reflect the Board's responsibilities under the Charter and NAG 1.			
Strategic Goal: We will further enhance the learning outcomes for all of our students.			
Three-Year Objectives:	2022 Objectives:	Outcome:	Action:
<ol style="list-style-type: none"> 1. To improve the academic achievement of all of our students 2. To further raise the achievement levels of our identified priority learners who are working below the expected curriculum level 3. To further raise the achievement levels of our Maaori and Pasifika students as a special group of priority learners 4. To be committed to and actively involved in our Kawenata partnership to meet the aspirations of Waikato Tainui and Ngaati Hauaa 5. To continually try to better cater for students with differing abilities 6. To continue to prepare students so that they can move successfully into life beyond school 7. To motivate and engage students in their learning and promote positive attitudes about success 8. To maintain the pride students have in themselves and the school through their successes 	<ul style="list-style-type: none"> • To build further on pedagogical approaches to continue integrating the use of laptops into regular classroom practice, in order to successfully deliver a blended learning programme to the entire school • To expand on the existing blended learning programme by beginning the shift to a hybrid learning model which will enable flexible "anywhere, anytime" teaching and learning to occur. 	<ul style="list-style-type: none"> • A successful blended learning programme will be delivered to all of our classes in 2022 • All teachers will use an online platform such as Google or Microsoft Teams to connect with students and organise student work • Teachers will continue to use digital tools in new ways so that they can better differentiate their programmes to meet the needs of our diverse learners • Our teachers will be flexible in the way that they deliver and assess content, making room for adjustments as the COVID-19 Omicron situation unfolds • The Board will invest in a further 15 laptops which will be available for students' parents to lease to buy and for students without laptops or with broken laptops to borrow from the Library on a daily basis • All or most of our students' parents, and the students themselves, will see value in bringing laptops to school every day and using these in their learning programmes • Our ASL and WSLs will ensure that teachers are supported to develop new pedagogical approaches, incorporate new and innovative digital tools, as well as allow for effective hybrid teaching • Teachers will regularly share good practice and discuss how they can continue to improve their online curriculum delivery. 	<ul style="list-style-type: none"> • All teachers will deliver blended and/or hybrid learning programmes in 2022 to engage our students, cater for their individual learning needs, build their technological capabilities and to enhance their problem-solving skills. This programme will be closely monitored by the ASL and WSLs to gauge its impact on student learning • Teachers will focus on developing learning programmes which can effectively deliver content to students who are either on site or learning from home • Teachers will work within and across their learning areas to develop effective methods of assessing students who are learning from home • The Board will once again purchase 15 new laptops to be 'leased to buy' to the parents of some of our students. Over and above this, we have 42 Library laptops to loan daily and 36 other laptops are loaned to students with financial hardship. This will promote equity and engagement of all students and accelerate the learning of priority students so that they are working more closely to their expected curriculum level • BF and SLT members will ensure that parents are encouraged to purchase a laptop for their children to bring to school • SF will work with Kelly Kenyon from Using Technology Better to investigate why some students are not bringing their devices to school regularly • SF and Kelly Kenyon will provide support to staff as they begin to adapt their programmes to cater for on-site and distance learning at the same time • TG, SF and the WSLs will create a Professional Learning programme for each term which provides opportunities for staff to learn from one another, as well as from external providers who are able to meet specific needs with regards to blended learning, hybrid learning and differentiation • Teachers will be encouraged to seek out new and interesting ways to incorporate digital aspects into their specific courses • TG, SF and the Guidance team will work together to create opportunities for students to learn what it means to be a good digital citizen and to make them aware of the dangers of not being a good digital citizen • Professional learning provided through the Kaahui Ako will equip teachers to keep themselves and their students safe, while adapting to the challenges of a hybrid learning environment.

<ul style="list-style-type: none"> • To focus on developing targeted strategies to improve the learning of priority learners who are working below their expected curriculum level • To focus on continuing to develop targeted strategies to improve the learning of our Maaori and Pasifika students 	<ul style="list-style-type: none"> • Priority learners who are working below the expected curriculum level will have their learning accelerated through targeted strategies • At the start of the year BF will once again identify our new Years 9, 10 and 11 priority learners who are not achieving at their expected curriculum level and share this information with staff so that these individuals can be targeted to improve their learning outcomes • Throughout the year CV, SJ and DM will identify our Maaori and Pasifika students at risk of not gaining NCEA Level 1 and implement special courses, classes and other interventions, with the support of learning area leaders, to enable these students to gain further credits, particularly in Literacy and Numeracy • During the year all three of the senior deans will work with SJ to identify Years 11-13 priority learners whom we want to target to accelerate their learning and progress with Literacy and Numeracy, and photographs of these people will be displayed in the staffroom, along with progress that they are making towards gaining Literacy and Numeracy. 	<ul style="list-style-type: none"> • HH and PD will work with teachers in their learning areas, and in some cases with members of other learning areas, to develop targeted strategies to supplement school-wide strategies to improve Numeracy and Literacy, especially for Years 9 to 11 students, to accelerate their learning as priority learners who are working below their expected curriculum level • LALs will ensure that learning areas meet regularly to discuss those students who are not achieving at their expected curriculum level and to develop strategies to improve their learning outcomes within their learning area. They will monitor their progress and the success of the strategies at several stages throughout the year • All teachers will know their priority learners, whether Maaori and Pasifika or other ethnicities, who are achieving below their expected national curriculum levels, and develop individual and small-group differentiated strategies to endeavour to accelerate their learning, and strategies will be recorded in the Profile section of KAMAR • Before he goes on study leave, NP will once again organise the special programmes for Year 11 Maaori and Pasifika students who are working below their expected curriculum level, to 'kick-start' their year by motivating and mentoring them and enabling them to gain early credits • From Term 2, efforts will be made by CV, SJ and DM to provide special courses, classes and other interventions to support priority learners at risk of not gaining NCEA Level 1. This will also occur at the end of each "Covid wave" when learning and achievement could be interrupted • From early in the year, students in Years 11-13 who do not have the required Literacy and Numeracy credits to gain their NCEA qualifications will be identified and it will be an expectation that all teachers who delivery Literacy and Numeracy credits will enable opportunities for these targeted students to pick up the necessary credits • Our learning coaches will regularly track the achievement of priority learners in their hubs, mentor them and come up with agreed plans to focus them on their learning, achievement and career goals, and liaise with Kaitiaki and Manukura to ensure that there is early contact with home where there are learning, attendance or behavioural issues. Their work will be assisted by data on students' achievement, regularly supplied by BF and also by SJ and the Senior Deans • CV and SJ will meet regularly to maintain an overview of Maaori priority learners. They will also conference with the students directly to make sure that they have ILPs focusing directly on their assessments. CV will work directly with the teachers of these students where required. This may also entail looking at group assessment opportunities in Term 3.
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	<ul style="list-style-type: none"> • To continue to be actively involved in our Kawenata partnership to better meet the mana whenua aspirations of Waikato Tainui and Ngaati Hauaa • The Board will maintain at least one mana whenua place on the Board to ensure that the voices of Waikato Tainui and Ngaati Hauaa whaanau are heard and that we have a strong Maaori cultural dimension in our school • The Board and Principal will continue to liaise with our kuia Te Ao Marama Maaka and our Cultural Adviser Ngahu Potaka to ensure that our kawa/protocols are in line with mana whenua traditions. 	<ul style="list-style-type: none"> • Our school, and through our school our Kaahui Ako, will be committed to further improving our cultural foundations to build on increasingly meeting the mana whenua aspirations of Ngaati Hauaa and Waikato Tainui • Morrinsville College will remain committed to improving the academic and pastoral outcomes of students who identify themselves as Ngaati Hauaa or Waikato Tainui, in order to better meet the iwi's aspirations for their tamariki • In the absence of Matua Ngahu Potaka on study leave for most 2022, Matua Colin Vette will act as TIC Te Puaawaitanga and Whaea Raylene Beazley as LAL Maaori, to further build better relationships between staff and students, continue strong mentoring and to further improve learning outcomes for all Maaori students • Through the Board's regular consultation with our local Maaori whaanau, their voice will be heard and further actions will be implemented to improve outcomes for all Maaori students • Our school will continue to be guided by Te Ao Marama Maaka to ensure that the correct Ngaati Hauaa and Waikato Tainui kawa/protocols are observed in our school. 	<ul style="list-style-type: none"> • At our first Kaahui Ako Teacher-Only Day of the year, TG will organise for Professor Mere Berryman to present to our Kaahui Ako schools an address on developing positive, culturally-responsive relationships in the classroom which provide a foundation of good health and wellbeing for our young Maaori • TG as CoL Leader will liaise with Te Ao Marama Maaka in organising a Kaahui Ako cultural hiko to Rangiriri and Taupiri for all staff from across our Kaahui Ako on our second Teacher-Only Day of the year, to further build our staff's understanding of the history and background of our Maaori students who are Waikato Tainui and to build their knowledge of some of the key battles that took place in the Waikato Wars from a Maaori perspective, and the resulting injustices and grievances • If available, other Waikato Tainui speakers will address our teachers to clarify Ngaati Hauaa and Waikato Tainui aspirations for their rangatahi and the importance of mana whenua in contributing ideas for curriculum change • Professional Learning foci in 2022 will include: • Enabling more of our staff to be part of the Te Ahu o Te Reo Maaori Teachers' Programme • Through the Kaahui Ako, employing the support of Tupu Ora as a centrally-funded professional learning provider, to work closely with our school to help design a programme around cultural capability and localised curriculum. This work will be online and some sessions face-to-face in 2022, Covid permitting • Once the Ngaati Hauaa Education Plan is completed and shared with our school, we will plan strategies to help to move our Ngaati Hauaa students towards the desired outcomes • Matua Potaka will early in Term 1 organise a Mana Tane field-trip for Year 11 boys to go to Tongariro National Park, and Whaea Beazley will organise a Year 11 girls' Mana Wahine field-trip to Maketu and Rotorua, to build the cultural identity, self-esteem, personal motivation to succeed and to gain a 'kick-start' with NCEA credits for identified 'at risk' Maaori students • In NP's absence in 2022 as Cultural Adviser, CV and RB will carry the responsibility of overseeing Te Puaawaitanga and acting as LAL Maaori respectively, to help staff to further develop our cultural understanding, and to further implement appropriate cultural practices and protocols within our school • The Board and Principal will ensure that in 2022 we once again offer Te Reo and Te Ao Maaori at all three senior levels, Maaori Performing Arts in a class for the three senior levels, and that we have a strong kapa haka group under strong kaiako approved by our school's kuia on behalf of Ngaati Hauaa, in order to allow our Maaori students to build their cultural identity and confidence and achieve as Maaori in our school's responsive cultural context • The school will continue to be guided in following correct Ngaati Hauaa and Waikato Tainui kawa/protocols, especially by our kuia Te Ao Marama Maaka • Covid permitting, regular Whaanau Support Committee meetings will continue to take place throughout the year so that whaanau can express their views on the way forward for the school to ensure the better learning of Maaori rangatahi.
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NAG 2: School Operations			
Strategic Statement: We will document how we are giving effect to the National Education Guidelines.			
Strategic Goal: We will ensure that school reviews are undertaken.			
Three-Year Objectives:	2022 Objectives:	Outcome:	Action:
1. To regularly consult with our community to listen to their views on how the school can improve its practices, and to endeavour to implement desired change 2. To use the Strategic Plan to document how we are implementing the National Administration Guidelines 3. To maintain an ongoing programme of self-review 4. To ensure regular reporting occurs to stakeholders on the achievement of students individually, as a whole, and of targeted groups	<ul style="list-style-type: none"> To develop objectives for 2022 designed to further meet the goals of the Strategic Plan 	<ul style="list-style-type: none"> 2022 objectives will be approved by the Board and publicised 	<ul style="list-style-type: none"> The Principal will produce a draft Annual Plan for consideration by the SLT and relevant staff members, with the key goals being considered by all Staff. The proposed plan will then be considered by the Board and ratified The Principal will ensure that the Annual Plan is presented to the community and the Ministry of Education through the Charter document
	<ul style="list-style-type: none"> To undertake our triennial consultation with our school community to inform the future objectives of our Strategic Plan 	<ul style="list-style-type: none"> The Board will undertake and be informed by the results of our triennial community consultation survey and begin to consider these results to guide future planning 	<ul style="list-style-type: none"> The triennial community consultation survey will be designed, based on the previous survey, before the Board approves it and it is distributed digitally to the community to complete in Term 3. Returns will then be collated and a report written to the Board, before this is published to our community in Term 4.
	<ul style="list-style-type: none"> To undertake our biennial Health Survey and produce a report on the delivery of the Health Curriculum to the Board and school community 	<ul style="list-style-type: none"> The Board will survey our parent community about our Health programme and advise the Board and community about the Health programme that we will deliver over the next two years 	<ul style="list-style-type: none"> WP will develop a Health Survey, which will be run past the Board of Trustees for their approval, before it is sent out to the community. She will collate the results and produce a report for the Board for their approval. The Principal will then distribute the report to the community and advise any changes that will be implemented.
	<ul style="list-style-type: none"> To undertake review processes to ensure that our strategic initiatives are well-designed and on track in improving student learning outcomes 	<ul style="list-style-type: none"> Ongoing self-review of strategic initiatives and student learning outcomes will occur 	<ul style="list-style-type: none"> The SLT and Staff will review key strategic initiatives to ensure that they are improving student learning outcomes and regularly report the results to the Board for discussion and further planning The school will begin a partnership with our new ERO Evaluation Partner who will assist us to focus on continuous improvement The Principal will ensure that Learning Areas report to the Board biennially.

NAG 3: Human Resource Management

Strategic Statement: Morrinsville College will act as a good employer and ensure that it maintains a high-quality Staff and Support Staff.

Strategic Goal: We will maintain a professional, quality, motivated Staff.

Three-Year Objectives:	2022 Objectives	Outcome:	Action:
<ul style="list-style-type: none"> To provide and maintain a working environment which will retain and attract the best quality Staff To continue to improve the quality of our teaching, both in our school and across our Kaahui Ako To appraise all Staff annually against the Professional Standards for Teachers as part of a Professional Growth Cycle To continue to encourage and recognise Staff extra-curricular contributions To continue to value our Staff 	<ul style="list-style-type: none"> To work alongside the other 10 schools and 8 ECEs to make further progress on developing a successful MKA-CoL (Morrinsville Kaahui Ako – Community of Learning) to progressively meet our four Achievement Challenges and to further align our practices with the aspirations of Waikato-Tainui and the expected new Ngaati Hauaa Education Plan. 	<ul style="list-style-type: none"> Aspects of the high-level plans in the MKA-CoL document will be implemented by the Kaahui Ako leadership team to improve our teachers' efficacy, student agency, family, whaanau and community partnerships and hauora health and wellbeing in order to meet the agreed refreshed Achievement Challenges of our Kaahui Ako A learning support register will be progressed further in 2022 Progress will be made to develop a graduate profile of students from ECE right through to secondary school Our four Within School Leaders will work with our Across School Leader to further embed blended learning and explore ways to enhance teachers' efficacy and student agency through our delivery of hybrid learning programmes and cross-curricular projects/activities The digital cyber-safety of our students across the CoL will be further enhanced to ensure their better health and wellbeing in an online environment Our WSLs, ASL and outside providers will explore ways to share learning with our community in new and innovative ways as a way of engaging our students and enhancing family, whaanau and community partnerships Our WSLs and our ASL will use the new Ngaati Hauaa Education Plan to evaluate our learning environment and levels of engagement across all learning areas, decide next steps, plan for improvement and assess development to improve our teachers' efficacy, student agency, family, whaanau and community partnerships and hauora health and wellbeing. 	<ul style="list-style-type: none"> The strategic priorities of the CoL will be reflected in the professional learning of our staff through two Teacher-Only Days to be held in Term 1 In late January, a CoL hui will enable our staff to listen to and engage with noted speakers Mere Berryman, Nigel Latta and Katie Fitzpatrick, who will respectively talk about culturally-responsive relationships in the classroom as a foundation for good health and well-being, resiliency in an anxious world and managing this, and health equity in Aotearoa and how teachers can lead our students to better health and wellbeing outcomes Late in Term 1, we will travel to cultural sites of significance at Rangiriri and Taupiri where Brad Totorewa will engage with collaborative learning groups to enable us to collect more Tainui stories and resources to add to our local curriculum design Further work will be done to progress a learning support register which moves with our local students who have additional needs. This will be able to be used across the CoL The CoL team will work to progress the development of a graduate profile of students, from ECE to Primary, Primary to Intermediate and Intermediate through to Secondary school Further courses will be implemented by our CoL team to improve the digital cyber-safety of students across the CoL, with presentations offered around Covid restrictions Kelly Kenyon will work alongside our CoL team to assist our teachers to improve hybrid learning delivery and to improve our teachers' ability to deliver differentiated learning Our ASL and WSLs will work to further deliver professional learning to our teachers to enable the further development and embedding of our blended/hybrid learning and also junior connected learning programmes later in the year They will also work with Ngaati Haaua to consider their Education Plan and implement aspects of this progressively in our Morrinsville College local curriculum.

	<ul style="list-style-type: none"> To continue to improve Staff professional practice through our Professional Learning programme 	<ul style="list-style-type: none"> A robust Professional Learning programme will be planned and implemented, designed to address the priorities of the Annual Plan There will be improved teaching pedagogy, resources and learning outcomes for students 	<ul style="list-style-type: none"> Professional Learning at our College will continue to adopt a multi-pronged approach: <ol style="list-style-type: none"> Internally-provided PL will be led by our WSLs, ASL, SCT, coaches and any other staff members who offer their ideas and expertise to the teaching team External facilitators will provide PL opportunities through our CFPLD allocation, attendance on courses delivered by approved providers and CoL-provided PL The Board will maintain a significant budget for Staff Professional Learning in 2022, including ensuring that the Inquiry Time provision is available to all staff on application. Additionally, the Board expects to pay up to \$500 towards any Master's-level course work TG, our ASL, WSLs, and the SCT will ensure that staff PL takes place within the school on Tuesday mornings, at some staff meetings and on TODs, with Annual Plan priorities taking precedence Our PL foci for 2022 will be to: <ul style="list-style-type: none"> ensure that teachers who are new to our school are supported with our approach to curriculum delivery with blended learning improve our capabilities in using technology to teach more effectively. We will be collaborating with Using Technology Better (UTB) to support staff with individual, group and tailor-made professional learning which supports the curriculum delivery in innovative ways online. An audit of teacher capability and of the status of blended learning will be completed via survey and lesson observations by the consultant, before embarking on a robust plan of action for improvement based on gaps and needs improve student agency by planning curriculum activities which support student collaboration and teamwork, led by Dr Paul Lowe with the Social Sciences team in their Learning Area. We envisage this work to eventually shape the delivery of curriculum across all learning areas as it emphasises personalised learning for students and supports a hybrid model of learning where students can work in teams and independently embark on PL in relation to Hauora Health and Wellbeing and develop teacher efficacy in culturally-responsive ways through professional learning with the Kaahui Ako encourage staff to engage with the Kaahui Ako's Collaborative Learning Groups (CLGs), to lead or participate in different aspects that are educationally strategic for our Kaahui Ako continue to utilise the expertise of our ASL, WSLs, SCT and staff who have completed the coaching course to continue to coach and mentor staff as part of the Appraisal and PGC model. Staff have been invited to participate in the Insight Coaches' course run by Tabitha Leonard so that all staff members have adequate training to maintain a sustainable approach to improving teacher practice and sharing best practice across our College using mentoring.
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	<ul style="list-style-type: none"> To embed our teacher appraisal processes using our revised conceptual model so that staff improvement uses internal expertise and is ongoing and robust To support all staff to meet the six Professional Standards under the Professional Growth Cycle 	<ul style="list-style-type: none"> The revised conceptual model has been presented to our staff so that clear connections can be made between our PL programme, the Strategic Plan and Appraisal using the Professional Growth Cycle (PGC) Teachers will work with their nominated buddy, negotiated coach and LAL/Assistant LAL to show progress against the Professional Standards. Staff are responsible for recording and uploading details of their professional dialogues and lesson observations using our digital portfolio, which will enable the Principal to approve re-registration and attestation Each teacher's personal professional goals should show links to the Learning Area Annual Plan which will be devised in line with the school's Strategic Plan Positive performance will be recognised and areas for improvement identified so that further appropriate staff professional learning can be put in place. 	<ul style="list-style-type: none"> The revised conceptual model of appraisal and the PGC will reflect a more supportive approach that utilises the existing internal capacity of Morrinsville College staff to lead and develop the growth of our teacher colleagues The revised model will place teachers at the centre of the appraisal process, with support from their LALs/Assistant LALs, a negotiated coach and a nominated buddy. Any of these key people will be able to complete the requirements of the PGC with the allocated staff member Tabitha Leonard will continue to provide PL to support our next crop of teachers who want to develop their expertise as coaches so that the model can be comfortably self-sustaining in developing teachers further Each teacher will maintain an updated digital portfolio with appropriate links to the six Professional Standards. This will be uploaded to a secure location accessible only by the Principal at the end of Term 1 2023. This information will form the basis of the Principal's recommendation for attestation and re-registration TG, the ASL and our WSLs will ensure that areas for further PL development are identified and that each teacher is supported through internal, external and personal PL to further develop their teaching practice.
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NAG 4: Property (Environment)			
Strategic Statement: The Morrinsville College Board of Trustees will provide a safe, aesthetically pleasing, stimulating, well-maintained learning environment.			
Strategic Goal: We will ensure the effective management of the school's physical resources.			
Three-Year Objectives	2022 Objectives:	Outcome:	Action:
<ol style="list-style-type: none"> To continue to provide the most supportive learning environment possible, within the constraints of the limited financial resources provided by the Government To maintain a high standard of grounds, buildings, facilities and resources 	<ul style="list-style-type: none"> To prioritise desired building redevelopment, in line with the current 5-Year Agreement (5YA) and 10-Year Property Programme (10YPP) 	<ul style="list-style-type: none"> The Board's next 10YPP and 5YA will be drawn up by a Ministry-employed consultant, in consultation with the Principal and Board, during 2022 Building work will be prioritised by the Board in line with the 5YA and project plans for 2022 will be confirmed by the Board's Property Committee Detailed plans will be finalised for the upgrade of the Drama Room and P1 and P2 classrooms and this project will go out to tender early in 2022, with an expectation that it will be completed by later in the year The Board will work towards the construction of a bus shelter under the oaks near our main gate during 2022. 	<ul style="list-style-type: none"> The Board will liaise with the Ministry-employed consultant to identify priority projects for the next 5YA and begin planning towards these priorities with the available funding, beginning with Stage 2 of the Performing Arts Centre which we hope will take place in 2023 The planned project to upgrade the Drama Room and P1 and P2 classrooms will be completed later in 2022 The Board will apply for a grant from a charitable trust to support existing funding and funding raised during 2022 by the Student Council, to construct a bus shelter under the oaks near our main gate in the latter part of 2022.

NAG 5: Health and Safety			
Strategic Statement: We will fulfil the requirements of NAG 5 in meeting the health and safety needs of our students.			
Strategic Goal: Our student management plan will minimise the disruptive behaviour of students and we will maintain a safe physical and emotional environment.			
Three-Year Objectives:	2022 Objectives:	Outcome:	Action:
<ul style="list-style-type: none"> To minimise the classroom effects of disruptive behaviour To focus on the need for students to have a clearly defined work ethic To meet all Health and Safety requirements and regulations To maintain a safe physical and emotional environment for students 	<ul style="list-style-type: none"> To ensure that our Health and Safety Policy guides our practice and ensures that identified hazards are eliminated or minimised To deal promptly with issues as they arise and continue to have regular meetings of key staff members to identify any existing or new hazards 	<ul style="list-style-type: none"> The Board's Health and Safety Policy will guide the school's procedures and practices Staff and students will have any health and safety issues dealt with as soon as possible We will continue to regularly review Health and Safety procedures and hazards around the school and work to eliminate or minimise these hazards. 	<ul style="list-style-type: none"> In 2022 PO and SJ will ensure that regular termly meetings of key staff members continue to be held to identify any existing or new hazards. They will liaise with the Principal in deciding action required to eliminate or minimise hazards as they arise or as potential hazards are drawn to their attention SJ and PO will ensure that hazard plans are developed and displayed in the Hard Materials and Home Economics Technology areas, and at the Caretaker's Shed, where risks are more likely to occur GH will continue to ensure that all health and safety incidents are recorded in the Accident Register in the school Office and PO will report these monthly to the Board PO will get a quotation from an external company, to be approved by the Board of Trustees, to dispose of identified hazardous chemicals in our chem store All Gateway students will complete a Health and Safety in the Workplace training course at Safety n Action before they commence their work placements. This will ensure that they are working to Health and Safety compliance requirements in their placements All Gateway students will have a Health and Safety interview with their employer and the Gateway Workplace Manager, Anna Pitkethley, before their work placement begins, so that all students are aware of their rights and responsibilities with Health and Safety Jl, GM and SJ will continue to inform the community about the requirements for the school to continue to operate safely in a COVID environment. Decisions around day-to-day school operations (including EOTC) will continue to be made with the most up-to-date information possible from the MOE and MOH.

NAG 6: Legislative Requirements			
Strategic Statement: Current legislative requirements will be adhered to.			
Strategic Goal: Morrinsville College will adhere to all legislative requirements pertaining to it as a state school.			
Three-Year Objectives:	2022 Objectives:	Outcome:	Action:
1. To meet legislative compliance across NAGs 2-6	<ul style="list-style-type: none"> To continue to review our policies and procedures 	<ul style="list-style-type: none"> Policies and procedures will be reviewed in line with NAGs 2-6. 	<ul style="list-style-type: none"> Policies and procedures will continue to regularly be reviewed.

VALUES

Our values reflect a commitment to our students living together respectfully and thriving in their education

Excellence

Aiming high in all school activities and building resilience by persevering in the face of difficulties

Community

Participating for the common good and ensuring equity through fairness and social justice

Respect

Respecting self, others, cultural diversity, human rights and the environment

Curiosity and Innovation

Being curious and engaged in learning and thinking critically and creatively to solve real problems

Integrity

Being sincere, honest, responsible, accountable and acting ethically

A QUALITY EDUCATION IN A CARING ENVIRONMENT

PRINCIPLES

STUDENTS ARE AT THE CENTRE OF TEACHING AND LEARNING AND EXPERIENCE A CURRICULUM THAT ENGAGES AND CHALLENGES THEM, IS FORWARD-THINKING, INCLUSIVE AND AFFIRMS NEW ZEALAND'S UNIQUE IDENTITY



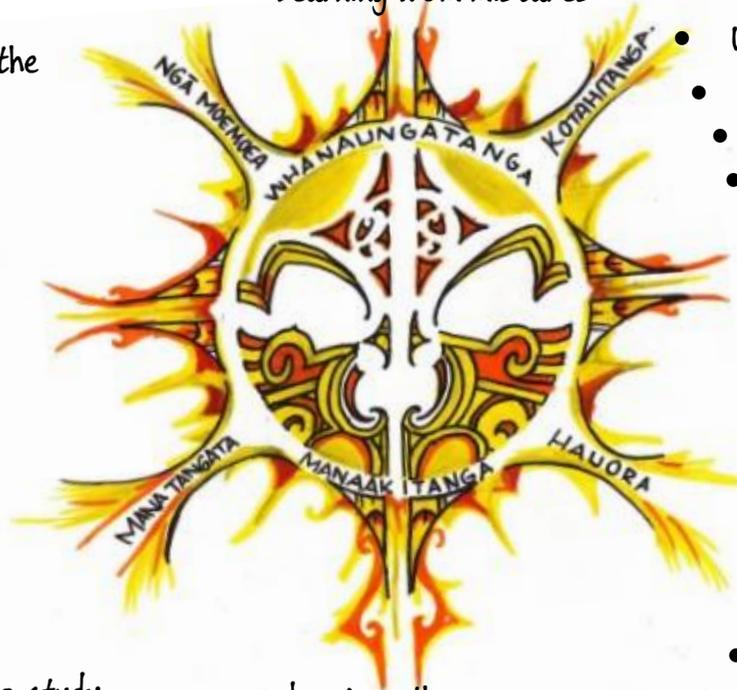
A QUALITY EDUCATION IN A CARING ENVIRONMENT

ESSENCES FOR LIFE

- Having confidence in your ability
- Having dreams and a vision for the future without limitations
- Accepting all personal development opportunities
- Overcoming barriers

- Having Mana
- Being proud
- Being honest
- Being positive
 - Commitment to study
 - Having humility
 - Showing leadership

- Respect for others
- Teamwork
- Accepting other cultures
- Learning from mistakes



- Embracing others
- Acting as role models
- Respect for others
- Tolerance
- Contributing to society
- Whaanau commitment both to and from school

Te Ao Marama CLEAR - Contribute, Listen, Engage, Achieve, Respect

- Unity
- Whaanau
- Taira/ Students
- Pouako/ Teachers
- Learning social skills
- Belonging
- Spirituality
- Emotional healthiness
- Not carrying any 'baggage'
- Being willing to ask for help
- Confidence
- Self-esteem



Annual Plan 2022

IMPROVING LEARNING

STRATEGY

We will expand on our existing blended learning programme by beginning the shift to a hybrid learning model which will enable flexible “anywhere, anytime” teaching and learning to occur

PERFORMANCE INDICATORS

- ▶ Teachers deliver blended and/or hybrid learning programmes to engage our students, cater for their individual learning needs, build their technological capabilities and enhance their problem-solving skills
- ▶ Teachers focus on developing learning programmes that can effectively deliver content to students who are either on site or learning from home
- ▶ Professional Learning from internal and external providers supports teachers as they adapt their programmes to meet specific students’ needs in regard to blended learning, hybrid learning and differentiation
- ▶ The Board once again purchases 15 new laptops, to be ‘leased to buy’ to the parents of some of our students. This provides greater equity, promotes student engagement and accelerates the learning of priority students so that they are working more closely to their expected curriculum level
- ▶ The Guidance and Kaahui Ako teams create opportunities for students to learn what it means to be a good digital citizen in a hybrid learning environment and help develop their awareness of the dangers of not being a good digital citizen

Annual Plan 2022

IMPROVING LEARNING

STRATEGY

Teachers will identify all priority learners who are working below their expected curriculum level and accelerate their learning through targeted strategies, with a continued focus to improve the learning of our Maaori and Pasifika students

PERFORMANCE INDICATORS

- ▶ The English and Mathematics Learning Areas work with other learning areas to continually discuss and develop targeted strategies to improve the Literacy and Numeracy of all identified priority learners, especially in Years 9 to 11, and record these on KAMAR Profile
- ▶ Progress of all priority learners, and Maaori and Pasifika students as a focus group, is regularly monitored throughout the year
- ▶ Special programmes are organised and delivered for targeted Year 11 students to motivate them and assist their NCEA achievement
- ▶ From Term 2 special courses, classes and interventions are implemented to support students at risk of not gaining Literacy, Numeracy and NCEA Level 1
- ▶ Learning Coaches track the achievement of priority learners, mentor them and ensure a partnership with home where there are learning, attendance or behavioural issues

Annual Plan 2022

IMPROVING LEARNING

STRATEGY

Our Kaahui Ako will implement plans to strengthen culturally-responsive practice, improve transitions between ECEs and schools, improve our learning support networks and nurture responsible digital citizenship across the 11 schools and eight ECEs in our cluster

PERFORMANCE INDICATORS

- ▶ The strategic priorities of the Kaahui Ako reflect in the professional learning of our staff through two Teacher-Only Days to be held in Term 1 which focus on: culturally-responsive relationships in the classroom as a foundation for good health and well-being, resilience in an anxious world and managing this, health equity in Aotearoa, and learning about cultural sites of significance at Rangiriri and Taupiri to enable us to collect more Waikato Tainui stories and resources to add to our local curriculum design
- ▶ Further work is done to progress a learning support register which moves with our local students who have additional needs
- ▶ The Kaahui Ako team works to progress the development of a graduate profile of students, from ECE to secondary school
- ▶ Our ASL and WSLs deliver professional learning to our teachers to enable the further development and embedding of our blended/hybrid learning
- ▶ Further courses are implemented by our Kaahui Ako team to improve the digital cyber-safety of students

Annual Plan 2022

GROWING CULTURAL AWARENESS

STRATEGY

Morrinsville College will remain committed to improving the academic and pastoral outcomes of students who identify themselves as Ngaati Hauaa or Waikato Tainui, in order to better meet the iwi's aspirations for their tamariki

PERFORMANCE INDICATORS

- ▶ Staff continue to experience professional learning on developing positive, culturally-responsive relationships in the classroom which provide a foundation of good health and wellbeing for our young Maaori
- ▶ Presentations further build our staff's understanding of the history and background of our Maaori students who are Waikato Tainui and mana whenua and build their knowledge of some of the key battles that took place in the Waikato Wars from a Maaori perspective
- ▶ Special programmes are delivered to enhance the growth of Maaori cultural identity and Maaori students' learning outcomes
- ▶ In Matua Potaka's absence in 2022, Matua Vette carries the responsibility of overseeing Te Puaawaitanga and Whaea Beazley acts as LAL Maaori, to help staff to further develop our cultural understanding, and further implement appropriate cultural practices and protocols within our school
- ▶ The Board supports Te Reo, Te Ao Maaori and Maaori Performing Arts classes for the three senior levels
- ▶ More staff take part in the Te Ahu o Te Reo Maaori Teachers' Programme

ACHIEVEMENT TARGETS 2022

GENERAL ACHIEVEMENT TARGETS

- At Year 9 level this year our students will raise their numeracy achievement in Number by three e-asTTle sub-levels from 3A to 4A
- Intensive support will be provided for 53 (36%) identified Year 9 students who are 5+ terms behind the national mean at Level 3P or less
- At Year 9 level this year our students will raise their literacy achievement in Reading by two e-asTTle sub-levels from 4B to 4A
- Intensive support will be provided for 71 (48%) identified Year 9 students who are 6+ terms behind the national mean at Level 3A or less
- At Year 10 level this year our students will raise their numeracy achievement in Number by one e-asTTle sub-level from 4A to 5B
- Intensive support will be provided for 39 (24%) identified Year 10 students who are 6+ terms behind the national mean at Level 4B or less
- At Year 10 level this year our students will raise their literacy achievement in Reading by two e-asTTle sub-levels from 4A to 5P
- Intensive support will be provided for 29 (18%) identified Year 10 students who are 6+ terms behind the national mean at Level 4B or less
- At Year 11 level we will gain at least a 70% pass rate at NCEA Level 1
- At Year 11 level we will gain at least a 83% pass rate for NCEA Level 1 Numeracy (This is based on our mean for e-asTTle testing in Term 3 2021 being slightly above the national mean)
- Intensive support will be provided for 12 identified Year 11 students who are 5+ terms behind the national mean at Level 4P or less
- At Year 11 level we will gain at least a 87% pass rate for NCEA Level 1 Literacy (This is based on our mean for e-asTTle testing in Term 3 2021 being the same as the national mean)
- Intensive support will be provided for 16 identified Year 11 students who are 5+ terms behind the national mean at Level 4P or less

KA HIKITIA TARGETS

- At Year 9 level this year our Maaori students will raise their numeracy achievement in Number by two e-asTTle sub-levels from 4B to 4A
- At Year 9 level this year our Maaori students will raise their literacy achievement in Reading by three e-asTTle sub-levels from 3A to 4A
- At Year 10 level this year our Maaori students will raise their numeracy achievement in Number by three e-asTTle sub-levels from 3A to 4A
- At Year 10 level this year our Maaori students will raise their literacy achievement in Reading by two e-asTTle sub-levels from 4P to 5B
- At Year 11 level we will gain at least a 64% pass rate at NCEA Level 1 for Maaori students
- At Year 11 level we will gain at least a 70% pass rate for NCEA Level 1 Numeracy for Maaori students (This is based on our mean for e-asTTle testing in Term 3 2021 being 44 points below the national mean)
- At Year 11 level we will gain at least a 82% pass rate for NCEA Level 1 Literacy for Maaori students (This is based on our mean for e-asTTle testing in Term 3 2021 13 points below the national mean)

GENERAL TARGETS 2021

Target	Outcome	Analysis	Evaluation
<p><u>Literacy</u></p> <ul style="list-style-type: none"> At Year 9 level this year our students will raise their Literacy achievement in Reading by two e-AsTTle sub-levels from 4B to 4A. At Year 10 level this year our students will raise their Literacy achievement in Reading by one e-AsTTle sub-level from 4P to 4A. 	<p>Our very ambitious Year 9 Literacy target was achieved. The average curriculum level of our Year 9 students in Reading increased from 1467 4B to 1529 4A, an advancement of 62 points (13 expected from Term 4 Year 8 to Term 3 Year 9), eight terms' progress in just three terms. This was an exceptional result.</p> <p>Our Year 10 Literacy target was achieved. Our Year 10 students' literacy curriculum level increased from 1506 4P to 1545 4A, five terms' progress, hitting the exact target. This was a good result.</p>	<p>Intensive support was provided for 53 (33%) identified Year 9 students who were five plus terms behind the national mean at Level 3A or less. These priority learners' average e-AsTTle scores advanced by 1390 3B to 1472 4P, which represents nearly 10 terms' progress in just three terms, a stunning result.</p> <p>Intensive support was provided for 22 (13%) identified Year 10 students who were six plus terms behind the national mean at Level 4B or less. These priority learners' Literacy average of 3P improved two e-AsTTle sub-levels to 1467 4B, seven terms' progress in just four terms, a very pleasing result.</p>	<p>In 2021 we once again identified all students in Years 9 and 10 who were achieving below their expected curriculum level in Reading and Numeracy and provided intensive support for those students who remained significantly behind the national mean to attempt to accelerate their learning. In particular, our English and Mathematics Learning Areas focused on these targeted students and adopted differentiated learning strategies to improve these students' engagement and learning outcomes. Other learning areas also focused on these priority learners, with all accepting that every teacher is a literacy teacher and that many teachers are numeracy teachers. 2021 was another very difficult year in terms of our having repeated COVID-19 lockdown periods where our students were expected to undertake online learning, and there is no doubt that our family/whaanau with priority learners continued to suffer the most in terms of their learning opportunities, with their sometimes having no or one laptop at home which had to be shared with large numbers of siblings, often in a congested household, where some of these students had to work to help support their families/whaanau and where an efficient internet connection was either non-existent or poor. Despite these hurdles, progress with our students' Literacy was very pleasing, indicating that the strategies that were being put in place by our learning areas were having the desired effect to accelerate the learning of our junior students, particularly those who had been identified as needing intensive support. A number of teachers, including our SENCOs, kept in regular contact with our students with special learning needs and provided work and support to help them to progress their learning. These Literacy results are a real credit to our teachers.</p> <p>It continues to be the case that our priority learners are often boys because they are more often immature and disengaged in their early years at school and come to Morrinsville College with achievement levels below the expected national mean. As a school, we continued, as a key strategic goal, to improve our delivery of blended learning to all of our Years 9 to 12 classes, to strengthen our collective ability to improve the literacy skills of our priority students, especially those who are reluctant to write. Unfortunately, some of our priority learners, boys in particular, fail to bring their laptops to school every day so that they miss out on the more personalised and differentiated individual and group learning tasks which our teachers provide to enable them to more often work at their own pace and on activities which engage them. We believe that blended learning is enhancing our ability to help our students to develop life-long skills which they will need to survive in our digital world, including digital citizenship and an ability to discriminate between learning and social use of devices, but there remain equity issues. While we are more often helping families/whaanau to solve these equity issues, we are not yet always successful.</p> <p>Overall, our Year 9 cohort's Literacy achievement in Reading advanced by 62 points when 13 are expected from Term 4 Year 8 to Term 3 Year 9, so our students made exceptional progress. It was pleasing to see the improvement in the results of our targeted priority learners. Twenty-four of these students made very good progress so that they will no longer be considered priority learners in 2022. Nevertheless, 29 of our 2022 Year 10 students remain the best part of two-and-a-half years below the national mean, which is a concern, and so all of our learning areas will need to focus on helping these identified priority learners to improve their Reading.</p> <p>It was pleasing that five Year 10 students' Literacy improved sufficiently in 2021 to reach the national median, but we will still have 17 Year 11 students who remain priority learners in Reading in 2022 and this will need to be a focus group if they have any chance of gaining NCEA Level 1 in 2022. Our school has a strong record in improving the Literacy of students between the time that they enter our school in Year 9 and when they first sit NCEA at the end of Year 11 and so we are confident that we can lift the achievement of most of those students who continue to struggle with Reading to reach an acceptable standard for NCEA Level 1. With our planning to continue to focus on building the capabilities of our staff to deliver blended learning to Year 13 in 2022, we are expecting to see a continued rise in engagement levels and learning outcomes at all levels as a result. We are also hopeful that we will have fewer Covid interruptions in 2022.</p>

Target	Outcome	Analysis	Evaluation
<p>Numeracy</p> <ul style="list-style-type: none"> At Year 9 level this year our students will raise their Numeracy achievement in Number by three e-AsTTle sub-levels from 3A to 4A. At Year 10 level this year our students will raise their Numeracy achievement in Number by two e-AsTTle sub-levels from 4P to 5B. 	<p>This ambitious Year 9 Numeracy target was achieved. The average curriculum level of our Year 9 student cohort in Numeracy increased from 1504 3A to 1559 4A, which represents seven terms' progress in just three terms. This was an excellent result.</p> <p>Our Year 10 Numeracy target was surpassed. Their average curriculum level increased from 1541 4P to 1601 5P, increasing by three sub-levels, an advancement of 60 points (39 expected), seven terms' progress in just four terms, an excellent result.</p>	<p>Intensive support was provided for 45 (28%) identified Year 9 students who were five plus terms behind the national mean at Level 3P or less. These priority learners' average e-AsTTle scores progressed by seven terms to the top of the 3A curriculum level, with 1503 points. While this was excellent progress, there is still a lot of work to do early in 2022 to advance these students' Numeracy to the expected 4A national average level.</p> <p>Intensive support was provided for 27 (16%) identified Year 10 students who were six plus terms behind the national mean at Level 4B or less. The average curriculum level in Numeracy for these priority learners increased from 1472 3P to 1546 4P, three e-AsTTle sub-levels, nine terms' progress in just four terms, an outstanding result.</p>	<p>Overall, our Year 9 cohort's Numeracy achievement in Number advanced by 55 points when 19 are expected from Term 4 Year 8 to Term 3 Year 9, so our students made excellent progress. It was pleasing to see the improvement in the results of our targeted priority learners, many of whom struggle with Mathematics and think that they are not good at this subject, so that they prefer not to work and to be seen by their peers to not be achieving. Seven of these students made excellent progress so that they will no longer be considered priority learners in 2022. Nevertheless, 39 of our 2022 Year 10 students remain the best part of two-and-a-half years below the national mean, which is a concern, and so all of our learning areas will need to focus on helping these identified priority learners to improve. There needs to be a particular focus on Mathematics with these students, in an effort to accelerate their Numeracy learning.</p> <p>Overall, our Year 10 cohort's Numeracy achievement in Number advanced by a massive 60 points, seven terms' progress in a year, increasing four e-asTTle sub-levels. Eleven of these students made very good progress so that they will no longer be considered priority learners in 2022. Nevertheless, there will remain 16 students for our Mathematics teaching team to focus on in 2022, but they have shown in recent years that they can put in place some deliberate and effective strategies to help this group of priority learners to reach an acceptable standard for NCEA Level 1 Numeracy, and thus give them a chance of gaining NCEA Level 1. Other learning areas will continue to support our Mathematics teachers wherever they can to achieve this.</p>

Targets	Outcome	Analysis	Evaluation
<p>At Year 11 level we will gain at least a 71% pass rate at NCEA Level 1</p> <p>At Year 11 level we will gain at least a 85% pass rate for NCEA Level 1 Numeracy</p> <p>At Year 11 level we will gain at least a 88% pass rate for NCEA Level 1 Literacy</p>	<p>We were 1.5% away from achieving this 71% target for our Year 11 cohort, with our current interim pass rate being 69.5%.</p> <p>In 2021 our Year 11 Numeracy pass rate was 82%, which was equal to the national average and 2% above the co-ed schools' average. Our pass rate was also equal to our 2020 result.</p> <p>Our Year 11 Literacy pass rate of 87% was 4% above the national average and it was 6% above all co-ed schools, a notable achievement. This result was just 1% below our ambitious target of 88%. This result also compared very favourably with our 2020 Morrinsville College Literacy pass rate of 86%.</p>	<p>Our 2021 NCEA Level 1 interim pass rate of 69.5% was equal to our 2020 pass rate, which is a significant achievement given the disruptions caused by our ongoing COVID lockdowns in 2021. This also compares favourably with a national average in 2021 of 68% and a co-ed schools' average of 65%. On reflection, a target of 71% was ambitious when placed next to the evolving backdrop of COVID, which saw the national average drop by at least 3%.</p> <p>Our 85% NCEA Level 1 Numeracy goal was aspirational in its intent. Early tracking showed that ongoing lockdowns would make it extremely difficult to reach, especially with the high number of special needs students in this cohort. We are therefore pleased with our 82% pass rate. Achieving this during a period of lockdowns reflected some deliberate and successful interventions from all staff.</p> <p>Our 87% success rate with NCEA Level 1 Literacy in 2021 was just below our target, well above the national indicators and showed considerable improvement from our junior e-asTTle testing for this cohort of the previous two years.</p>	<p>We feel very pleased with our overall NCEA Level 1 results given the disruptions caused by the COVID lockdowns in 2021, which had a dramatic impact on some of our students in terms of their ongoing education. It should be noted that while we maintained our pass rate, the rest of the schools around the country dropped on average by 3% in all achievement areas. We also had a very unique Year 11 cohort, with approximately 50 students whom we had tracked through their junior years with special learning needs. There were a number of deliberate actions put in place to reflect their learning needs and the COVID context. These once again included our special Waikato Taniwharau programmes for selected 'at-risk' Maaori learners, both boys and girls. These initiatives saw our Maaori students' results well above national and co-ed schools' averages in most areas.</p> <p>Despite the interruptions of the COVID lockdown and the dramatic impact these had on the learning of some of our Year 11 students, we went very close to achieving our aspirational goal of gaining a 85% pass rate in NCEA Numeracy. We are confident that our special interventions for identified Year 11 priority learners, especially Maaori and boys, are continuing to make a big difference to their success rate. Without these interventions to respond to the relatively low achievement data that was generated by this cohort in Years 9 and 10, there could have been a significant low achievement rate for both Maaori and boys and this would have seriously impacted our overall Numeracy pass rate. We are very grateful to many staff who put in extra hours to help more of our students to 'get over the line'.</p> <p>We are pleased that the final result for NCEA Level 1 Literacy was 4% above the national pass rate in 2021 and well above comparable co-ed schools' results. This was assisted by strategies such as our continuing the successful initiative of running our Te Ao Maaori English class for selected Year 11 Maaori students, in which we teach English in a Maaori context. It also reflects a deliberate action in 2021 with the changing from using Literacy Unit Standards to requiring all English classes to attempt Achievement Standards, which allowed our students to access Literacy standards from other subjects and combine them to meet the requirement of gaining 10 Literacy credits.</p>

KA HIKITIA TARGETS 2021

Target	Outcome	Analysis	Evaluation
<p><u>Literacy</u></p> <ul style="list-style-type: none"> At Year 9 level this year our Maaori students will raise their Literacy achievement in Reading by two e-AsTTle sub-levels from 4B to 4A. At Year 10 level this year our Maaori students will raise their Literacy achievement in Reading by nearly two e-AsTTle sub-levels, from 4P to 4A. 	<p>This ambitious Year 9 Reading target was not quite achieved. These priority learners' average curriculum level increased from 1451 4B to 1497 4P, six terms' progress in just three terms, an advancement of 46 points (13 expected)</p> <p>This Year 10 Reading target was achieved. These Maaori priority learners' average e-AsTTle scores increased by 48 points from 1484 4P to 1532 4A, equivalent to seven terms' progress in just four terms.</p>	<p>Although we did not quite meet this Reading target, this was an impressive advancement and this group of students is now only 10 points off reaching the lofty target that needed to be set to meet the national average.</p> <p>Our success in shifting our Year 10 Maaori priority learners' Literacy achievement by seven terms and nearly two e-AsTTle sub-levels was an excellent achievement which sees this group now only two terms behind the national average.</p>	<p>It is not easy to accelerate the learning of some of our Maaori students when in many cases, especially for boys, their literacy levels are significantly behind the levels of their peers when they enter our school in Year 9. The English Learning Area, and other learning areas too, should feel very pleased with this result. However, there is more work to do yet to accelerate the Reading achievement of our 2022 Year 10 Maaori students.</p> <p>The improvement in literacy achievement for our Year 10 Maaori priority learners was very pleasing. This shift represented the equivalent of nearly two years' improvement over four terms. This was an excellent gain given that this group began the year so far behind their peers. However, next year in Year 11 some of these students will need to continue to be motivated and engaged in their learning if they are to achieve to a level which will allow them to gain Literacy in NCEA Level 1. Further work is going to need to be done by all of our teachers, particularly in the English Learning Area, to accelerate these students' learning further and we will need to once again run our special programmes, the Waikato Taniwharau Mana Tane trip to Tongariro and the Mana Wahine trip Hamilton, Maketu and Rotorua, in order to motivate these students and help them to start earning NCEA credits in the early part of the year.</p>

Target	Outcome	Analysis	Evaluation
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> At Year 9 level this year our Maaori students will raise their Numeracy achievement in Number by three e-AsTTle sub-levels from 3A to 4A At Year 10 level this year our Maaori students will raise their Numeracy achievement in Number by two e-AsTTle sub-levels, from 4P to 5B. 	<p>This very ambitious Year 9 Numeracy target was not achieved. These priority learners' average e-AsTTle scores increased by only nine points (19 expected). This was a very disappointing result as most of this group remained at sub-level 3A and well behind the expected national average of 4A.</p> <p>This ambitious Year 10 Numeracy target was not achieved. These priority learners' average curriculum level increased from 1541 4P to 1549 4A, up one e-AsTTle sub-level, but only two terms' progress. This was another disappointing result.</p>	<p>This Year 9 Numeracy result for our Maaori students was very disappointing. From feedback received, there seems to be little doubt that many of these students were negatively impacted by the repeated Covid lockdowns.</p> <p>This Year 10 Numeracy result for our Maaori students was also very disappointing, especially given the excellent progress of the whole Year 10 cohort. Again, from feedback received, there seems to be little doubt that many of these students were negatively impacted by the repeated Covid lockdowns.</p>	<p>It is a concern that the Numeracy results in Number of both our Year 9 and Year 10 Maaori priority learners showed only a little improvement in 2021. We attribute at least some of this to the numerous Covid lockdowns and the fact that some of our Maaori whaanau are affected by having to share devices amongst several children at home, even though our school has helped a number of students and their whaanau by giving and loaning laptops to them. We know that in some cases these whaanau have a poor internet connection. We also know that during lockdowns some older siblings are required to look after their younger siblings while their parents work. In addition, feedback received is that a number of these students were not motivated to engage with the online work set by their teachers, particularly in the second half of the year. There will be a lot of work to be done with this group by members of our Mathematics Learning Area in particular during the next 12 months and some new strategies will need to be designed and implemented to help shift these students' achievement.</p> <p>Our 2022 Year 11 Maaori students will begin their year well behind the expected national curriculum level. These students will need a lot of assistance to accelerate their numeracy learning in order to gain NCEA Level 1 Numeracy. Once again, the Waikato Taniwharau and Mana Wahine leadership field trips will be very important in developing motivation and a desire to work very hard to gain NCEA Numeracy. In Semester 2 we will also need to once again identify those students who are struggling to gain the necessary NCEA Numeracy credits and ensure that they are given special individual or small-group tuition to assist them to develop a greater understanding of Number and other numeracy concepts.</p>

Target	Outcome	Analysis	Evaluation
At Year 11 level we will gain at least a 65% pass rate at NCEA Level 1 for Maaori students.	We achieved our target. In 2021 our Level 1 pass rate for Maaori students at Morrinsville College was 65.7% from 26 students. We have now seen a 10% increase over the two years 2019 and 2020. This year's 7.5% increase is also notable in that while our result increased, the national average comparison has dropped by 4%, largely due to COVID lockdowns affecting students' learning.	Our Morrinsville College pass rate for Maaori students increased despite the significant impact that we know the COVID lockdowns had on many of our Maaori priority learners. We were over 9% above the national Level 1 result for Maaori learners of 56.4%. This was also matched by our results at NCEA Levels 2 and 3, highlighting increasing year-by-year consistency across our Maaori achievement results.	Achieving our 65% target pass rate for NCEA Level 1 for Year 11 Maaori students is something that we are especially proud of because a large number of these Maaori priority learners started the year well behind the expected national curriculum achievement level in both Literacy and Numeracy and there is a step up between the achievement level expected at Year 10 and that expected at Year 11 with NCEA Level 1. There is no doubt that the funding provided by the Ministry's Regional Mentoring Scheme has made a big difference to our Maaori students' success rates in recent years and so it is a major concern that this fund is no longer available in 2022. Fortunately, such is the difference that the Waikato Taniwharau programmes make to our 'at-risk' Maaori learners, the Board has been willing to continue to fund these special trips that we run at the beginning of each year, led by teachers who are able to motivate and engage our Maaori students to succeed academically. But this has come at a cost of increasing our Budget deficit. Strategies like our Te Ao Maaori English class where English is learnt in a Maaori context have also been successful and retained. There is no doubt that the work done by Ngahu Potaka, Scott Jenkins and the Year 11 academic dean Daniel McNamara to deliberately track our Maaori students' overall achievement, Numeracy and Literacy progress throughout the year in 2021 and to put in place other interventions, assisted many of these Year 11 students to gain NCEA Level 1, with all but one of the students involved in the intervention gaining Level 1.
At Year 11 level we will gain at least a 75% pass rate for NCEA Level 1 Numeracy for Maaori students.	We did not quite achieve this target. Our pass rate for Maaori Level 1 Numeracy was 74.3% in 2021. This was a slight 2% increase on our result in 2020, following a similar 2% increase in 2019.	The national overall pass rate for Numeracy for all Year 11 Maaori students was 72%, indicating a 3% national drop caused by the COVID lockdowns throughout the country in 2021. For our students to consistently increase their Numeracy results across the last two years of COVID again highlights the success of the interventions put in place.	On reflection, our 75% target for NCEA Level 1 Numeracy for Maaori students was challenging, but realistic. We were very pleased to have very nearly met the target considering that with only 26 students in the data set, each student could increase or decrease the result by 4% with their result. We had expected that our special strategies funded by the MOE's Regional Mentoring Scheme would lift the achievement of our Maaori students so that they gained Numeracy, and these strategies did so for most, but there were still several other Maaori students outside of this targeted group for whom the achievement hurdle was just too high, particularly in a year when so many of our local Maaori whaanau were seriously impacted by the COVID lockdown and their inability to successfully undertake the online learning that their teachers provided due to factors such as their having to care for siblings while their parents worked, a poor internet connection or a small number of devices available for large families at home.
At Year 11 level we will gain at least a 80% pass rate for NCEA Level 1 Literacy for Maaori students.	Our pass rate for Maaori Level 1 Literacy was 71.4%, so, disappointingly, we were below our target. This result also represented a 4% decrease on 2020.	The national overall pass rate for Level 1 Literacy for all Year 11 Maaori students was 75%, so our result was 3.6% below this, although the statistical difference represents only one student. This result is sound when we take into account the serious impact that the COVID lockdowns had on some of our Morrinsville College whaanau.	Our 80% target was ambitious and, as it turned out a little bit optimistic. The Level One Literacy standards required considerable reading and access to novels that was not easily possible through an online environment during the several lockdowns of 2021. Despite missing this target by 8.6%, we are reasonably happy with the result, which was achieved as part of our school's targeted drive to improve NCEA Level 1 Numeracy and Literacy for our priority learners, particularly Maaori. Overall, we feel that we were once again successful with our evolving strategies when our Maaori learners returned to our kura post the Covid lockdowns.

APPENDIX

Some key words/abbreviations in this document and their meaning:

5YA	Five Year Agreement – property funding
ASL	Across Schools Leader
CLEAR	Our PB4L ideal: Contribute, Listen, Engage, Achieve, Respect
e-asTTle	A national assessment tool which is used especially with Literacy and Numeracy
GATE	Gifted and Talented Education
IEP	Individual Education Plan
IFPS	International Fee-Paying Students
IRP	Intensive Reading Programme
Kaitiaki	A pastoral role. A person who looks after the pastoral needs and nurturing of students in a House
Kaahui Ako	Community of Learning (CoL)
KAMAR	Our student database system
Kawenata	Kawenata partnership with Waikato Tainui
LALs	Learning Area Leaders
LAs	Learning Areas
LCs	Learning Coaches
LHs	Learning Hubs
Manukura	A deputy principal who works with a Kaitiaki to meet pastoral needs of students in a House
MEI	Maaori Education Initiative
NAGS	National Administration Guidelines
NCEA	National Certificate of Educational Achievement
NEGs	National Education Goals
	National Education and Learning Priorities (NELPs)
OSH	Occupational Safety and Health
PB4L	Positive Behaviour For Learning
PL	Professional Learning
PLDs	Personal Learning Devices
Priority Learners	Students who are Maaori/Pasifika, have special learning needs, are gifted and talented or who come from very poor backgrounds
RTC	Registered Teacher Criteria – set by The Teaching Council
SCT	Specialist Classroom Teacher
SENCO	Special Education Needs Co-ordinator
SLT	Senior Leadership Team
TOD	Teacher-Only Day
VP	Vocational Pathways – a career and course pathways tool
WINTEC	Waikato Institute of Technology
WSL	Within School Leader