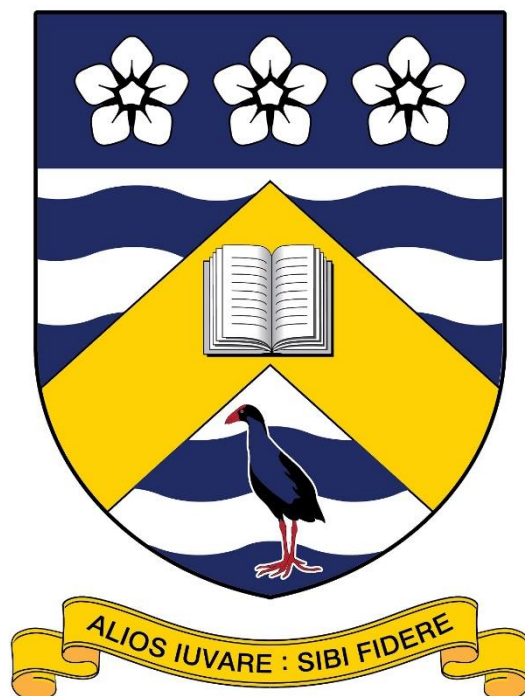


MORRINSVILLE COLLEGE



CHARTER

2023

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 Tiriti 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.

TIRITI O WAITANGI COMMITMENTS

The New Zealand Curriculum acknowledges the principles of the Tiriti o 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 whaanau 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 whaanau/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.

Tiriti o Waitangi

The curriculum acknowledges the principles of the Tiriti o 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 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 whaanau
- 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, Tiriti o 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 2023

NAG 1: Curriculum				
Strategic Statement: The delivery of curriculum at Morrinsville College will reflect the Board's responsibilities under the Charter and NAG 1 and NELPs 1,2,3,4,5,6.				
Strategic Goal: We will further enhance the learning outcomes for all of our students.				
Three-Year Objectives:	2023 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 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 • To continue to build on the existing differentiated learning capability of our staff 	<ul style="list-style-type: none"> • A successful blended learning programme will be delivered to all of our classes in 2023 • 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 • 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 differentiated learning • 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 2023 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. • The Board will once again purchase 15 new laptops to be 'leased to buy' by the parents of some of our students. • BF and SLT members will ensure that parents are encouraged to purchase a laptop for their children to bring to school • ER 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 and differentiation. • Teachers will be encouraged to seek out new and interesting ways to incorporate digital aspects into their specific courses 	

	<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 PD, NP, VM and DM will identify our Maaori and Pasifika students at risk of not gaining NCEA Level 1/2 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 PD 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"> • PD, JT, HH and NS 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. • PD 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 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 deliver 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. • NP and PD 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 actively 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 • The Board will support the Kaahui Ako leadership of Ngahu Potaka • 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"> • The school will support the leadership of the Kaahui Ako to build cultural capabilities across our kura and the wider Morrinsville schools. • Professional Learning foci in 2023 will include: <ul style="list-style-type: none"> • Enabling more of our staff and SLT to be part of the Te Ahu o Te Reo Maaori Teachers' Programme • Enabling members of the SLT to be part of the Te Ahu o Te Reo Maaori Teachers' Programme • 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. • Raylene Beazely will take oversight of Kapa Haka and Maaori Performing Arts. This will include appointing new Kapa Haka tutors and encouraging the growth of numbers taking Kapa Haka. • The Board and Principal will ensure that in 2023 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 • 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 – No NELP equivalent				
Strategic Goal: We will ensure that school reviews are undertaken.				
Three-Year Objectives:	2023 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 NELPS 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 2023 designed to further meet the goals of the Strategic Plan 	<ul style="list-style-type: none"> 2023 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 The school will undertake a curriculum survey in Term 2 with staff, students and the community. The school will undertake a timetable consultation later in Term 2 with staff, students and the community. 	<ul style="list-style-type: none"> The triennial community consultation survey will take the form of the curriculum and timetable reviews. This will be supplemented by other surveys such as the Health Curriculum and cellphone use surveys as required. 	
	<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 and ER 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. WP 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 The SLT will continue to work with our ERO partner 	<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 continue developing 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 – NELP 6.			
Strategic Goal: We will maintain a professional, quality, motivated Staff.			
Three-Year Objectives:	2023	Outcome:	Action:
<ol style="list-style-type: none"> 1. To provide and maintain a working environment which will retain and attract the best quality Staff 2. To continue to improve the quality of our teaching, both in our school and across our Kaahui Ako 3. To appraise all Staff annually against the Professional Standards for Teachers as part of a Professional Growth Cycle 4. To continue to encourage and recognise Staff extra-curricular contributions 5. To continue to value the wellbeing of 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. • To publicly drive the wellbeing of students and staff to encourage reengagement post-COVID. 	<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 Achievement Challenges of our Kaahui Ako • Our five Within School Leaders will work with our Across School Leader and incoming Kaahui Ako Leader to consider ways to advance our wider capabilities • Our WSLs and our ASL will use the expected new Ngaati Hauaa Education Plan to evaluate our learning environment and levels of engagement across all learning areas, to decide next steps and plan for improvement. 	<ul style="list-style-type: none"> • Our ASL and WSLs will work to further deliver professional learning to our teachers to enable them to further develop differentiated learning and also junior connected learning programmes later in the year. • They will also work with Ngaati Hauaa to consider their Education Plan once it is finalised and implement aspects of this progressively in our Morrinsville College local curriculum. • Work will be done to shift the emphasis of the PGCs to allow more input from LALs to coincide with the increasing implementation of the NCEA review and NZC reviews. • There will be significant emphasis of the school's PL on readiness to implement the changes from the NCEA review and NZC reviews.

<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 2023, including ensuring that the Inquiry Time provision is available to all staff on application. ER, 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 2023 will be to: <ul style="list-style-type: none"> Ensure the readiness for the 2024 implementation of the NCEA changes Consider the changing NZC which will require implementation in 2026 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. 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 growing expertise of our 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.
<ul style="list-style-type: none"> To embed our teacher PGC 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"> 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 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 for LALs 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 2024. This information will form the basis of the Principal's recommendation for attestation and re-registration.

NAG 4: Property (Environment)			
Strategic Statement: The Morrinsville College Board of Trustees will provide a safe, aesthetically pleasing, stimulating, well-maintained learning environment – No NELP equivalent			
Strategic Goal: We will ensure the effective management of the school's physical resources.			
Three-Year Objectives	2023 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 The upgrade of the Drama Room and P1 and P2 classrooms will be completed in March 2023 A bus shelter under the oaks near our main gate will be erected during school holidays at the end of Term 1 2023. 	<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 in 2023. The planned project to upgrade the Drama Room and P1 and P2 classrooms will be completed in 2023

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 – NELP 1 and Regulation 20 of the Education (school boards) Amendment Regulations			
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:	2023 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 2023 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 continue the process of disposal 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, Stephanie Pickett, before their work placement begins, so that all students are aware of their rights and responsibilities with Health and Safety SJ and GM 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:	2023 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 and presented to the BOT for checking and confirmation when deemed ready.

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*
- *Whose commitment both to and from school*

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

Unity

- *Whomox*
- *Taiaia / Students*
- *Pouaka / Teachers*
- *Learning social skills*
- *Belonging*

- *Spirituality*
- *Emotional healthiness*
- *Not carrying any 'baggage'*
- *Being willing to ask for help*
- *Confidence*
- *Self-esteem*



Annual Plan 2023

BUILDING ON STAFF & STUDENT WELLBEING

STRATEGY

Morrinsville College will re-imagine what wellbeing looks like for our staff and students by deliberately building on our school culture and traditions, student leadership, community connections, extra-curricular activities and classroom content with an emphasis on participation

PERFORMANCE INDICATORS

- ▶ Student leadership selection processes at Morrinsville College will be reviewed, including the addition of new student-driven roles focusing on the arts, sports and school culture
- ▶ A liaison with responsibility for Sport will be established within the SLT
- ▶ Increased participation in extra-curricular and house activities
- ▶ The encouragement of staff activities, learning and traditions
- ▶ Investigating the growth of Health and Te Ao Maaori learning at the junior school level
- ▶ The development of school-wide waiata and haka
- ▶ The provision of events that will promote life skills, community service opportunities and the future aspirations of our students

Annual Plan 2023

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 Years 11 and 12 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 2023

IMPROVING LEARNING

STRATEGY

Morrinsville College will undertake preparations for the implementation of the reviewed National Curriculum and the revised NCEA standards for 2024

PERFORMANCE INDICATORS

- ▶ A review of the school curriculum will take place during Term 2 with the aim of being implemented in 2024
- ▶ A student learning profile will be developed to outline the key capabilities, skills and knowledge that our students will leave our kura with
- ▶ A review of the school timetable will take place in later Term two with the aim of being implemented in 2024
- ▶ We will prepare for and trial the new Numeracy standards at Year 10 level in 2023
- ▶ We will prepare for the new Literacy standards at Year 10 level in 2023
- ▶ Two WSL roles will be assigned to prepare for the logistical processes required for implementing the new Literacy and Numeracy standards
- ▶ Staff will undergo within school and external professional learning around their relevant subject specific standards

Annual Plan 2023

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
- ▶ Working with the new Kaahui Ako leader to promote across-COL cultural capability
- ▶ Implementation of Te Ao Haka as a new NCEA subject
- ▶ Te Puaawaitanga will organise a noho at Kai-a-te-Mata Marae at the start of the year for Years 9 to 12 Maaori students
- ▶ Re-introduction of the Year 12 Maaori Leadership programme
- ▶ Special programmes are delivered to enhance the growth of Maaori cultural identity and Maaori students' learning outcomes
- ▶ The Board supports Te Reo, Te Ao Maaori and Maaori Performing Arts classes for the three senior levels
- ▶ More staff will take part in the Te Ahu o Te Reo Maaori Teachers' Programme

ACHIEVEMENT TARGETS 2023

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 58 (34%) identified Year 9 students who are 5+ terms behind the national median 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 77 (45%) identified Year 9 students who are 6+ terms behind the national median at Level 3A or less

- At Year 10 level this year our students will raise their numeracy achievement in Number by two e-asTTle sub-levels from 4A to 5P
 - Intensive support will be provided for 46 (35%) identified Year 10 students who are 6+ terms behind the national median 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 4P to 5B
 - Intensive support will be provided for 50 (38%) identified Year 10 students who are 6+ terms behind the national median at Level 4B or less

- At Year 11 level we will gain at least a 71% pass rate at NCEA Level 1
- At Year 11 level we will gain at least an 82% pass rate for NCEA Level 1 Numeracy (This is based on our median for e-asTTle testing in Term 3 2022 being the same as the national median)
 - Intensive support will be provided for 46 identified Year 11 students who are 5+ terms behind the national median at Level 4P or less
- At Year 11 level we will gain at least an 88% pass rate for NCEA Level 1 Literacy (This is based on our median for e-asTTle testing in Term 3 2022 being slightly above the national median)
 - Intensive support will be provided for 35 identified Year 11 students who are 5+ terms behind the national median 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 three e-asTTle sub-levels from 3A 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 two e-asTTle sub-levels from 4A to 5P. This is identical to the whole cohort
- 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. This is identical to the whole cohort

- 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 median for e-asTTle testing in Term 3 2022 being 47 points below the national median)
- At Year 11 level we will gain at least an 81% pass rate for NCEA Level 1 Literacy for Maaori students. (This is based on our median for e-asTTle testing in Term 3 2022 being 22 points below the national median)

ANALYSIS OF VARIANCE WITH THE 2022 TARGETS

GENERAL TARGETS 2022

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>This ambitious target was achieved. The average curriculum level of our Year 9 students in Reading increased from 1467 4B to 1506 4A, an advancement of 39 points (13 expected from Term 4 Year 8 to Term 3 Year 9), six terms' progress in just three terms. This was an impressive result.</p> <p>This target was not achieved. Our Year 10 students' Literacy curriculum level increased from 1529 4A to 1562 5B, missing the target. However, they still were ahead of last year's cohort who reached 1545 4A.</p>	<p>Intensive support was provided for 71 (48%) identified Year 9 students who are 5+ terms behind the national mean at Level 3A or less. These priority learners' average e-AsTTle scores advanced from 1395 3B to 1447 4B, three sub-levels, representing seven terms' progress in just three terms, an excellent result.</p> <p>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. These priority learners' Literacy average of 1423 3P improved three e-AsTTle sub-levels to 1490 4P, nine terms' progress in just four terms, a sensational result.</p>	<p>In 2022 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. 2022 was another very difficult year due to COVID and there is no doubt that our family/wahaanau with priority learners continued to suffer the most in terms of their learning opportunities. 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. 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, but there remain equity issues. While we are more often helping families/wahaanau 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 39 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.</p> <p>It was pleasing that while we did not reach our ambitious Year 10 target the literacy level in Reading was lifted to 5B. At the same time significant progress was made by our priority learners lifting nine terms worth of progress in just four terms.</p>

Target	Outcome	Analysis	Evaluation
<p><u>Numeracy</u></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 very ambitious target was achieved. The average curriculum level of our Year 9 student cohort in Number increased from 1504 3A to 1552 4A, which represents seven terms' progress in just three terms. This was an exceptional result.</p> <p>This target was reached. Our Year 10 students' Number curriculum level increased from 1552 4A to 1596 5B, a sound result.</p>	<p>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. These priority learners' average e-AsTTle scores progressed by two years to the top of the 3A curriculum level, with 1504 points, an excellent result. However, there is still a lot of work to do to advance these students' Numeracy to the expected 4A national average level.</p> <p>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. The average curriculum level in Number for these priority learners increased from 1492 3A to 1547 4P, two e-AsTTle sub-levels, seven terms' progress in just four terms, an excellent result.</p>	<p>Overall, our Year 9 cohort's Numeracy achievement in Number advanced by 48 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.</p> <p>Overall, our Year 10 cohort's Numeracy achievement in Number advanced by a massive 54 points, seven terms' progress in a year. There still remains a lot of work for our Maths Learning Area but they have shown in recent years that they can put in place some deliberate and effective strategies to help groups 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
At Year 11 level we will gain at least a 70% pass rate at NCEA Level 1	We achieved our target. In 2022 the overall pass rate has been 71.2%. This is 1.2% above our set target.	The 2022 NCEA level 1 interim pass rate of 71.2% was slightly higher than the 2021 pass rate (69.9%). This is a significant achievement by the Year 11 cohort in 2022. This achievement was also better than the national achievement rate of 63.6%.	This was a pleasing achievement by our Year 11 students in 2022. Our NCEA achievement at Year 11 has seen a slightly increasing trend over the last three years. While this is the case at our Kura, the average pass rate for the rest of the school around the country dropped by 5.6%. The male pass rate at Year 11 in 2022 was 57.7% with the national average being 62.1% and the female pass rate was 83.5% with their national average being 65.2%.
At Year 11 level we will gain at least a 83% pass rate for NCEA Level 1 Numeracy	In 2022 our Year 1 numeracy pass rate was 81.6%. We did not achieve the target and had a short fall of 1.4%.	While we could have achieved the target of 83%, we are very pleased with the 81.6% achievement rate. This is a significant result by our Year 11 students as we tracked above the national achievement rate of 80.5% last year.	We were very close to achieving our target of 83% in NCEA Level 1 Numeracy last year. Our special numeracy intervention programme at Year 11 for our targeted students continues to make a significant positive impact on our low achieving students. Extra support provided to these identified priority learners towards the end of last year by our teachers has enabled them to achieve their NCEA Level 1 Numeracy requirements. Our male Maaori students have also shown significant progress in Numeracy last year and had they not received the extra support provided by our staff members, their achievement rate would have been significantly lower.
At Year 11 level we will gain at least a 87% pass rate for NCEA Level 1 Literacy.	Unfortunately, we did not achieve the ambitious target of 87% in 2022. Our achievement rate at NCEA level 1 Literacy was 84.7%.	The 84.7% pass rate in NCEA Level 1 Literacy was 2.3% under our ambitious target of 87%. However, we are pleased that this result is above the national average of 81.5%.	While we did not achieve our set target, we tracked above the national average Literacy rate which was very pleasing to see. Extra support was also provided to our priority learners to achieve their Literacy requirements. The Te Ao Maaori class in which we teach English using Maaori context continues to prove beneficial to selected Maaori students so that they can achieve their NCEA Level 1 Literacy requirements. The collective effort put in by most learning area over the last few years helped us maintaining a somewhat consistent achievement rate in Literacy.

KA HIKITIA TARGETS 2022

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 target was achieved. These same priority learners, with an adjusted starting point, increased their achievement from 1467 4B in Reading, progressing to an average curriculum level of 1542 4A, nine terms' progress in just three terms, two e-AsTTle sub-levels, an advancement of 75 points (13 expected). This was an impressive advancement! Indeed, 1542 is 36 points, three terms, better than the overall results of 1506 for Year 9.</p> <p>This target was not achieved. These priority learners' average e-AsTTle scores increased by 37 points from 1486 4P to 1523 4A, one sub-level, equivalent to six terms' progress in just four terms, significant progress which sees this group now only three terms, 22 points, behind the national average.</p>	<p>Our Year Maaori data is sitting above overall school data for 2022.</p> <p>Our success in shifting our Year 10 Maaori priority learners' Literacy achievement by six terms was an excellent achievement which sees this group now only three 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>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 ambitious target was not achieved. However, some of these priority learners left during the year, meaning that the target starting point adjusted to 1498 points, 3A. Their average e-AsTTle scores increased by 38 points (19 expected) to 1536, 4P. This was a very pleasing result, far better than last year's cohort who finished on sub-level 3A.</p> <p>This ambitious target was not achieved. These priority learners' average curriculum level increased from 1495 3A to 1546 4P, up two e-AsTTle sub-levels, an extremely credible seven terms' progress. This was an encouraging result despite the lofty target not quite being achieved.</p>	<p>This Year 9 Numeracy result for our Maaori students was a clear improvement from 2021.</p> <p>This Year 10 Numeracy result for our Maaori students was very credible with seven terms progress made during this period and possible spoke more to the overly ambitious target set for a group that previously had struggled with numeracy as we sought to catch them up.</p>	<p>It is a relief that the Numeracy results in Number of both our Year 9 and Year 10 Maaori priority learners showed much more improvement from 2021. We attribute at least some of this previous lack of impact 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. We are clearly pleased with the shift of our 2022 Year 10 students who struggled in 2021.</p>

Target	Outcome	Analysis	Evaluation
At Year 11 we will gain at least 64% pass rate for NCEA Level 1 for Maaori students.	This target was not achieved. We achieved a 56.5% rate for our Maaori students in 2022.	Unfortunately, our achievement rate for our Maaori students took a dip in 2022. It showed a 9.2% drop when compared to 2021. However, we were 4.6% above the national average for Maaori students. NCEA level 2 and 3 has seen a similar drop which shows that the Maaori achievement has decreased across the board in 2022.	While 56.5% pass rate for our Maaori students is below our set target, we are extremely proud of this achievement. As has been the case every year, our Maaori students often start the year well behind the expected curriculum level at Year 11 and for some it is usually a struggle to get to curriculum level 6 to attempt NCEA. The deliberate strategies put in place to accelerate the learning of our Maaori students has made an enormous difference in some of their achievements. The Waikato Taniwharau programme, Te Ao Maaori English class and the deliberate tracking and mentoring of Maaori students throughout the year continued to be beneficial in 2022.
At Year 11 we will gain at least 70% pass rate for NCEA Level 1 Numeracy for Maaori students.	This target was achieved. We had 84.7% of Year 11 Maaori students achieve their Numeracy requirements in 2022. While there was a 4.1% decrease in the achievement rate compared to 2021, it still shows significant progress made by the Maaori students in this area in 2022 and is above the result of their pakeha peers.	The national overall pass rate for Numeracy for Year 11 students in 2022 was 80.9%. This shows a drop in 2.1% average pass rate when compared to 2021. The Year 11 students are sitting well above our set target and are tracking ahead in terms of the national Numeracy pass rate for Maaori students as well.	Considering the Year 11 Maaori students we had last year, we thought that 70% target was realistic. The fact that most of these students started Year 11 well behind the expected curriculum level also added to the decision of setting a 70% target in 2022. We are very pleased that Year 11 Maaori students have surpassed their target by 14.7%.
At Year 11 we will gain at least 82% pass rate for NCEA Level 1 Literacy for Maaori students.	Our pass rate for NCEA Level 1 Literacy was 88.2% in 2022. We were 6.2% above our set target but our achievement rate decreased by 0.6% when compared to 2021. This is also above the 2022 result for our pakeha students.	The national overall pass rate for NCEA Level 1 Literacy for Maaori students in 2022 was 83.5%. Our result was 4.7% above the national average, which is a good achievement because overall, the Maaori achievement rate across the country in NCEA Level 1 Literacy has dropped by 1.6% when compared to 2021.	Our 82% target was very ambitious, and we are very pleased with this achievement. The Literacy standards require considerable reading and writing, and research shows that Maaori boys in particular struggle with reading and writing. However, last year's cohort proved that they could work hard to achieve anything. As mentioned earlier, the Year 11 Te Ao Maaori class where English is taught using Maaori context continues to be successful in enabling the Maaori students to fulfil their NCEA Level 1 Literacy requirements.

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
NELP	National Education and Learning Priorities (NELPs)
OSH	Occupational Safety and Health
PB4L	Positive Behaviour For Learning
PGC	Professional Growth Cycle
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