

# Annual Plan for Cromwell College 2023

## “BEST I CAN BE”

### CROMWELL COLLEGE STRATEGIC PLAN 2022 - 2024

#### CORNERSTONE GOALS

**2022      2023      2024**

CORNERSTONE GOALS	2022	2023	2024
<b>1. Striving for Personal Excellence</b>			
<ul style="list-style-type: none"> <li>• Delivering a holistic education that:               <ul style="list-style-type: none"> <li>○ Is broad, inclusive, creative and meets students’ needs and aspirations</li> <li>○ Equips students to be proactive and responsible participants within and beyond school</li> <li>○ Provides opportunities that foster and sustain character</li> <li>○ Values Te Tiriti o Waitangi</li> </ul> </li> <li>• Recognise and celebrate learning, sporting, cultural and community successes</li> </ul>	√	√	√
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<b>2. Nurturing an environment of respect</b>			
<ul style="list-style-type: none"> <li>• Respecting yourself, others, our place and our Kawa</li> <li>• Valuing and enhancing a safe, caring, supportive and welcoming school culture</li> <li>• Effective and consistent use of restorative practices</li> <li>• Instilling a strong sense of pride, professionalism and belonging for students, staff, board and our whole community</li> </ul>	√		√
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<b>3. Making effective use of our resources</b>			
<ul style="list-style-type: none"> <li>• Investing in our people</li> <li>• Making best use of our resources and unique environment</li> <li>• Investing in our localised programmes</li> </ul>	√	√	
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## Cornerstone 1: Striving for Personal Excellence

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

Actions	Who/Resource	When	Evidence of Success
<p>1.1.1 Culturally Responsive Practices CRP - Beginning our use of the Hikairo Schema and Niho Taniwha to ensure our practices and teaching approaches are culturally inclusive for all students, particularly for Māori. (Kāhui Ako support)</p> <ul style="list-style-type: none"> <li>- Enhancing Te Reo and Tikanga Māori and understanding of Te Tiriti o Waitangi in our kura.</li> <li>- Running two beginner te reo and tikanga classes for 5 weeks</li> <li>- This forms part of the professional growth cycle for teaching staff.</li> </ul>	<p>Canterbury University (Angus Macfarlane and his team) Kāhui Ako, Mst, Kga, HOF's and staff. Funding through Kāhui Ako. Purchase of e books and hard copy resources.</p>	<p>Term 1 initial PLD. Plan established. Further PLD in Term 3. Thursday Whanake time in Term 2.</p>	<ul style="list-style-type: none"> <li>- A goal for all staff in their PGC</li> <li>- Class observations in faculties of teacher practice on an aspect</li> <li>- Class survey feedback</li> <li>- Staff survey showing greater confidence with te reo and tikanga Māori</li> </ul>
<p>1.1.2 Embedding our Staff Kawa - Teaching and Learning. Consistency and understanding of school systems for learning and behaviour, the why, how and what. Regular and clear communication.</p> <ul style="list-style-type: none"> <li>- The implementation of our Staff Kawa – Teaching and Learning especially in our start up for Term 1</li> <li>- Whanake PLD on strategies eg dyslexic friendly, Universal Design for Learning and CRP (Hikairo Schema)</li> <li>- Creating Year 9 House Group classes for better tracking and monitoring of behaviour and achievement</li> </ul>	<p>Shi, HOFs, Pastoral and Learning Support – School PLD and staff meeting time.</p>	<p>Term 1 – in the first 4 weeks reinforcing systems and establishing profiles.</p> <p>Fortnightly review of Year 9 class progress. Review in Term 3.</p>	<ul style="list-style-type: none"> <li>- Staff survey of confidence</li> <li>- A measurable reduction in the referral rate from 2022.</li> <li>- A Term 3 review of the Year 9 class change to houses to determine if the structure has successfully supported learning and behaviour.</li> </ul>
<p>1.1.3 Implementing practices to deliver the changes required for NCEA (2024) and Curriculum Refresh (2026). Ensuring staff are prepared and confident for this implementation</p> <p>Understanding how we can create learning that is localised and aligned with NCEA requirements</p> <ul style="list-style-type: none"> <li>- Undertaking designated MOE PLD for both initiatives.</li> <li>- Follow up with our internal Head of Faculty and Thursday staff PLD.</li> </ul>	<p>MOE facilitators, Shi, HOF's and all school staff.</p>	<p>MOE PLD in Term 2 and 3 combined with internal staff PLD.</p>	<ul style="list-style-type: none"> <li>- Staff confident and ready to deliver NCEA changes for 2024</li> <li>- Documentation by HOF's on their plan to implement the Curriculum Refresh by 2026. Successful college involvement in the Tūrangawaewae Learning Celebration</li> </ul>

<ul style="list-style-type: none"> <li>- Exploring and illustrating our stories/cultural narrative, the Tūrangawaewae Kāhui Ako learning celebration in Term 3</li> <li>- Identifying key industries and people to connect with piloting/trialing learning in each curriculum area that enables localised contexts and understanding.</li> </ul>			
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• **1.2 Recognising and celebrating our strengths and successes – NEMP 2.4**

<b>Actions</b>	<b>Who/Resource</b>	<b>When</b>	<b>Evidence of Success</b>
1.2.1 Progressing the recommendations in the Review of Sport March 2020. The key aim is to enhance liaison and communication with our clubs. <ul style="list-style-type: none"> <li>- Club liaison roles, MOU's communicated and put in place.</li> <li>- Sports Council for clubs established</li> <li>- Implementing a Blues system to recognise achievement and commitment</li> </ul>	Mst, Gth, Head of Sport Jin and sports coordinators. Staffing Units allocated	All year  Completed by end of Term 3 2022.	<ul style="list-style-type: none"> <li>- MOU's in place with our 3 main club providers</li> <li>- Liaison roles for all clubs</li> <li>- at least 2 meetings of the Community Sports Council</li> <li>- Google form survey or conversations confirming an improvement in communication.</li> <li>- A Sporting Blues system in place for the start of 2024.</li> </ul>
1.2.2 Considering the review of The Arts that was completed in late 2022. Setting up a structure to implement recommendations for 2023-2025.	HOF The Arts, BOT and Arts Coordinator. Some resourcing through Business Sponsorship allocated to progress initial recommendations.	Consideration of the review by the end of Term 1 and plan in place for Term 2. Which recommendations can be easily progressed in 2023?	<ul style="list-style-type: none"> <li>- An initial plan for 2023 created.</li> <li>- Funding agreed for strategic implementation of recommendations.</li> <li>- Initial recommendations in place.</li> </ul>
1.2.3 Welcoming and celebrating with our community - cross curricula learning shared with our community. (Kāhui Ako support), Specific events include: <ul style="list-style-type: none"> <li>- Invite to the mihi whakatau, morning tea</li> <li>- NCEA evening</li> <li>- Tūrangawaewae and Matariki Learning Celebrations</li> <li>- Meet the Teacher afternoon</li> <li>- Cyber safety evening for parents</li> <li>- Wellbeing Week as part of Kāhui Ako</li> </ul>	SLT HOF's, Guidance and staff. Time – perhaps call back days required.	Throughout the year	<ul style="list-style-type: none"> <li>- Events planned and completed.</li> <li>- Parent feedback questions on connection and communication with in our Whānau Survey in Term 3. Evidence of improvement.</li> </ul>

## Cornerstone 2: Nurturing an environment of respect

- **2.2 Maintaining a safe, caring and supportive school culture – NEMP 2.3, 2.4, 4.7**

Actions	Who/Resources	When	Evidence of Success
<p>2.2.1 Embedding an inclusive, kind and caring school environment and culture with particular attention to students who are neurodiverse, LGBTQI, Māori and Pasifika and recent migrants. Our goal is to work with our students to enhance tolerance and address any bullying behaviours. Initiatives include:</p> <ul style="list-style-type: none"> <li>- Prefects and Student Council led initiatives to build belonging – eg The KICK initiative to reinforce our Kawa, Colour our school – student murals</li> <li>- Mentoring provided for students who are neurodiverse</li> <li>- Funding allocated to develop a Learning Hub and provide further teacher assistant hours for neurodiverse and alternative pathway students.</li> <li>- A student group created and supported to provide student voice and action on enhancing a kind culture free from bullying. PB4L funding for this.</li> <li>- Completing a student review of uniform focused on inclusivity</li> </ul>	<p>Gth, Pastoral, Kga, prefects and student council, Whānau teachers Student Whānau Leaders, Student leadership groups and staff.</p> <p>Prefects, Kga</p> <p>Business Sponsorship Funding or staffing to set up the Learning Hub. Use of one of the new temporary classrooms.</p> <p>PB4L funding available for staffing and support.</p> <p>Kpa, Bcr, Mst, Student Group. Uniform tender process.</p>	<p>All year, assemblies and Whānau times and student meeting times.</p> <p>All year. Groups set up Term 1</p> <p>All Year, this is a 3 year project.</p> <p>Term 1 and 2.</p>	<ul style="list-style-type: none"> <li>- Measurable evidence of improvement in the school wellbeing survey, safety and respect.</li> <li>- Positive feedback from the focus and leadership groups involved acknowledging progress.</li> <li>- Learner Hub established and trialed.</li> <li>- Student group established and actively progressing ideas to promote a kind caring culture.</li> <li>- Measurable improvement in perceptions of safety and respect.</li> <li>- Uniform review and tendering completed.</li> </ul>

• **2.3 Effective and consistent use of restorative practices – NEMP 1.1, 3.6**

<b>Actions</b>	<b>Who</b>	<b>When</b>	<b>Evidence of Success</b>
2.3.1 Relational Culture PLD with our Kāhui Ako over the next 18 months. Refreshing and upskilling staff, students and community on creating a relational culture and the use of restorative practices. Kāhui Ako PLD that will: <ul style="list-style-type: none"> <li>- Refresh skills for staff on restorative practice eg mini conferences and WARM</li> <li>- Some staff taught how to run full restorative conferences</li> <li>- Wider work on relational cultures planned</li> <li>- Parents and community involved in the kōrero to broaden understanding of the benefits of restorative practice over punitive practices.</li> </ul>	Tha, Rca, Gth, Bca, all staff. Facilitators from Leadership Lab, PLD MOE hours.	Term 1 for initial PLD. Facilitator support for Term 2 and 3.	<ul style="list-style-type: none"> <li>- First PLD day completed to refresh skills and philosophy of restorative practices.</li> <li>- Measure of staff confidence with the practices and knowledge of a relational culture</li> <li>- Parent evening and follow up to inform and raise awareness of restorative cultures. Evidenced in parent survey.</li> </ul>



**Cornerstone 3: Making effective use of resources**

• **3.1 Investing in our people – NEMP 3.5**

<b>Actions</b>	<b>Who/Resources</b>	<b>When</b>	<b>Evidence of Success</b>
3.1.1 PLD on culturally responsive practices, relational cultures and restorative practices. See 2.2 above	As above	As above	As above
3.1.2 Enhancing collegial connection and exploring wellbeing	Bcr, Tha, Staff wellbeing group Time, and funding for activities, kai	All year , establish wellbeing/social group	- Feedback in staff survey

• **3.2 Making best use of our resources and unique environment – NEMP 2.3**

<b>Actions</b>	<b>Who/Resources</b>	<b>When</b>	<b>Evidence of Success</b>
3.2.1 Progressing plans for our Watersport Centre. Usage and refurbishment/development	BOT, new manager, Rdu Mst. Unit allocation and other funding for the centre. BOT leadership	All year	- A plan is developed through the year and funding sources identified. Action steps for 2024 in place.
3.2.2 Support the Charitable Trust with the review of the Apartments Complex	Mst, Rdu, Tda, Charitable Trust. Some trust funds to undertake the review of use and options.	All year.	<ul style="list-style-type: none"> <li>- Report completed outlining options for the Trust.</li> <li>- Strategy in place with seasonal work providers for the next 18 months.</li> <li>- Increased return to the Trust and the College.</li> </ul>

# School Wide Targets 2023

## School wide goals

There are three key focus areas:

### Best I Can Be:

#### Learning

- Embedding our Staff Kawa - Teaching and Learning. Inclusive Practices. Consistency and commitment to our processes and systems.
- Culturally Responsive Practices CRP - Hikairo Schema and Niho Taniwha to ensure our practices and teaching approaches are culturally inclusive
- Readiness for the implementation of NCEA (2024) and Curriculum Refresh (2026) changes

#### Wellbeing

##### Students

- Embedding an inclusive, kind and caring school culture with particular attention to students who are neurodiverse, LGTBQI, Māori and Pasifika and recent migrants.

##### Staff

- Enhancing collegial connection and exploring wellbeing.

#### Communicating effectively and celebrating with our community

- Providing more opportunity to invite parents into school and enhance connection and communication

#### Strategic Targets

- NCEA LEVEL 1-3 results at or above Decile 8 figures including Literacy and Numeracy
- Excellence and Merit Endorsements in NCEA Level 1 (Year 11) and NCEA Level 3 (Year 13) at Decile 8 levels
- Maori/Pasifika achievement as for non-Maori/Pasifika
- 90% student attendance
- A measurable decrease from the 2022 referral rate (8.5/week) as a measure of engagement
- A measurable increase in the fortnightly engagement school for our school (3.2 out of 4 in 2022)
- Improved student wellbeing as measured in the wellbeing survey feeling safe and mutual respect.
- Overall staff satisfaction at least 4.0. Significant improvement in the IT support score.

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

## **1. Striving for personal excellence**

### **NCEA Results**

- a) Year 11 and Year 13 students gaining Excellence and Merit awards in NCEA Level 1 at Decile 8 levels.

*Our Year 12 cohort were close to achieving this goal in 2022. We will identify students in Year 11 and 13 capable and desiring to achieve an Excellence or Merit Endorsement and provide targeted support by teachers and our NCEA mentors.*

- b) Maori and Pasifika students completing a full NCEA course in Year 11 to 13 to achieve at least equivalent to non-Maori/Pasifika students and at or above the Decile 8 level.

*We did not achieve this goal in 2022 although students did achieve at Decile 8 level in Year 11 and 12 and at the national figure for Year 13. We have allocated more time for the mentoring for our Māori Pasifika students.*

### **Year 7-10 achievement**

- a) Improve the robustness of assessment practice across Year 7-10. Making use of common assessment tasks and effective moderation.
- b) Use of the PACT tool in Year 7, 8 and 9 to enhance moderation practices, feedback and support student progress.

### **Engagement**

- a) Maintaining attendance above 90%

*Last year our attendance was 86% a drop that we believe was associated with Covid Omicron. There was anxiety for some students and an increasing lack of engagement in our Year 12 and 13 classes. There are very good systems in place to support attendance. With Covid less of a factor in our community we aim to see a return to 90% attendance.*



- b) A measurable increase in Engagement scores (Fortnightly Checks FTC's) from the 2022 average 3.3 out of 4.

*In 2022 this figure was around 3.2 across the school. We have a focus on our Staff Kawa – Teaching and Learning so that our practices are inclusive, restorative and culturally responsive.*

## **2. Nurturing an environment of respect**

- a) Measurable increases for student safety and mutual respect in our school wide wellbeing survey.

*There has been a dip in the score for students feeling safe in our wellbeing survey. We feel the anxiety around Covid, the increase of vaping in our bathrooms, social media interactions and unkind behaviour of some students is influencing this. Although we have clear processes for dealing with this we have learnt that we need student support. We have begun a student led initiative on enhancing the culture of kindness and effectively addressing any bullying behaviours in our kura.*

# Annual Report Targets

## 1. Striving for personal excellence

### ***NCEA Results***

Year 11 and Year 13 students gaining Excellence and Merit awards in NCEA Level 1 at Decile 8 levels.

*Our Year 12 cohort were close to achieving this goal in 2022. We will identify students in Year 11 and 13 capable and desiring to achieve an Excellence or Merit Endorsement and provide targeted support by teachers and our NCEA mentors.*

### ***Engagement***

Maintaining attendance above 90%

*Last year our attendance was 86% a drop that we believe was associated with Covid Omicron. There was anxiety for some students and an increasing lack of engagement in our Year 12 and 13 classes. There are very good systems in place to support attendance. With Covid less of a factor in our community we aim to see a return to 90% attendance.*

### ***Wellbeing, Inclusive and Culturally Sustainable Practices***

Measurable increases for student safety and mutual respect in our school wide wellbeing survey.

*There has been a dip in the score for students feeling safe in our wellbeing survey. We feel the anxiety around Covid, the increase of vaping in our bathrooms, social media interactions and unkind behaviour of some students is influencing this. Although we have clear processes for dealing with this we have learnt that we need student support. We have begun a student led initiative on enhancing the culture of kindness and effectively addressing any bullying behaviours in our kura.*