**Strategic Plan - William Colenso College**

**2024 -2025**

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| **William Colenso College** | **Mahere Rautaki 2024- 2025**  **Strategic Plan** | **Te Kareti O Wiremu Koroneho** |

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| **Recognition of Tangata Whenua**  At William Colenso College our policies, practices and procedures reflect the unique place of Maori and in particular Ngati Kahungunu Iwi in Aotearoa New Zealand. |

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| **Education Training Act 2020**  In accordance with the Education Act and Training Act 2020, the William Colenso College Board of Trustees undertakes all reasonable steps to achieve the intentions, targets and strategies in this plan which has been approved by the board following consultation with the community in terms of clause 127, and to take full account of the National Education Guidelines, the National Education and Learning Priorities and all statutory obligations.  This Strategic Plan sets the direction for development for a two year period (2024 -2025). The framework for the Strategic Plan is the NELPs and the New Zealand Curriculum. The school community has worked together through a series of consultation meetings, including targeted opportunities to consult with our Māori community, and has developed an agreed vision and driving philosophies.  As a result of this community consultation and taking into account the views of the professional staff and the Board of Trustees, this plan was developed. It seeks to meet the needs of the school as it changes and develops. |

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| **NELPs (National Education and Learning Priorities**  In line with the change from the1989 Education Act to the 2020 NEW Education Act and the phasing out of the Nags and Negs to the NELPs in 2023, this strategic plan covers **2024 - 2025** |

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**William Colenso College - Description**

**William Colenso College** is located in Napier. It is a decile 2 co-educational Year 7-13+ school created from the merger of Wickliffe Intermediate and Colenso High School. The students of William Colenso College are drawn from Napier and surrounding areas with a majority coming from the central Napier suburbs of; Marewa, Napier South, Onekawa, Maraenui and Pirimai. The current role for 2022 is approximately 420 students (made up of 390 regular students and 30 students from the Teen Parent Unit).

The school operates under two areas - Middle school comprises years 7-8 and senior school comprises years 9-13. The school is set in extensive and attractive surroundings, of which the school is well maintained with a continual programme of re-development, modernisation and maintenance.

The College has the additional special feature of a Teenage Parent Unit (opened in 2000) and an Early Childhood Facility. Both of these operate in facilities on the school grounds. **TPU:** The Mission of the TPU is to provide an opportunity for the continuing quality education of young parents, or those about to be parents. The unit has a maximum roll of 40 students. The unit is funded as a decile one school and staffed on a 1–10 ratio.

**ECE:** The ECE facility is available to provide care of the pepe ot the young mothers in

the TPU. The facility has approximately 35-40 children split into two groups, under 2

and those 2 and over.

**Financial Objectives:** The Board of trustees’ financial objectives are geared to the achievement intentions, targets and strategies as outlined, as well as the property master plan. The Board has a commitment to creating income sources to supplement operations grant funding.

**Safe and Healthy Learning Environment:** The Board of Trustees is committed to the provision of a healthy and safe learning environment. To this end, after being confirmed in 2022, the property master plan is progressing in partnership with the Ministry of Education and project managers. The 10YA and 5YPP work will scaffold work with the remainder of our school property.

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**William Colenso College - History**

William Colenso College is named after WIlliam Colenso who was a very important individual in the early days of the Hawkes Bay area. He was a printer, missionary, explorer, teacher, botanist, translator, politician and farmer. The naming of the school in 2004, William Colenso College came from consultation with community, staff, student and parent/caregiver feedback.

William Colenso College is committed to maintaining and building an environment where Maori, Pasifika and students of other ethnicities feel comfortable, valued and affirmed. A significant commitment is made to the Whanau-based pastoral environment.

A wide range of extra-curricular programmes are provided to facilitate development of Colenso students as all round citizens. The College enjoys a high level of community support and involvement.

Colenso College has a committed staff who work tirelessly to build strong relationships with students and whanau. Students are provided with a range of opportunities to succeed in a range of varied pathways.

The college is part of the Matariki Community of Learning - Kahui Ako.

The Board of Trustees acknowledges and respects New Zealand’s cultural diversity and the unique position of Maori as tangata whenua. Having ‘Te Whare,’ the school marae, in our school demonstrates this proudly. Te Whare represents the learning journey that occurs within our school by all including members of our community.



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| **WHAKATAKANGA / MISSION** | **Wawatatia, Mahia, Ekea / Aspire, Act, Achieve**   * To foster healthy all round development and personal success in an environment informed by the principles of Manaakitanga. * To help our tamariki to build personal identity in a context of strong values. * To encourage participation, connectedness and whanaungatanga through a range of service, cultural, sporting and leadership opportunities. * To encourage personal success through responsive supportive learning programmes. |
| **MOEMOEA / VISION** | Preparing students for success in our learning environment and in their future, by  valuing their contribution as individuals and celebrating diversity. |
| **NGA UARA / VALUES:**  **Working within the school’s philosophical framework to realise the school vision, the school values are…** | * **Manaakitanga – (Respect)** * **Whanaungatanga – (Belonging)** * **Hirangatanga – (Striving for** **Excellence)** |
| **Manaakitanga (Respect)** | This value is expressed in the college by behaviour that supports positive relationships between individuals and all those in our school community. We will seek to treat people with dignity through supportive and productive relationships. |
| **Whanaungatanga – (Belonging)** | This value is expressed throughout the college by recognising that every individual contributes to the wider school community. The college will provide an environment that supports assistance, nurturing, guidance and direction to all. |
| **Hirangatanga – (Striving for** **Excellence)** | This value is expressed in the college through the recognition of the individual giving their very best toward any task or relationship they have. Value will be placed on recognising excellence as being derived from effort, perseverance and performance. |

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**STRATEGIC GOAL**: We give practical effect and mana to the principles of Te Tiriti o Waitangi.

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| **WWC will** uphold Te Tiriti when developing policies and practices for the school;   * Respect Tikanga Māori in all school occasions (such as Assemblies, Pōwhiri, Prizegiving etc), curriculum areas and the physical environment; * Ensure the use of Te Ao Māori, Mātauranga Māori and local tikanga Māori in accordance with our local Ngati Kahungunu iwi. * Provide access and opportunities for ākonga to learn te reo and te ao Māori at all levels of the school; * Provide Professional Development access and opportunities for teaching and support staff in te reo, tikanga and culturally responsive pedagogies; * Make equitable provisions in the curriculum for the instructional needs of Māori ākonga; * Monitor analyse and report on achievement and retention of Māori ākonga; * Supporting Kapa Haka Roopu * Appoint staff who are positive role models for Māori ākonga. * Provide Effective learning and Teaching * Build open and honest relationships between the school and Whanau. * Ensure students leave school with well-developed skills of literacy and numeracy skillswhich will enable them to pursue their chosen pathways. * All Māori students have the opportunity to achieve success as Māori. * Ensure all akongaengage in learning that meets their individual needs / pathways and encourages success**:** |

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| Pou 1: **NGA UARA - OUR VALUES**  To meet the aspirations ofour school community, we will focus on developing respectful, positive and productive relationships by nurturing our school values of Manaakitanga, Whanaungatanga and Hirangatanga. | Pou 2: **HAUORA - WELLBEING**  To meet the aspirations of akonga and teaching staff, wellbeing will be a focus. The school will support students to attend school, the school will remove barriers by working closely with whanau and our community. | Pou 3: **CULTURALLY RESPONSIVE & RELATIONAL PEDAGOGY**  To meet the aspirations of akonga, we will adopt a high expectations approach to success in academic, sporting, cultural, social, personal and leadership development. Learning programmes will be designed to be flexible, and fit for purpose to support every akonga in building an appropriate and successful transition pathway. |
| **NKII: (Ngati Kahungunu Iwi Incorporated)**  Tino Rangatiratanga (self management / Self empowerment)  We acknowledge Ngati Kahungunu control their tikanga, resources and people and allow them to manage their own affairs as iwi and hapu in a way that aligns with their customs and values. | **NKII (Ngati Kahungunu Iwi Incorporated)**  Te Matauranga Maori (Knowledge)  Maori Knowledge includes traditions, values, concepts, philosophies, world views and understandings derived from uniquely Maori cultural points of view which incorporates Ngati Kahungunu Tikanga. | **NKII (Ngati Kahungunu Iwi Incorporated)**  Maramatanga - (understanding / enlightenment)  Focus on improvement and growth and advanced educational aspirations, achievements and success for akonga. |
| **NELP** (National Educational and Learning Priorities):  Objectives:  1. Learners at the centre  2. Barrier Free Access  3. Quality Teaching and Leadership      Priority: 1,2,3,4,5,6 | **NELP** (National Educational and Learning Priorities):  Objectives:  1. Learners at the centre  2. Barrier Free Access  3. Quality Teaching and Leadership  4. Future of Learning and Work  Priority: 1,2,3,4,5,6,7 | **NELP** (National Educational and Learning Priorities):  Objectives:  1.Learners at the centre  2. Barrier Free Access  3. Quality Teaching and Leadership  4. Future of Learning and Work  Priority: 1,2,3,5,6,7 |
| **NGA UARA - OUR VALUES**  The value of **Whanaungatanga** is expressed throughout WCC by recognising that every individual contributes to the wider school community.  The value of **Manaakitanga** is expressed at WCC by behaviour that supports positive relationships between individuals and all those in our school community.  The value of **Hirangatanga** is expressed at WCC through the recognition of the individual giving their very best toward any task or relationship they have.  **William Colenso College will:**   * Focus on developing respectful, positive and productive relationships between staff and students. * Demonstrate strong values. * Treat people with dignity through supportive and productive relationships. * Support Rangatiratanga by offering opportunities for students to be active in the life of the school. * Maintain effective communication and consultation practices with our school community. | **HAUORA - WELLBEING**  **William Colenso College will:**   * Establish respectful, responsive relationships by building strong connections with our school community. * Provide high quality Pastoral Care processes and structures through form classes, houses, dean support, guidance and mentoring. * Provide an environment that supports - assistance, nurturing, guidance and direction to all. * Respond to the needs of diverse Akonga. * Upskill staff awareness and response to the needs of diverse akonga. * Ensure akonga feel safe, supported and connected. * Remain committed to inclusive practice that sees all students being placed into a social and learning context that allows them to access the curriculum and enjoy learning success. * Encourage the use of student voice. * Provide positive role models for Akonga. * Provide akonga with exposure to future career planning and goal setting, with access to a range of workplace options including apprenticeships, EIT, universities and specialist careers. | **CULTURALLY RESPONSIVE & RELATIONAL PEDAGOGY**  **William Colenso College will:**   * Adopt a ‘high expectations approach to success (academic, sporting, cultural social, personal and leadership development). * Focus on advancing the educational journey of our akonga. * Have well defined goals, clear decision making processes and effective communication. * Develop mentoring and goal setting strategies along with academic mentoring functions. * Staff PLD is focused on developing individual skills, individual goals, own practice and effective pedagogy. * Celebrate a wide range of student achievement. * Ākonga progress is tracked and challenges to learning are identified and addressed. * Ākonga progress is tracked and challenges to learning are identified and addressed. * To build staff capacity in upholding Te Reo me ona Tikanga that aligns to Ngati Kahungunu * Value placed on recognising excellence as being derived from effort, perseverance and performance. * Provide Curriculum content that engages students in their learning. |

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| **NELP**  **Objective 1: LEARNERS AT THE CENTRE**  **Criteria 1 -** Learners with their whānau are at the centre of education  ***Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.***  William Colenso College will:   * Provide high quality Pastoral Care processes and structures through form classes, houses, dean support, guidance and mentoring. * Focus on developing respectful, positive and productive relationships between staff and students. * Utilise outside agencies, where appropriate, to provide access to effective communication for all st Develop mentoring and goal setting strategies along with academic mentoring functions. * Maintain effective communication and consultation practices with our school community. * Develop strategies to encourage student voice and student participation. * Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying * Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong. | **NELP**  **Objective 1: LEARNERS AT THE CENTRE**  **Criteria 2 -** Learners with their whānau are at the centre of education  ***Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.***  William Colenso College will:   * Adopt a ‘high expectations’ approach to success (academic, sporting, cultural, social, personal and leadership development). * Provide a range of opportunities for students to succeed across a range of activities. * Celebrate a wide range of student achievements. * Proactively seek opportunities for students to access success outside of the formal classroom setting. * Structure the curriculum and the timetable to provide students with access to learning success and the formal recognition of achievement. * Ensure school philosophy, policy and practice supports achievement and success. * All Students will be given the opportunity to succeed and develop the knowledge and understandings, skills, attitudes, and values of the National Curriculum as expressed in relevant curriculum statements. * Maintain a focus on school wide academic success by providing a range of targeted programmes to address a range of learner needs. * Further develop models of differentiated curriculum delivery. * Provide staff professional development with a focus on effective pedagogy. * Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations. |

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| **NELP**  **Objective 2: BARRIER FREE ACCESS**  **Criteria 3 -** Great education opportunities and outcomes are within reach for every learner  ***Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.***  **William Colenso College will** support Maori students by:   * Recognise cultural diversity, affirm and celebrate the role of tangata whenua * Have resources and programmes that support Maori student learning in Te Reo Maori and all curriculum areas through targeted delivery of Te Reo Maori and Maori performing arts. * Encourage students, staff and parents to participate in hui and powhiri, as an integral part of school life. * Develop strategies to raise levels of Maori Achievement. * Encourage all subject areas to reflect Te Ao maori perspectives within courses. * Facilitate the development of staff competencies in Te Reo Maori and Tikanga Maori. * Consult with Iwi hapu * Provide appropriate support for Maori students and families.   **William Colenso College will** support Pasifika students by:   * Encourage subjects to reflect Pacific Nations perspectives within their courses. * Provide students with positive role models. * Support events that focus on Pasifika aspects of school culture. * Support the development of Pasifika performing arts * Provide support for Pasifika students and their families.   **William Colenso College will** support the achievement of students with special learning needs by:   * Remaining committed to inclusive practices that sees all students being placed in a social and learning context that allows them to access the curriculum and enjoy learning success. * Provide specialist support for ORS funded students, students with learning challenges, literacy needs, ESOL students, along with social and behavioural needs. * Provide specialist assessment conditions as required through reader / writers / accommodation etc * Maintain a special needs register that identifies student needs and communicates this to staff. This register would identify and address potential barriers to learning for individual students and encourage collaborative problem solving.   **William Colenso College will:**   * Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them. * Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective. * Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them. * Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective. | **NELP**  **Objective 2: BARRIER FREE ACCESS**  **Criteria 4 -** Great education opportunities and outcomes are within reach for every learner  ***Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.***  **William Colenso College will**:   * Provide curriculum content that engages in their student learning, including differentiated delivery of the curriculum, short term intensive remediation, literacy and numeracy support. * Strengthen and widen existing mentoring system and support structures through deans network and form teachers to ensure students are provided with sound foundation skills including language, literacy and numeracy. * Maintain a focus on building educational opportunities for each learner. * Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills. * Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists. * Value the heritage languages spoken by learners/ ākonga, and provide opportunities to use and to build on them. * Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations. * Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau. * Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations. * Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori Collaborate with Māori communities to invest in, develop and deliver Māorimedium learning. |

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| **NELP**  **Objective 3: QUALITY TEACHING AND LEADERSHIP**  **Criteria 5 -** Quality teaching and leadership make the difference for learners and their whānau  ***Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning***  **William Colenso College will:**   * Engage with Iwi, Hapu and Whanau. * Set appropriate goals and create an environment where Māori can continue to achieve as Māori. * Promote school values and philosophies that reflect a Māori perspective. * Maintain existing curriculum enrichments that target Māori participation in Kapa Haka, marae visits, and programmes as well as maintaining Te Reo Māori programmes. * Continue to make school observances reflect and celebrate Māori protocols and practices. * Take a proactive role in modelling Māori learning success through employment policies. * Provide student leadership opportunities for Māori and consult with Māori students. * Consult Māori stakeholders both formally and informally. * Seek advice from Māori on how best to include tikanga Māori in values, practices and the organisational culture of the school. | **NELP**  **Objective 3: QUALITY TEACHING AND LEADERSHIP**  **Criteria 6 -** Quality teaching and leadership make the difference for learners and their whānau  ***Develop staff to strengthen teaching, leadership and learner support capability across the education workforce***  **William Colenso College will:**   * Provide staff with professional development to meet individual goals. * Ensure staff participate in a wide range of Professional development. * Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support. * Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches. * Expect and support teachers/ kaiako to build their understanding of learners’/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching. |

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| **NELP**  **Objective 4: FUTURE OF LEARNING AND WORK**  **Criteria 7 -** *Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work*  **William Colenso College will:**   * Offer quality career advice to all students and will proactively use career self review tools to evaluate progress ie: My mahi * Be active in providing information to students so that effective planning can take place for their future learning through goal setting, course counselling and mentoring strategies. * Maintain effective programmes for students planning to enter the workforce, apprenticeships, or university at the end of their time at school, encouraging students to explore options. * Provide students with access to regular career expos and provide opportunities for students to access a range of specialist advice. * Continue to offer off site career and further learning exposure visits to universities, EIT, and other providers. * Support learners/ākonga to see the connection between what they’re learning and the world of work. * Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education. |

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| **We compare and track ourselves with:**   * Ourselves, over time * National Data * Other schools of similar make up to our school. |

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| * [School planning and reporting: Te Whakangārahu Ngātahi | Planning Together for Ākonga Success](https://www.education.govt.nz/school/schools-planning-and-reporting/) * [NZSTA's guidance for giving effect to Te Tiriti o Waitangi](https://inclusive.tki.org.nz/guides/the-role-of-school-boards/meet-national-and-international-obligations-policies-and-guidelines/) * [Ka Hikitia - Ka Hapatia](https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-ka-hapaitia/) * [NZ Child and Wellbeing Strategy](https://www.dpmc.govt.nz/our-programmes/child-and-youth-wellbeing-strategy) * [Attendance and Engagement Strategy](https://www.education.govt.nz/our-work/overall-strategies-and-policies/attendance-and-engagement-strategy/) * [Common Practice Model – Education in New Zealand](https://www.education.govt.nz/our-work/changes-in-education/curriculum-and-assessment-changes/common-practice-model/) * [Implementing Te Mātaiaho](https://curriculumrefresh-live-assetstorages3bucket-l5w0dsj7zmbm.s3.amazonaws.com/s3fs-public/2023-03/Implementation%20Pack%20and%20Readiness%20Tool_March%202023%20%281%29_0.pdf?VersionId=njEfBex77Uw2d72j_K4Z3H3xbZ8pNh0Z) |