

Annual Implementation Plan for Ōtāhuhu College

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

<div>Summary of the plan</div> <div>The 2025 Annual Plan adapts to the challenging educational environment of Ōtāhuhu College , yet it is unreservedly ambitious. Our ambition is in keeping with our determination to make a prominent contribution to addressing the major challenges that face our community and our nation. The plan is grouped around five areas:<ul style="list-style-type: none">Engagement and RetentionAcademic AchievementTeaching and Curriculum DevelopmentOur Campus: Built EnvironmentA culture of High performance</div>
<div>Where we are at currently:</div> <div><p><i>The "Analysis of Variance for 2024" document for Ōtāhuhu College highlights significant achievements and areas for improvement. Key successes include a record-breaking University Entrance (UE) rate of 39.8% and improved Year 12 UE Literacy results. The college also saw strong numeracy outcomes among Year 11 students and high participation in extracurricular activities, with 57% of students involved. Challenges remain in attendance, behavior, and foundational academic performance. Attendance rates improved but did not meet the 84.8% target, and behavior issues, partly due to pandemic-related absences, require targeted support. Foundational literacy and numeracy for Year 9 and 10 need strengthening, as indicated by low Common Assessment Activities (CAA) results. Strategic priorities for 2025 focus on enhancing attendance and engagement, embedding sustainable literacy programs, expanding teacher support, and increasing retention and extracurricular involvement. The college aims to build on its 2024 successes by addressing these challenges and fostering a culture of high performance. The document also outlines the college's goals for teaching quality, campus development, and promoting a culture of high performance, with specific targets for academic achievement, teacher development, and extracurricular success.</i></p></div> <div>Regulation 9(1)(e)</div>
<div>How will our targets and actions give effect to Te Tiriti o Waitangi:</div> <div>For specified kura boards – include a general description of how the kaupapa of your kura reflects Te Tiriti o Waitangi:</div> <div><p><i>The 2025 Annual Plan for Ōtāhuhu College outlines several targets and actions that align with the principles of Te Tiriti o Waitangi, ensuring the college's commitment to honoring the treaty. Here's how the plan gives effect to Te Tiriti o Waitangi:</i></p><p>Engagement and Retention</p><ul style="list-style-type: none"><i>Inclusivity and Equity: The plan aims for no significant gap between the attendance and retention of Māori and other students. This aligns with the principle of equity, ensuring Māori students have equal opportunities and support to succeed.</i><i>Cultural Responsiveness: The emphasis on extracurricular activities, including cultural events, supports the recognition and celebration of Māori culture, fostering a sense of belonging and identity among Māori students.</i><p>Academic Achievement</p><ul style="list-style-type: none"><i>Equitable Outcomes: Targets such as no significant gap between the outcomes for Māori and other students reflect the commitment to equitable educational outcomes. This ensures that Māori students receive the necessary support to achieve academic success.</i><i>Culturally Relevant Curriculum: The plan includes specific targets for improving literacy and numeracy, which are critical for Māori students' academic success. Incorporating Māori perspectives and knowledge into the curriculum can enhance engagement and achievement.</i><p>Teaching and Curriculum Development</p><ul style="list-style-type: none"><i>Professional Development: The plan includes ongoing professional development for teachers, focusing on culturally responsive teaching practices. This ensures that educators are equipped to meet the needs of Māori students and honor their cultural heritage.</i><i>Longitudinal Pathways: Developing pathways that include Māori knowledge and perspectives ensures that students can see their culture reflected in their education, promoting engagement and success.</i><p>Campus Development</p><ul style="list-style-type: none"><i>Cultural Spaces: The plan includes the relocation and upgrading of the Wharenui, a significant cultural space for Māori students and the community. This demonstrates respect for Māori culture and provides a dedicated space for cultural activities and learning.</i><p>Culture of High Performance</p><ul style="list-style-type: none"><i>Recognition and Support: The plan aims to achieve high performance across various areas, including scholarships and sports. Recognizing and supporting Māori students' achievements in these areas aligns with the principle of partnership, ensuring Māori students are celebrated and supported in their pursuits.</i></div> <div>Regulation 9(1)(g)</div>
<div>Information on teaching and learning strategies:</div>

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To improve the quality of teaching at Otahuhu College, we propose a comprehensive plan that incorporates structured observations, critical reflection, and learning from other schools. This plan will utilise case studies, similar to those used at Harvard Business School, and the principles outlined in Otahuhu College's "The Good Lesson" framework.

The observation areas will focus on several key aspects: ensuring the classroom environment supports learning, maintaining clear routines, fostering engagement and relationships with students, clearly explaining learning expectations, providing varied and clear instruction, ensuring tasks are appropriate and engaging for all students, and using strategies to evaluate student understanding.

To implement this plan, Heads of Departments (HoDs) and other staff will conduct regular classroom observations using "The Good Lesson" criteria, focusing on specific areas each week. Peer observations will also be encouraged, with teachers observing each other's classes and using structured feedback forms. After each observation, post-observation discussions will be held to identify what went well and what could be improved, with a focus on one key area for improvement.

A series of case studies will be prepared to challenge HoDs' thinking, studying successful teaching practices and analysing how these practices can be adapted to Otahuhu College. Additionally, visits to other schools known for their teaching excellence will be organised to observe their teaching methods, classroom management, and student engagement strategies. Collaborative workshops will be conducted, inviting educators from other schools to share best practices and innovative teaching strategies.

The implementation process will be monitored and evaluated through regular reviews, collecting feedback from teachers and students to assess the effectiveness of the plan, and making necessary adjustments based on this feedback and observations. Emphasising the importance of continuous improvement in teaching quality and fostering a supportive environment where teachers feel valued and motivated to improve will be key to the success of this plan.

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Engagement and Retention

Strategic plan goals are that by 2026, the inclusive learning environment will have resulted in:

- 90% retention of students until at least their 17th birthday
- 90% of students involved in extra-curricular activities.
- 90% weekly attendance
- 90% of students attending above the 70% half day mark
- No significant gap between the attendance and retention of Māori or Male students.

2025 Annual Targets are:

- 85% retention of students until at least their 17th birthday
- 70% of students involved in extracurricular activities
 - 56% involved in sporting activities as measured by NZSSC
- Attendance rate of 87% weekly attendance for the whole school
- Increase in regular attendance by term of seven percentage points compared to 2024

	2024 Actual	2025 Target
Term 1	42%	49%
Term 2	35%	42%
Term 3	35%	42%
Term 4	22%	29%

- Record the total days lost through stand downs and suspension to establish a baseline measure.

Improving student behaviour will help improve retention in the school. The high number of behaviours that led to stand downs disrupt the learning environment. There will be a clear, structured consequences for breaches of behaviour expectations, which play a critical role in fostering improved behaviour and, consequently, enhancing student retention. The policy outlines proportionate responses ranging from verbal warnings and detentions for minor infractions to stand-downs, suspensions, and restorative practices for more serious breaches. This clarity in consequences ensures that students understand the ramifications of their actions, promoting accountability and discouraging repeated misbehaviour. By combining these consequences with support mechanisms such as counselling, anger management programs, and restorative meetings, the policy not only addresses behavioural issues but also provides students with tools to improve. This approach ensures students are reintegrated positively into the school environment, fostering a culture of respect, responsibility, and engagement. Such a balanced system of discipline and support helps students feel secure and valued, reducing dropout rates and improving overall retention.

Attendance procedures will be aligned to the Ministry of Education STEP approach and defines chronic absenteeism (attendance below 70%) and ties participation in extracurricular activities to improved attendance. Specific thresholds (e.g., 10-15 and 15+ absences per term) will trigger structured interventions, including referrals to external agencies like Oranga Tamariki. Additionally, it introduces individual attendance plans, dispensation criteria for extracurricular activities, and regular attendance monitoring to ensure compliance, emphasizing a multi-agency approach for persistent absenteeism.

Attendance Navigators’ role to emphasise systematic data analysis to identify and address irregular and chronic absenteeism. It incorporates structured family engagement through weekly contacts and home visits, prioritizes case management with individualized attendance improvement plans, and establishes a dedicated day each week for chronic absenteeism intervention.

Continuation of promotion of sports participation and reporting regularly.

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Academic Achievement

Strategic plan goals are that by 2026, the quality of teaching and learning will have resulted in:

- 55% of Year 13 students gaining UE
- 40% of all Ōtāhuhu College leavers attaining the UE Standard
- No significant gap between the outcomes for Māori or Male students.

2025 Annual Targets are:

Year 10 CAA Results			
	Reading	Writing	Numeracy
2025 Target	32%	29%	23%
2024	25% (57/225)	22% (50/225)	16% (36/225)

- 90% of Year 11 students gain Numeracy
- 81.6% of Year 11 students gain Literacy

Year 12 UE Literacy			
	UE Reading	UE Writing	UE Literacy
2025 Target	56.6%	48.7%	39.5%
2024	49.6%	41.7%	32.5%
2023	31.5%	41.4%	23.2%
2019	34.2%	36.8%	25.3%

- Overall Internal Pass rate of 86% with Merit and Excellence rate of 34%
 - Year 12 Internal pass rate 84%, Merit and Excellence 33%
 - Year 13 Internal pass rate 90%, Merit and Excellence 34%
- Variation of pass rates for internal standards less than 15%.

Level 2 Externals		
Year	Pass Rate	Merit and Excellence Rate
2025 Target	59%	26%2
2024	52.9%	19.2%
2023	51.9%	20.7%
2019	59.8%	21.8%
Level 3 Externals		
Year	Pass Rate	Merit and Excellence Rate
2025 Target	62%	26%
2024	54.9%	19.2%
2023	52.1%	20.7%
2019	59%	21.8%

- 67% of Year 12 students gain Level 2
- 46% of Year 13 students gain University Entrance.

Academic achievement will be improved ultimately by the quality of teaching. However, this section will focus on the tracking and systems we will put in place to ensure students are achieving.

In terms of Level 1 Literacy, students will be identified at the start of the year and then tracking processes put in place ensure they gain literacy by the end of Year 11. We will also identify students in Year 12 and 13 who do not have Literacy. All Year 10s will undergo the NCEA Corequisite exams for literacy and numeracy. Year 12 students will have a scheduled UE Literacy workshop in Term 4 to assist in completing their UE Literacy requirements. Teachers of Year 12 subjects which carry UE Literacy (mainly externals) will stress the importance of gaining UE Literacy, this will also tie into improving examination results.

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Monthly curriculum committee meetings will begin with an analysis of the results across the school to date, the identification of trends and variations below the targets. Professional development will also be included in these meetings with a case study approach utilised. From this action plans will be drawn up to improve outcomes for students.

Improving external examination rates will be a focus from the start of the year, with both timing of internals and high expectations for externals evident in classes.

Class sets of year 9 and 10 books will be marked weekly by senior management. Feedback will then be given to teachers on strengths and areas to improve on. Focus areas will be consistency, writing, organisation and feedback (teacher, peer and self) evident in books.

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Teaching and Curriculum Development

Strategic plan goals are that by 2026 these focus areas will have resulted in:

- *95% of teachers being assessed as knowing their subject well or better by their students*
- *95% of teachers rated good or very good by their students.*
- *Longitudinal pathways in each subject so that students have the knowledge and skills to gain UE in that subject.*
- *Application to Ministry of Education for Year 7 and 8, and implement Year 7-13 programme when approved.*

2025 Annual Targets are:

- 95% of teachers being assessed as knowing their subject well or better by their students.
- 75% of students rate the quality of teaching as good or very good by their students.
- Teacher Intern programme continues and further developed.

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Our Campus: Built Environment

Strategic plan goals are that by 2026:

- *Renovation of central heritage section of M Block*
- *Relocation and upgrading of Wharenuī*
- *Renovation of A Block*
- *Building of new class room blocks on east and west wing of the heritage M Block*
- *Landscaping of grounds.*

2025 Annual Targets are:

- Building and opening of new Whare
- Landscaping completed:
 - Upper Courts
 - Eastern Fence
 - Walk way to Reception
- Continue working with Ministry around renovation of M Block.

Ongoing negotiation and working with the Ministry regarding M Block.

Management of Whare project, with it being opened and completed this year.

Liaising with Watershed to ensure completion of work on landscape and management of improved property.

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A Culture of High Performance

Strategic plan goals are that by 2026, a culture in high performance will have resulted in:

- *10 or more scholarships across three or more subjects*
- *Ōtāhuhu College staff well regarded and being recruited for leadership roles.*
- *Auckland and National titles being won at team and individual level*
- *International tour implemented on triannual basis.*

2025 Annual Targets are:

- 10% Excellence Rate in Level 2 Externals
- Netball top 4 in Senior A competition
- Rugby 1stXV Top 4 in 1B competition
- 5 Scholarships in 3 subjects.

Emphasis on improving external results, will be a focus for both staff and students. This will also need to incorporate a change of culture towards achieving high grades across the Board, we will look at how we can incentivise this throughout the year.

Ongoing professional development for staff available to improve scholarship outcomes.