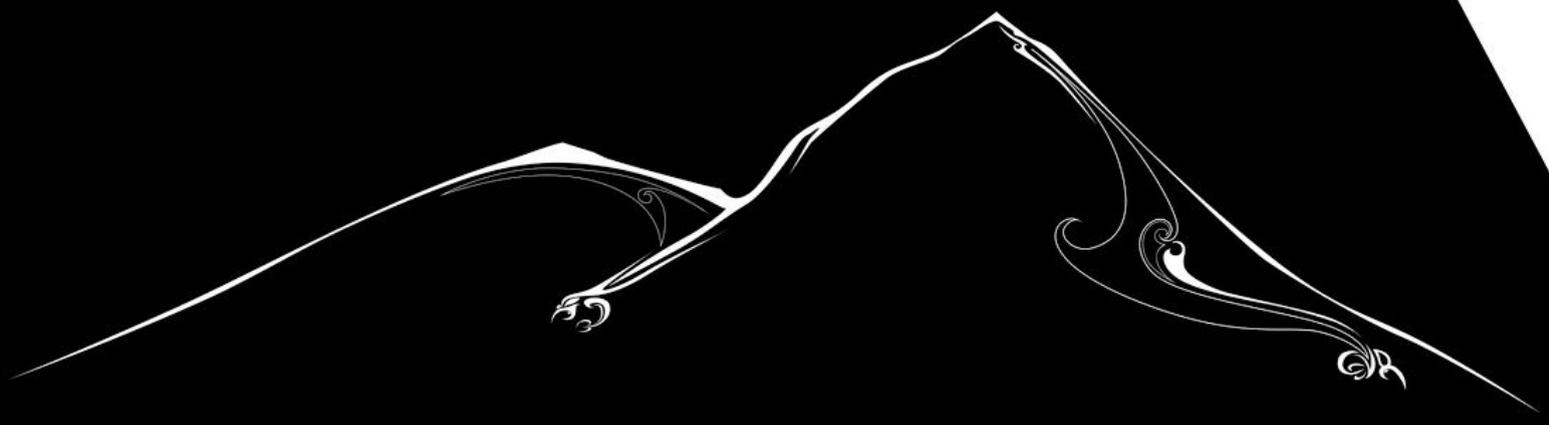




Charter Strategic Plan Annual Plan 2020

Mount Hutt College Te Kura o Opuke

Thriving Learning Community





Our Charter

Mount Hutt College - Te Kura o Opuke

Introduction

The Board has the responsibility to develop strategic educational direction from Year 7-13 at Mount Hutt College. The legal responsibility of Boards of Trustees around governance and management is determined by Section 75 and 76 of the Education Act 1989.

- **Governance**

The Board emphasises strategic leadership rather than administrative detail, has a clear distinction of Board and staff roles, concentrates on the future rather than the past or present, and is proactive rather than reactive.

- **Management**

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal, or Acting Principal.

- **Recognising New Zealand's Cultural Diversity-NAG 1(e)**

The school will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. In recognition of this we will take reasonable steps to provide instruction in tikanga (Māori culture) and te reo (Māori language).

To achieve this, the school will:

- Incorporate elements of tikanga and te reo into units of work across all areas of the curriculum.
- Offer opportunities for individual student and staff development in te reo as required.
- Use everyday greetings from the Māori language.
- Encourage the establishment of signs around the school in both English and Māori.
- Ensure there are adequate resources to support tikanga and te reo programmes.



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Our Charter

Mount Hutt College - Te Kura o Opuke

- **Commitment to Māori- NAG1(e)**

The school recognises that Māori students face barriers to achievement additional to those faced by other students. The reasons for this are complex, and are both historical and current.

We believe that the additional barriers faced by Māori students can only be addressed effectively in partnership between the school and its Māori community. That partnership must work to make the principles of the Treaty of Waitangi a reality at both schools and give Māori students the same benefits of participation in education as other students.

The school also recognises that Māori language and culture has an intrinsic importance to New Zealand society, which is over and above the contribution made by other cultures. The schools are determined to reflect that importance.

The Board is committed to building, and playing an active part in, the partnership with our Māori community, and to resourcing decisions made in partnership.

- **National Education Goals and Priorities**

Mount Hutt College endorse the National Education Goals and the National Education Priorities and recognise the legislative requirements set out in these.



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Our Charter

Mount Hutt College - Te Kura o Opuke

The College and its Community

Mount Hutt College

Mount Hutt College is a state rural, coeducational Year 7-13 College of 480 students. It is set in attractive grounds in Methven, not far from Mt Hutt ski field, and serves a predominantly rural community.

A District Bus Scheme provides transport for about half of the school's population, and due to rapid growth in 2007 an Enrolment Scheme was implemented at the direction of the Ministry of Education. Since then the roll has stabilised at just under 500 students

A full range of curricular and extracurricular activities occur in the school, which has a tradition of performing well in all areas of its operation – academic, cultural, sporting and social – strong community links support all school activities.

The College continues to look at ways to meet the needs of its students and develop their aspirations. It uses technology in the form of NZnet to allow distance education. It has strong GATEWAY, STAR and Vocational Pathways programmes. In 2015 an Agricultural Academy was started and we work closely with the Primary ITO to deliver this programme.

It is a BYOD (bring your own device) school. These devices are used when appropriate.

There is a range of contributing schools from all around Mid-Canterbury. Contributing schools include but are not limited to:

- Our Lady of the Snows
- Chertsey
- Mt Somers Springburn
- Lauriston
- Methven Primary
- Mayfield
- Dorie
- Rakaia



Thriving Learning Community



Our Charter

Mount Hutt College - Te Kura o Opuke

School Demographic Info

Location	Methven (updated September 2019)
Decile Rating	9
Teaching Staff Roll generated	34.9
Number of teachers	38
Number of foreign fee paying students	11
Ethnic composition	Pakeha 71% Maori 10% Other European 9% South East Asian 7% Other Asian 1% Pacifica 1% Other 1%



Thriving Learning Community

Gender Composition	Female 222 Male 241
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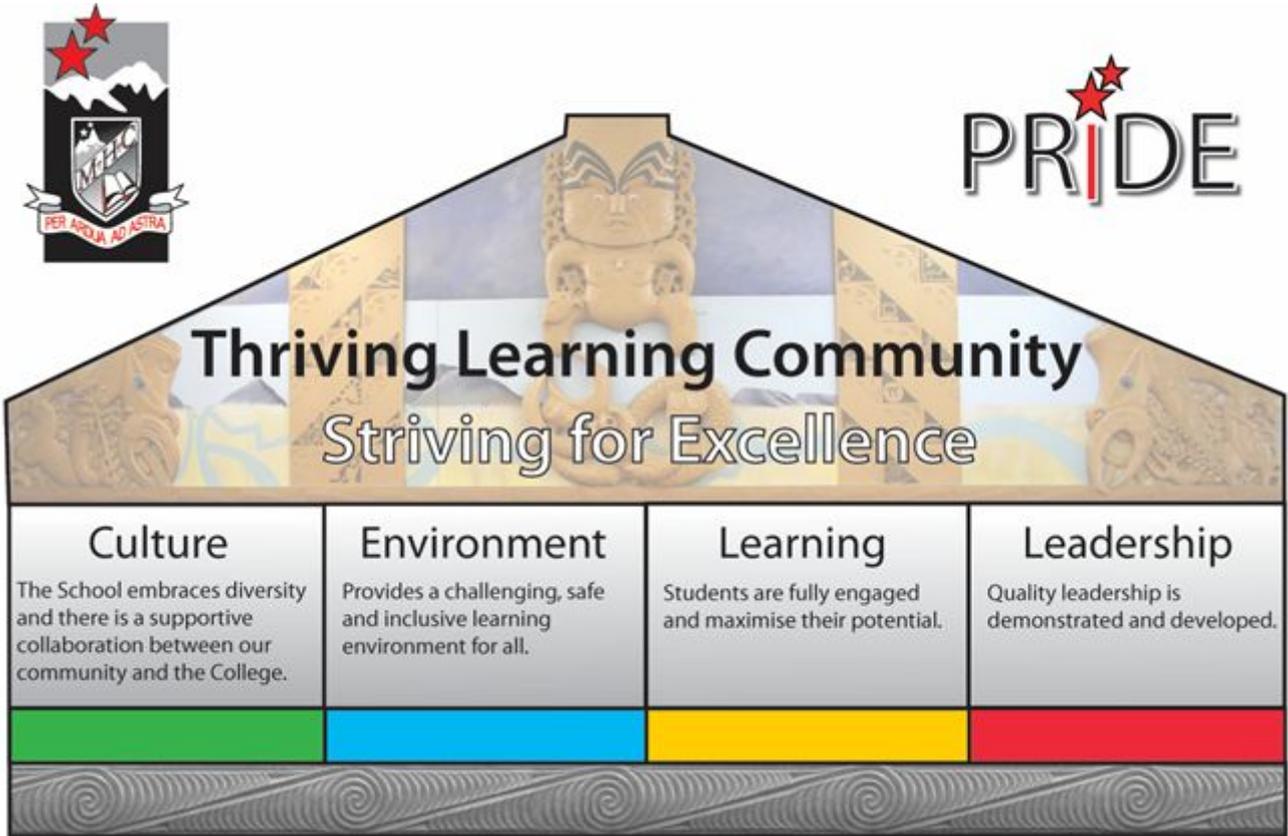


Our Charter

Mount Hutt College - Te Kura o Opuke

Vision

Following consultation with students, staff and the broader community during 2014 the joint board of Mount Hutt College and Lauriston developed a compelling vision of a Thriving Learning Community to express the desired future state of our schools. Our vision statement encompasses four domains that provide context and focus for the development of our strategic goals and define the criteria against which we measure success:



Thriving Learning Community



Our Charter

Mount Hutt College - Te Kura o Opuke

Culture:

- Our school embraces diversity and there is collaboration between our community and our school. When all students and staff feel valued and respected, when the principles of the Treaty of Waitangi are upheld, and when the wider community is actively involved to provide greater choice and opportunity for richer learning experiences, then we will have achieved success in this domain.

Environment:

- Our school provides a challenging, safe and inclusive environment for all. When the school is effectively resourced to meet the needs of all learners, and when all students and staff feel both their physical and emotional wellbeing are of paramount importance, then we will have achieved success in this domain.

Learning:

- Our students are fully engaged and maximising their potential. When all parents/caregivers/whānau take an active interest in their child's or children's education, and when the strengths and talents of all students have been identified and developed so they are achieving in all aspects of the NZ curriculum, then we will have achieved success in this domain.

Leadership:

- Quality leadership is demonstrated and developed. When our school is resourced with great teachers and staff who connect with students, inspire a love of learning and have a commitment to our vision, and when our schools have a responsive approach to implementing best practice for learning, then we will have achieved success in this domain.



Thriving Learning Community



Our Charter

Mount Hutt College - Te Kura o Opuke

Ōpuke Kāhui Ako

Mt Hutt College is an active member of the Opuke Kāhui Ako. The Opuke Community of Learning consists of nine schools based around the foothills of Opuke (Mt Hutt) and along the plains bordered by the Rakaia River. There is one secondary school (Mt Hutt College), five full primary schools (Mayfield, Mt Somers-Springburn, Our Lady of the Snows, Rakaia and Dorie), and three contributing primary schools (Methven, Lauriston and Chertsey). In all, the schools cater for 1,362 students, 91 teaching staff, and eight proactive and dedicated Boards of Trustees. The schools are extremely well supported by their whānau and wider community who value education for their tamariki. Schools within our Ōpuke Community hold strongly to the belief that the learner is at the heart of the matter. Our kaupapa is focused on embracing the strengths within our communities. These include our whānau, boards, staff, and wider community. These connections will enable us to grow capacity and accelerate achievement. Our constant focus is “what impact will this have for our learners?”

In 2019 the Ōpuke Kāhui Ako developed a wider strategic vision as part of a community wider consultation. As a result of this the wish framework was developed identifying four key strategic threads for the Kāhui over the next 5 years.

These threads include:

W	<i>Whanaungatanga</i>	Strengthening partnerships
I	<i>Innovation</i>	Developing learners for today
S	<i>Student Agency</i>	Empowering our learners
H	<i>Hauora</i>	Strengthening wellbeing



Thriving Learning Community



Our Charter

Mount Hutt College - Te Kura o Opuke

Charter and Reporting

The board expects this charter document will become increasingly relevant and integrated into day-to-day operations and decision making.

This charter presents medium-term (i.e. 3-5 year) strategic goals which have been developed to achieve our aspirational vision of a Thriving Learning Community. We have intentionally rationalised our strategic goals to just two or three goals to provide focus and clarity for our principals and their respective teams. Strategic goals will normally address elements across multiple domains – the view here being that the more domains a goal addresses the more quickly we advance towards our vision. Strategic goals will be reviewed annually by the Board (with student, staff and community consultation where necessary) to ensure they remain relevant. Where a shift in focus is required following either self-review or externally imposed changes our strategic goals will be amended accordingly.

Strategic goals are further broken down into annual goals to provide a framework for the principal's reporting during an academic year. For annual goals, the principal will define deliverables, measures, targets and associated review dates, and assign responsibilities.

Our vision of a *Thriving Learning Community* is very effectively complimented by the long-standing mottos that have presided over our school for many years- '*Striving for Excellence.*' Furthermore, the established school values embodied by the acronyms of PRIDE (at Mount Hutt College) define behaviours and attributes that are essential to the realisation of our collective vision.

Alignment

The development of the WISH framework by our Kāhui Ako in 2019 has made us consider the alignment of our strategic threads alongside WISH and how to ensure alignment so that the work of our students, staff, whānau and wider community fit together.

The subsequent alignment is outlined in the Strategic Goals section of our Charter.



Thriving Learning Community



Our Charter

Mount Hutt College - Te Kura o Opuke



P	Passion	<ul style="list-style-type: none"> - Be enthusiastic and committed to learning - Be proud of our school - Look after each other and the environment
R	Respect	<ul style="list-style-type: none"> - Respect the rights of all to learn in the class - Be polite and respectful to all - Respect tidiness of all learning environments - Respect yourself
I	Integrity	<ul style="list-style-type: none"> - Be honest. Follow the school systems - Take pride in doing your best - Act responsibly when something is wrong
D	Diversity	<ul style="list-style-type: none"> - Recognize and understand differences: talents, culture and religion - Celebrate the successes of others in all areas of school life
E	Excellence	<ul style="list-style-type: none"> - Aim for the very best in all you do- "be the best you can be!" - Always exhibit our PRIDE values



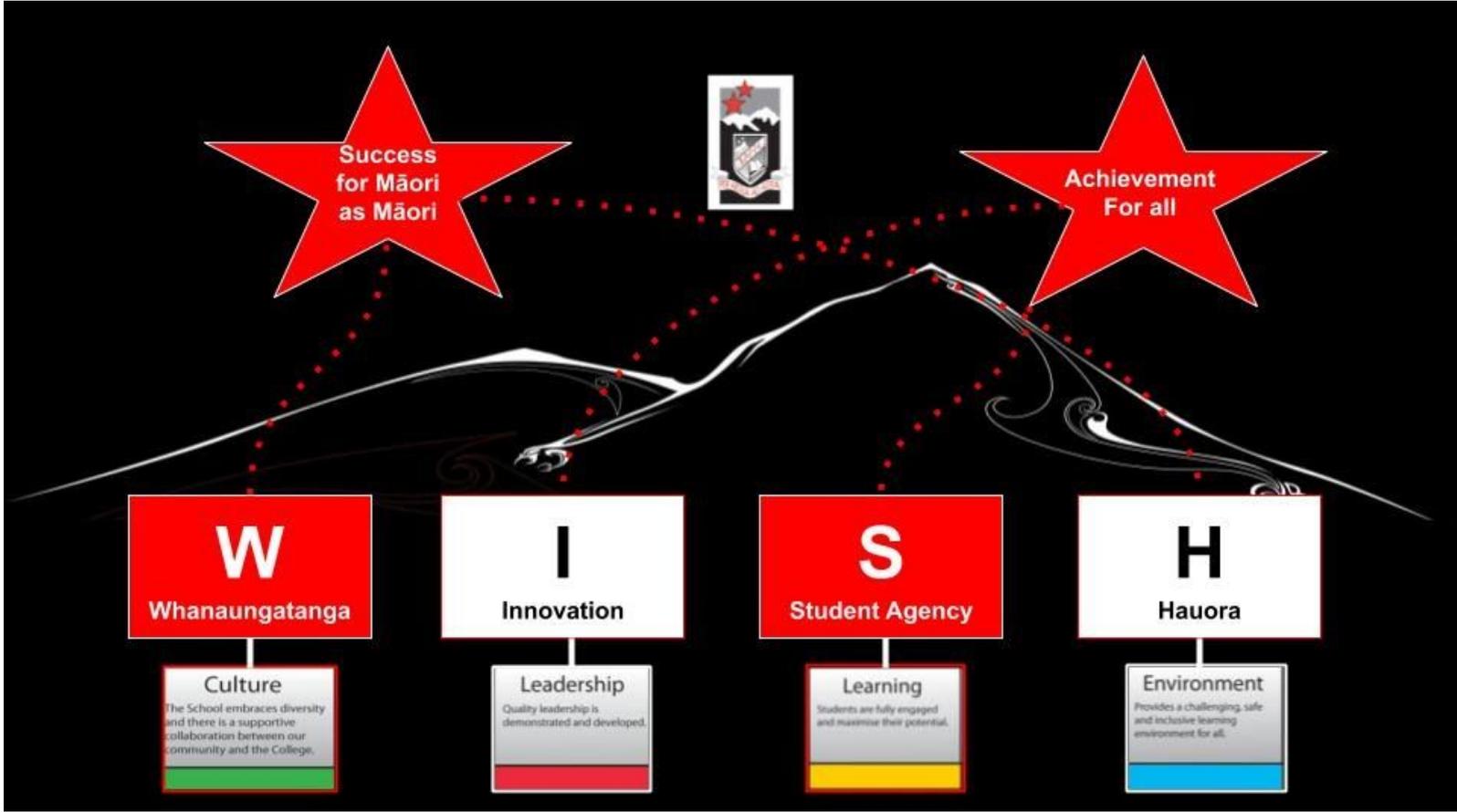
Thriving Learning Community



Our Strategic Goals

Mount Hutt College - Te Kura o Opuke

Alignment of Kāhui and School Strategic Priorities 2020



Thriving Learning Community



Our Strategic Goals

Mount Hutt College - Te Kura o Opuke

Strategic Framework 2020

WISH		What we will do...		Enablers	Output	Outcomes
W	Whānangatanga Strengthening partnerships	Strengthen our bicultural partnership	Strengthen communication with whānau	Strengthen Collaboration Strengthen Communication Consistent Messaging Build Sustainability	Develop Graduate Profiles	Year 11-13 Achievement Quality Vision 2021 Review
I	Innovation Developing learners for today	Integrate the Digital Learning Curriculum into our school	Strengthen transitions throughout the school			
S	Student Agency Empowering our learners	Further develop Student Leadership	Implement Project Based Learning- Ōpuke Time			
H	Hauora Strengthening Wellbeing	Internal Review of Manaaki	Support the work of the Wellbeing group in initiating change to support Wellbeing.			



Thriving Learning Community



Our Strategic Goals

Mount Hutt College - Te Kura o Opuke

Vision 2021

In 2019 the appointment of a new Principal and the formal split of the combined Lauriston/ Mt Hutt Board provided us with a platform to reconsider the future direction of the school. As a result, the Board of Trustees has decided to embark on a major community consultation in 2020, Vision 2021, to help us capture the voice of our students, staff, whānau and wider community.



Community Consultation 2020

Date:	What is happening?
November 2019	Staff Focus Group
December 2019	Staff Focus Group
February 2020	Student Focus Group
March 2020	Community Focus Group
April 2020	Synthesis of Results/ Survey
June 2020	Draft Charter/ Strategic Plan released for consultation.

Consultation Focus Areas:

1. What does a thriving learning community look like at Mount Hutt College?
2. What are the elements that make us unique, as a school and community, that we should be looking to leverage more?
3. What are the most valued outcomes/ learning that will enable our students to flourish in the 21st century?
4. What skills, attributes, capabilities and qualifications do you think a Year 13 Leaver should be leaving Mount Hutt College with?



Thriving Learning Community



Our Improvement Strategy

Mount Hutt College - Te Kura o Opuke

Managing School Improvement

Both the school and our wider community are committed to ensuring that strategies and action around school improvement are evidence informed, deliberately paced and sustainable. To ensure that school improvement is deliberately paced and sustainable the Board of Trustees and the Leadership Team have developed a school improvement framework that we use to guide our thinking. This framework has been developed around our PRIDE acronym.

P	Purpose	<i>Why change? What needs strengthening? How will we know that we have been successful?</i>
R	Readiness	<i>Preparing for change? What structures and processes need revising? How do we support staff readiness?</i>
I	Implementation	<i>Implementing the key strategies and actions</i>
D	Development	<i>Reviewing implementation, what has worked, what hasn't. Further developing.</i>
E	Evaluation	<i>Was it successful? Reviewing the actual outcomes vs. expected outcomes. Next steps.</i>

The Board of Trustees, Staff, Students and wider community are committed to using collaboration as a key vehicle to:

- Build a narrative of what is happening for learners within our kura
- Developing approaches to strengthen dimensions of the school
- Evaluating the effectiveness of these approaches *How has it impacted our learners*



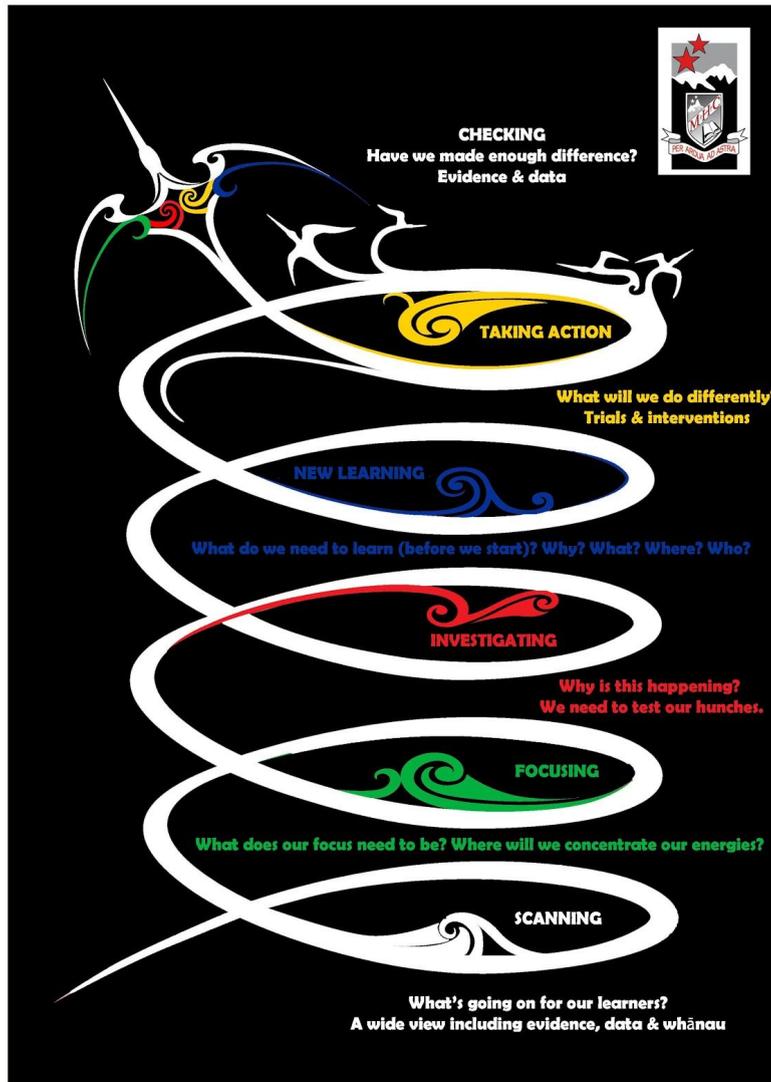
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Our Improvement Strategy

Mount Hutt College - Te Kura o Opuke

A school evaluation framework has been set-up to support our teams: students, staff, whānau and wider community to build an understanding of what is happening in the school and, based on the evidence, to identify next steps. This framework can be accessed by clicking [here](#).



Thriving Learning Community



Our Annual Plan

Mount Hutt College - Te Kura o Opuke

- NOTE: The Annual Plan has been reviewed post lockdown. The purpose of the review was to consider narrowing the lens around 2020 and what was important. As a result of this review- the BOT, Leadership Team and Staff agreed that the two key outcomes listed in the Strategic Framework: Year 11-13 Achievement/ Vision 2021, would represent the overarching focus for the remainder of the year.

Overarching Focus #1: Improve achievement outcomes for MHC learners

Key Improvement Strategies				
What?	Actions (explicit)	When?	Who?	Monitoring and Indicators of Success
Increase overall achievement (quantity) at NCEA Levels 1-3	- Form an achievement focus group.	Term 2	CA/ ML	Milestone reports from HOF looking at progress.
	- Focus group to develop an action plan for increasing achievement in 2020.	Term 2	CA/ ML	
	- Review our existing systems and consider how we can strengthen student/ whānau agency.	Term 2	GO/ SA	Monthly reports to the BOT highlighting progress around the key actions. Tangible improvements in NCEA results across Levels 1-3 in 2020.
	- Strengthen data gathering/ use processes in the school.	Term 3	GO/ SA	
	- Use school messaging platforms to provide clear expectations, and inspiration, around achievement.	Terms 1-4	SA	
	- Consolidate tracking processes/ practice.	Term 3	GO/ SA	



What?	Actions (explicit)	When?	Who?	Monitoring and Indicators of Success
Increase the % of Merit/ Excellence endorsements at NCEA Levels 1-3	<ul style="list-style-type: none"> - Form an achievement focus group. - Focus group to develop an action plan for increasing achievement in 2020. - Review our existing systems and consider how we can strengthen student/ whānau agency. - Strengthen data gathering/ use processes in the school. - Use school messaging platforms to provide clear expectations, and inspiration, around endorsements. - Consolidate tracking processes/ practice. 	<p>Term 2</p> <p>Term 2</p> <p>Term 2</p> <p>Term 3</p> <p>Term 1-4</p> <p>Term 3</p>	<p>CA/ ML</p> <p>CA/ ML</p> <p>GO/ SA</p> <p>GO/ SA</p> <p>SA</p> <p>GO/ SA</p>	<p>Milestone reports from HOF looking at progress.</p> <p>Monthly reports to the BOT highlighting progress around the key actions.</p> <p>Tangible improvements in NCEA results across Levels 1-3 in 2020.</p>
<p>Build a picture of achievement at Year 7-10.</p> <p>Key considerations:</p> <ul style="list-style-type: none"> - What are the valued outcomes for our Year 7-10 learners. - How do we know how our students are tracking against the identified outcomes. 	<ul style="list-style-type: none"> - Carry out a review of assessment practices at Years 7-10 at MHC. - Review findings to guide the next steps. - Develop a graduate profile as part of the consultation cycle. 	<p>Term 3-4</p> <p>Term 4</p> <p>Term 2-3</p>	<p>GO/ SA</p> <p>GO/ SA</p> <p>BOT/ SA/ Student Leaders</p>	<p>Monthly reports to the BOT highlighting progress around the key actions.</p> <p>Review completed.</p> <p>Action Plan developed.</p>



Overarching Focus #2: Vision 2021

Key Improvement Strategies

What?	Actions (explicit)	When?	Who?	Monitoring and Indicators of Success
Complete a full consultation with our wider community around the future direction of the school.	<ul style="list-style-type: none"> - Form a steering group including students, staff and community. - Develop a plan for the consultation. - Create short videos to introduce the key focus areas for the consultation. - Use the videos, surveys and focus groups to canvas the community. 	<p>March</p> <p>April</p> <p>June</p> <p>July</p>	<p>SA</p> <p>SGP</p> <p>Student Leaders</p> <p>SGP</p>	<p>Monthly reports to the BOT highlighting progress around the key actions.</p> <p>Consultation Completed</p>
Synthesize the findings from the consultation and develop a revised Charter and Strategic Plan.	<ul style="list-style-type: none"> - Steering group to complete an initial synthesis of the findings. - Steering group to present the initial synthesis to the BOT. - Both groups to hold a wānanga to develop a draft Charter, Strategic Plan and Graduate Profile. - Draft documents released for feedback. - Charter, Strategic Plan and Graduate Profile are ratified by the Board of Trustees. 	<p>August</p> <p>August</p> <p>Sept</p> <p>Sept</p> <p>October</p>	<p>SGP</p> <p>SGP/ BOT</p> <p>SGP/ BOT</p> <p>SGP</p> <p>BOT</p>	<p>Monthly reports to the BOT highlighting progress around the key actions.</p> <p>Charter, Strategic Plan and Graduate Profile are approved by the BOT</p>



Theme: Whanaungatanga

Strategic Priority: Strengthening Partnerships

Improvement Plan

To access the Action Plan for Whanaungatanga please click here:

<https://drive.google.com/open?id=1y0k-e147V66inO9da0OblfEcP0Lf6AVrC3VaAYnfyWk>

Theme: Innovation

Strategic Priority: Developing learners for today

Improvement Plan

To access the Action Plan for Innovation please click [here](#):

Theme: Student Agency

Strategic Priority: Empowering our learners

Improvement Plan

To access the Action Plan for Student Agency please click [here](#):

Theme: Hauora

Strategic Priority: Strengthening Wellbeing

Improvement Plan

To access the Action Plan for Hauora please click here:



Thriving Learning Community