

SUB-DOMAIN NELSON COLLEGE CHARTER 2018 - Achievement for Maori

Strategic Objective	Key Priorities 2018-2021	Systems and Processes
<p><i>Maori students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.</i></p>	<p><i>An increase in student retention and achievement for this target group. (To bridge the gap, which currently exists between Maori and other cohorts.)</i></p> <p><i>Develop systems and processes that establish baseline data which informs strategic planning for Maori student achievement.</i></p> <p><i>Comparison of measured achievement against that baseline is recorded and the value of planned interventions determined.</i></p> <p><i>Departmental monitoring, differentiation and reporting targets are set, implemented and the outcomes evaluated to determine the impact on Maori student achievement and retention</i></p> <p><i>Set staff professional development targets that impact on Maori student achievement.</i></p>	<p>Develop a reliable, robust and sustainable system which supports students who identify as Maori when they first enrol at Nelson College. (2018)</p> <p>Establish baseline retention and achievement data for Maori for the years 2012-2017. This data to be regarded as reliable, robust and able to be used in longitudinal analysis for future target determinations. (2017-2018)</p> <p>Identify the cultural / academic & support barriers to</p> <ol style="list-style-type: none"> a) To improving retention to Yr 13 for Maori students. b) To attaining the achievement levels for Maori which are comparable to those of the rest of the College student population. (2018/2019) <p>Establish a system of monitoring and tracking within the junior school for students identified as Maori. (2018)</p> <p>Establish a mentoring programme which has clear intervention protocols in place, human resources allocated and measureable outcomes explicitly determined with the aim to assist Maori students to identify as Maori and achieve as Maori and attain the highest standards of academic excellence. (2018)</p> <p>Develop a template for reporting Maori achievement in department reports. This template must</p> <ul style="list-style-type: none"> • ensure consistency between departments • detail monitoring/tracking methods. • describe any differentiation of curriculum and/or pedagogy specifically addressing and/or supporting Maori achievement. • report progress on the impact of any interventions and detailing ‘next steps’. (2018/2019) <p>Staff meet all TRC criteria, assist in setting department goals and develop their own individual professional goals that directly improve educational achievement and retention to Year 13 for Maori.</p>

	<p><i>Human and physical resources will be put in place to support this strategic objective.</i></p>	<p>Individual staff professional goals should not just focus on tikanga but also on specific monitoring/tracking/mentoring /differentiation strategies which seek to support the strategic objective of this Domain. (2018/2019)</p> <p>Human and systems resources to include</p> <ul style="list-style-type: none"> • Mentoring & tracking system in place (year levels to be added in successive years (2018 Year 9 & possibly Year 10) • Whanau adult support aide (s) in place (one in 2018) • Community support networks to be established (Term 1 2018 – hui) • Runanga matua to be part of the overall planning, development and implementation of holistic systems which support the strategic objective of this Domain. (2018/2019) <p>Establish a Strategic Planning Group to develop Annual Targets and outcomes which support this strategic objective and this group to drive their implementation and review.</p>
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Whaia te iti kahurangi – Taking Action (Achieving Potential) Nelson Community of Learning

- Develop a consistent shared definition within schools and across sectors of Maori students enjoying educational success as Maori
 - Develop a consistent shared definition within schools and across sectors of students with special education needs (using a range of cultural lenses)
 - Develop a consistent shared definition within schools and across sectors of gifted and talented akonga/students (using a range of cultural lenses)
 - Co-construct a graduate profile with Maori whanau, pasifika fono and ELL parents
 - Students at and above are motivated learners and achieving their full potential academically
 - Akonga/Students with special education needs are motivated learners and achieving their full potential academically
 - ELL students are motivated learners and achieving their full potential academically
 - Consistent progress and improved literacy and numeracy results
 - Increase the retention and achievement of senior Maori secondary students to ensure they have the ability to make a successful transition from school to tertiary study, training or employment.
- The Nelson City CoL will meet each term to monitor and evaluate the progress towards meeting the achievement challenge. A report will be shared with each Board of Trustees.