

Te Kura o Tititea Mount Aspiring College Strategic Plan 2025

OUR KAUPAPA Gifted to us by Kai Tahu	Toitū te whenua, toitū te tangata The land is strong, the people are fulfilled.
VISION	To be an inclusive and sustainable learning environment, inspiring our learning community to be creative, curious, courageous, and compassionate.
VALUES Our values represent what we stand for as a school community and inform how we treat ourselves, each other, and our environment.	Whanaungatanga: we create strong relationships that foster a unique sense of belonging and support for each other. Manaakitanga: we respect each other and our environment. We act with integrity and are proud of ourselves and our school. Tikanga: we understand and accept each other, and our behaviour reflects this. Our diversity is a strength. Aroha: we act with empathy, compassion and kindness. Ihi: we grow resilience through our determination and commitment to do our very best. Kaitiakitanga: we strive to live sustainably by protecting our unique environment.
LEARNING HABITS Dr Michael Fullan's Learning Habits equip our students with the skills and capabilities they need for their future pathways.	Citizenship: human and environmental sustainability in a global context. Tackling real world problems. Creativity: asking the right inquiry questions to generate new ideas. Taking action to improve lives and make change. Critical thinking: evaluating information and arguments, and applying and assessing it in the real world. Communication: knowing when and how to communicate with a range of audiences for a purpose. Character: being an independent life-long learner. Collaboration: using interpersonal skills to effectively learn from and work with others. Understanding each other's strengths and perspectives.
MAC LEAVER PROFILE We aspire for our students to graduate equipped with	Mastery: Being able to master the skills and capabilities needed to strive for one's personal best. Using knowledge and skills to problem-solve, create, and innovate.

<p>the skills and self knowledge to contribute to and flourish in a complex world.</p>	<p>Attitude: Having respect and confidence in self and others, and having a sense of purpose. Acting with integrity, and making the most of opportunities.</p> <p>Citizenship: Celebrating diversity, being inclusive, and having the courage to do the right thing at the right time. Being connected to the community.</p>
<p>TARGETS</p>	<p>Engagement, Achievement, and Wellbeing:</p> <ol style="list-style-type: none"> 1. <i>Years 7-10 - students will improve their literacy and numeracy skills and be at the expected curriculum level.</i> 2. <i>Year 10 students will be ready to achieve the NCEA level 1 literacy and numeracy co-requisites.</i> 3. <i>Students who are completing NCEA</i> <ul style="list-style-type: none"> - All year 11 students will achieve NCEA level one - 95% of students enrolled in an NCEA level 2 course will achieve NCEA level 2 - 90% of students enrolled in an NCEA level 3 course will achieve NCEA level 3 - Merit and Excellence endorsements will be a focus. 4. <i>Attendance rates at school will be 90% for all students.</i> 5. <i>Most students will engage in activities outside the classroom.</i> <p>Teaching and Learning:</p> <ol style="list-style-type: none"> 1. <i>Whole-school Review ERO focus (2025-2027)</i> <ul style="list-style-type: none"> • continue to develop learners' writing to enhance engagement and achievement across the curriculum to develop rich learning tasks which engage students and support skill development • support teachers' professional learning and development to embed the NZC's essential teaching practices, in order to sustain and enhance learner engagement and achievement • ensure that the refreshed curriculum is embedded to support student learning and engagement and allows learners to further develop their knowledge of the local curriculum and te ao Māori • sustain regular attendance.

STRATEGIC GOALS				
HOW WE TEACH		<ul style="list-style-type: none">- To understand and implement the five essential pedagogies from Te Mātaiaho (NZC)- Literacy and numeracy skills are taught across the curriculum areas.- To embed a common unit plan across all learning areas- Professional Growth Cycle for teachers: that we use this process to reflect on our practice and set goals around actions which will improve outcomes for students.- That our curriculum planning, assessment and reporting will adapt so that we transition from curriculum levels to the progressions, as per the changes to Te Mātaiaho (NZC)		
WHAT WE TEACH		<ul style="list-style-type: none">- To implement Te Mātaiaho (NZC): the big ideas and the ‘understand, know and do’ for each subject area (as each curriculum is refreshed)- To embed our learning habits (key competencies/NPDL) and school values into our learning programmes- To ensure that each learning area has a focus on our local curriculum and utilise the expertise in the community- NCEA - keep up to date with changes and preparation for NCEA level 2		
HOW WE ENGAGE		<ul style="list-style-type: none">- To ensure that our vision and values are made explicit in all contexts at the college- To implement changes and continue to review reporting to ensure we are effectively communicating to parents and whānau where their child is at with their learning- To effectively use data to track, monitor and provide effective interventions for students to engage in their learning- To continue to develop a strong house culture through peer support, leadership opportunities and whānau time, to ensure that we are growing effective relationships to support students- To ensure that our school systems support the wellbeing of staff and students, and embed our plan for ‘Being Well at MAC.’- Whānau: school wide plan is developed and embedded to support students during their time at the College in terms of academic and pastoral tracking.- Systems and procedures are effective in enhancing student attendance in order to meet our target.		
SYSTEMS THAT SUPPORT OUR PRACTICE				
Restorative Practices	Te Tiriti o Waitangi Culturally responsive and sustaining, high expectations	Professional Learning: Inquiry	Inclusive Practices Numeracy and Literacy Support Kitenga	Professional Growth Cycle