



2024-2026

Spotswood College

Whakapapa

*Ka hono, ka whakapakari,
ka whakaaweawe.
Poipoia te kākano kia puawai*

"We connect, we strengthen, and we inspire each other to achieve personal excellence."



**Review of the previous Charter and Strategic Plan was undertaken in 2023.
This review included:**

- An internal review based on the Education Review Office (ERO) Framework
- Range of student, whānau voice collected and analysed
- Partnership with ERO in developing a focus for evaluation 2022-2024
- Literature review of the National Education Learning Priorities (NELPS)
- Wānanga with our hapū and iwi

**Consultation was undertaken in various ways including surveys, discussions
and wānanga with a number of different stakeholders including:**

1. Board of Trustess
2. Senior Leadership Team
3. School Staff
4. Students (across all year levels)
5. Whānau
6. hapū and Iwi

Review and Consultation.....	1
About Us.....	2-3
School Characteristics & Curriculum.....	4
Community and Educational Partnerships.....	5
International Programme.....	6
Achievement Goals.....	7
Kawa - Our Vision and Tikanga.....	8-9
Strategic Overview.....	10
Charter Goals 2024-2026.....	11
Strategic Plan 2024-2026.....	12-15
Pastoral Care and Student Support.....	16
Future of Learning and Work.....	17

About us



Ko Tokomaru te Waka
Ko Taranaki te Maunga
Ko Herekawe te Awa
Ko Te Atiawa te Iwi
Ko Ngāti Te Whiti te hapū
Ko Te Kura Tuarua O Ngāmotu te kura

Our canoe is Tokomaru
Our mountain is Taranaki
Herekawe is the river
Te Atiawa is our Iwi
Ngāti Te Whiti is our hapū
Te Kura Tuarua O Ngāmotu is our
School

In 2019 the school has developed a new vision and new motif, in keeping with the future focus of the school. The Board and senior leadership have led this development.

The motif represents local history and the Indigenous landscape that the school stands in. The Islands are represented in the new motif with Mikotahi represented inside Paritūtū. Flax provides the structure and represents the interweaving of learning in our fresh new curriculum.

Poipoia te kākano kia puawai,

*To achieve personal excellence and build a better world
for tomorrow*

School Characteristics & Curriculum

Historical Foundation and Legacy

Spotswood College, which opened on February 2nd, 1960 with an inaugural roll of 135 students, has long held its motto of “High Endeavour.” This was chosen by the school’s founders to inspire students to strive for excellence in all aspects of their lives. The emblem, originally featuring the Red Lion of Devon—a nod to the English settlers from Devon County who arrived in the region—symbolised both strength for the future and respect for tradition. Today, the school’s updated motif reflects a deeper connection to the surrounding environment, culture, and heritage. Spotswood College shares close ties with Ngāti Te Whiti, with Ngāmotu (New Plymouth) being the ancestral land, or mana whenua, of this iwi.



Evolving Identity and Connection to Ngāti Te Whiti

A new school uniform was introduced for Year 9 students in 2020, incorporating design elements from the updated motif, symbolising the school’s commitment to its evolving identity. The name “Spotswood College” honors the suburb in which the school is located and commemorates the local Spotswood family. The college has longstanding connections to Te Pihipihinga Kakano Mai i Rangiatea, formerly Rangiatea Methodist Māori Girls’ Hostel, whose students have historically attended Spotswood.



Diverse Community and Modern Curriculum Approach

Over the years, Spotswood College has seen significant change—from once being split into two campuses, East and West, to today’s cohesive community of 850+ students. While serving its local community, Spotswood also attracts students from across New Plymouth. The school is made up of around 35% Māori students, 60% Pākehā, and a growing diversity of other ethnic groups, with most Year 9 students coming from nearby intermediates and contributing schools.

Community and Educational Partnerships

Spotswood College aims to be a leader in modern, innovative learning, integrating the resources and values of its local community into its educational environment. With strong connections to iwi, hapū, and whānau, the school fosters a collaborative approach to learning that extends beyond the classroom and strengthens its place within the community. Partnerships with whānau and the wider community are central to the school's mission, which values learning as a collective endeavor.



Special Education, Taranaki Activity Center, Alternative Education

Spotswood College is the fundholder for special Education, and oversees the Taranaki Activity Centre and Alternative Education, serving students across the region. This supports students who benefit from alternative learning environments, providing personalised education tailored to their needs.

Taranaki Outdoor Pursuits and Education Centre (TOPEC)

Spotswood College is also closely connected to the Taranaki Outdoor Pursuits and Education Centre (TOPEC). Year 9 and 10 students participate in residential courses at TOPEC, where they build teamwork and resilience through outdoor activities. Senior students have the opportunity to participate in NCEA-accredited courses and leadership programs through TOPEC, fostering skills in leadership, problem-solving, and resilience.



Digital Integration through BYOD

As a BYOD (Bring Your Own Device) school, Spotswood College embraces digital tools to enhance learning, aiming to prepare students for an interconnected, tech-driven world. This approach allows students to engage with technology meaningfully, fostering digital literacy and adaptability, which are essential skills for future success.



The school follows the MOE term dates and the New Zealand curriculum. The school year is divided into two semesters. Each semester can be divided into two modules. Students pick semester courses for numeracy, literacy, STEAM and Junior Inquiry or Learning Programmes. Below are diagrams showing the school year timetable and an example of the junior weekly timetable, and the senior timetable.

Junior Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy				Learning Advisory
Numeracy				Widening of the Mind
Kai 1				
Impact Inquiry	Learning Programme	Learning Programme	Impact Inquiry	Learning Programme
Kai 2				
Learning Advisory	Hauora		Hauora	Community Connect

Timetable Subject to change

Senior Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Literacy				Learning Advisory
Numeracy				Widening of the Mind
Kai 1				
Learning Programme 1	Learning Programme 2	Learning Programme 3	Learning Programme 4	Learning Programme 5
Kai 2				
Learning Advisory	Learning Programme 4		Learning Programme 5	Learning Programme 2

Timetable Subject to change

As can be seen from these diagrams Spotswood does not follow a conventional timetable structure seen in many secondary schools. The timetable is built around being responsive to student interests, passions and future aspirations. A student can have up to a 2 hour block of time in a day working on an aspect of their learning.

The school has totally revamped its curriculum from the beginning of 2020. The school places the student at the centre of their own learning. The curriculum is personalised to each student. Hence the aim is that each student has their own programme of learning that meets their individual needs, interests and passions. The philosophy underpinning the curriculum design is deep, visible, inclusive learning that is culturally responsive. The curriculum is also underpinned by these 6 core competencies.

Curriculum and Learning Approach

Spotswood College emphasises literacy, numeracy, and digital literacy as foundational skills, supported by inquiry and design thinking, to provide students with rich opportunities for authentic, deep learning. The junior program is structured to offer personalised learning pathways across diverse, tailored programs, allowing Year 9 and 10 students the possibility of accelerated progress into NCEA qualifications.



Teaching and Learning Structure

Since 2020, the school has been on a transformative journey to reshape curriculum and pedagogy, with a focus on deep, visible, and inclusive learning that is also culturally responsive. Previously organised into traditional, separate faculties, teaching teams now collaborate within integrated learning models, moving away from siloed approaches to foster interdisciplinary learning.

Teachers collaborate in learning hubs and engage in ongoing inquiry into their teaching practices. This continuous improvement process includes gathering student feedback to make informed shifts in teaching strategies, ensuring that learning remains student-centered and responsive.

School Leadership and Management

The school's leadership comprises the principal and four senior leaders, each responsible for distinct areas of the school's operations. Reflecting a commitment to transparency and collaboration, most senior leaders work in shared staff spaces rather than private offices.

They use bookable meeting rooms for focused discussions with staff, whānau, and students, reinforcing a culture of openness and accessibility across the school.

Student Leadership

Students are involved in many spheres of school and community life to develop their leadership skills. These can range from prefects/leaders of clubs and courses/sports coaches/leaders of school and community events.

Pastoral Care

Each student belongs to a learning advisory group with an experienced staff member who becomes their personal Pouāwhina (learning adviser) throughout the student's time at the school. This person works in partnership with the student and their whānau. The Pouāwhina provides a caring environment for academic monitoring (tracking progress and achievement) and pastoral mentoring and guidance, and ensures each student is following a robust challenging programme.

Each year level also has a Poutiaki (dean) attached to it. Students also have access to a guidance counselor, public health nurse, youth worker and a careers adviser.

Community Connections

The aim is to have the community at the heart of everything we do, where students can leave with the experiences and qualifications to contribute to New Plymouth, and wider as confident citizens of the world. To do this the school is establishing ways to offer students opportunities with school and community connections.

As a community school that is focused on using community iwi, hapū, whānau and business resources as an integral part of its curriculum and teaching and learning programmes, Spotswood College is working to build many relationships across Taranaki to give students authentic learning opportunities.

The school offers an International Programme which brings students to the school for one month, three months, six months, twelve months and/or long-term, providing students with the opportunity to graduate with New Zealand qualifications.



Achievement

Spotswood College continues to make steady progress across our overall academic measures. While results vary from cohort to cohort the overall trend is positive. Our academic focus over the next three years will see an emphasis on increasing NCEA Levels and University Entrance for all learners, ensuring equity of outcomes for all.

Kawa Our Vision

At Spotswood College, our vision,

“We Connect, We Strengthen, We Inspire Each Other to Achieve Personal Excellence,”

is at the heart of all we do. Guided by our school kawa (ethos), we cultivate a learning environment where connection, collaboration, and cultural respect empower our students to thrive. We strive to foster a school culture where every member feels valued, inspired, and supported to reach their highest potential, and where both individual and collective success are celebrated.

Our commitment to connection ensures that we build meaningful relationships within our school, with whānau, and across the wider community. We believe that through strengthening these bonds, we create a foundation for a safe, supportive, and inclusive learning space where every student is encouraged to explore, learn, and grow.

Tikanga Our Values

At Spotswood College, we are committed to upholding tikanga that reflects our values and honors our responsibility to Te Tiriti o Waitangi.

Our guiding principles —

Manaakitanga (Caring), Whanaungatanga (Relationships), Whakamana (Empowerment), and Pono (Integrity) —

shape our daily interactions, decisions, and goals, creating a supportive and inclusive environment for everyone.

Being Te Tiriti o Waitangi-led, we strive to actively uphold our partnership with tangata whenua, acknowledging the significance of shared responsibility and mutual respect.

Through Manaakitanga, we nurture a caring environment where each individual feels valued and supported.

Whanaungatanga emphasises the importance of meaningful relationships, building connections within our school, with whānau, and throughout our community.

Whakamana reflects our dedication to empowering students and staff alike, fostering a space where everyone has the opportunity to grow and excel.

With Pono, we uphold honesty, respect, and integrity, ensuring a strong foundation of trust within our school community.

These values guide us in creating a learning environment that is respectful, inclusive, and grounded in mutual support, allowing each individual to flourish.

Review of Core Competencies 2024-2025

Our core competencies —

Plan, Engage, Collaborate, Communicate, Create, and Inquire —

are foundational skills that support our students' growth and success. In line with our commitment to continuous improvement, we are undertaking a review of these competencies throughout 2024 and 2025. This review will allow us to ensure these competencies remain relevant, meaningful, and reflective of current educational and community needs. We look forward to launching a refreshed set of competencies in 2026, better aligned with our evolving vision and aspirations for our students' futures.

Targets

Learners at the Centre

Target: Achieve a 10% increase in student engagement levels, measured through regular surveys and feedback, by the end of the academic year.

Quality Teaching and Leadership

Target: Conduct at least one collaborative inquiry per teaching staff member during the school year, resulting in the implementation of innovative teaching methods.

Connected and Inclusive

Target: Establish partnerships with at least three local community organisations and two global educational institutions to enrich the curriculum.

Future of Learning and Work

Target: Develop and implement a mentorship programme connecting students with industry professionals and tertiary education representatives.

1. Learners at the Centre

1.1 Literacy and Numeracy Enhancement:

Establish dedicated data driven literacy and numeracy programmes to address individual student needs and work towards co-requisites and beyond.

1.2 Student Voice and Agency:

Empower students to have a say in their learning experiences, ensuring their voices are heard.
Encourage student-led initiatives and projects that align with the curriculum.
Support student negotiated assessments.

1.3 Celebration of Achievements:

Recognise and celebrate student achievements.
Highlight success stories to inspire and motivate other learners.

Arotahingā - Our Outcomes:

Learners at the Centre:

Literacy and Numeracy:

Outcome: 95% of students participating in dedicated literacy and numeracy programs show measurable improvement in their skills over the academic year.

Student Voice and Agency:

Outcome: Increase the number of student-led initiatives and projects, fostering a sense of ownership and engagement in their learning journey.

Celebration of Achievements:

Outcome: Implement a monthly recognition program to celebrate student achievements, encouraging a positive learning culture and motivation.

Students will: Participate in dedicated literacy and numeracy programs tailored to their individual needs, working towards achieving co-requisites and beyond.

Student Voice and Agency:

Students will: Actively contribute to decisions about their learning experiences, initiating and leading projects aligned with the curriculum.

Students will: Collaborate with educators to negotiate assessment methods that reflect their learning strengths and preferences.

Celebration of Achievements:

Students will: Be actively involved in recognising and celebrating their achievements, sharing success stories to inspire and motivate their peers.

Staff will: Develop and implement dedicated literacy and numeracy programs tailored to individual student needs, regularly assessing and adjusting the strategies for improvement.

Student Voice and Agency:

Staff will: Empower students to have a say in their learning experiences, creating a collaborative environment where student input is valued and incorporated into the teaching process.

Staff will: Support and facilitate student-led initiatives and projects aligned with the curriculum.

Celebration of Achievements:

Staff will: Establish and promote a positive learning culture by recognising and celebrating student achievements regularly.

Middle Leaders will: Collaborate with teachers to develop and implement dedicated literacy and numeracy programs, ensuring alignment with individual student needs and continuous improvement.

Student Voice and Agency:

Middle Leaders will: Support and guide teachers in empowering students to have a say in their learning experiences, fostering a collaborative environment where student input is valued and incorporated into teaching practices.

Celebration of Achievements:

Middle Leaders will: Facilitate and promote a positive learning culture by recognising and celebrating student achievements within their respective departments or areas of responsibility.

Senior Leaders will: Oversee the development and implementation of dedicated literacy and numeracy programs, ensuring they are data driven and align with the school's overall goals and policies.
Student Voice and Agency:

Senior Leaders will: Champion initiatives that empower students to have a meaningful say in their learning experiences, fostering a culture where student input is valued and integrated into the school's educational practices.

Senior Leaders will: Encourage and support the creation of a positive learning culture by recognising and celebrating student achievements at the school level.

Quality Teaching, Learning and Leadership:

2.1 Culturally Responsive and Inclusive Teaching and Learning:

Be Te Tiriti O Waitangi led through our processes and delivery.

All staff to incorporate te reo, tikanga Māori and mātauranga Māori into the classroom environment.

Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students.

Evidence teaching around our 4 Whenu Of Learning, Deep, Visible, Inclusive and Culturally Responsive.

2.2 Professional Development:

Provide ongoing professional development opportunities for teachers to enhance their knowledge of our 4 Whenu Of Learning.

Have a focus on literacy and numeracy.

Encourage collaboration among educators to share best practices and innovative teaching methods.

Arotahingā - Our Outcomes:

Quality Teaching and Leadership:

Culturally Responsive and Inclusive Teaching and Learning:

Outcome: Conduct regular audits to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into classroom environments, with an increase in culturally responsive practices observed.

Professional Development:

Outcome: Achieve 90% teacher participation in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.

Arotahingā - Our Outcomes:

Quality Teaching and Leadership:

Culturally Responsive and Inclusive Teaching and Learning:

Outcome: Conduct regular audits to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into classroom environments, with an increase in culturally responsive practices observed.

Professional Development:

Outcome: Achieve 90% teacher participation in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.

Students will: Experience Te Tiriti O Waitangi-led processes and delivery, with teachers incorporating te reo, tikanga Māori, and mātauranga Māori into the classroom environment.

Professional Development:

Students will: Benefit from innovative teaching methods resulting from ongoing professional development opportunities for teachers.

Staff will: Lead by example in incorporating te reo, tikanga Māori, and mātauranga Māori into the classroom environment.

Staff will: Engage in continuous professional development to enhance their ability to deliver culturally responsive teaching practices.

Professional Development:

Staff will: Actively participate in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.

Staff will: Collaborate with colleagues to share best practices and innovative teaching methods.

Middle Leaders Will:

Culturally Responsive and Inclusive Teaching and Learning:

Middle Leaders will: Lead efforts to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into the classroom environment within their departments.

Middle Leaders will: Champion and support professional development opportunities related to the 4 Pou of Learning, fostering a culture of continuous improvement.

Professional Development:

Middle Leaders will: Facilitate and encourage collaboration among educators within their departments to share best practices and innovative teaching methods.

Middle Leaders will: Advocate for and coordinate ongoing professional development opportunities for teachers within their areas of responsibility.

Senior Leaders will: Lead the integration of te reo, tikanga Māori, and mātauranga Māori into the overall school environment, ensuring that culturally responsive teaching practices are embedded throughout the institution.

Professional Development:

Senior Leaders will: Spearhead and coordinate ongoing professional development opportunities for all staff, emphasizing the importance of the 4 Pou of Learning and promoting a culture of continuous improvement.

1. Connected and Inclusive:

Inclusive Curriculum Design:

Develop a culturally responsive and inclusive school culture that reflects diverse perspectives and experiences.

Whānau, Hāpori Engagement:

Foster strong connections with students' whānau to create a supportive learning community.
Hold regular meetings, workshops, and events to involve whānau in their child's education journey.

Arotahingā - Our Outcomes:

Connected and Inclusive:

Inclusive Curriculum Design:

Outcome: Establish an inclusive curriculum that reflects diverse perspectives, with an increase in the incorporation of culturally diverse content.

Whānau, Hāpori Engagement:

Outcome: Increase attendance at whānau workshops and events by strengthening connections between the school, students, and their whānau.

Students will: Engage in a curriculum that reflects diverse perspectives, contributing to discussions about inclusive content and experiences.

Whānau, Hāpori Engagement:

Students will: Participate in meetings, workshops, and events that involve their whānau, creating a strong and supportive learning community.

Staff will: Collaborate to design an inclusive curriculum that reflects diverse perspectives, ensuring that content is culturally responsive and engaging for all students.

Whānau, Hāpori Engagement:

Staff will: Foster strong connections with students' whānau, involving them in the education journey through regular meetings, workshops, and events.

Middle Leaders Will:

Inclusive Curriculum Design:

Middle Leaders will: Work collaboratively with teachers to design an inclusive curriculum that reflects diverse perspectives within their specific subject areas.

Whānau, Hāpori Engagement:

Middle Leaders will: Facilitate strong connections with students' whānau within their departments, organising department-specific meetings, workshops, and events.

Senior Leaders Will:

Inclusive Curriculum Design:

Senior Leaders will: Oversee the development of an inclusive curriculum that reflects diverse perspectives, ensuring consistency across all departments and subject areas.

Whānau, Hāpori Engagement:

Senior Leaders will: Facilitate strong connections with students' whānau at the school level, organising events and initiatives that involve the broader community in the education journey.

3. Connected and Inclusive:

Inclusive Curriculum Design:

Develop a culturally responsive and inclusive school culture that reflects diverse perspectives and experiences.

Whānau, Hāpori Engagement:

Foster strong connections with students' whānau to create a supportive learning community.
Hold regular meetings, workshops, and events to involve whānau in their child's education journey.

Arotahingā - Our Outcomes:

Connected and Inclusive:

Inclusive Curriculum Design:

Outcome: Establish an inclusive curriculum that reflects diverse perspectives, with an increase in the incorporation of culturally diverse content.

Whānau, Hāpori Engagement:

Outcome: Increase attendance at whānau workshops and events by strengthening connections between the school, students, and their whānau.

Students will: Engage in a curriculum that reflects diverse perspectives, contributing to discussions about inclusive content and experiences.

Whānau, Hāpori Engagement:

Students will: Participate in meetings, workshops, and events that involve their whānau, creating a strong and supportive learning community.

Staff Will

Inclusive Curriculum Design:

Staff will: Collaborate to design an inclusive curriculum that reflects diverse perspectives, ensuring that content is culturally responsive and engaging for all students.

Whānau, Hāpori Engagement:

Staff will: Foster strong connections with students' whānau, involving them in the education journey through regular meetings, workshops, and events.

Middle Leaders Will:

Inclusive Curriculum Design:

Middle Leaders will: Work collaboratively with teachers to design an inclusive curriculum that reflects diverse perspectives within their specific subject areas.

Whānau, Hāpori Engagement:

Middle Leaders will: Facilitate strong connections with students' whānau within their departments, organising department-specific meetings, workshops, and events.

Senior Leaders Will:

Inclusive Curriculum Design:

Senior Leaders will: Oversee the development of an inclusive curriculum that reflects diverse perspectives, ensuring consistency across all departments and subject areas.

Whānau, Hāpori Engagement:

Senior Leaders will: Facilitate strong connections with students' whānau at the school level, organising events and initiatives that involve the broader community in the education journey.

4. Future of Learning and Work:

Community Partnerships:

Collaborate with hāpori, organisations, businesses, and institutions to provide students with real-world experiences and mentorship opportunities.

Future of Learning and Work:

Community Partnerships:

Outcome: Establish partnerships with local businesses, community organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences.

Arotahingā - Our Outcomes:

Outcome: Regularly review and assess the effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with the strategic Pou.

Students will: Collaborate with local businesses, community organisations, and tertiary institutions, gaining real-world experiences through mentorship opportunities.

Staff will: Collaborate with local businesses, community organisations, and tertiary institutions, establishing partnerships to provide students with diverse opportunities for real-world experiences.

Staff will: Take part in regular review and assessment process within their departments, using data analysis, feedback, and reflection to make informed decisions and improve alignment with the strategic Pou.

Middle Leaders will: Lead efforts to establish partnerships with local businesses, community organisations, and tertiary institutions within their subject areas, providing students with subject-specific real-world experiences.

Middle Leaders will: Lead the regular review and assessment process within their departments, using data analysis, feedback, and reflection to make informed decisions and improve alignment with the strategic Pou.

Senior Leaders will: Lead efforts to establish and maintain partnerships with local businesses, community organisations, and tertiary institutions, providing students with a comprehensive range of real-world experiences.

Senior Leaders will: Lead the regular review and assessment process at the school level, ensuring that data analysis, feedback, and reflection guide informed decisions and improvements aligned with the strategic Pou.



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Spotswood College Events



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