



KATIKATI COLLEGE CHARTER 2018 – 2022

Incorporating 2020 Annual Plan

School Number: 117

Principal: Carolyn Pentecost

principal@katikaticollege.school.nz

Board Chair: Bobbette Tanner

bot@katikaticollege.school.nz

Developed February 2020 for the
period 2020- 2022

Signed: _____
Chairperson Board of Trustees

Date: _____

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The Katikati College Charter

This School Charter is an integral part of our school's self-management because it reflects the vision of parents, staff and the community for our College over the next two years in the life of the school. Our college learning community have all contributed to the development of this charter including our students/rangatahi, staff, parents/ whānau and community.

It details the college's aims, purposes, and objectives, and moving forward determines how the college will meet the needs of our 21st century students in terms of our vision.

Our Vision

'An innovative learning community to maximize people potential'

Pursuit of this vision will result in us achieving a culture that is:

Katikati College is an innovative learning community where we act with integrity, have pride in who we are and what we believe and empower our learners to achieve personal excellence

By following the guiding principles of the Charter, and working according to our Strategic Plan, the Board of Trustees will ensure that all students are given an education which enhances their learning, builds on their needs and respects their dignity. This education shall challenge them to achieve personal standards of excellence and to reach their full potential.

This will be achieved through a partnership between the college, our community and the Minister under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the College meets the goals and objectives of this Charter and Strategic Plan within the resources and time available to it.

The Charter includes:

- Mission Statement
- School Motto
- Values
- Vision Statement
- Culture Statement
- Strategic Plan Road Map
- 2020 Annual Operating Plan

Our College, Our Community

Our School

- Katikati College is situated in the rural western Bay of Plenty and is surrounded by orchards, primarily kiwifruit and avocado. Katikati is a mixed socio-economic area with wealthy rural landowners living next door to very low-income residential homes, often with multiple families under one roof. The kiwifruit and avocado industries provide local, seasonal work which means out of season unemployment soars. In low-income families, poor health and housing issues are most often felt.
- The College is a semi-rural, decile five, secondary school catering to Year 7-13. The school roll over the last three years has been between 830 and 900 students of which currently ethnic diversity includes:
 - European 72% (ERO report 2019 69%)
 - Māori 16% (ERO report 2019 19%)
 - Asian 7% (ERO report 2019 7%)
 - Pacifika 4% (ERO report 2019 4%)

Katikati College has well-presented classroom environments, grounds and facilities to support student learning. The recent completion of the Hard Materials Technology Block, the relocation of the International Department, the refurbishment of the Year 13 Common Room and Library, have all contribute to the positive learning experiences of our students.

Our graduates are good citizens, innovative and critical thinkers, who communicate effectively and enjoy lifelong learning. We know that Ngai Te Rangī Succeeding as Ngai Te Rangī, is important to our whānau. This includes our rangatahi being competent speakers of Te Reo and respecting all aspects of our Mana Whenua Tikanga. Important characteristics of all our graduates is that they have *‘village hearts and global minds’*.



Our Vision, Values and 2020 Theme

Our Vision

'An innovative learning community to maximize people potential'

Our Values

Values provide principles that guide the way we do things at Katikati College, our tikanga. We reviewed these values in 2017 and have chosen to weave the Māori Values of Manaakitanga, Ako, Rangatiratanga and Kotahitanga into the existing ARC framework of Aspiration, Responsibility and Citizenship to ensure students can **make their MARK**.

- **Manaakitanga** - Kindness, Caring support, Integrity
- **Ako** - Teaching and Learning; Collaborative and Reciprocal
- **Rangatiratanga**- Managing Self, Leading learning, Ownership, Right Place at right time
- **Kotahitanga** - Unity, Togetherness, Collective action

**Make your
MARK**



Our Theme for 2020

'Kia Tika'

Do the right thing

Our Moto

Ever trying, ever onwards

'Whaia te matauranga ake tonu atu'

Tikanga o te Kura Tuarua o Katikati

Vision Statement

“An innovative learning Community to maximize people potential”

Katikati College is the Centre of our Community

Community

Whanau

Hapu

Iwi

Learning

Ako

People

He tangata, he tangata, he tangata

Matauranga

Innovative

Auahatanga

Potential

MARK

Kia Tika

Striving to improve. Looking to the future

We are meeting the needs of our Partners and Community.

Finding ways to make it better. Embrace change and adapt to the future.

KIA TIKA

“We do the right thing”

We hold each other to high standards, are trusted by and trusted of others. We do what we say we will do, and show courage to do what’s right rather than what’s easy. We take responsibility and think of others.

WHAKATAUAKI – WHAKATAUKI

Ki te Maatauranga E Hoe te Waka Eke Noa

We are paddling our canoe towards knowledge

SET TEAM

Leadership and Management Team

KAIWHAKAHAERE

Managers, council, advisor, director, leader, boss

Our Strategic Goals 2018- 2022

Katikati College Strategic Goals 2018 – 2022

The Board of Trustees in consultation with our students/rangatahi, staff, parents/ whānau and community has determined there are six key strategic goals that will contribute to overall growth and development of our college over the next five years to increase student educational success and success of Māori.

The Strategic Goals outline the direction that Katikati College intends to follow for the next five years. It shows the areas that the college intends to develop as well as outlining the processes that ensure good management, regular self-review and compliance with legislation and National Administration Guidelines (NAG's) 1 – 5.

Goal 1: Our Learners (All members of our learning community are learners)

- *Provide personalised programmes that meet the needs and aspirations of all learners and inspire a passion for lifelong learning.*

Goal 2: Our People (Our staff and students are all learning leaders)

- *Attract, develop and retain inspiring staff and students who are leaders, mentors and facilitators of learning in our learning community*

Goal 3: Our Growth (Building Capacity, learning leaders)

- *Foster the physical, cultural, personal and social development of each individual, to build the collective capacity of the learning community.*

Goal 4: Our Resources (School Operations)

- *Develop, maintain and efficiently utilise physical and financial resources to support the school's strategic goals, ensuring long-term sustainability and on-going development.*

Goal 5: Our Connections (Community Engagement)

- *Engage meaningfully and collaboratively with the wider school community and strengthen partnerships between the college, caregivers and whanau*

Goal 6: Our Learning Environment

- *Provide a culturally responsive environment which is positive, predictable, consistent and safe.*

Our People

Board of Trustees 2019 – 2022

Bobbette Tanner – Parent Trustee Chairperson 2020

John Schnakenberg – Parent Trustee

Mark Bryant – Parent Trustee

Rachael Jeffrey – Parent Trustee

Wendy A'bear – Parent Trustee

Chris Jacobs – Pou Arahi Representative Trustee

Philip Cranston – Staff Elected Trustee

Rory Robertson – Student Elected Trustee

Strategic Executive Team (SET)

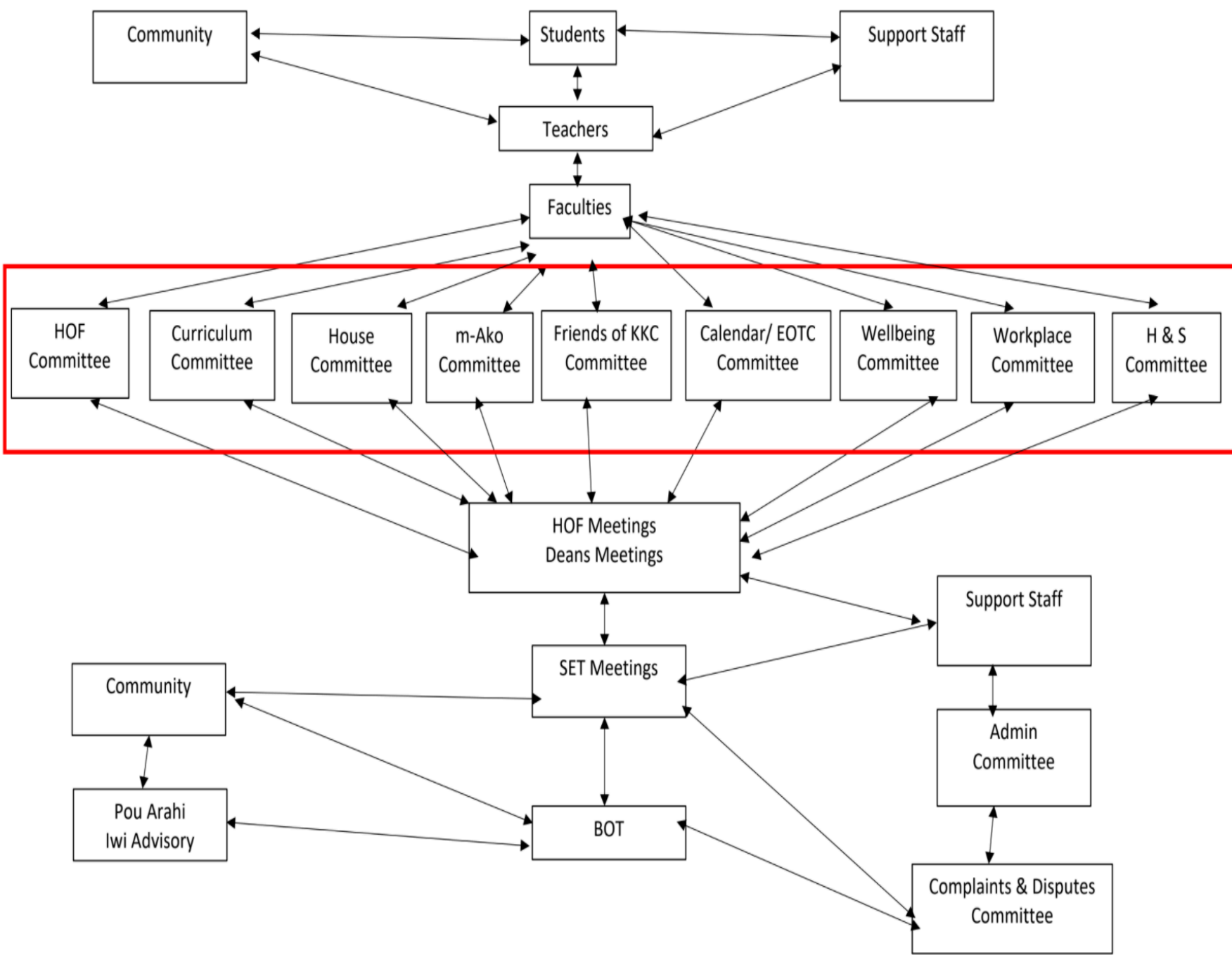
- The SET will be involved in the leadership and management of the college and will meet every Wednesday between 3.15 - 5pm. The purpose of the SET include:
- Distribute leadership, share power and improve communication
- Clear, safe and open communication, including the integrity of information to all parts of college community
- Genuine consultation and transparent decision making, that is reasonable and in good faith
- Effective connection and cohesion between support staff, teachers, leadership & community
- Various perspectives from the learning community and expertise to support SLT with their Strategic and Annual Goal. In addition, support diversity & inclusion
- All on the same page once decision made in SET



Our People

Members of the Strategic Executive Team include

Name	Position	Rationale for Membership
Carolyn Pentecost	Principal	BOT, SLT, Pou Arahi, PPTA Workplace Committee, Finance Committee, Property Committee, H & S Committee, Disputes & Complaints Committee Art & Tech
Ian Nicholson	Deputy Principal	SLT, House Committee, Senior School, Pou Whare Team, NZQA Languages & Literacies, PE/ Health, Mulgan
Lou Buckley	First Deputy Principal	SLT, Staff Performance Management, m-AKO Committee, Disputes & Complaints Committee, H & S Committee, Admin & Communication Committee, Health, Library & ICT Team Science, MacMillan
Libby Bevin	Deputy Principal	SLT, Teaching & Learning, Curriculum Committee, Junior School, HOF Team Languages & Literacies, Y7 & 8, Stewart
Simon Finnimore	Deputy Principal	SLT, Logistics, Calendar Committee, Property Committee, Property Team, International Team Maths, Gledstanes
Joe Manukau	Pou Matua	Pou Arahi, Whanau Pumanawa, Pastoral Team, Community Connections Technology, Gledstanes
Deirdre Duggan	SENCO HOF Art Year 9 Dean	Priority Learners, Wai Ako Coordinator, Learning Centre, Wellbeing Committee, Pastoral Team, HOF Team, SENCO, Community relationships Year 7 & 8, Arts, MacMillan
Debbie Christian	Business Manager (BM)	Finance Committee, Property Committee, Friends of KKC, Support Staff, Admin & Communication Committee, Admin Team MacMillan
Hilary Johnson	Innovative Hort Manager (IHM)	KKC Hort Trust, HOF Team, Community Partners, Communications (Newsletter, Website etc) Science, Tech, Stewart
Phil Craston	Staff BOT elected Trustee, SCT	BOT, Specialist Classroom Teacher Social Science, Stewart
Maxine Miller	Learning Centre Manager (LCM)	Learning Centre, Priority Learners, Support Staff, Teacher Aides, Technicians Technology, MacMillan
Nominated Dean or HOF	HOF or Dean	Term 1 and 3 HOF, Term 2 and 4 Dean Nominated at HOF and Pastoral Meetings



2020 Committees at Katikati College – Working towards Distributive Leadership

Our People
 Distributed Leadership through a range of
 Committees

Where Māori enjoy success as Māori

Commitment to the Treaty of Waitangi

- The college recognizes its responsibilities in relation to the Treaty of Waitangi, and because of its particular geographical location observes Ngāi Te Rangi tanga and acknowledges and fosters partnerships with contributing Iwi and Hapu. We are committed to ensuring that our Māori students enjoy and experience success as Māori. This commitment will underpin all our school planning and directions. We will develop and expect culturally responsive and relational pedagogies to be evident in all levels of college organisation and operations. All students and staff will be expected to develop an understanding and appreciation of Māori Tikanga and Te Reo. Language learning programmes will be available at all year levels.

Where Māori enjoy success as Māori

Katikati College aims to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture. Education in Te Reo Māori at Katikati College aims to:

- recognise Te Reo Māori as an official language of Aoteroa/New Zealand;
- install an interest in Te Reo Māori in all students;
- develop an awareness of all tribes/ Hapu;
- develop understanding of and allow students to participate in Marae Tikanga;
- develop links between the community and our students to foster Te Reo Māori/Tikanga Māori;
- encourage students to develop an understanding of and love for Te Reo Māori; foster Tikanga Māori.
- Te Reo Māori will form part of the curriculum of all students in Years 7 & 8 and is a recommended part of the curriculum for students in Years 9-13.

Tikanga Māori and Te Reo Māori

- Te taonga tino rangatira hei koha. Ki nga rangatahi. Ko tono reo ano ma tona reo ano Ka taea e ia te nanao atu nga taonga a ona matua tupuna. Kia taunga ai tana tu i mua i tana iwi whanui o tenei ao, me a rato tikanga hoki.

Where Māori enjoy success as Māori

What you will see:

At Year 7 and 8

- Te Reo is embedded as everyday practice in classroom activities. There will be an emphasis on Tikanga Māori and Te Reo Māori, relevant engaging Māori contexts for students to base their learning around.

At Year 9 and 10

- All Year 9 and 10 students participate in compulsory Te Ao Māori course at Katikati College. These courses include Te Reo, Tikanga and Localised Curriculum Kaupapa.

At Year 11-13

- In 2008 Whānau Pumanawa based in Poutama (our College whare) was established. This provides a class where students had the choice whether to be involved or not. Whānau Pumanawa has developed into a core area of the school for our Māori students.

Whānau Pumanawa Review and Restructure in 2020

- The structure of Whānau Pumanawa has been reviewed in 2020 and some changes have been made in consultation with our Pou Arahi and Mana Whenua to trial for 2020.

Centrally Funded Professional Learning and Development 2020- 2021

Katikati College have been successful in gaining centrally funded PLD funding for developing a Localized Curriculum and more effective culturally responsive and relational pedagogy within our learning community. PLD Facilitators will include Education Associates, our Pou Arahi and Mana Whenua. We will work collaboratively with our staff to create a positive, predictable, consistent and safe learning environment for students and construct a graduate profile for our Māori students and a Kaupapa Māori Strategic Plan.

Where Māori enjoy success as Māori

School Waiata and Haka

- In 2014 Pourua created a waiata based around their learning inquiry into our local awa, Te Uretara. *Te Mauri o te uretara* is becoming embedded throughout our school. In 2015 it was the basis for our Year 7-13 end of year house competition.
- As part of our College Culture Week each year, we have a Haka House Competition. Students also have training and Year 10 Camp College waiata and Haka.
- There is a strong link with Ngai te rangi iwi. We are a strong supporter of the Education Plan that was launched in 2011 by Ngai te rangi and look forward to seeing the positive outcomes that this partnership will produce. Ngai te rangi iwi have re-focused and the next phase of the Education Plan and we are using this, along with advice from our Pou Arahi

Community

- Historically the area in and around Katikati was and still is inhabited by sub-tribes of the Ngai te rangi Tribe within the Tauranga Moana District defined as “Mai Nga Kuri-a-wharei Ki Maketu”. The three main Marae’s in the Katikati area are:
 - Otawhiwhi (Bowentown) - Whanau a Tauwhao hapu (sub-tribe).
 - Tuapiro (Katikati) - Whanau a Tauwhao hapu.
 - Te Rereatukahia (Katikati) - Ngai Tamawhariua hapu.
- The Marae serve as a focal point for community sentiments and provide facilities to enable their people to embrace all things Maori.

Where Māori enjoy success as Māori

Where learning drives the Curriculum

- Our teaching staff are constantly reviewing what works best in the classroom for our students. Programmes are personalized to match the appropriate context, learning strategies and assessments to demonstrate the knowledge, understanding and skills of our students and allow them to achieve their personal best.
- School wide self-review informs staff on the impact of their teaching and learning outcomes of students.

Where students, whanau and teachers work collaboratively

- Katikati College is an inclusive school. Students from all cultures are welcomed to the school and have unique opportunities to be fully involved in the school life. Throughout the school there is the opportunity for teachers to develop stronger relationships with the community. Examples of specific activities are listed below:

- Year 7 powhiri;
- Pasifika cultural evening (since 2011)
- Year 9 Ki-o-rahi tournament;
- Matariki Awards (Values based awards since 2018)
- Whānau Form Classes;
 - Whānau pumanawa – Tuakana Year 11-13
- Senior Pasifika Form Class – AIGA
- Special Olympics Athletics teams;
- Learning Centre – EOTC excursion / Sporting events;
- Year 10 Outdoor Education Camp;
- Year 9 Beach Safety Day;
- Year 7 and 8 camps;
- Year 13 Leadership Camp;
- Divas and Dicos, Talent Quest, Lip Synch;
- Sport exchanges;
- Writing groups.
- Wai Ako Programme
- Cool Choices

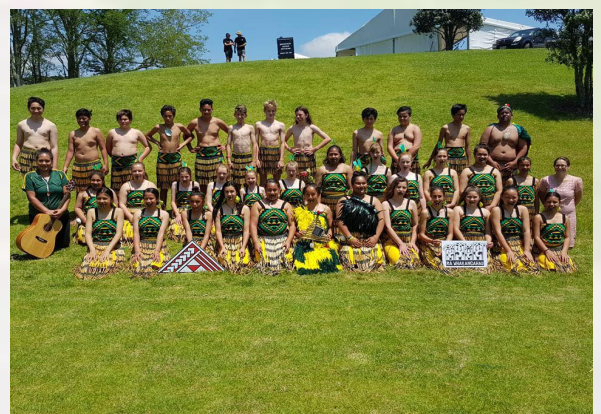
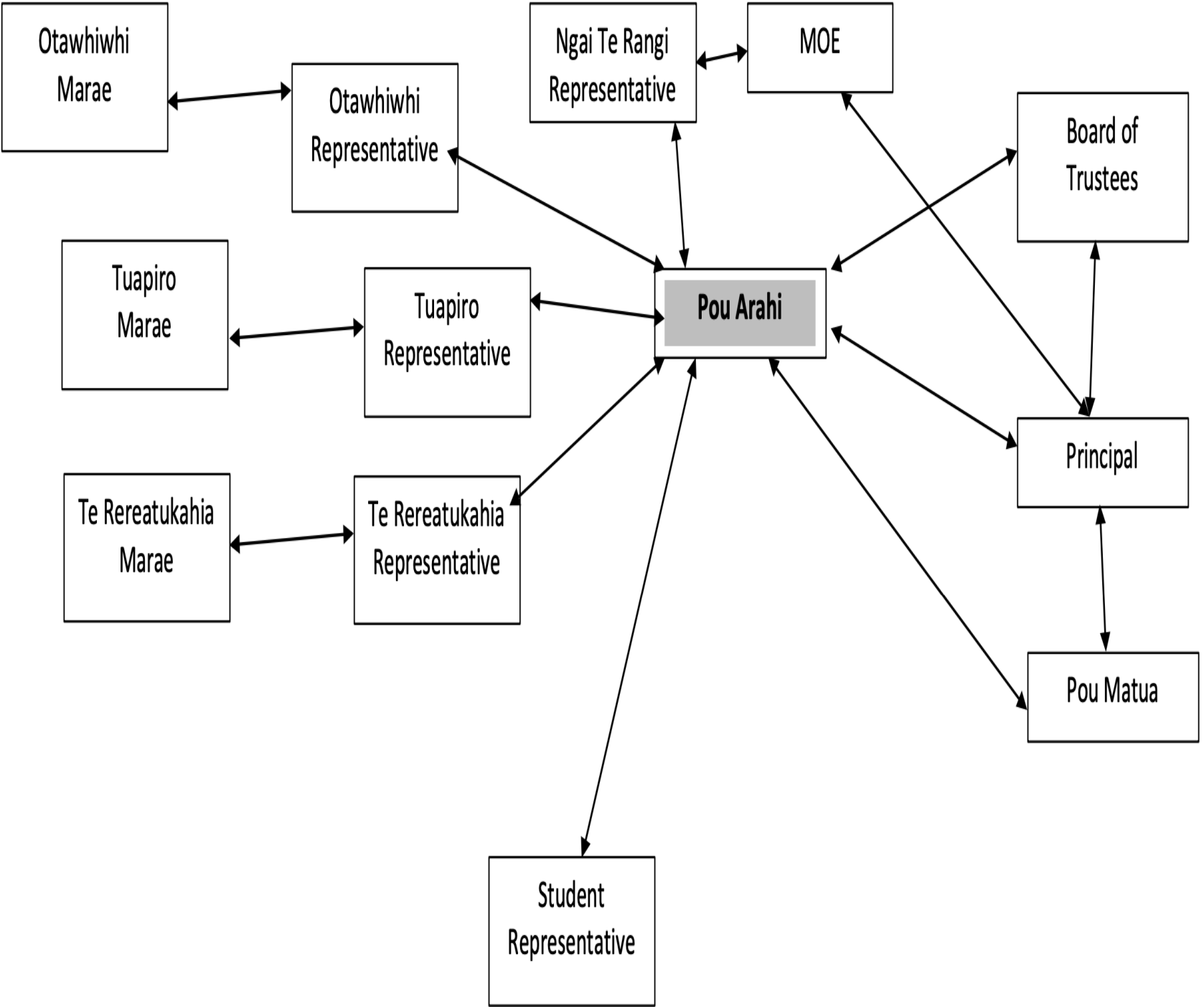


Diagram showing Pou Arahi structure



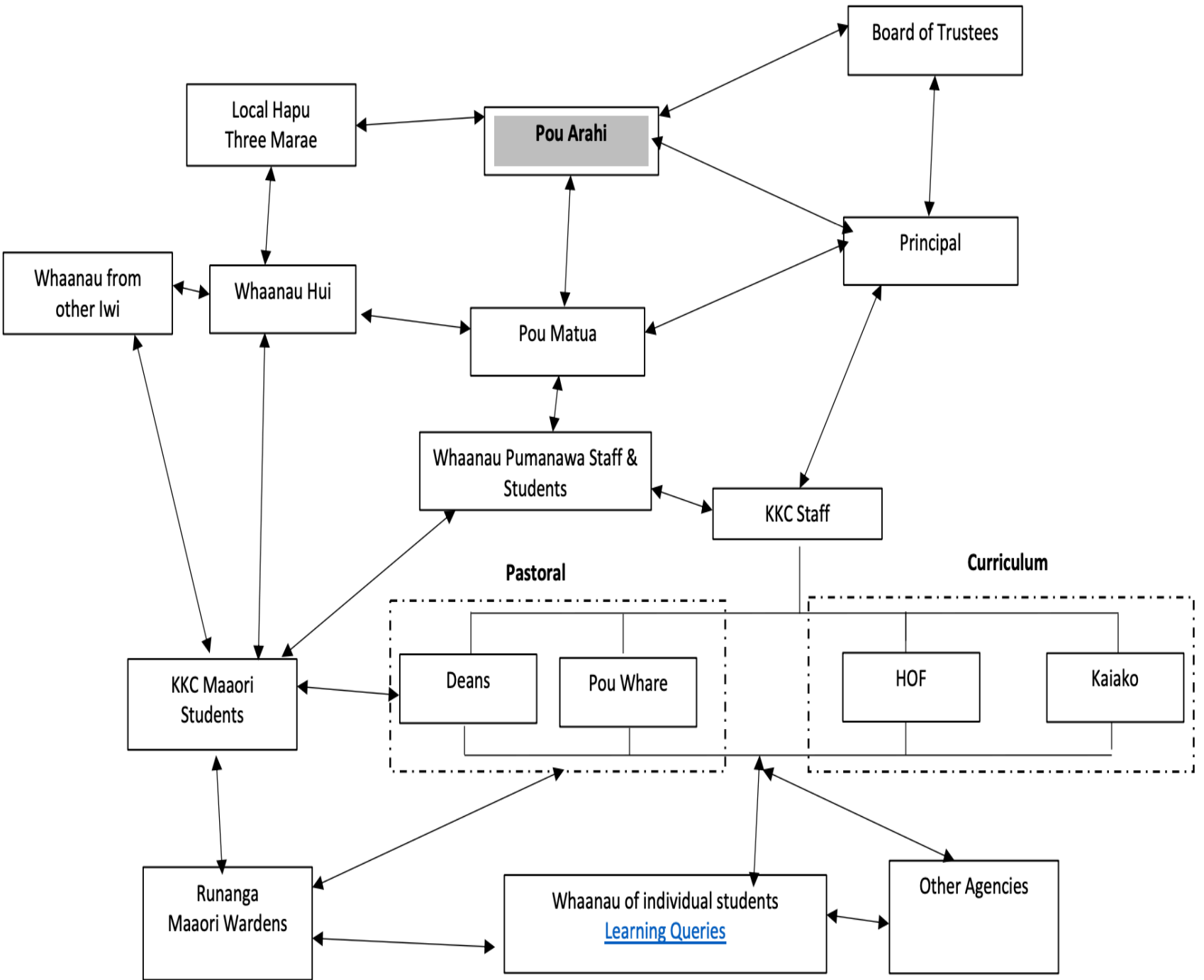


Diagram showing flow of information between and through KKC, Pou Arahi, Whānau & Mana Whenua

Personalised Learning for All

Digital Technology and m-AKO

- With the advent of personal digital devices and the evolving ubiquitous nature of education becoming an increasing part of everyday life, schools must cater for the learning needs of their students to reflect what is happening in society. Never has there been such a change in the way the teenagers communicate with each other and learn outside of school time. The use of digital devices allows students to access work outside of school hours and fosters parental access and the ability to share information.
- While acknowledging that the device is important, our belief is that the teaching practice and the use of the device is the most important aspect of digital learning. Technology is an enabler of learning, supporting effective pedagogy. To that extent, we are developing our teacher capabilities and competencies to become more confident in the use of digital learning and less on the technical aspects of how to use devices.
- Teaching staff have had significant Professional Learning and Development around the use and implementation of Google drive and Google classroom.
- An m-Ako committee has been established. It is supporting and reviewing the implementation of students Year 10 – 13 BYOD in a staged approach from 2018. The students and community were consulted throughout the process. We aim to be a full BYOD school by 2021. Arrangements are made for students/ whanau who cannot provide their child with a device. This ensures no student is unable to access the required to support learning at Katikati College.
- m-Ako committee has an m-ako/ ICT strategic plan that supports decision making. This included use of digital technology, DT junior curriculum and Year 9 and 10 Digital Citizen Programme.

Personalised Learning for All

Where students know themselves as learners

- At Katikati College we aim to provide students with the opportunity to develop an understanding of what works best for them and to plan for their own success. The MARK awards, certificate and diploma have been introduced to showcase students existing strengths and highlight future opportunities. This will be further adapted over the next few years to incorporate our new school values on Manaakitanga, Ako, Rangatiratanga and Kotahitanga

Year 7 and 10 MARK awards

- The Year 7 - 10 MARK awards were first introduced in 2015 as ARC Awards . These awards are based around our college values of Manaakitanga, Ako, Rangatiratanga, Kotahitanga.
- MARK Awards were developed by a dedicated team of teachers with on-going consultation with the parent community to develop a program that allowed students to set their academic, service and school- involvement goals for 2019 and beyond. Students participate and complete activities including:
 - A multi-cultural school
 - Pasifika senior form class – AGIA
 - Pasifika school/community performance evening
 - Māori Form Classes – Pourua, Poutoru, Tuakana, Whānau Pumanawa
 - Noho marae
 - Matariki Awards
 - Pasifika Fiafia Evening and Awards

Māori and Pasifika Achievement

- School policy is driven and shaped by a number of MOE documents. Ka Hikitia, Tāitaiako, Tapasa and the Pasifika Education plan are embedded in school policy. This has led us to identify those existing practices within the school that can enhance Māori and Pasifika achievement and to look at additional models and experiences from other schools that help Katikati College.

Personalised Learning for All

Trades Academies

- We have been invited to be part of the eastern Bay of Plenty trade academies scheme.
- As such, we are part of the Western Bay of Plenty pod
- A number of our senior students will be funded to attend the Bay of Plenty Polytechnic 1 day per week in a trade of their choice.
- A special program has been created at school to accommodate their involvement in the Trade Academy

Katikati College Innovative Horticulture Programme

- The Innovative Hort Programme at Katikati College is a real- world learning environment that will excite and enable young people to pursue a future in horticulture or one of many horticulture/agriculture related industries.
- The Innovative Hort Programme will promote excellence in all aspects of education related to horticulture and some degree agriculture, from the very practical to the highly academic. It provides students with a range of pathways.
- Industry, mana whenua, community, education and research institutions will actively support the Academy in a wide range of practical ways, forming community partnerships.

Positive behavior for Learning (PB4L)

- PB4L is about improving academic and behaviour outcomes for all students by aligning and connecting our college MARK values with expectations of behaviour and participation. It's about making positive behaviour in our school the norm. It is a framework that is consistently applied across both classroom and non- classroom settings, where appropriate behaviours are clearly defined and taught by **all** of your staff.
- In 2019 the college commenced a five year journey towards developing a restorative culture. This includes focusing on:
 - preventing problem behaviour;
 - developing students' social skills;
 - reinforcing desired behaviour;
 - consistently addressing and reducing inappropriate behaviours;
 - using data-based assessment and problem-solving to address concerns;
 - Students being '*in the right place, at the right time, doing the right thing*';
 - Creating a positive, predictable, consistent and safe learning environment.

Personalised Learning for All

Pouwhare- Academic Mentors and House Leaders

Four new positions created in 2019 to support our students and staff with personalised learning. There are four Pouwhare, one for each of the Houses; Mulgan, Gledstones, Stewart and McMillan. Pouwhare track and monitor attendance and achievement of our students and connect with home. They provide advice and guidance to support learning pathway choices. Pouwhare support students to make positive learning choices and encourage a positive house spirit and culture.

Achievement, Retention, Transitions (ART)

- Identification of Year 10-12 students to ensure those students that may be at risk of not achieving Level 2 NCEA has strategies and interventions put in place to support them.

Accelerating Māori Achievement (AMA)

- AMA provides a framework for staff to mentor and monitor the academic progress of our Māori students. Staff volunteer to assist and students are asked which staff members they would like to work with. Each staff member meets with their students and formulates a plan for the year. This includes regular milestone meetings. The coordinating staff member discusses with student, other staff feedback and incorporate this into the students learning plan. Feedback is also given back to subject teachers on a regular basis.

Future Pathways Interviews

- In 2016 Katikati College introduced the concept of Future Pathway Interviews. This is aimed at our Year 10-12 students so that they can make better decisions about their subject choices. Staff meet with individual families/ whānau and students to review current academic progress, learning programme and pathways. It is also an opportunity to discuss interests and areas of strength, future direction and possible careers. The meetings take between 20 minutes to 1 hour. This is followed up by students attending information evenings, Career NZ website and follow up meetings if needed.

Supporting Documentation on Operations, Governance and Management

Curriculum Key school documents that inform the Charter relating to curriculum include;

- Strategic Intent framework
- School wide self-review model
- School Curriculum Framework
- Curriculum Implementation Plans; (school schemes for each of the 'learning areas' covering planning and teaching requirements for teachers.)
- Student Assessment Plan
- Faculty review to the BOT; (displays school review information and formative assessment information.)
- Associated Policies
- Faculty Strategic Plan

Human Resources Key school documents that inform the Charter relating to human resources include;

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Parent Information / College Community Newsletters
- Staff Professional Learning and Development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies
- Employment Relations Act 2018

Finances Key school documents that inform the Charter relating to finances include;

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures

Supporting Documentation on Operations, Governance and Management

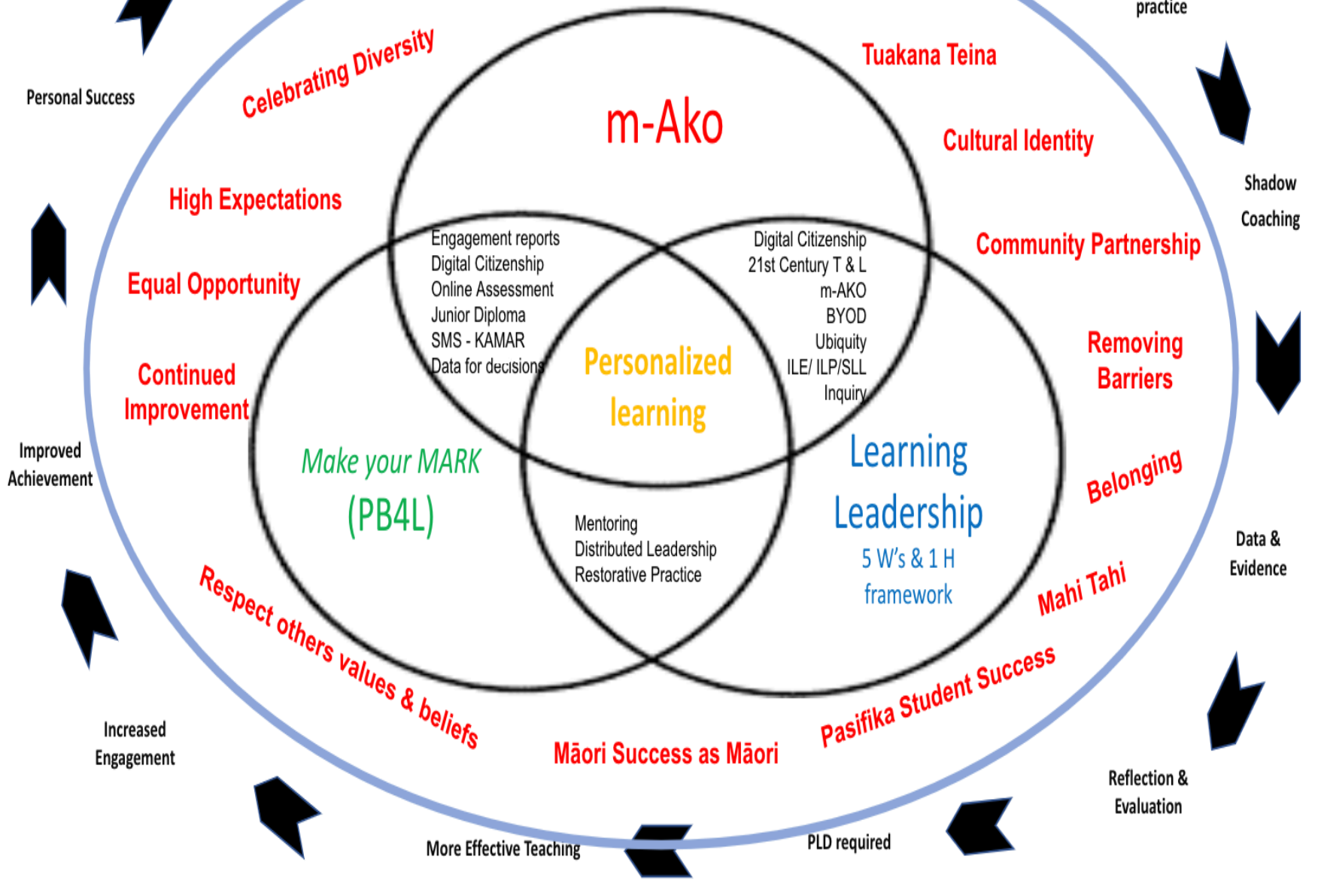
Property Key school documents that inform the Charter relating to property include;

- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Evacuation Procedures
- Insurance
- Property Strategic Plan
- Associated Policies

Health and Safety Key school documents that inform the Charter relating to health and safety include;

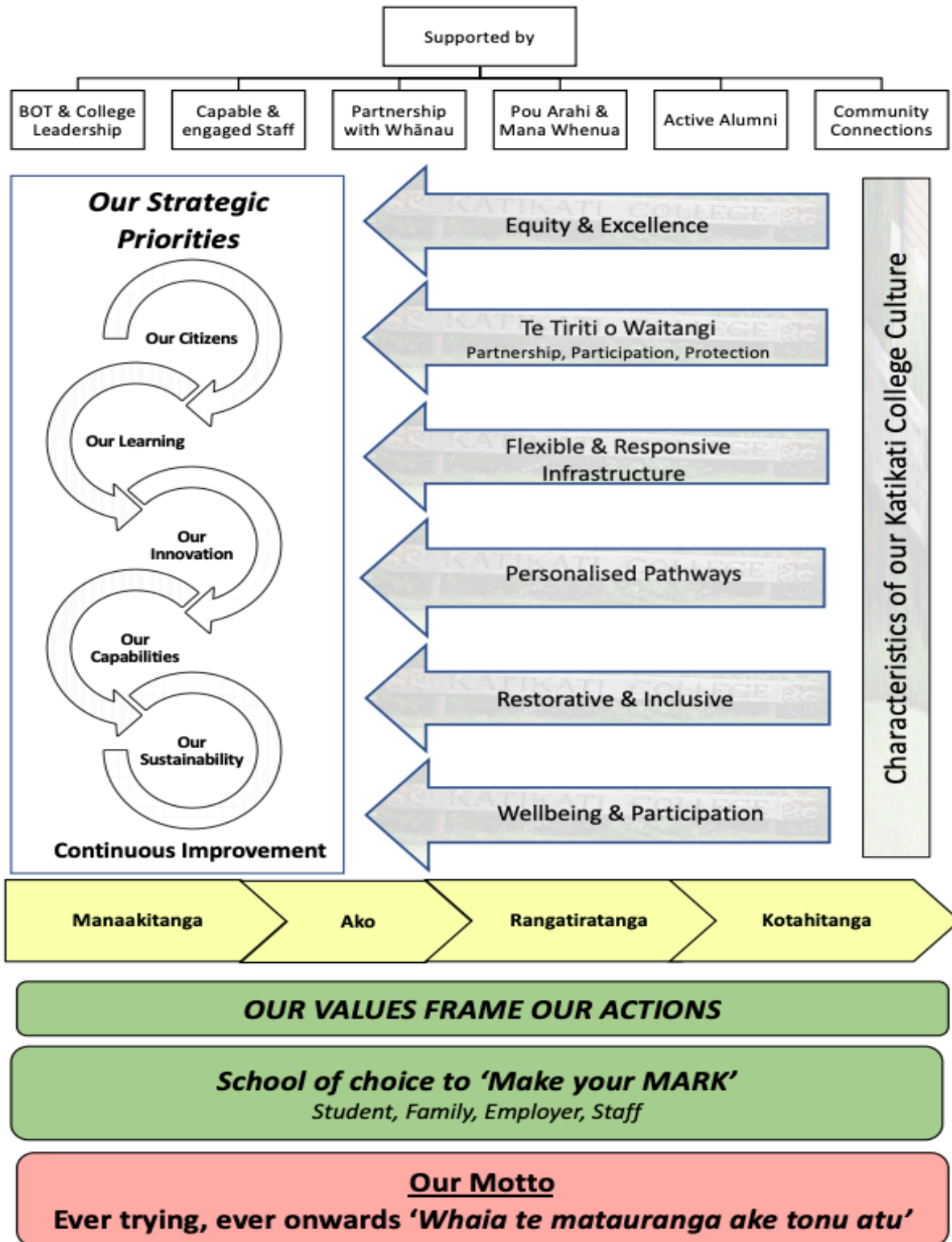
- Health and Safety at Work 2015 – A practical guide for boards of trustees and school leaders.
- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures; (Student Support Register)
- Modern School Health & Safety Guidelines Handbook
- Associated Policies
- Harmful Digital Communications Act 2015

Culturally Relational & Responsive Culture



Framework of integrated factors contributing towards a Restorative & Culturally Responsive and Relational Culture

Our Vision: *Growing innovative thinkers with village hearts and global minds*



DRAFT Katikati College Strategic Framework 2020-2040

Strategic Plan – Road Map 2018 - 2022

