

CHARTER BASED ON NATIONAL EDUCATION AND LEARNING PRIORITIES



School Charter
Strategic Annual Plan
for
Katikati College
2022 – 2023

Principals' endorsement:	21/3/2022
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

INTRODUCTORY SECTION

Culture Statement	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
Vision	An innovative learning community to maximise people potential
Core Values	<p>Manaakitanga Ako Rangatiratanga Kotahitanga</p>
Our Motto	Whāia te mātauranga ake tonu atu; Ever trying, ever onwards
2022 Annual Goal	To ensure that quality teaching and learning is evident in all classrooms across the school

NATIONAL EDUCATION LEARNING PRIORITIES IN THE KATIKATI COLLEGE SETTING

LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK
<p align="center">Objective 1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p align="center">Objective 2</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p align="center">Objective 3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p align="center">Objective 4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p align="center">Objective 5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p align="center">Objective 6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p align="center">Objective 7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>
<p>Our Learners (All members of our learning community are learners)</p> <p><i>Provide personalised programmes that meet the needs and aspirations of all learners and inspire a passion for lifelong learning.</i></p> <p>Our Learning Environment</p> <p><i>Provide a culturally responsive environment which is positive, predictable, consistent and safe</i></p>		<p>Our Resources (School Operations)</p> <p><i>Develop, maintain and efficiently utilise physical and financial resources to support the College's strategic goals, ensuring long-term sustainability and on-going development.</i></p>		<p>Our People (Our staff and students are all learning leaders)</p> <p><i>Attract, develop and retain inspiring staff and students who are leaders, mentors and facilitators of learning in our learning community.</i></p> <p>Our Growth (Building Capacity, learning leaders)</p> <p><i>Foster the physical, cultural, personal and social development of each individual, to build the collective capacity of our learning community.</i></p>		<p>Our Connections (Community Engagement)</p> <p><i>Engage meaningfully and collaboratively with the wider school community and strengthen partnerships between the College, caregivers and whānau.</i></p>

Where Māori enjoy success as Māori

Commitment to the Treaty of Waitangi

Katikati College recognises its responsibilities in relation to Te Tiriti o Waitangi and because of its particular geographical location observes Ngāi Te Rangi and Ngāti Ranginui iwi - acknowledging and fostering partnerships with iwi and hapū, as stated in the board's Te Tiriti o Waitangi policy. Pou Arahi is a governance group that was set up to provide a platform where nominees from local marae and hapū, BOT, Principal and Tari Māori discuss governance and strategic planning of the school. The College is committed to ensuring that Māori students enjoy and experience success as Māori. This commitment underpins our school planning and directions. Culturally responsive and relational pedagogies underpin teaching and learning practices at Katikati College. All students and staff will be expected to develop an understanding and appreciation of Te Ao Māori, Tikanga and Te Reo Māori.

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 Aotearoa/New Zealand
- install an interest in Te Reo Māori in all students; connecting with the language, culture and people
- develop an awareness of local iwi and hapū in relation to iwi and hapū across the motu
- develop understanding of and invite students to participate in Marae Tikanga
- develop links between the community and our students to foster pūrākau, te reo Māori and Tikanga Māori
- encourage students to develop an understanding of and love for te reo Māori and foster Tikanga Māori
- Te Reo Māori will form part of the curriculum of all students in Years 7 & 8 and Years 9 – 13 students can select te reo Māori as an option. All Year 9 and 10 students are instructed in Te Ao Māori

Tikanga Māori and Te Reo Māori

Te taonga tino rangatira hei koha. Ki ngā rangatahi. Ko tona reo anō mā tona reo anō ka taea e ia te nanao atu ngā taonga a ona mātua tūpuna. Kia taunga ai tana tū i mua i tana iwi whānui o tenei ao, me a rato tikanga hoki.

OUR ANNUAL PLAN 2022

Katikati College acknowledges that many of the goals, aims, and strategies are interrelated in achieving the various objectives of the NELPs

NELP - LEARNERS AT THE CENTRE				
Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying				
Objective 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures				
Strategic Goals 2022	Expected Outcomes for 2022	Core Strategies for Achieving Outcomes (Led by)	Timeline (to be linked to Board Workplan)	Evidence of Outcome Achieved
<p>Our Learners (All members of our learning community are learners)</p> <p><i>Provide personalised programmes that meet the needs and aspirations of all learners and inspire a passion for lifelong learning</i></p>	<p>1. All teachers know their learners</p>	<ul style="list-style-type: none"> ● Strengthening whakawhanaungatanga and whanautanga practices through deans, form teachers and subject teachers contacting whānau (Deans, HOF & SLT) ● Student achievement data used to inform teaching programmes and practice (SLT & HOF) ● Faculty time assigned specifically for data review (SLT) ● Faculty time to allow for curriculum design as opposed to administration (SLT) ● PLD on effective pedagogy within whole staff and faculties to ensure learning intentions and next steps are evident in all classes (SLT) ● Regular meeting between SLT and HOFs to discuss teaching programmes and achievement data (SLT & HOFs) ● Development of process for classroom observations (SLT & HOFs) ● Classroom observations undertaken throughout the year (SLT, HOFs & 2i/c) ● Student feedback on the learning environment and programmes collected at the completion of each course of work (HOF & SLT) 	<ul style="list-style-type: none"> ● Termly ● Termly ● Termly ● Beginning mid Term 1 	<ul style="list-style-type: none"> ● Classroom observation data indicates that teachers know their learners ● Student feedback indicates that students feel connected to their learning
	<p>2. Equity and success are promoted across all year levels</p>	<ul style="list-style-type: none"> ● Faculty set goals and targets focussed on priority learners in Years 7 – 10 to enable equity and success (HOF) ● Continued academic tracking of Year 11 – 13 achievement data at a range of levels (SLT, HOFs & Deans) ● Provide meaningful pathways through NCEA for Māori and Pasifika students that allow for access to future tertiary courses (SLT) ● Develop academic tracking mechanisms at Year 7 – 10 based upon curriculum levels (SLT) ● Consistent application of curriculum levels through moderation (HOFs) ● Development of a localised curriculum across faculties (SLT/HOFs) ● Student feedback collected, analysed and acted upon termly (HOF & SLT) ● Social media used to promote student success (SLT) 	<ul style="list-style-type: none"> ● Term 1 ● Term 1 & 2 	<ul style="list-style-type: none"> ● Faculty goals achieved ● Current Year 10 Māori and Pasifika students accessing NCEA STEM subjects ● Māori and Pasifika students selecting NCEA Levels 1 – 3 courses that provide future options ● Target achieved: <ul style="list-style-type: none"> ○ 80% of Māori students achieving Level 2 ○ Ongoing analysis of achievement reported on
	<p>3. Students can see themselves in their learning</p>	<ul style="list-style-type: none"> ● PLD on pedagogy provided by SLT at whole staff and faculty level to strengthen teaching and learning practices with learners at the centre (SLT) ● PLD through external provider to support culturally responsive practice and relational practice (SLT) ● Creating and maintaining an environment where staff share their pedagogical practice (SLT) ● Tracking and reporting of staff engaging in PLD (Principal) 		<ul style="list-style-type: none"> ● Student feedback indicates that students feel connected to their learning ● Staff are attending a range of PLD to further their pedagogy

		<ul style="list-style-type: none"> • Consultation with hapu/iwi/Pou Arahi on localised curriculum review (Principal) 		<ul style="list-style-type: none"> • Staff Professional Growth Cycle feedback
Strategic Goals 2022	Expected Outcomes for 2022	Core Strategies for Achieving Outcomes (Led by)	Timeline (to be linked to Board Workplan)	Evidence of Outcome Achieved
Our Learning Environment <i>Provide a culturally responsive environment which is positive, predictable, consistent and safe</i>	1. Students are engaged and attending classes	<ul style="list-style-type: none"> • Strengthening teaching and learning through providing engaging programmes, range of teaching methods and differing modes of learning and assessment (HOF & SLT) • SLT meet with and support faculty to support evidence-based practice (SLT) • Attendance process reviewed by pastoral team (Deans & SLT) • Regular meetings focussed on attendance (Attendance Advisor, Deans & SLT) • Communication with the community on the importance of attendance (Attendance Advisor, Deans & SLT) • Continued use of Attendance Advisor to support connections between school and whānau (SLT) • Continue to develop relationships with external agencies through KEYS (Katikati Empowerment Youth Strategy) (SLT) • Attendance data used to track engagement (Attendance Advisor, Deans & SLT) 	<ul style="list-style-type: none"> • Start of Term 1 • Termly • Termly 	<ul style="list-style-type: none"> • Target achieved: <ul style="list-style-type: none"> ○ Identified Year 11 students improved attendance ○ Identified Year 8 – 10 students' truancy reduced
	2. Staff cultural capability is further developed	<ul style="list-style-type: none"> • Engage in centrally funded PLD with external provider focussed on culturally responsive pedagogy and localised curriculum (SLT) • Creating and maintaining an environment where staff share their pedagogical practice (SLT) • Meet with Pou Arahi to seek guidance on cultural capabilities specific to the hapū (Principal) • Organise visits to the 3 marae in the area to learn about pūrākau and tikanga (SLT) • Connections made with Ngāi Te Rangi and Ngāiti Ranginui education pilot (SLT) 	<ul style="list-style-type: none"> • May – application for centrally funded PLD 	<ul style="list-style-type: none"> • Staff are actively involved in powhiri and tikanga Māori • Classroom walkthroughs provide evidence of staff cultural capability
	3. Programmes that promote pro social behaviour are in place	<ul style="list-style-type: none"> • Identify and review initiatives that create a sense-of-belonging to Katikati College for all students (Deans & SLT) • Continue to provide PLD, through Margaret Ross, for staff on restorative practice (SLT) • Provide time throughout the year for Year 13 students to engage in peer support with Year 7 • Trial wellbeing and future pathways app (MyMahi) in Years 11 and 12 (Senior Deans & SLT) • Develop and put in place a Service Day for the wider Katikati community (SLT) 	<ul style="list-style-type: none"> • Term 2 • Term 1 • Term 3 	<ul style="list-style-type: none"> • Student voice gathered and analysed on the effectiveness of pro social behaviour programmes • Wellbeing@school NZCER survey shows impact of pro social programmes

NELP - BARRIER FREE ACCESS

Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Strategic Goals 2022	Expected Outcomes for 2022	Core Strategies for Achieving Outcomes (Led by)	Timeline (to be linked to Board Workplan)	Evidence of Outcome Achieved
<p>Our Resources (School Operations) <i>Develop, maintain and efficiently utilise physical and financial resources to support the College's strategic goals, ensuring long-term sustainability and on-going development</i></p>	<p>1. Financial resources are effectively managed by the BOT to maximise student learning and achievement</p>	<ul style="list-style-type: none"> Meetings with budget holders (Principal) Principal to report to the Board Finance meetings on current expenditure and tracking against the budget (Principal) Recruitment of International students to be investigated and recommenced (SLT & Business Manager) Explore and implement online payment options for whanau (SLT & Business Manager) Bank staffing is reported regularly to the Board of Trustees (Principal) Management Units and Middle Management Allowances are allocated to staff in a transparent manner, linked to student needs (SLT & PPTA Branch Chair) Teaching staff who are over timetable allocation or average class size are provided with appropriate compensatory mechanisms (Principal) 	<ul style="list-style-type: none"> Twice a term Twice a term For July 2022 Term 1 Term 1 Term 1 	<ul style="list-style-type: none"> Finance meeting minutes Principal reports to the BOT Capital expenditure is linked to student needs
	<p>2. The school environment supports student achievement</p>	<ul style="list-style-type: none"> Property updates are reported to the Board (SLT) Regular meeting between DP and Property Manager 	<ul style="list-style-type: none"> Twice a term Weekly 	<ul style="list-style-type: none"> Property meeting minutes Principal reporting to the BOT
	<p>3. Students with high and complex needs are provided with adequate resourcing</p>	<ul style="list-style-type: none"> Working with the Ministry of Education and other agencies to ensure support for students with high and complex needs (SENCO & SLT) Process for identification of at-risk students is reviewed (SENCO & SLT) IEPs are developed to ensure a consistent and equitable approach is in place (SENCO & SLT) Student, whanau and agency feedback gathered and analysed (SENCO & SLT) 		<ul style="list-style-type: none"> Tracking of additional funding received for high and complex needs students Student, whanau and agency feedback identifies adequate resourcing
	<p>4. All students have access to digital resourcing</p>	<ul style="list-style-type: none"> Continue to assess digital assets and ensure updated through capital expenditure (SLT) Digital resources are assigned to students with needs (SLT) Identification of new enrolments that require access to digital resources (Deans & SLT) Tracking of students who are loaning school devices (SLT) 		<ul style="list-style-type: none"> Data on student using devices Capital item expenditure utilised to replace H2 and art computers
	<p>5. Effective health and safety procedures are in place</p>	<ul style="list-style-type: none"> Health & Safety meeting (Principal) Increasing the number of health and safety representatives at school (Principal) KAMAR is used to log and record near misses, hazards and incidents (All staff) NZCER workplace survey is completed by all staff (SLT) 	<ul style="list-style-type: none"> Twice a term Term 1 Term 3 	<ul style="list-style-type: none"> Health & Safety meeting minutes KAMAR health & safety data

NELP - QUALITY TEACHING AND LEADERSHIP

Objective 5: Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning

Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Strategic Goals 2022	Expected Outcomes for 2022	Core Strategies for Achieving Outcomes (Led by)	Timeline (to be linked to Board Workplan)	Evidence of Outcome Achieved
<p>Our People (Our staff and students are all learning leaders)</p> <p><i>Attract, develop and retain inspiring staff and students who are leaders, mentors and facilitators of learning in our learning community</i></p>	<p>1. Staff and students develop an understanding and appropriate use of te ao Māori, te reo Māori and tikanga</p>	<ul style="list-style-type: none"> Year 9 and 10 students engage in Te Ao Māori (HOF & SLT) Student feedback collected and reviewed on Te Ao Māori subject (HOF & SLT) Staff are provided with professional learning to support their understanding of te ao Māori, te reo Māori and tikanga (SLT) 	<ul style="list-style-type: none"> Term 3 	<ul style="list-style-type: none"> Classroom walkthroughs provide evidence of te ao Māori and te reo Māori
	<p>2. Staff are supported in their professional growth</p>	<ul style="list-style-type: none"> External PLD course information is shared with relevant staff (Principal) Expectations within the professional growth cycle are clear for teachers and leaders (SLT) Expectations for support staff attestation are clear (SLT) All staff have an up-to-date job description that has been discussed and understood (Principal) SLT work alongside HOFs focussed on teaching and learning (SLT) 	<ul style="list-style-type: none"> Term 1 Term 3 	<ul style="list-style-type: none"> Focussed classroom observations are undertaken by HOFs, assistant HOFs and SLT Principal report indicates that all teaching staff are engaged in a Professional Growth Cycle and all support staff are attested to
	<p>3. All staff have access to a safe and non-threatening work environment</p>	<ul style="list-style-type: none"> Staff are celebrated for their successes (Principal) Connectedness is ensured through whakawhanaungatanga Recognition of staff through staff briefings, assemblies and newsletter (SLT) Staff connections are encouraged through social events (e.g. staff BBQ, wine draw) (SLT) Concerns and complaints procedures is reviewed (Principal) Staff visit each other's classrooms Staff complete the NZCER workplace survey 	<ul style="list-style-type: none"> Term 1 Term 3 	<ul style="list-style-type: none"> Positive staff feedback from the NZCER workplace survey
<p>Our Growth (Building Capacity, learning leaders)</p> <p><i>Foster the physical, cultural, personal and social development of each individual, to build the collective capacity of our learning community</i></p>	<p>1. Student outcomes are improved through an effective self-review process</p>	<ul style="list-style-type: none"> SLT working alongside HOFs focussed on teaching and learning (SLT) Meeting with Principal and SLT member mid Term 1 to reflect on junior and senior data from 2021 developing next steps for planning and resourcing (Principal) Regular meetings between SLT and HOFs to discuss teaching programmes and review student achievement data (SLT) 	<ul style="list-style-type: none"> Term 1 	<ul style="list-style-type: none"> Faculty goals are achieved
	<p>2. Students and staff have a shared understanding of the school values - MARK</p>	<ul style="list-style-type: none"> Understanding is developed in partnership and collaboration with staff and students (SLT) Review of MARK values by the pastoral team (SLT) Review of MARK values by students (SLT) 	<ul style="list-style-type: none"> Term 1 	<ul style="list-style-type: none"> Classroom walkthroughs provide evidence of staff and student understanding and display of MARK values

NELP - FUTURE OF LEARNING AND WORK

Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Strategic Goals 2022	Expected Outcomes for 2022	Core Strategies for Achieving Outcomes (Led by)	Timeline (to be linked to Board Workplan)	Evidence of Outcome Achieved
<p>Our Connections (Community Engagement)</p> <p><i>Engage meaningfully and collaboratively with the wider school community and strengthen partnerships between the College, caregivers and whānau</i></p>	<p>1. Whānau, community and school communication is strengthened and refined</p>	<ul style="list-style-type: none"> • Use of a range of modes for engagement with parents and the community (SLT) • Review engagement reports in Year 9 – 13 • Explore reporting through key competencies • Website is regularly updated and activity is reviewed (Principal) • Principal and staff represent the College at key community events • Implementation of an effective alumni association (Principal) • Regrowth of a supportive and effective PTA (Principal) 	<ul style="list-style-type: none"> • Term 1 & 2 • Term 2 • Term 1 	<ul style="list-style-type: none"> • Feedback from community on communication
	<p>2. Community consultation is undertaken to inform the strategic direction of the school</p>	<ul style="list-style-type: none"> • Feedback is collected from the community on the strategic direction of the College (Principal) • Feedback is used to review vision and goals (Principal) 	<ul style="list-style-type: none"> • Term 3 	<ul style="list-style-type: none"> • Consultation is undertaken • Creation of new vision and goals
	<p>3. Katikati College Graduate profile is reviewed and applied</p>	<ul style="list-style-type: none"> • Collaborating with community, staff and students on the school's graduate profile (SLT) • Further development of Katikati College graduate profile (SLT) 		<ul style="list-style-type: none"> • Graduate profile is relevant to each faculty
	<p>4. The Innovative Horticulture Trust continues to support student needs</p>	<ul style="list-style-type: none"> • Principal and Board membership on the Trust • Katikati College requests financial support for the salary of the Innovative Horticulture Manager from the Trust (Principal & Board) • Role of the Innovative Horticulture Manager and Trust Manager is clarified (Principal) • The building of purpose-built facilities to deliver the Innovative Horticulture programme 	<ul style="list-style-type: none"> • Term 1 • Term 2 • Term 1 	<ul style="list-style-type: none"> • Completion of building • Principal reports to the Board • Job descriptions confirmed for Innovative Horticulture Manager and Trust Manager
	<p>5. Tertiary providers, employers, industry and community are collaborated with to offer multiple pathways for students</p>	<ul style="list-style-type: none"> • Tracking of student transitions (SLT) • Continue to use FPI (Future Pathway Interviews) to ensure pathways into senior school • Create a directory of local industry and providers that support the school (SLT) • Work with Katikati Community Centre to track and support school leavers (SLT) • Implementation of the Career Navigator programme to support learners (Careers Advisor & SLT) 		<ul style="list-style-type: none"> • School leavers data