



Te Kūiti High School Charter

2020 to 2023

Semper Paratus *Kia Hiwa Ra*



Always prepared to show Manaakitanga



POSITIVITY



RESPECT



INTEGRITY



PRIDE

Vision

An inclusive community focusing on personal and academic growth

<p>wawata</p> <p>He kakano He pihi Ka timata ki te tipu Ka tipu ki te ao marama Nga putake kia papatuanuku Nga hua ki roto, ki waho, ki raro, ki runga Te Puawaitanga o nga Te Mauri whakata</p>	<p>A seed, It sprouts It begins to grow Into the world of light and life Its base is Papatuanuku Nurturing from within and without, from above and below For aspirations to bloom And potential to be achieved.</p>
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Our students arrive at Te Kūiti High School as a **seed** full of potential.
From the very first day they begin to **sprout** as they encounter new ways and new people.
The roots of **growth** is **grounded** by the need to develop physically, mentally and emotionally
As they are **nurtured** from;
Within -Their innate desire to learn and self motivation,
Without - their physical, emotional and educational environment
Below - their whakapapa, whanau,
Above - their beliefs and desires
They leave with **aspiration** and **potential**.



Introduction

General Description of the School and the School's Community

Te Kūiti High School is situated on an attractive site of 8 hectares. The grounds include a multi-purpose astro turf for netball, tennis and hockey, well drained playing fields, and the remainder of the site has been landscaped and planted with many trees, shrubs and gardens creating a park-like setting for the school and the community.

The name of the school comes from the word Te Kūititanga which is the name for the town and means the narrowing of the valley.

The buildings consist of a gymnasium, school hall, library, Services Academy building, 4 technology work environments, visual & performing arts and 4 modern ICT specialist facilities as well as other ICT pods spread throughout the school. In addition there is a modern Pavilion, Student Centre and a new modern learning environment was completed in 2014.

Te Kūiti High School provides a broad high quality education for its students. It is the school's goal for all students to transition from school with a positive attitude to learning having acquired a range of essential learning skills and achieve nationally recognised qualifications. The Te Kūiti High School Curriculum covers the eight essential learning areas. Additionally, the school promotes learning pathways through a Gateway Academy, Primary Industries Academy and the Sports Leadership courses.

The school draws its students from a diverse multi-cultural and socio economic community, students enrolling mainly from the town of Te Kūiti itself and its immediate hinterland.

Te Kūiti is a service town with an urban population of 4500 residents. It has a diverse age/sex composition, including single and twin parent nuclear families as well as extended family groupings. Predominant occupations are within the service industries of farming, forestry, tourism and mining. The local area has many exciting natural features that attract recreational users. There are seven contributing Primary schools within the area.

The school provides community access to the school for learning opportunities, meetings, sporting and recreational activities. Te Kūiti High School is focused on achievement through quality teaching and learning. Extra learning support is offered for

those students at risk of underachieving. All students have support to develop career plans and pathways.

TE KŪITI HIGH SCHOOL STRATEGIC PLAN 2020 – 2023

VALUES:

Kia Hiwa ra!

Always prepared to show manaakitanga with PRIDE

Positivity- Respect – Integrity – Pride

VISION

**An inclusive community focusing on
personal and academic growth**

STRATEGIC PRIORITIES

1. Every student will leave Te Kūiti High School with the skills and qualifications they need for their future

2. Te Kūiti High School's culture and community is embraced as our turangawaewae

STRATEGIC GOALS

1.1 A responsive curriculum will support and enhance the hauora of our community

1.2 Our curriculum will have explicit expectations for learning and future pathways

2.1 At Te Kūiti High School, language, culture and identity are celebrated

2.2 Students are proud to attend Te Kūiti High School

2.3 We will engage with and have a sustained positive relationship with all stakeholders

Our strategic priorities will encompass the principles of the Tiriti o Waitangi

2020 ANNUAL PLAN

STRATEGIC PRIORITY 1

Every student will leave Te Kuiti High School with the skills and qualifications they need for their future.

1.1. A responsive curriculum will support and enhance the hauora of our community.

Development Areas	Actions	Outcomes	Lead by	Timeline				
				T1	T2	T3	T4	Year
1.1.1 All students' diverse needs are continuously identified and used to guide teaching and learning.	<ul style="list-style-type: none"> ● Write an Individual Development Plan. (IDP) for all year 9 students ● Assess all year 9s and 10s using asTTLe and PAT in term 1 and term 4 and the data analysed to identify area(s) to focus on in Teaching & Learning. ● Investigate possible programmes or platforms that we can adopt and adapt to meet the needs of our students ● Develop a school wide process for assessment for learning 	<ul style="list-style-type: none"> ➤ The IDP information will be available for staff to plan Teaching & Learning. ➤ Assessments are conducted by week 4 Term 1 and by week 6 Term 4 to inform teaching and learning programmes. ➤ A whole staff analysis of the data will take place by week 3 Term 3 ➤ HoDs to visit schools with specific criteria to report on ➤ Staff use templates provided to record at risk learners 	Kaiwhakaako Tautoko SLT	✓	✓			2021-2023
				✓		✓		
			HOD SLT	✓	✓	✓	✓	
			Kaiwhakaako Tautoko, SLT			✓		
1.1.2 Staff are provided with PLD to continuously improve use of data and pedagogy	<ul style="list-style-type: none"> ● Provide PLD for staff for assessment for learning and other related areas. 	<ul style="list-style-type: none"> ➤ There is evidence produced to show assessment for learning is being used by all Departments. ➤ Specific PLD sessions are facilitated by Susan Arrowsmith (Advisor) Dave Follas (SCT) and Margaret Briasco (Kaiwhakaako Tautoko). ➤ Attend PLD provided by the Kahui ako 	Principal SLT		✓	✓	✓	
				✓		✓		

		<ul style="list-style-type: none"> ➤ SLT work with Karen Crowe to develop use of data and an assessment for learning plan school wide 			✓	✓	✓	
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1.2 Our curriculum will have explicit expectations for learning and future pathways.

Development Areas	Actions	Outcomes	Lead by	Timeline				
				T1	T2	T3	T4	Year
1.2.1 A localised curriculum is developed.	<ul style="list-style-type: none"> ● Foundations for a localised curriculum will be set. 	<ul style="list-style-type: none"> ➤ Science, Technology and Mathematics Departments will trial linking localised curriculum to planning ➤ SSEP connections will be developed and learning programmes will be connected to local businesses ➤ Links to local iwi and hapu are made, and used to connect to tikanga within the school environment through visiting local Marae 	Principal SLT HOD	✓	✓	✓	✓	
1.2.2 A whole school approach to careers education and vocational pathways are established	<ul style="list-style-type: none"> ● Establish a Careers and Vocational Pathways Department that will manage and administer; Year 10 Careers course, existing Gateway and STA programmes, Employer Partnership (SSEP) 	<ul style="list-style-type: none"> ➤ HOD Careers and Vocational Pathways position is appointed to oversee the development of this Department ➤ New Gateway coordinator is appointed who will continue to access training opportunities in our community ➤ Students enrolled at WinTech Trades Academy Otorohanga Campus ➤ Careers action plan developed 	Principal HOD Careers Gateway Coordinator	✓				

	<ul style="list-style-type: none"> Identify students interested in trades to participate in the Trades Academy at the Wintec Otorohanga Campus. 	<ul style="list-style-type: none"> All senior students will have individual career plans. A whole school analysis around careers and vocational pathways is completed 				✓		✓
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STRATEGIC PRIORITY 2
Te Kuiti High School's culture and community is embraced as our turangawaewae.

2.1. At Te Kuiti High School, language, culture and identity are celebrated.

Development Areas	Actions	Outcomes	Lead by	Timeline				
				T1	T2	T3	T4	Year
2.1.1 We celebrate our bicultural heritage within our multicultural environment	<ul style="list-style-type: none"> Organise and attend Noho Marae PD for staff Introduce Mana Week where the whole school visit Te Kūiti Pa Re-establish the Te Kūiti High School Kapa Haka Group. Develop a closer relationship with Maniapoto and Ngati Rora. Host the Waiwaia Festival in 2020 Celebrate Te Reo Maori week Use Te Ao Maori customs/protocols in various schools settings (e.g. Karakia - for hui/classroom, School song for, House events, Powhiri and assemblies etc) 	<ul style="list-style-type: none"> He Māori, te māori; Māori becomes a normal and celebrated part of Te Kuiti High School. Te Ao Maori is more visible and alive at TKHS 	Principal	✓	✓	✓	✓	

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2.2 Students are proud to attend TKHS

Development Areas	Actions	Outcomes	Lead by	Timeline				
				T1	T2	T3	T4	
2.2.1 Our school has a strong sense of pride	<ul style="list-style-type: none"> ● Introduce a new attendance process and procedures to increase the school attendance rate. ● Develop student leadership to fulfill their roles ● Coach Manukura in their roles as middle leaders ● Role descriptions and ongoing support provided for Whānau Teachers. ● Implementation of new vertical House System 	<ul style="list-style-type: none"> ➤ The school attendance rate at the end of 2020 is 85%+ ➤ Pastoral entries for uniform violations will be 10% less than 2019 ➤ Stand down and suspension rates for 2020 will be 20% less than 2019 ➤ Increase in number of students and staff involvement in House events ➤ Student Leaders are organising and running whole school and lunchtime events ➤ Whānau Teachers are actively building relationships with their students via monitoring behaviour/attendance patterns ➤ House Competition Coordinator organising at least two whole school House events per term 	SLT	✓	✓	✓	✓	

2.2.2 The school environment reflects the spiritual and cultural heritage of Te Kōiti High School	<ul style="list-style-type: none"> ● Create Whakairo and signage in the school environment 	<ul style="list-style-type: none"> ➤ Major whakairo and art work will be displayed around the school and in specific buildings. ➤ More bilingual signage will be added to the school environment 	Principal			✓	✓	2021
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2.3. We will engage with and have a sustained positive relationships with all stakeholders

Development Areas	Actions	Outcomes	Lead by	Timeline				
				T1	T2	T3	T4	
2.3.1 Te Kōiti High School will engage positively with its community	<ul style="list-style-type: none"> ● Publicize and promote TKHS ● Erect electronic sign outside school and update regularly 	<ul style="list-style-type: none"> ➤ Greater communication with our whanau and community ➤ Update Facebook, website and newsletter are regularly, and have TKHS will have positive more presence in the local newspaper ➤ There is a visible showcase celebrating TKHS to inform our local community. 	Principal SLT Administrative Assistant	✓	✓	✓	✓	

<p>2.3.2 The transition to and from Te Kūiti High School will be positive and successful.</p>	<ul style="list-style-type: none"> ● Liaise and make regular contact with all contributing schools. ● Interview all year 13 students ● Organise transition programme ● Develop a tracking record of students leaving TKHS 	<ul style="list-style-type: none"> ➤ Kaiwhakaako has all relevant data and details of all year 8 students enrolling at TKHS ➤ New students transition to TKHS positively ➤ To get feedback from students about their time at TKHS ➤ An up to date record is kept of contact and destination of senior students leaving TKHS at the end of the year is ➤ Careers HoD met with all year 13 students for pathway planning 	<p>Kaiwhakaako Tautoko Principal</p> <p>Manukura Akonga</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
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STUDENT ACHIEVEMENT GOALS

STRATEGIC AIM	1.2 Our curriculum will have explicit expectations for learning and future pathways.
ANNUAL OBJECTIVE	1.1.1 All students' diverse needs are continuously identified and used to guide teaching and learning.
Target 1	The group of year 9 students who are identified as being 2 years below the expected curriculum level in writing will have progressed more than 2 levels in asTTle writing.
Target 2	Identify priority learners who are at risk of not achieving NCEA level 1 and put strategies in place to support successful completion of this qualification. 85% of those identified students will have achieved NCEA level 1 by the end of 2020
Target 3	Identify Maori priority learners who are at risk of not achieving Level Two NCEA and put strategies in place to support successful completion of this qualification. 80% of identified students will have achieved Level 2 NCEA by end of 2019

<p>Target 4</p>	<p>NCEA Achievement Target for 2020</p> <ul style="list-style-type: none"> ● OVERALL TARGET = 70 ● NCEA Level 1 = 70% (c/f 46.7% in 2019 & 59.2% in 2018) ● NCEA Level 2 = 70% (c/f 59.7% in 2019 & 72% in 2018) ● NCEA Level 3 = 55% (c/f 26.5% in 2019 & 50% in 2018) ● UE Level 3 = 40% (c/f 23.5% in 2019 & 30.8% in 2018) <p>NCEA Achievement Target 2021 – 2023 (roll based)</p> <ul style="list-style-type: none"> ● NCEA Level 1= 75 % in 2021, 80 % in 2022 & ,85%> in 2023 ● NCEA Level 2 = 75 %in 2021, 80% in 2022 & ,85%> in 2023 ● NCEA Level 3= 55% in 2021, 60% in 2022 & 60%+ in 2023 ● UE Level 3 50%> in 2021 to 2023
<p>Target 5</p>	<p>NCEA MĀORI Achievement Target for 2020</p> <ul style="list-style-type: none"> ● OVERALL TARGET= 70% ● NCEA Level 1 Māori = 70 % for 2020, (c/f 32.5% in 2019 & 47.9% in 2018) ● NCEA Level 2 Māori = 70% for 2020 , (c/f 52.5% in 2019 & 63.3% in 2018) ● NCEA Level 3 Māori = 50 % for 2020, (c/f 5.3% in 2019 & 33.3% in 2018) ● UE Māori = 35% in 2020, (c/f 5.3% in 2019 & 11.1% in 2018) <p>NCEA MAORI Achievement Target 2021-2023</p> <ul style="list-style-type: none"> ● NCEA Level 1 Māori = 75.% for 2021,80% in 2022 and 90%+ in 2023 ● NCEA Level 2 Māori = 80% for 2021, 85% in 2022, & 90%+ in 2023 ● NCEA Level 3 Māori = 60 % for 2021, 70 % in 2022 & 80%+ in 2023 ● UE Māori = 45 % for 2021,50% in 2022 & 50% in 2023
<p>Target 6</p>	<p>NCEA FEMALE Achievement Target for 2020</p> <ul style="list-style-type: none"> ● OVERALL TARGET = 75% ● NCEA Level 1 = 75% for 2020, (c/f 52% in 2019 & 55.6% in 2018) ● NCEA Level 2 = 75% for 2020 , (c/f 67.7% in 2019 & 88% in 2018) ● NCEA Level 3 = 60 % for 2020, (c/f 42.1% in 2019 & 57.9 % in 2018) ● UE Level 3 = 50 % in 2020, (c/f 42.1% in 2019 & 31.6 % in 2018) <p>NCEA FEMALE Achievement Target 2021-2023</p> <ul style="list-style-type: none"> ● NCEA Level 1 = 80 for 2021,85% in 2022 and 90%+ in 2023 ● NCEA Level 2 = 70% for 2021, 80% in 2022, & 85%+ in 2023 ● NCEA Level 3 = 40% for 2021, 50 % in 2022 & 60%+ in 2023 ● UE Level 3 = 55 % for 2021,60% in 2022 & 70% in 2023

Target 7

NCEA MALE Achievement Target for 2020

- OVERALL TARGET = 70%
- NCEA Level 1 = 70% for 2020, (c/f 45.7 % in 2019 & 62.5 % in 2018)
- NCEA Level 2 = 65% for 2020 , (c/f 58.1% in 2019 & 56 % in 2018)
- NCEA Level 3 = 50 % for 2020, (c/f 6.7% in 2019 & 28.6 % in 2018)
- UE Level 3 = 50 % in 2020, (c/f 0% in 2019 & 28.6 % in 2018)

NCEA MALE Achievement Target 2021-2023

- NCEA Level 1 = 70% for 2021,80% in 2022 and 90%+ in 2023
- NCEA Level 2 = 70% for 2021, 80% in 2022, & 90%+ in 2023
- NCEA Level 3 = 60% for 2021, 70 % in 2022 & 80%+ in 2023
- UE LEVEL 3 = 60 % for 2021,70% in 2022 & 80% in 2023

TE KUITI HIGH SCHOOL STRATEGIC PLAN NON STRATEGIC ACTIVITIES 2020 - 2023

AREA	GOALS	OUTCOMES	RESPONSIBILITY	TIME FRAME				YR
				T1	T2	T3	T4	
PROPERTY PLANNING	<ul style="list-style-type: none"> To complete scheduled property management tasks for BOT cyclical maintenance. 	<ul style="list-style-type: none"> Scheduled maintenance work is completed in accordance with 10YPP. 	Principal BOT EO					
	<ul style="list-style-type: none"> Maintenance: Scheduled 10YPP actions 	<ul style="list-style-type: none"> A block administration and Classroom areas are re carpeted 					✓	
	<ul style="list-style-type: none"> Complete capital works: Planned 5YPP projects 	<ul style="list-style-type: none"> SLT office area rebuilt to eliminate black mole infection complete. Installation of ramp from main entrance to Atrium is complete Sick bay roof fixed. 					✓	
	<ul style="list-style-type: none"> To use School Investment Package (SIP) for upgrading areas of the school that otherwise would be deferred 	<ul style="list-style-type: none"> A project to be agreed upon by T3 				✓		2021
	<ul style="list-style-type: none"> To assess options for the replacement and refurbishment of the music block 	<ul style="list-style-type: none"> Option for Music block replacement is decided 				✓		2021
FINANCIAL PLANNING	<ul style="list-style-type: none"> To manage school's financial resources in a fiscally prudent manner through accurate budgeting and the effective control of expenditure. 	<ul style="list-style-type: none"> Budget provisions are managed through strengthened processes and effective monitoring 	Principal EO BOT	✓	✓	✓	✓	2021 2023
	<ul style="list-style-type: none"> To prepare and present annual accounts for audit to verify school processes and provide assurance of financial health. 	<ul style="list-style-type: none"> School accounts show planned break even or better 			✓	✓		
	<ul style="list-style-type: none"> To maintain a balanced set account. 	<ul style="list-style-type: none"> School accounts audited and approved 				✓		
HEALTH & SAFETY	<ul style="list-style-type: none"> To ensure that all policies and procedures outlined in school's policy documents are enacted to meet health and safety regulations 	<ul style="list-style-type: none"> Hazards register is up to date Accident and Injury log is current Student health provisions are supported 	Principal BOT EO H&S Com	T1	T2	T3	T4	

		<ul style="list-style-type: none"> ➤ Health promoting school practices are followed ➤ The school maintains a safe and healthy physical and emotional environment 		✓	✓	✓	✓	2021
	<ul style="list-style-type: none"> ● To ensure that Clause 4 & 10 Education (Physical Restraint) Rules 2017 for physically restraining students is followed. 	<ul style="list-style-type: none"> ➤ appropriate steps are taken to ensure that the names and positions of authorised staff are documented, appropriate steps are taken to ensure that parents, students, school staff and community know about the school's policies for managing challenging behaviour and using physical restraint 			✓	✓	2020 - 2023	
	<ul style="list-style-type: none"> ● That safety policies and procedures for the checking of all new and existing employers are in place. [Children's Act 2014; regulations 5 – 8 of the Vulnerable Children (Requirements for Safety Checks of Children's Workers) Regulations 2015] especially in police 	<ul style="list-style-type: none"> ➤ Procedures and practices are in place for identity verification. police vetting. reference checks. employment verification checks. checks with professional registration bodies or licensing authorities. interviews. 			✓		2020 - 2023	
	<ul style="list-style-type: none"> ● Ensure that there is mandatory reporting to the Teaching Council when required: [Education Act 1989, sections 392 – 395] 	<ul style="list-style-type: none"> ➤ Procedures and policies for mandatory reporting to the Teaching Council is followed 			✓		2020 - 2023	
EMPLOYMENT	<ul style="list-style-type: none"> ● To ensure that all appointments are consistent with Equal Employment Opportunities policy 	<ul style="list-style-type: none"> ➤ EEO data is maintained as current ➤ EEO Report is furnished to the Board of Trustees 	Principal BOT EO	T1	T2	T3	T4	
				✓	✓			
	<ul style="list-style-type: none"> ● To ensure that all members of the staff are appraised against relevant criteria outlined in the Secondary Teachers' Professional Standards, through a process of goal setting, classroom observation, feedback, student achievement analysis and personal professional reflection 	<ul style="list-style-type: none"> ➤ Staff are willingly and actively involved in a process of professional growth that develops capacity and effectiveness. 				✓	✓	
	<ul style="list-style-type: none"> ● A PLD programme connected to the Strategic and annual plan of Te Kuiti High School will be resourced and supported. 	<ul style="list-style-type: none"> ➤ The following PLD are resourced <ul style="list-style-type: none"> ○ Assessment for learning ○ Student achievement data analysis 				✓	✓	

		<ul style="list-style-type: none"> o Integrated curriculum o Careers and vocational pathways o KAMAR o Localising Curriculum 						
SELF REVIEW	<ul style="list-style-type: none"> ● To carry out scheduled policy review in accordance with published timeline. 	<ul style="list-style-type: none"> ➤ The BOT will use the School Docs as the platform for the required review of policies 	Principal BOT EO HOD	T1	T2	T3	T4	
				✓	✓	✓	✓	2021 2023
	<ul style="list-style-type: none"> ➤ To publish the annual data analysis document 	<ul style="list-style-type: none"> ➤ Subject annual reports and school generated achievement reports are accurate and are completed in a timely fashion to inform further planning 				✓		
	<ul style="list-style-type: none"> ● TKHS has a robust and transparent complaints procedure 	<ul style="list-style-type: none"> ➤ The school's complaints procedures are consistently followed, and responses are appropriately documented 		✓	✓	✓	✓	