

*Te Kura Tuarua o Te Kuiti*  
Strategic Plan Document 2023



## The School and Community

### 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 program, Primary Industries course 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 2023

## VALUES:

Kia Hiwa ra!

Always prepared to show manaakitanga

Positivity- Respect – Integrity – Pride

## VISION

To Empower and prepare all akonga to be connected, engaged, lifelong learners, who can positively contribute to our community in an ever changing world.

## NELPS

LEARNERS AT THE CENTRE

BARRIER FREE ACCESS

QUALITY TEACHING AND LEADERSHIP

FUTURE OF LEARNING AND WORK

## STRATEGIC PRIORITIES LINKED TO NELPS

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

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

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

Our curriculum will have explicit expectations for learning and future pathways

## STRATEGIC GOALS

1.1 Have High expectations of every student and collaborate with their whanau and communities to create educational experiences that meet their needs, preserve

2.1 Design a responsive curriculum will support and enhance the hauora of our community

3.1 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

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

<p><b>their heritage, language, and cultural identity.</b></p> <p><b>1.2 Provide a safe, engaging and effective environment that builds capability and well-being.</b></p>	<p><b>2.2 Ensure at Te Kūiti High School, language, culture and identity are celebrated</b></p> <p><b>2.3 Students are proud to attend Te Kūiti High School</b></p> <p><b>2.4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</b></p>	<p><b>3.2 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</b></p>	
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**Our strategic priorities will encompass the principles of the Tiriti o Waitangi**

## Strategic Priorities and Direction

### The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

#### OBJECTIVES

OBJECTIVE  
**1**

#### LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE  
**2**

#### BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE  
**3**

#### QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE  
**4**

#### FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE  
**5**

#### WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

#### PRIORITIES

**1** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

**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

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

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

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

**5** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

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

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

**8** Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

## Te Kuiti High Schools Strategic Goals 2023

### Strategic Goal 1:

**Aim for High expectations of every akonga / student and collaborate with their whanau and communities to create educational experiences that meet their needs, preserve their heritage, language, and cultural identity.**

### Strategic Goal 2:

**Design a responsive curriculum that will support and enhance the hauora of our community**

### Strategic Goal 3:

**Develop staff to strengthen teaching, leadership and learner support capability across the school**

### Strategic Goal 4

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

<p><b>Rationale:</b> The Board's:</p> <ul style="list-style-type: none"> <li>- <i>Our Vision</i> is to “empower and prepare all akonga to be connected, engaged, lifelong learners, who can positively contribute to our community in an ever changing world.</li> <li>-</li> <li>- <i>Expectation</i> is that aspirational targets are in place for students, or groups of students, that are reported on regularly and contribute to evidence of student progress and achievement.</li> </ul>	<p><b>Rationale:</b> The Board's:</p> <ul style="list-style-type: none"> <li>- <i>Vision</i> is the development of suitable programmes that explore and underscore collaborative engagements with other interested parties. The leadership team is expected to ensure that the diverse nature of their students and their staff are accommodated and supported.</li> <li>- <i>Expectation</i> is that partnerships embrace 'Ako' and reciprocity so that all relationships are valued. The school is an outward looking school and is welcoming to the wider community with abundant learning opportunities for all.</li> </ul> <p>Reporting will reflect on the progress of these programmes and relationships and the contribution that is being made to (and from) the wider community.</p>	<p><b>Rationale:</b> The Board's:</p> <ul style="list-style-type: none"> <li>- <i>Commitment</i> is to a process of review and focus on meeting community expectations and legislative requirements. It will focus on ensuring that there is a high level of attention to administrative efficiency and attention to detail.</li> <li>- <i>Expectation</i> is effective and informative reporting from its chief executives and their staff to assist the board in exercising good decision making in meeting its strategic goals.</li> </ul>	<p><b>Rationale</b></p>
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## Annual Plan 2023

**Strategic Goal 1: Have high aspirations for every 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**

Development Areas	Actions	Outcomes	Lead by	Timeline
				ongoing
<p><b>1.1 Have High expectations of every student and collaborate with their whanau and communities to create</b></p>	<ul style="list-style-type: none"> <li>• Identify and set target groups for 2023. Complete an analysis of variance after considering 2022 achievement data               <ul style="list-style-type: none"> <li>• Student Achievement targets (MOE) (HODs)</li> <li>• HODs are leaders of learning and are</li> </ul> </li> </ul>	<p>1. Targets have been set            Junior Targets 60-70% at 4B or higher for literacy at end of year 10            NCEA level 1 65% + 90% lit num            NCEA Level 2 75%            NCEA Level 3 60% + 30% UE</p>	<p>Principal ,Deputy Principals &amp; HODs</p>	

<p><b>educational experiences that meet their needs, preserve their heritage, language, and cultural identity.</b></p>	<p>responsible for developing a responsive curriculum</p> <ul style="list-style-type: none"> <li>● Semesterisation the school year</li> <li>● Impact coaching development of HOD's</li> <li>● Explicit teacher profile indicators established.</li> <li>● School wide and curriculum group professional learning and development to co-construct effective teaching practice criteria</li> <li>● Review and implementation of assessment tasks and procedures to align with effective teaching practice criteria</li> <li>●</li> </ul>	<ol style="list-style-type: none"> <li>2. Evidence is gathered in an ongoing manner to analyse and review progress against the targets.</li> <li>3. Students progress towards targets</li> <li>4. HOD and Manukura team ensure safety and stretch of all learners</li> <li>5. Learning areas ensure engaging programs of learning that are fit for purpose in the 21st century work environment.</li> </ol>		
<p><b>1.2 Provide a safe, engaging and effective environment that builds capability and well-being.</b></p>	<ul style="list-style-type: none"> <li>● Create and use evidence guidelines (observation templates, rubrics and students voice templates) to align with effective teaching practice criteria. Particular importance to be placed on: <ul style="list-style-type: none"> <li>○ Catering for targeted learners</li> <li>○ Feedback that enhances learning</li> <li>○ The use of exemplars and progressions</li> </ul> </li> <li>● Co-constructing learning progressions for all learning areas</li> <li>● Pastoral systems align and provide clarity for students, whanau and staff.</li> <li>● Reporting procedures developed to align with effective teaching practice criteria Identifying and defining what effective teaching practice looks like at Te Kuiti High Schools</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers and students develop real connections and a deeper understanding of NCEA requirements, including knowing next steps</li> <li>2. Teachers developing skills at getting to know the learner and using this evidence to accelerate success</li> <li>3. Teacher practice exemplifies high expectations of the learner at all times.</li> <li>4. Shared understanding of effective teaching practice at Te Kuiti High Schools leading to improved learning outcomes</li> </ol>	<p>Principal &amp; Deputy Principal</p>	<p><b>ongoing</b></p>



Development Areas				
Development Areas	Actions	Outcomes	Lead by	Timeline
<b>2.1 Design a responsive curriculum will support and enhance the hauora of our community</b>	<ul style="list-style-type: none"> <li>Develop a cohesive curriculum which is balanced with dispositional and academic aspects in order enhance personal growth.</li> <li>Collaboration within and across departments ensuring goals are strategically focussed to enhance holistic wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Department plans and goals are coherent with school wide aspirations. Action plans to meet goals are tangible and measurable</li> </ul>	Principal & Deputy Principals PLD Cognition RF	<b>Term 1</b>
<b>2.2 At Te Kūiti High School, language, culture and identity are celebrated</b>	<ul style="list-style-type: none"> <li>Waiata, pōwhiri</li> <li>Unpacking Kia Eke Panuku principles</li> <li>Analysis of achievement data for Māori students</li> <li>Targeted academic mentoring</li> <li>Powerful partnerships with whanau</li> <li>Iwi and hapu connections</li> <li>Develop a process to ensure Māori student voice (Manaaki Taura and others)</li> <li>Acknowledging and valuing identity, culture and language</li> </ul>	<ol style="list-style-type: none"> <li>Teachers understand, lead, and model culturally responsive pedagogy and understand how it relates to effective teacher practice for improved teaching and learning. For eg:               <ol style="list-style-type: none"> <li>Always use correct names for spaces and correct others when they don't</li> <li>Signage</li> <li>Te Reo Māori is used</li> <li>Staff acknowledge Māori achieving success as Māori - what do our school principles mean for Māori</li> </ol> </li> <li>Improved learning outcomes for Māori students</li> <li>We utilise every opportunity to be inclusive and celebrate all cultures</li> </ol>	Principal & Deputy Principals	Ongoing
<b>2.3 Students are proud to attend Te Kūiti High School</b>	<ul style="list-style-type: none"> <li>Introduce a new attendance process and procedures to</li> </ul>	<ol style="list-style-type: none"> <li>The school attendance rate at the end of 2023 is 80%+</li> <li></li> </ol>	Principal	<b>Ongoing</b>

	<p>increase the school attendance rate.</p> <ul style="list-style-type: none"> <li>● Develop student leadership to fulfill their roles</li> <li>● Coach Manukura in their roles as middle leaders</li> <li>● Role descriptions and ongoing support provided for Whānau Teachers.</li> <li>● Our uniform is reviewed and student voice is included</li> <li>● Our School environments are modernised</li> </ul>	<ol style="list-style-type: none"> <li>3. Stand down and suspension rates for 2023 will be 20% less than 2022</li> <li>4. Increase in number of students and staff involvement in House events</li> <li>5. Student Leaders are organising and running whole school and lunchtime events</li> <li>6. Whānau Teachers are actively building relationships with their students via monitoring behaviour/attendance patterns</li> <li>7. House Competition Coordinator organising at least two whole school House events per term</li> <li>8. Students respect their classrooms. Reduction in Vandalism.</li> </ol>		
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**Strategic Goal 3: Develop staff to strengthen teaching, leadership and learner support capability across the school**

Development Areas	Actions	Outcomes	Lead by	Timeline
<p><b>3.1 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</b></p>	<ul style="list-style-type: none"> <li>● All staff are engaged in a Professional Learning Group related to the vision/Kaupapa</li> <li>● .Implementation of professional learning groups and other leadership opportunities</li> <li>● Appoint a facilitator for each PLG</li> <li>● Engage outside expertise for each PLG focus area</li> <li>● Source and share professional readings regularly</li> <li>● Opportunities are provided for ako (staff</li> </ul>	<ol style="list-style-type: none"> <li>1. All staff actively contribute to a Professional Learning Group related to the Vision/ Kaupapa</li> <li>2. Staff feel valued and empowered as teachers and leaders</li> <li>3. Through inquiry and reflection staff leadership is grown and a culture of trust, respect, and learning is evident</li> <li>4. Teacher practice exemplifies high expectations of the learner at all times.</li> <li>5. Shared understanding of effective teaching practice at Te Kuiti High Schools leading to improved learning outcomes</li> </ol>	Deputy Principals	PLD throughout year

	<p>leading workshops for other staff)</p> <ul style="list-style-type: none"> <li>• Develop structures and programmes that grow staff capability within and across the school.</li> <li>• Formal mentoring is established and ongoing</li> </ul>			
<p><b>3.2 Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</b></p>	<ul style="list-style-type: none"> <li>• Create and implement learning programmes within whanau programmes that have clearly defined links to the New Zealand Curriculum Document and provide evidence of learning progress</li> <li>• Creating team structures for a wrap around service for students to develop a consistent relational platform that is responsive to individual needs of students for improved student success</li> <li>• Referral systems will be reviewed and developed</li> <li>• Create links with external professional/experts, outside providers</li> <li>• Pastoral systems being cohesive and explicit</li> <li>• Student wellbeing programmes implemented</li> <li>• Create structures for communication with respect to student transitions and pathways</li> <li>• Develop opportunities for visible pathways for students</li> <li>• Build staff capability and understanding of</li> </ul>	<ol style="list-style-type: none"> <li>1. Pastoral systems are cohesive and explicit and teachers are aware and use these consistently.</li> <li>2. Teachers engage in conversations to redirect behaviour which is underpinned by restorative processes.</li> <li>3. KAMAR used as a tool for gathering data on behaviours</li> <li>4. Structures are in place for communication with respect to student transitions and pathways and staff are aware.</li> <li>5. Visible pathways of transition are clear and discussed with all students.</li> <li>6. All teachers have received training for restorative practices</li> <li>7. Professional learning provided for staff on having positive conversations to redirect behaviour which are underpinned by restorative processes.</li> </ol>	<p>Principals &amp; Deputy Principals</p>	<p>ongoing</p>

	pathways education			
3. Staff Wellbeing	<ul style="list-style-type: none"> <li>● Be aware of, and responsive to, creating a culture of a healthy work-life balance by: <ul style="list-style-type: none"> <li>○ Being responsive to the nature of working in a established staff</li> <li>○ Providing opportunities for staff voice</li> <li>○ Planning long term but with the capacity to be flexible (understanding upcoming workload)</li> <li>○ Allow opportunities for reflection and responsiveness in a sustainable way</li> <li>○ Clear communication processes/expectations</li> <li>○ Create regular opportunities for positive whole staff team building</li> <li>○ Space for social activities and fun</li> <li>○ Create a wellbeing committee</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Staff with a high level of personal well-being</li> <li>2. Wellbeing committee is visible and active within the school</li> </ol>	Principals & Deputy Principals	<b>ongoing</b>

**Strategic Goal 4: Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work**

<b>4.1 Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work</b>	<ul style="list-style-type: none"> <li>● Align teacher inquiry focus areas with appraisal process, Practising Teacher Criteria, Professional Learning Groups (PLG) and school-wide professional development</li> <li>● Create Professional Learning Groups (PLG) across the school in the following three areas: <ul style="list-style-type: none"> <li>○ Assessment Capability</li> <li>○ Localised curriculum</li> <li>○ Māori achieving success as Māori</li> </ul> </li> <li>● Implement growth cycle process Implementing a consistent teaching as inquiry process</li> </ul>	<ol style="list-style-type: none"> <li>1. Understanding of the PTCs to improve professional practice</li> <li>2. Evidence of teacher practice that aligns with all Practising Teacher Criteria (PTC)</li> <li>3. Teacher practice that aligns with effective teaching practice (inclusive of our principles)</li> <li>4. Improved learning outcomes for all students</li> <li>5. Presentation of teacher inquiry outcomes <ol style="list-style-type: none"> <li>6. Finalise teacher profile</li> </ol> </li> <li>7. Co construct PLD using the strengths within the staff, and PLD providers</li> </ol>	Principal /Deputy Principal Gareth & Lou)	
4. Self Review	<ul style="list-style-type: none"> <li>● BOT self review completed</li> </ul>	<ol style="list-style-type: none"> <li>1. A structure of review is developed and in place which aligns to the</li> </ol>	Principals	

	<ul style="list-style-type: none"><li>● Implement the cycle of policy and procedure self review with staff, BOT and community</li><li>● Complete cycle of policy and procedure audits as specified</li><li>● Complete student, staff and community surveys to gather their voice in the areas of :<ul style="list-style-type: none"><li>○ Reporting and assessment</li><li>○ Transition procedures</li><li>○ School communication</li><li>○ Charter development 2023</li></ul></li></ul>	<p>school charter and strategic goals. The timelines of evidencing are structured and cohesive</p> <ol style="list-style-type: none"><li>2. A safe workplace environment</li><li>3. All statutory requirements are met</li><li>4. Key changes made to reporting and assessment, transition and communication functions as highlighted by survey</li></ol>		
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