

Te Kura Tuarua o Te Kuiti
Charter Document 2020-2023



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 2020 – 2023

VALUES:

Kia Hiwa ra!

Always prepared to show manaakitanga

Positivity- Respect – Integrity – Pride

VISION

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

STRATEGIC PRIORITIES

Waananga .

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

Whānaungatanga

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

Manaakitanga

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

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

1.3 Providing Co constructed individualised programs to increase student achievement

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

2.2 Students are proud to attend Te Kūiti High School

3.1 Provide a safe, engaging and effective environment that builds capability and well-being.

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.



Te Kuiti High Schools Strategic Goals 2022

<p>Strategic Goal 1:</p> <p>Every student will leave Te Kūiti High School with the skills and qualifications they need for their future</p>	<p>Strategic Goal 2:</p> <p>Te Kūiti High School's culture and community is embraced as our turangawaewae</p>	<p>Strategic Goal 3:</p> <p>We will engage with and have a sustained positive relationship with all stakeholders</p>
<p>Rationale: The Board's:</p> <ul style="list-style-type: none"> - <i>Our Vision</i> is to "empower and prepare all learners to be connected, actively involved, lifelong learners. Who can confidently and positively contribute to our community in an ever changing world. - - <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. 	<p>Rationale: The Board's:</p> <ul style="list-style-type: none"> - <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. - <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. <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>Rationale: The Board's:</p> <ul style="list-style-type: none"> - <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. - <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.

Links to National Administration Guidelines: NAG 1-Fostering student achievement NAG 2-Strategic planning, self-review and reporting NAG 3-Develop and implement personnel policies and being a good employer	Links to National Administration Guidelines: NAG 1-Fostering student achievement NAG 2-Strategic planning, self-review and reporting	Links to National Administration Guidelines: NAG 4-Allocating and managing the use of school funds NAG 5-Provide a physically and emotionally safe environment for students and staff NAG 6-Compliance with general legislation NAG 7- Annual update of school charter NAG 8-Provide an analysis of variance
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Annual Plan 2022

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

Development Areas	Actions	Outcomes	Lead by	Timeline			
				T1	T2	T3	T4
1.1 A responsive curriculum will support and enhance the hauora of our community	<ul style="list-style-type: none"> Identify and set target groups for 2022. Complete an analysis of variance after considering 2021 achievement data <ul style="list-style-type: none"> Student Achievement targets (MOE) (HODs) HODs are leaders of learning and are responsible for developing a responsive curriculum Semesterisation the school year 	<ol style="list-style-type: none"> Targets have been set Evidence is gathered in an ongoing manner to analyse and review progress against the targets. Students progress towards targets HOD and Manukura team ensure safety and stretch of all learners Learning areas ensure engaging programs of learning that are fit for purpose in the 21st century work environment. 	Deputy Principals & HODs	✓ ✓	✓	✓	✓
1.2 Our curriculum will have explicit expectations for learning and future pathways	<ul style="list-style-type: none"> Align teacher inquiry focus areas with appraisal process, Practising Teacher Criteria, Professional Learning Groups (PLG) and school-wide professional development Create Professional Learning Groups (PLG) across the school in the following three areas: 	<ol style="list-style-type: none"> Understanding of the PTCs to improve professional practice Evidence of teacher practice that aligns with all Practising Teacher Criteria (PTC) Teacher practice that aligns with effective teaching practice (inclusive of our principles) Improved learning outcomes for all 	Principal /Deputy Principal Gareth & Paula)	✓	✓ ✓	✓ ✓	✓ ✓

	<ul style="list-style-type: none"> ○ Assessment Capability ○ Localised curriculum ○ Māori achieving success as Māori <ul style="list-style-type: none"> ● Implement growth cycle process Implementing a consistent teaching as inquiry process 	<p>students</p> <ol style="list-style-type: none"> 5. Presentation of teacher inquiry outcomes <ol style="list-style-type: none"> 6. Finalise teacher profile 7. Co construct PLD using the strengths within the staff, and PLD providers 					✓
1.3 Providing Co constructed individualised programs to increase student achievement	<ul style="list-style-type: none"> ● School wide and curriculum group professional learning and development to co-construct effective teaching practice criteria ● Review and implementation of assessment tasks and procedures to align with effective teaching practice criteria ● Create and use appraisal 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"> ○ Catering for targeted learners ○ Feedback that enhances learning ○ The use of exemplars and progressions ● Co-constructing learning progressions for all learning areas ● Reporting procedures developed to align with effective teaching practice criteria Identifying and defining what effective teaching practice looks like at Te Kuiti High Schools 	<ol style="list-style-type: none"> 1. Teachers and students develop real connections and a deeper understanding of NCEA requirements, including knowing next steps 2. Teachers developing skills at getting to know the learner and using this evidence to accelerate success 3. Teacher practice exemplifies high expectations of the learner at all times. 4. Shared understanding of effective teaching practice at Te Kuiti High Schools leading to improved learning outcomes 	Principal & Deputy Principal	✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓

Strategic Goal 2: Te Kūiti High School's culture and community is embraced as our turangawaewae

Development Areas	Actions	Outcomes	Lead by	Timeline			
				T1	T2	T3	T4

	<ul style="list-style-type: none"> • Role descriptions and ongoing support provided for Whānau Teachers. • Implementation of new junior senior and Yr 13 House System • Our uniform is reviewed and student voice is included • Our School environments are modernised 	<ol style="list-style-type: none"> 4. Increase in number of students and staff involvement in House events 5. Student Leaders are organising and running whole school and lunchtime events 6. Whānau Teachers are actively building relationships with their students via monitoring behaviour/attendance patterns 7. House Competition Coordinator organising at least two whole school House events per term 8. Students respect their classrooms. Reduction in Vandalism. 		✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓

Strategic Goal 3: We will engage with and have a sustained positive relationship with all stakeholders

Development Areas	Actions	Outcomes	Lead by	Timeline			
				T1	T2	T3	T4
3.1 Provide a safe, engaging and effective environment that builds capability and well-being.	<ul style="list-style-type: none"> • All staff are engaged in a Professional Learning Group related to the vision/Kaupapa • .Implementation of professional learning groups and other leadership opportunities • Appoint a facilitator for each PLG • Engage outside expertise for each PLG focus area • Source and share professional readings regularly • Opportunities are provided for ako (staff leading workshops for other staff) 	<ol style="list-style-type: none"> 1. All staff actively contribute to a Professional Learning Group related to the Vision/ Kaupapa 2. Staff feel valued and empowered as teachers and leaders 3. Through inquiry and reflection staff leadership is grown and a culture of trust, respect, and learning is evident 4. Teacher practice exemplifies high expectations of the learner at all times. 5. Shared understanding of effective teaching practice at Te Kuiti High Schools leading to improved learning outcomes 	Deputy Principals		✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓

	<ul style="list-style-type: none"> • Develop structures and programmes that grow staff capability within and across the school. • Formal mentoring is established and ongoing 						
	<ul style="list-style-type: none"> • 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 • 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 • Referral systems will be reviewed and developed • Create links with external professional/experts, outside providers • Pastoral systems being cohesive and explicit • Student wellbeing programmes implemented • Create structures for communication with respect to student transitions and pathways • Develop opportunities for visible pathways for students • Build staff capability and understanding of pathways education 	<ol style="list-style-type: none"> 1. Pastoral systems are cohesive and explicit and teachers are aware and use these consistently. 2. Teachers engage in conversations to redirect behaviour which is underpinned by restorative processes. 3. KAMAR used as a tool for gathering data on behaviours 4. Structures are in place for communication with respect to student transitions and pathways and staff are aware. 5. Visible pathways of transition are clear and discussed with all students. 6. All teachers have received training for restorative practices 7. Professional learning provided for staff on having positive conversations to redirect behaviour which are underpinned by restorative processes. 	Principals & Deputy Principals	✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓
				✓	✓	✓	✓
					✓	✓	✓
						✓	
				✓	✓	✓	✓
3. Staff Wellbeing	<ul style="list-style-type: none"> • Be aware of, and responsive to, creating a culture of a healthy work-life balance by: 	<ol style="list-style-type: none"> 1. Staff with a high level of personal well-being 	Principals & Deputy Principals	✓	✓	✓	✓

	<ul style="list-style-type: none"> ○ Being responsive to the nature of working in a foundation staff ○ Providing opportunities for staff voice ○ Planning long term but with the capacity to be flexible (understanding upcoming workload) ○ Allow opportunities for reflection and responsiveness in a sustainable way ○ Clear communication processes/expectations ○ Create regular opportunities for positive whole staff team building ○ Space for social activities and fun ○ Create a wellbeing committee 	2. Wellbeing committee is visible and active within the school		✓	✓	✓	✓
4. Self Review	<ul style="list-style-type: none"> ● BOT self review completed ● Implement the cycle of policy and procedure self review with staff, BOT and community ● Complete cycle of policy and procedure audits as specified ● Complete student, staff and community surveys to gather their voice in the areas of : <ul style="list-style-type: none"> ○ Reporting and assessment ○ Transition procedures ○ School communication ○ Charter development 2023 	1. A structure of review is developed and in place which aligns to the school charter and strategic goals. The timelines of evidencing are structured and cohesive 2. A safe workplace environment 3. All statutory requirements are met 4. Key changes made to reporting and assessment, transition and communication functions as highlighted by survey	Principals	✓	✓	✓	✓
				✓	✓	✓	✓