School Charter
Strategic Annual Plan
for
Katikati College
2023 – 2024

Principals' endorsement:	28/3/2023
School Board endorsement:	30/3/2023
Submission date to Ministry of Education:	31/3/2023

INTRODUCTORY SECTION

Vision	Growing connected learners who make positive contributions to our thriving community
Core Values	Our profiles - graduate student, effective teacher & support staff will guide us to confidently display our MARK values: *Manaakitanga* *Ako* *Rangatiratanga* *Kotahitanga*
2023 Annual Goal	Learning is evident everywhere
Mana Ōrite	Katikati College will aspire to achieve equity for all learners

Where Māori enjoy and achieve 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 achieve 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 and achieve 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

Kei te hiahia mātou mo nga taiohi katoa kia mohio ki nga tikanga me te reo. Me nga akonga Maori katoa kia haere maia i roto i nga ao e rua.

We aspire for all young people to have an understanding of tīkanga and Te Reo. We aspire for all Māori learners to walk with confidence in both worlds.

STRATEGIC PLAN 2023

Katikati College acknowledges that many of the strategies are interrelated in achieving the various objectives of the NELPs

Our Students	Our Staff	Our School	Our Community
- Students who are resilient - Students who are connected to their communities (Objective 2) - Students who have opportunities to enhance and reflect on their wellbeing (Objective 1) - Students who are offered quality teaching and learning and pathways (Objective 2, 3 & 4) - Students who experience positive educational outcomes (Objective 2 & 3)	- Staff who are resilient and connected to their communities (Objective 2) - Staff value and contribute to enhancing the wellbeing of self, others and the school community (Objective 1) - Staff value and contribute to change which leads to quality teaching and learning opportunities (Objective 2 & 3) - Staff support the growth of quality leadership at every level (Objective 6)	- A school that is positive, predictable, consistent, and safe (Objective 1) - A school that provides a range of opportunities for everyone to feel a sense of belonging (Objective 1 & 5) - A school where property contributes to student and staff achievement - A school where finances are effectively managed to support everyone	- A community that is connected and has pride in their school (Objective 7) - A community of productive partnerships to foster positive pathways (Objective 2)

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

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

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

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

Our Students	Steps to ensure success	Led & supported by	Completion date/review date
• Students who are resilient	• Monitoring of student engagement data and use in pastoral meetings • Monitoring of attendance data ○ **Annual target: increasing regular attendance to above 60% and decreasing chronic attendance to below 8%** • Improve the community's understanding of regular attendance • Development of student and staff understanding of the graduate profile	SLT & Deans LEM & BRY BUC BUC LEM	Ongoing Ongoing Reviewed termly Ongoing End of year
• Students who are connected to their communities	• Develop the number and type of whole school events e.g. whole school show • Improve the use of social media to promote student and staff success • Develop the concept of a 'service day' for the community • Develop the capacity of student leaders to increase organised activities for other students • Develop the International student programme	SLT, DFR, BKS BUC FMR BUC, NIC, VAL, KIS, CRM FMR	End of year Ongoing Term 3 End of year Ongoing
• Students who have opportunities to enhance and reflect on their wellbeing	• Ongoing monitoring of student attendance and retention • Review of Wellbeing app/period • Monitoring of student wellbeing using the Wellbeing@school survey and tool • Development of student and staff understanding of MARK values • Continued review of the pastoral system to better meet student and staff needs • Review of external pastoral programmes used within the school • Development of the Student Council • Development of Diversity Group	SLT & Deans NIC & BDL BUC LEM LEM & Pastoral Team LEM & Pastoral Team BUC COR	Ongoing End of year Term 1 End of year Term 2 Term 2 Ongoing Ongoing
• Students who are offered quality teaching and learning and pathways	• Continued development of the learning cycle to include student feedback on the learning environment and programmes • Monitoring of impact of Future Pathway Interviews • Continued monitoring of careers opportunities and STP pathways • Continued monitoring of integrated programmes e.g. Innovative Horticulture & Coasties • Development of Alternative Education programme	SLT & Curriculum Leaders NIC NIC & BUN BUC LEM NIC	Ongoing Term 3 End of year End of year End of year End of year

	• Further development of Tama Tū programme • Develop connections with Poutama Pathways programme	NIC	End of year
• Students who experience positive educational outcomes	• Continued monitoring of faculty set goals and targets to enable equity and success for priority learners in Years 7 – 10	SLT & Curriculum Leaders	End of year
	• Continued monitoring of academic tracking of Year 11 – 13 achievement data	NIC	End of year
	• Develop meaningful NCEA pathways for Māori and Pasifika students that allow access to tertiary courses	NIC	Ongoing
	• Develop academic tracking mechanisms in Year 7 – 10 to reflect the NZC refresh	SLT & Curriculum Leaders	End of year
	• Develop understanding of student facing rubric to identify next learning steps	SLT & Curriculum Leaders	Ongoing

Our Staff	Steps to ensure success	Led & supported by	Completion date/review date
● Staff who are resilient and connected to their communities	● Monitor staff involvement in extracurricular activities e.g. school production and sport	BUC	End of year
	● Development of mechanisms to celebrate staff success	BUC	Ongoing
	● Development of mechanisms to strengthen staff connection (e.g. staff BBQ, wine draw)	SLT	Ongoing
	● Development of strategies that encourages staff to visit each other's classrooms	SLT	End of year
● Staff value and contribute to enhancing the wellbeing of self, others, and the school community	● Continued development of strategies that allow staff to share their pedagogical practice	SLT & Curriculum Leaders	Ongoing
	● Monitoring of staff wellbeing using the Wellbeing@school survey and tool	BUC	Term 1
	● Continued monitoring of staff involvement in professional learning	BUC	Ongoing
● Staff value and contribute to change that leads to quality teaching and learning opportunities	● Continued monitoring of how student achievement data is used to inform teaching programmes and practice	Curriculum Leaders	Ongoing
	● Further development of how faculty time is assigned for data review	SLT	Ongoing
	● Development of effective teacher profile based upon researched best practice	SLT	Term 3
	● Development of effective support staff profile	SLT	Term 3
	● Development of PLD to support pedagogical strategies in the classroom	SLT	Ongoing
	● Development of planning tools that identify and respond to student needs	SLT & Curriculum Leaders	End of year
	● Review of assessment tools that identify and respond to student needs	SLT & Curriculum Leaders	End of year
● Staff support the growth of quality leadership at every level	● Continued monitoring of meetings between SLT and Curriculum Leaders to discuss teaching programmes and achievement data	SLT	Ongoing
	● Continued monitoring of professional learning undertaken	BUC	End of year
	● Further improvement of the school self-review process to allow all staff to provide feedback and feedforward	BUC	Ongoing
	● Development of PLD to support leadership capability	BUC	Ongoing

Our School	Steps to ensure success	Led & supported by	Completion date/review date
● A school which is positive, predictable, consistent, and safe	● Monitoring of school culture through the Wellbeing@school survey and review tool ● Further improve connections with MOE and other support agencies to support students with high and complex needs	BUC SLT & HOW	Term 1 Ongoing
● A school which provides a range of opportunities for everyone to feel a sense of belonging	● Development of Parent Teacher Association ● Monitoring of pathways through the school e.g. STP, Gateway, Alternative Education, Tama Tū, Poutama Pathways ● Further development of extracurricular activities	BUC & CAR SLT BUC	Ongoing End of year Ongoing
● A school where property contributes to student and staff achievement	● Continued monitoring of property through regular property meetings and reporting to BOT ● Continued monitoring of 5YA and 10YPP	FMR FMR	Ongoing Ongoing
● A school where finances are effectively managed to support everyone	● Continued monitoring of finances through regular finance meetings and reporting to BOT ● Continued monitoring and reporting of bank staffing to BOT ● Continued development of the international student programme to include the appointment of an international student manager	BUC BUC BUC	Ongoing Ongoing Ongoing

Our Community	Steps to ensure success	Led & supported by	Completion date/review date
● A community that is connected and has pride in their school	● Continued development of connections between hapu and school through Pou Arahi	BUC	Ongoing
	● Continued development of connections between home and school e.g. whānau teacher interviews, Future Pathway Interviews, Whānau Hui, Po Talanoa	SLT	End of year
	● Continued development of events that support connections with the community e.g. Matariki, Fiefia, Past versus Present	BUC	End of year
	● Continued development of connections within the school e.g. PTA, Past Student Association, Kura Kai	BUC	End of year
● A community of productive partnerships to foster positive pathways	● Continued development of connections within the community e.g. Te Rūnanga o Ngāi Tamawhariua, Katikati Community Centre	SLT	Ongoing
	● Continued development of connections with other local schools	BUC	Ongoing
	● Continued development of connections with other agencies through interagency meetings (KEYs)	LEM	Ongoing
	● Development of programmes with Ngāi Te Rangi iwi education	LEM	Ongoing
	● Continued development of partnership with Katikati Innovative Horticulture Trust	BUC	Ongoing