



KATIKATI COLLEGE CHARTER 2016



Aspiration
Responsibility
Citizenship

Village Heart – Global Mind



Vision

By following the guiding principles of the Charter, and working according to our Strategic Plan, the Board of Trustees will ensure that all students are given an education which enhances their learning, builds on their needs and respects their dignity. This education shall challenge them to achieve personal standards of excellence and to reach their full potential.

This will be achieved through a partnership between the school, its community and the Minister under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the College meets the goals and objectives of this Charter and Strategic Plan within the resources and time available to it.

KATIKATI COLLEGE VISION

Katikati College will provide meaningful learning opportunities to inspire all students to reach their full potential as valuable members of society

The enactment of the vision can be seen through our guiding principles

Katikati College ... A School:

- Where Maori enjoy success as Maori
- Where relationships of care are fundamental
- Where learning drives the curriculum
- Where students, whanau and teachers work collaboratively
- Where students (and teachers) know themselves as learners
- Where student culture, interests and strengths inform /decide /mould the learning
- Where teachers are coaches who support students in their learning
- Where learning is visible
- Where learning environments and resources encourage and support this.

Where Maori enjoy success as Maori

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 Aoteroa/New Zealand;
- install an interest in Te Reo Māori in all students;
- develop an awareness of all tribes;
- develop understanding of and allow students to participate in Marae Tikanga;
- develop links between the community and our students to foster Te Reo Māori/Tikanga Māori;
- encourage students to develop an understanding of and love for Te Reo Māori;
- foster Tikanga Māori.

Te Reo Māori will form part of the curriculum of all students in Years 7 & 8 and is a recommended part of the curriculum for students in Years 9-13.

Tikanga Māori and Te Reo Māori

Te taonga tino rangatira hei koha. Ki nga rangatahi. Ko tono reo ano ma tona reo ano Ka taea e ia te nanao atu nga taonga a ona matua tupuna. Kia taunga ai tana tu i mua i tana iwi whanui o tenei ao, me a rato tikanga hoki.

What you will see.

At Year 7 and 8

Te reo is embedded as everyday practice in classroom activities. In 2014 a combined Year 7 & 8 class kaupapa Māori class called Pourua was established. Pourua has a kaupapa Māori focus with selected teachers being put in place. There will be an emphasis on Tikanga Māori and Te Reo Māori, relevant engaging Māori contexts for students to base their learning around.

At Year 9 and 10

In 2016 we established a kaupapa Māori form class called Poutoru. The aim of the class is provide an environment where the focus is on establishing strong academic and preparation for NCEA. It strongly recommended at Poutoru students take the Te Reo Māori option.

At Year 11-13

In 2008 Whanau Pumanawa based in Poutama was established. This provides a class where students had the choice whether to be involved or not. Whanau Pumanawa has developed into a core area of the school for our Māori students.

Kia Eke Panuku: Building on Success

- The programme seeks to develop a culturally responsive pedagogy of relations across all levels of the school.
- It uses data and evidence, takes an inquiry approach to effect positive change within class and school-wide practices, systems and structures and works towards creating long-term sustainable change.

School waiata and haka

- In 2014 Pourua created a waiata based around their learning inquiry into our local awa, Te Uretara. *Te Mauri o te uretara* is beoming embedded throughout our school. In 2015 it was the basis for our Year 7-13 end of year house competition. This year our Year 13 students have learnt the waiata and can lead the school in this.

There is a strong link with Ngaiterangi iwi. We are a strong supporter of the Education Plan that was launched in 2011 by Ngaiterangi and look forward to seeing the positive outcomes that this partnership will produce. Ngaiterangi iwi have re-focused and the next phase of the Education Plan was implemented in 2013.

Community

Historically the area in and around Katikati was and still is inhabited by sub-tribes of the Ngaiterangi Tribe within the Tauranga Moana District defined as “Mai Nga Kuri-a-wharei Ki Maketu”. The three main Marae’s in the Katikati area are:

1. Otawhiwhi (Bowentown) - Whanau a Tauwhao hapu (sub-tribe).
2. Tuapiro (Katikati) - Whanau a Tauwhao hapu.
3. TeRereatukahia (Katikati) - Ngai Tamawhariua hapu.

The Marae serve as a focal point for community sentiments and provide facilities to enable their people to embrace all things Maori.

Where learning drives the curriculum

Our teaching staff are constantly reviewing what works best in the classroom and matching the appropriate assessments to demonstrate the knowledge, understanding and skills of our students.

School wide self-review informs staff on the impact of their teaching.

Where students, whanau and teachers work collaboratively

Katikati College is an inclusive school. Students from all cultures are welcomed to the school and have unique opportunities to be fully involved in the school life. Throughout the school there is the opportunity for teachers to develop stronger relationships with the community. Examples of specific activities are listed below:

- Year 7 powhiri;
- Pasifika cultural evening (2011, 2012, 2013, 2014, 2015);
- Year 9 Ki-o-rahi tournament;
- Whānau Form Classes –;
 - Pourua – Year 7 and 8
 - Poutoru – Year 9 and 10
 - Whānau pumanawa – Year 11-13
- Senior Pasifika Form Class – Aiga
- Special Olympics Athletics teams;
- Learning Centre – EOTC excursion / Sporting events;
- Year 10 Outdoor Education Camp;
- Year 9 Beach Safety Day;
- Year 7 and 8 camps;
- Stage Challenge;
- Divas and Dicos
- Talent Quest;
- Lip Synch;
- Sport exchanges;
- Writing groups.

Digital learning

With the advent of personal digital devices becoming an increasing part of everyday life, schools must cater for the learning needs of our students to reflect what is happening in society. Never has there been such a change in the way the teenagers communicate with each other and learn outside of school time. The use of digital devices allows students to access work outside of school hours and fosters parental access and the ability to share information.

While acknowledging that the device is important, our belief is that the teaching practice and the use of the device is the most important aspect of digital learning. To that extent, we are developing our teachers to become more confident in the use of digital learning and less on the technical aspects of how to use devices.

Teaching staff have had significant Professional Learning and Development around the use and implementation of Google drive and Google classroom.

An E-Ako committee has been established and is investigating the implementation of students bringing their own devices in a staged approach for 2017. The students and community will be consulted throughout the process.

Where students know themselves as learners

At Katikati College we aim to provide students with the opportunity to develop an understanding of what works best for them and to plan for their own success. The ARC award, certificate and diploma have been introduced to showcase students existing strengths and highlight future opportunities.

Year 7 and 8 ARC award

The Year 7 and 8 Arc award was introduced in 2015. This award was based around the similar principles of the Year 9 Certificate and Year 10 Diploma.

Year 9 Certificate and Year 10 Diploma

In 2015 the Year 9 Certificate and Year 10 Diploma was introduced. This was developed by a dedicated team of teachers with on-going consultation with the parent community to develop a program that allowed students to set their academic, service and school-involvement goals for 2015. The certificate and diploma are endorsed at either achieved, merit or excellence.

A multi-cultural school

- Pasifika senior form class
- Pasifika school/community performance evening
- Noho marae

Māori and Pasifika Achievement

School policy is driven and shaped by a number of MOE documents. Ka Hikitia, Tāitaiako, and the Pasifika Education plan are embedded in school policy. This has led us to identify those existing practices within the school that can enhance Māori and Pasifika achievement and to look at additional models and experiences from other schools that help Katikati College.

Where student culture, interests and strengths inform / decide / mould the learning

Trades Academies

- We have been invited to be part of the eastern Bay of Plenty trade academies scheme.
- As such, we are part of the Western Bay of Plenty pod
- 5 students will be funded to attend the Bay of Plenty Polytechnic 1 day per week in a trade of their choice.

A special program has been created at school to accommodate their involvement in the Trade Academy

Taratahi Primary Industries Academy

- 18 students have been enrolled with the Taratahi Primary Industry Academy. This provides students with a structured qualifications pathway that is focused on the Primary Industries, with specific focus on Agriculture.
- Students in Year 1 of the program will spend 1 day per week on host farms working with tutors
- Students will be supported to achieve their numeracy requirements

Katikati College Primary Industries Academy

- The Primary Industries Academy at Katikati College (the Academy) will be a real-world learning environment that will excite and enable young people to pursue a future in horticulture or one of many horticulture/agriculture related industries.
- The Academy will promote excellence in all aspects of education related to horticulture and some degree agriculture, from the very practical to the highly academic.
- Industry, tangata whenua, community, education and research institutions will actively support the Academy in a wide range of practical ways.

Where teachers are coaches who support students in their learning

Professional learning and development

We have made a commitment to further enhance the capacity and capability of our staff. For 2015 and 2016 we have been ambitious in our focus areas of professional learning and development. We have taken a strategic approach and have met collectively with our PLD providers and local representatives from the Ministry of Education in order to form a collective understanding of what the school has achieved and what we are trying to achieve in the future.

Where learning is visible

National Standards

National Standards came into effect in English-medium schools with pupils in Years 1 to 8 in 2010. The standards set clear expectations that students need to meet in reading, writing, and mathematics in the first eight years at school. Since the introduction of National Standards, Katikati College has worked hard to successfully implement this policy into the school. This has meant a great deal of professional learning for our Year 7 and 8 staff. In 2011 the school worked with School Support Services to focus on improving the teaching of Writing.



Where learning environments and resources encourage and support this

Positive behavior for Learning (PB4L)

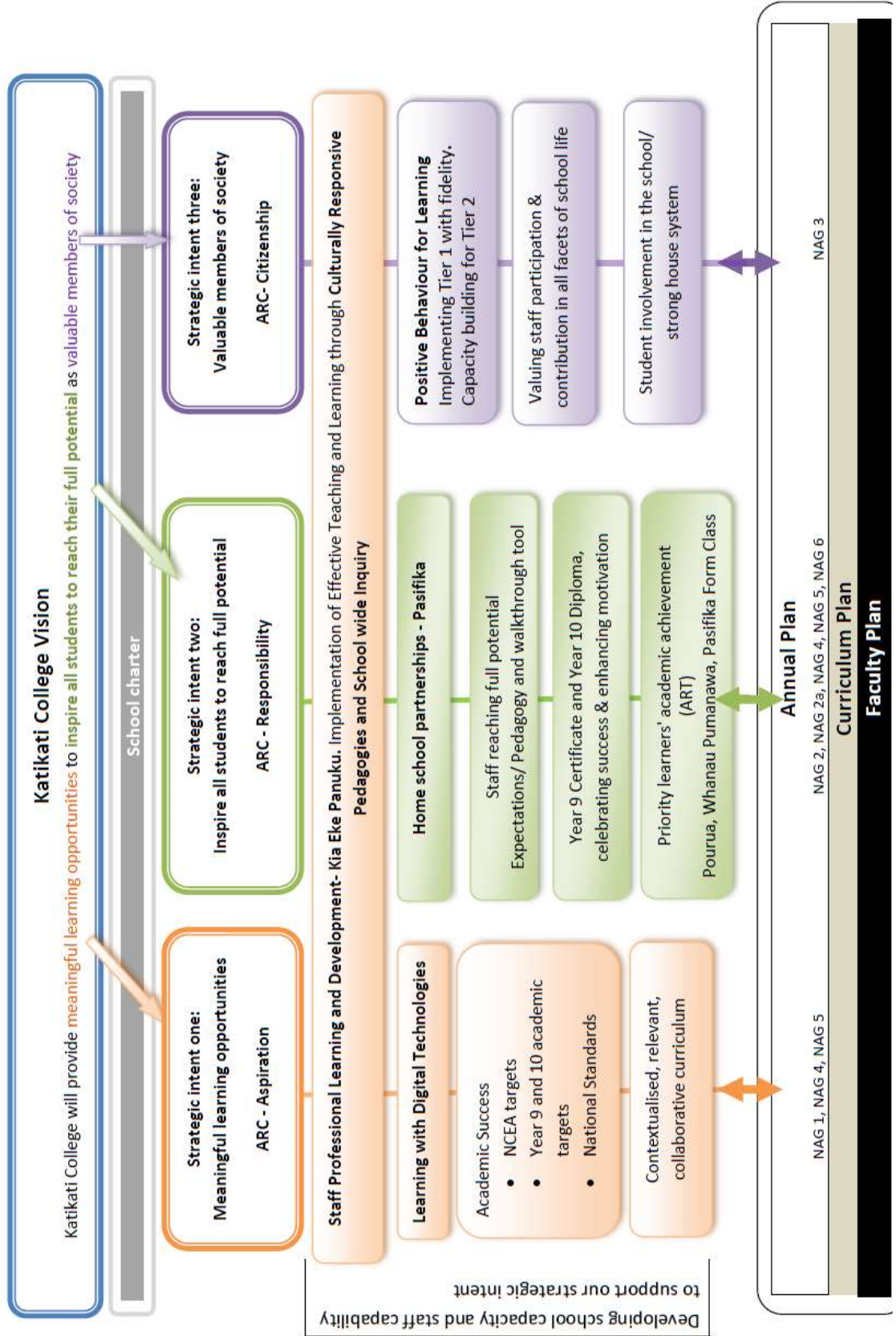
POSITIVE BEHAVIOUR FOR LEARNING – SCHOOL WIDE is about improving academic and behaviour outcomes for all students. It's about making positive behaviour in our school the norm. It is a framework that is consistently applied across both classroom and non-classroom settings (such as the playground, corridors, buses and toilets), where appropriate behaviours are clearly defined and taught by **all** of your staff. The focus is on:

- preventing problem behaviour;
- developing students' social skills;
- reinforcing desired behaviour;
- consistently addressing and reducing inappropriate behaviours;
- using data-based assessment and problem-solving to address concerns.

ART (Achievement, Retention, Transitions)

- Identification of Year 10-12 students to ensure those students that may be at risk of not achieving Level 2 NCEA has strategies and interventions put in place to support them.

Katikati College strategic plan 2016-2018





Katikati College Charter 2016

Supporting Documents on Operations, Governance and Management

Curriculum:-

Key school documents that inform the Charter relating to curriculum include;

- Strategic Intent framework
- School wide self-review model
- School Curriculum Framework
- Curriculum Implementation Plans; (school schemes for each of the 'learning areas' covering planning and teaching requirements for teachers.)
- Student Assessment Plan
- Faculty review to the BOT; (displays school review information and formative assessment information.)
- Associated Policies

Human Resources:-

Key school documents that inform the Charter relating to human resources include;

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Parent Information
- Staff Professional Learning and Development Programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & Curriculum Policies

Finances:-

Key school documents that inform the Charter relating to finances include;

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures

Property:-

Key school documents that inform the Charter relating to property include;

- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Evacuation Procedures
- Insurance
- Associated Policies

Health and Safety:-

Key school documents that inform the Charter relating to health and safety include;

- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures; (Student Support Register)
- Modern School Health & Safety Guidelines Handbook
- Associated Policies

2016 Annual Goals

Strategic goal

"Implementation of effective teaching and learning through culturally responsive practice to meet the students' needs and improve student outcomes"

Strategic intent 1: Meaningful learning opportunities

1) Academic success

a. NCEA

2015 Target	
Level 1 90%	
Level 2 85%	
Excellence endorsements, 9.5%	
Level 3 80% pass rate	
Excellence endorsement 8%	

Strategic intent 2: Inspiring all students to reach full potential

Faculty	Inquiry Goal
PE and Health	To improve the achievement of our priority learners (Māori, Pasifika and Boys) in our assessments involving technology eg. Year 9 Cyberbullying comic life assessment and Year 10 Attitude.
English	To improve the achievement of Year 9 & 10 Māori and Pasifika students in Wide Reading and Speaking by adapting assessment tasks to suit the diverse range of learners
Maths	To support Māori students in Years 9 & 10 to achieve Grade 3 or above in 4 out of 6 units
Science	Improve Investigation grades of Māori students in year 8, 9 and 10
Technology	To improve the achievement of Māori and Pasifika learners by providing frequent feedback and feedforward on their learning progression.
Year 7 & 8 (NAG2a Target)	To improve the achievement of boys in writing (to be further refined later) To support the achievement of Māori students in Pourua
Arts	To improve the achievement of boys at risk - especially Māori and Pasifika boys in Years 10 -13
Social Science	85% Year 9 and 10 Maori (and boys) to attain at Level 3 in Inquiry and Understanding Social Studies Ideas (assessment strands in Year 9-10 Social Studies)