

Te Kūiti High School

Semper Paratus...Kia Hiwa Ra
Always Prepared to show Manaakitanga



CHARTER 2019



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 achieved 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 under achieving. All students have support to develop career plans and pathways.

Vision

Te Kūiti High School is a place where all groups within the school community have a sense of shared purpose and responsibility and this is captured in the vision statement:-

“Always Prepared to meet challenges through Participation, Positivity and Passion.”

In participating in the opportunities and challenges that learning presents, through our vision statement Te Kūiti High School students will be increasingly confident, connected and involved lifelong learners. We aim for students to flourish in an inclusive and enriching learning environment, and to ultimately leave Te Kūiti High School well equipped to meet the demands of employment or tertiary education or life generally.

We believe it is our responsibility to provide learning programmes and opportunities that will enable all students to reach their full potential. Fundamental to this process is teacher learning which is within a clear context of learner centred education engaging all students. It is our role as a community school to work with students, their parents to give all students the best opportunity to succeed.

Unique Position of Māori

The school community enjoys being part of a bicultural and multicultural community and reflects those values in its relationships with iwi and to the wider world. In particular, Te Kūiti High School relates to people of the Maniapoto rohe through the Maniapoto Trust Board, its agencies and whanau.

Kaumātua drive the understandings that cement this relationship. The school offers Te Reo Māori as a semester course for all year 9 students and as an option in years 10-13 inclusive.

Tikanga is available through the use of appropriate school wide protocol and practice, including in teaching and learning and the kapahaka group.

Te Kūiti High School

Strategic & Operational Plan 2019 – 2021

VISION

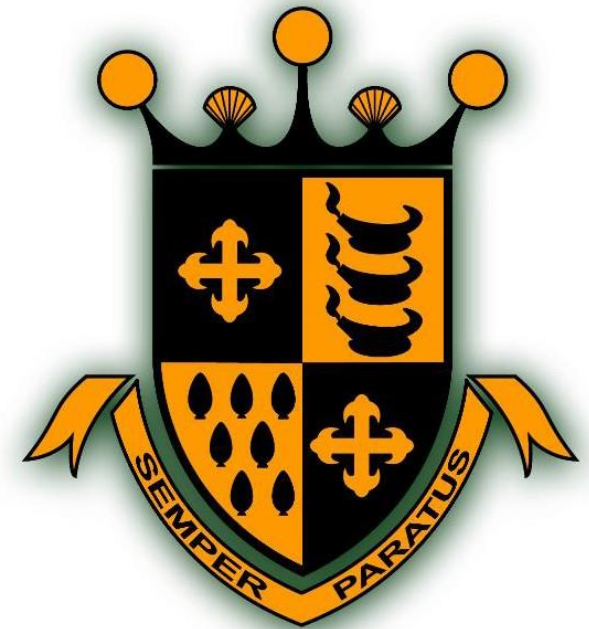
Always prepared to meet challenges through participation, positivity and passion.

MISSION STATEMENT

We give our students opportunities to strive for excellence, through meaningful learning.

VALUES

KIA HIWA RA!
Always prepared to show
MANAAKITANGA with
Pride ~ Respect ~ Integrity ~ Positivity



Always prepared to meet challenges through participation, positivity and passion

Strategic Goal 1: Ensure academic and learning achievement to the highest level for each student.

Long Term Goals	Objectives	Outcomes	Responsibility	Time line
1. Our curriculum will prepare students to face the future with confidence.	<ul style="list-style-type: none"> Review the progress made toward curriculum integration. Better utilize EOTC to make learning meaningful and engaging. Develop integrated assessment tasks. For PODs to provide Year 9 & 10 students with a learning environment that is consistent and where staff communicate regularly about the individual needs of the students. The academic progress is closely monitored in the PODs 	<ul style="list-style-type: none"> That students are engaged in meaningful learning and experience success at all curriculum levels. Teachers are supported in developing strategies for differentiated learning. Teachers work collaboratively to discuss and take action on students' academic and pastoral needs. Students participate in NCEA assessments which are conducive to enriched and embedded learning. 	Principal, HODs, Principal's Nominee, SMT, Teachers, POD leaders, Year Level Managers, Literacy and Numeracy co-ordinators	2020
2. To ensure that students are performing at their appropriate level for literacy and numeracy.	<ul style="list-style-type: none"> Focus on assessment practices to enhance learning. To continue with literacy learning and supporting Professional Development. 	<ul style="list-style-type: none"> Teachers are supported in developing strategies for improving literacy skills and teaching practice across all curriculum areas based on data. Develop processes which ensure students meet literacy and numeracy milestones Year 9 students are meeting the targets as established by the Community of Learning 	Principal, Literacy Co-ordinator, SCT support, HODs, Deans, Data Analysis Committee.	2020
3. Continued development for staff on the usage of data to enhance teaching and learning.	<ul style="list-style-type: none"> To continue gathering and communicating baseline data on achievement information. To focus on Year 9 & 10 cohorts. Active and frequent monitoring of achievement data to meet annual targets. POD groups utilise literacy and numeracy data to inform planning 	<ul style="list-style-type: none"> A better database of achievement information is developed to enhance teaching and learning programmes and for school review purposes. Students are successful at all levels. Data supports continued academic improvement. Planning is communicated and meets the differentiated needs of students within a class. 	SCT Teacher, Literacy Co-ordinator, HODs, Deans, Data Analysis Committee Teachers	2020
4. Our curriculum will provide a culture which will foster high expectations of students.	<ul style="list-style-type: none"> To encourage Merit and Excellence in subject attainment and certificate attainment. To provide Year 10 students who are ready with the opportunity to complete Level 1 NCEA assessments. To put systems in place to ensure students are able to meet the MOE goal of 85% pass rate at NCEA L2 	<ul style="list-style-type: none"> Students are successful at meeting NCEA Merit & Excellence targets of 10% increase on previous year's levels. Incentive for students to strive to reach their academic potential. Some of the Year 10 cohort have first-hand experience of the NCEA system prior to entering the senior school. Students leave TKHS with a minimum qualification of NCEA L2 	SCT support, HODs, Teachers, Deans, ART Team	2020

Strategic Goal 2: Provide a range of academic, cultural and sporting opportunities for each student to participate and achieve.

Long Term Goals	Objectives	Outcomes	Responsibility	Time line
1. To ensure e-learning development and training takes place for staff.	<ul style="list-style-type: none"> To continue to up skill all teachers in ICT and e-learning skills. 	<ul style="list-style-type: none"> Teachers are supported in developing ICT skills to support their teaching and learning. Teachers know how to use Google Apps for Education to enhance learning. 	E-learning Leader	2019
2. To ensure that students have increased opportunities.	<ul style="list-style-type: none"> To further develop Tikanga Māori in the school. To provide a Gateway Academy option for senior students. To provide a focussed GATE programme for students with recognised talents. To provide a system in which students with specific learning needs are identified, monitored and supported. To further develop the Primary Industries Academy ☐ To increase learning opportunities for students with special abilities 	<ul style="list-style-type: none"> Include Cultural Competencies (as outlined in Tātaiako) in teacher planning and practice following the principles and framework of Ka Hikatia. Students have more opportunities to engage in school. Learning resources for supporting explicit teaching foci for PB4L are developed and delivered. Utilised along with data to gauge change/success. All students are able to access and participate in mainstream learning opportunities or Alternative Education. Students with special abilities have a wider variety of opportunities to cater for their needs. 	HOD, Gifted & Talented Facilitator, Teacher s, Deans, SENCO, Data Analysis Committee, Alternative Education Coordinator, SMT	2019-2020
3. To build a whole school approach to Careers Education and Vocational Pathways.	<ul style="list-style-type: none"> To integrate career education into curriculum areas. To improve outcomes for students at risk. To use career benchmarks. To develop pathway opportunities for all students. Gateway and Work Experience Parent Meetings. 	<ul style="list-style-type: none"> Increased student awareness of the relevance of school to future work, education and training. All students leave school with “a place to go for the future”. Increased opportunities for local and wider community parents and whanau to be involved in career education activities and support the aspirations of students. 	Careers Coordinator, Gateway, Star Coordinator, HODs, Deans, Teachers Pastoral Team	2019-2020

Strategic Goal 3: To meet legislative compliance in school review and reporting.

Long Term Goals	Objectives	Outcomes	Responsibility	Time line
1. To develop a school where learning and achievement are monitored and school performance is evaluated.	<ul style="list-style-type: none"> BOT to monitor the direction of the school by receiving regular reports on achievement through board meetings to assist with setting strategic goals 	<ul style="list-style-type: none"> Regular and relevant reports are presented to the board in a timely manner to enable the board to govern student progress. 	Principal, BOT, Deputy Principals, HODs	2019
2. Increased participation and success of Māori students.	<ul style="list-style-type: none"> Work in partnership with local iwi to achieve learning outcomes. Ensure the curriculum contains something to meet the cultural needs of our Maori student 	<ul style="list-style-type: none"> Increase of Maori student achievement by 5% YOY Increase of Maori student attendance by 5% YOY 	ALL STAFF	2020

Strategic Goal 4: Ensure effective and active communication pathways between school and community is maintained.

Long Term Goals	Objectives	Outcomes	Responsibility	Time line
1. Students will be well transitioned to our school from our local primary schools.	<ul style="list-style-type: none"> We will be actively engaged in Waitomo Community of Learning. 	<ul style="list-style-type: none"> When students commence secondary school their pastoral and educational needs of each are clearly understood. 	Principal, DP, AP, Manukura, Sports Coordinator	2020
2. To continue to have constructive relationships with our parents and whanau.	<ul style="list-style-type: none"> To report regularly to parents through weekly newsletters, and school website & Facebook. Parents have access to their child's attendance data and record of learning. 	<ul style="list-style-type: none"> Parents/whanau are regularly well informed and included in their child's learning and progress. Parents/whanau are well informed about events/achievements/success of the school. Parents and whanau are given regular opportunity for feedback about the information the school gives them on the school and their child's learning and over 50% of the feedback is positive. 	Principal, Deputy Principals, Manukura, HOD, staff	2019-2021
3. To inform/consult parents / caregivers regarding what the school offers.	<ul style="list-style-type: none"> To consult parent community to gain feedback. To communicate achievement expectations to parents/caregivers. To consult with Maori community. 	<ul style="list-style-type: none"> Regular consultation occurs with our community. Consultation with our local Māori community is established and reported on. Whanau support New parents are supported during enrolment and beyond. 	Principal, BOT, NZQA Nominee, Deans	2019-2021
4 To communicate achievement expectations and data to parents/ caregivers.	<ul style="list-style-type: none"> NCEA Information meetings. Teacher/Parent interview evenings and reports. NCEA Assessment requirements in newsletters. NCEA Information Booklet for students. 	<ul style="list-style-type: none"> Parents are aware of achievement expectations in school operations/systems and how their child is tracking. NCEA Booklet for all students. 	Subject HOD's, Teachers, Dean Principal Nominee	2020
5. To regularly report to the wider community on student progress.	<ul style="list-style-type: none"> To continue to promote and report on schools activities and achievements through community newspaper, Facebook & website. To continue to market our school. 	<ul style="list-style-type: none"> Regular consultation occurs with our community. Our school is marketed effectively. 	Subject HOD's, Teachers, Dean Principal Nominee	2019

6. To explore school / community partnerships.	<ul style="list-style-type: none"> • Increase opportunities for the school, local and district communities. 	<ul style="list-style-type: none"> • Facilitate the construction of a shared sport and recreational facility. • Improve transitions between Primary and Secondary schools. 	BOT	2019
7. To raise achievement of our Tamariki by sharing expertise in teaching, learning & supporting one another through the Waitomo Community of Learning (CoL).	<ul style="list-style-type: none"> • to offer support in building productive collaboration. • help facilitate the agreement of shared achievement objectives. • assisting the professional growth of leaders and teachers. • participating in the use of professional expertise across schools to meet shared achievement objectives in the community. 	<ul style="list-style-type: none"> • Supporting and sustaining educationally powerful connections within the school and across the community to develop and realise shared goals that lead to improved student outcomes. 	Principal and selected teachers	2020

Strategic Goal 5: The school will be well led and managed.

Long Term Goals	Objectives	Outcomes	Responsibility	Time line
1. To have open and effective communication between all stake holders.	<ul style="list-style-type: none"> To evaluate managerial leadership through the Principal's performance appraisal. 	<ul style="list-style-type: none"> Principal appraisal outcomes are positive. 	BOT	2019
2. To ensure that school governance, leadership and management are open and efficient.	<ul style="list-style-type: none"> To provide training as appropriate for BOT members. To effectively manage and communicate development and change. To develop and strengthen an effective Senior Management team. To have succession and transition plans in place. To provide an orientation programme. To conduct exit interviews. 	<ul style="list-style-type: none"> BOT are effective in their role. BOT facilitates informal consultation within the community. BOT training is provided. Principal Professional training is provided. Effective collaborative lead team for effective school management. All staff to be given the opportunity to comment on the strategic plan. 	BOT Principal	2019

Strategic Goal 6: Ensure consistent, high quality teaching practice.

Long Term Goals	Objectives	Outcomes	Responsibility	Time line
1. To provide staff with professional development arising from appraisal to help develop improved practice and establish systems of support, mentoring and performance management for SMT, HODs and Pastoral Leaders.	<ul style="list-style-type: none"> • To focus on improving practice. • Providing staff with ‘needs-based’ PD on a regular basis. • All staff complete an annual appraisal process. • Mentoring is readily available internally & externally for all staff. • Recognising and supporting the special strengths of staff. 	<ul style="list-style-type: none"> • Better teaching practices. • Staff development occurs as scheduled. • To ensure a quality professional, motivated staff team operates to enhance students learning. • Meeting teaching registration requirements. • Teachers’ special talents are encouraged and supported. 	Principal, BOT SC Teacher, DP, AP, HOD’s, Teachers, Deans	2019-2021
2. To provide staff with appropriate tools to deliver quality education.	<ul style="list-style-type: none"> • Consultation with HOD when setting annual budgets in order to have sufficient resources to deliver quality education 	<ul style="list-style-type: none"> • Staff have appropriate tools & resources to deliver the curriculum in a supported manner 	Principal, BOT, E-learning Leader	2019

Strategic Goal 7: Ensure effective management of school resources, to maximise positive outcomes for students.

Long Term Goals	Objectives	Outcomes	Responsibility	Time line
1. To continue to have a school that has effective property management practices.	<ul style="list-style-type: none"> To follow 10 year property plan and make decisions for future capital spending. To move towards MLE (Modern Learning Environment) 	<ul style="list-style-type: none"> To have all students engaged to raise achievement within a well-resourced teaching and learning environment. 		2019-2021
2. To have a school that is well maintained and has functional facilities including classrooms, administration facilities and outside environments.	<ul style="list-style-type: none"> To continue grounds upgrade. To complete the Technology Workshop compound. To upgrade Gymnasium – complete business case, concept design and approach funders. 	<ul style="list-style-type: none"> Facilities are upgraded and planning continues for future capital spending. 		2019-2021
3. To have a safe learning environment	<ul style="list-style-type: none"> Board to work with Health & Safety recommendations. 	<ul style="list-style-type: none"> 100% Health & Safety compliance. 		2019
4. That the school has effective financial management practices.	<ul style="list-style-type: none"> To continue implementing the five year property plan. To source all avenues to finance our school requirements. To establish a financial action plan that prioritises spending in line with strategic goals. Regular review of expenditure in line with annual plan. 	<ul style="list-style-type: none"> School is maintained well. Annual Plan is systematically completed. Annual accounts meet audit requirements. Gain additional income from fee paying students. 100% compliance with Financial policies. 		2019-2021

Strategic Goal 8 Provide a safe, caring environment for each student - Manaakitanga
Strategic Goal 9: Prepare students for life beyond school.

Long Term Goals	Objectives	Outcomes	Responsibility	Time line
1. That there are clear, known guidelines for standards of behaviour.	<ul style="list-style-type: none"> To maintain our emphasis on a safe and inclusive school environment. To continue to consistently monitor and review our systems and programmes. To further develop school wide standards of behaviour based on PB4L. 	<ul style="list-style-type: none"> Staff and students are aware of the required standards of behaviour in accordance with PB4L guidelines. Behaviour data is analysed and addressed appropriately through PB4L. 	Management Team, Deans, PB4L Team, HODs, Teachers.	2019-2020
2. To ensure our school is a place of safety for everybody.	<ul style="list-style-type: none"> Regular progress of identification of hazards/issues in line with the Health & Safety At Work Act 2015 To maintain a healthy canteen. Health curriculum objectives reflect the emphasis on a healthy lifestyle for students. To maintain the services of Doctor, Health Nurse and Drug & Alcohol Counsellor & school social worker. Staff communicate with one another in regards to students' physical and emotional wellness. 	<ul style="list-style-type: none"> Hazards are dealt with according to the guidelines in the Act. Learning environment is safe and orderly. Healthy food options are available at the canteen. Students have access to a wide range of medical. 	BOT, Home & School Committee, DP, Sports Coordinator, Principal, Teachers Pastoral Team	2019-2021
3. Student health and well-being is catered for.	<ul style="list-style-type: none"> To maintain a healthy and safe environment. To continue to provide a healthy and safe learning environment for staff through systems review. To use Kiwi Sport funding to support student involvement in sport and recreation. 	<ul style="list-style-type: none"> Health Curriculum objectives reflect the emphasis on a healthy lifestyle for students. Sports Co-ordinator organises lunch time activities. Sports Activities are supported. 	DP, PE Department, Community Health Services, Teachers	2019-2021
4. Student pastoral goals are catered for.	<ul style="list-style-type: none"> Students are supported through the pastoral system. Students model our school values. Links to the ongoing school-wide initiative. 	<ul style="list-style-type: none"> Students understand what Manaakitanga means. Students model Respect, Positivity, Pride and Integrity. Teachers acknowledge students' positive behaviours and reward them using our school reinforcement systems. 	DP, AP, PE Dpt, Teachers Community Health Services, PB4L Team	2019

Strategic Goal 10: Remain compliant in all areas of legislation

Long Term Goals	Objectives	Outcomes	Responsibility	Time Line
1. To develop systems and policies where attendance is monitored and regular attendance takes place.	<ul style="list-style-type: none"> To monitor attendance patterns and review strategies to increase attendance at school. Alignment with PB4L actions as identified. Attendance management plan is updated annually and followed by all staff. 	<ul style="list-style-type: none"> School attendance to improve YOY 5% per year until 2019. Electronic attendance registers completed 100% daily. 	Deputy, Whanau & Classroom teachers, Attendance Officer, PB4L	2019-2020
2. To keep up to date with all legislative and compliance requirements.	<ul style="list-style-type: none"> To follow advice provided by MOE & NZSTA regarding changes to current legislation or legal requirements affecting BOTs and secondary schools. Update policies and procedures in line with aforementioned changes promptly. 	<ul style="list-style-type: none"> Students, staff and community are protected by legislatively compliant policies and procedures Should a breach occur there is a robust review process in place. 	All students, staff & school community	2019-2021

Te Kūiti High School CHARTER SUMMARY
2019 – 2021

Vision Statement <i>Always prepared to meet challenges through participation, positivity and passion.</i>	Mission Statement <i>We give our students opportunities to strive for excellence, through meaningful learning.</i>	Values Statement <i>Kia Hiwa Ra – Always prepared to show manaakitanga with:-</i> <i>Pride ~ Respect ~ Integrity ~ Positivity</i>
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Strategic Goals 2019 – 2021	Annual Goals 2018	Annual Targets 2018
Strategic Goal 1: Ensure academic and learning achievement to the highest level for each student;	1. To further develop the quality and consistency of teaching practice, with an emphasis on i) teacher inquiry into practice ii) developing restorative processes iii) data collection and analysis. This data <u>must</u> be shared and used to inform teaching practice	Target 1a: The group of Year 9 & 10 students who are identified as being below or well below the expected curriculum level in writing will have progressed more than 2 levels in asTTLe.
Strategic Goal 2: Provide a range of academic, cultural and sporting opportunities for each student to participate and achieve;		Target 2 The percentage of students at year 11, 12 and 13 who achieve at merit and excellence results in NCEA standards will increase by 10% over 2016 levels.
Strategic Goal 3: Ensure consistent, high quality teaching practice;		Target 3 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 2018.
Strategic Goal 4: Ensure effective and active communication pathways between school and community is maintained;		Target 4 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 those identified students will have achieved Level 2 NCEA by end of 2018.
Strategic Goal 5: Provide a safe, caring environment for each student – Manaakitanga;		
Strategic Goal 6: Prepare students for life beyond school;		
Strategic Goal 7: Ensure effective management of school resources, to maximise positive outcomes for students.		



Analysis of Variance Report 2019

Analysis of Variance Year 9 Writing

STRATEGIC AIM	Ensure academic and learning achievement to the highest level for each student						
ANNUAL AIM	To further raise the achievement of year 9						
TARGET	The group of year 9 students who are identified as being below or well below the expected curriculum level 2-3 in writing will have progressed more than 2 levels in asTTle writing						
DATA	NSN	Male/ Female	Ethnicity	writing Term 1		Writing Term 4	Difference
	136092150	male	Maori	1B		1B	0
	137468244	female	Samoan	Left			
	136422318	female	Maori	2P		2B	-1
	135993784	male	Maori	2P		3B	2
	135638245	male	Maori	AE			
	136030912	male	Maori	1B		AE	
	137173171	male	Maori	2P		2P	0
	138709960	male	Maori	Left			
	136796777	male	Maori	1A		2B	1
	136420754	male	Maori	AE			
	139419034	male	Samoan	3B		3B	0
	137602113	male	Maori	3A		4B	1
	136838626	male	Maori	AE			
	137216494	male	Maori	2A		3P	2
	136908363	female	Maori	2A		3B	1
	151935061	male	Samoan	2B		2B	0
	147027875	male	Samoan	2P		2P	0
	136413259	male	Maori	AE			
	136002312	male	Maori	3B		3B	0
	132337358	male	Maori	1A		2P	2
	136783063	female	European	3P		4B	3
	138103679	male	Maori	3P		3P	0
	135820468	female	European	2P		3B	2
	137216680	male	Maori	2P		3A	3
	136348049	female	Maori	2B		2P	1

ACTIONS	<ul style="list-style-type: none"> • Relevant data from contributing schools indicated an influx of Year 9 students with major learning and behavior challenges • In term 2, a learning academy was established where identified students with high learning and behavior needs were placed into • SENCO worked developed programs in the middle band classes to support writing in English and social studies. • One of the major CoL Achievement challenges targeted Writing. • Early asTTle testing in term 1 identified 30% of 2018 Year 9 Cohort at level 1 or 2 for writing. • Individual learning plans confirmed very low ability levels in many areas. • English as first Language worked with Samoan students recently arrived in NZ • Four teacher's aides were employed to follow identified students,
OUTCOMES	<p>Targets</p> <p>24% - Progressed 2 levels or more</p> <p>20% - Progressed 1 level</p> <p>28% - No progress</p> <p>4% - negative progress</p> <p>24% - Not tested; either left or enrolled at Alternative Education before testing.</p>
REASONS FOR VARIANCE	<ul style="list-style-type: none"> • Major behaviour challenges resulted in multiple Alternative education placements and stand downs, • The behaviour challenges were both inside and outside of the classroom • 6 of the original 10 students selected for this program where either sent to AE or left school. • Very low level of English understanding by the Samoan students • All four Samoan students in baseline data in this program. • Time of Teachers aides with targeted students were limited as they had many roles outside their teachers' aides role.
NEXT STEPS	<ul style="list-style-type: none"> • Full consultation with primary school staff as well as normal data given at the end of the year. • Learning academy becomes Te Puawaitanga <ul style="list-style-type: none"> - Limited to 12 students - Full time kaiawhina employed - All identified students spend first two weeks in mainstream- where they are observed by teacher and kaiawhina • Students are identified at primary school and targeted for the program. • Develop closer relationship with the Samoan community

Analysis of Variance Merit and Excellence 2018

STRATEGIC AIM	Ensure academic and learning achievement to the highest level for each student						
ANNUAL AIM	To further develop the quality and consistency of teaching practice						
TARGET	The percentage of students at year 11, 12 and 13 who achieve at merit and excellence results in NCEA standards will increase by 10% over 2016 levels						
BASELINE DATA	Analysis of variance Merit and Excellence Endorsement						
		Y11		Y12		Y 13	
		2016	2018	2016	2018	2016	2018
	Achieved with Excellence	10	2.3	2.9	5.6	12.2	15.4
	Achieved with Merit	16.0	22.7	5.9	13.9	18.2	7.7
ACTIONS	<ul style="list-style-type: none">• Departments targeting teaching at merit or better• Foster the goal of certificate endorsement• HOD/Dept. level – have discussions about where endorsement opportunities are and identify students who should aim for and achieve these.• HOD / TIC to review the number of credits being taught (do less better)• Departments set clear milestones to support student learning in regards to formal assessments.						
OUTCOMES	<ul style="list-style-type: none">• At level 1 Achieved with Excellence was down 7.7% and at Merit up 6.7%• At level 2 Achieved with Excellence was up 2.7% and at Merit up 8%• At level 3 Achieved with Excellence was up 3.2% and at Merit down 10.5%						
REASONS FOR VARIANCE	<ul style="list-style-type: none">• Departments set clear milestones to support student learning in regards to formal assessments.• Emphasize that access to tertiary level courses is competitive and merit & excellence students get the first opportunity for selection• Results reflect lack of commitment to examinations by students.						
NEXT STEPS	<ul style="list-style-type: none">• Emphasize that access to tertiary level courses is competitive and merit & excellence students get the first opportunity for selection• Continue to identify students at risk of under achieving.• Provide exposure through visits to tertiary institutions for first hand advice and guidance regarding course selection						

Analysis of Variance of Priority at risk NCEA Level 1 Learners 2018

STRATEGIC AIM	Ensure academic and learning achievement to the highest level for each student					
TARGET	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 2018.					
BASELINE DATA	NSN		Attend. Rate	Credits	Numeracy	Literacy
	0126213683	N/A	40	11	N	N
	0127137643	Merit	61	118	Y	y
	0127734210	N/A	96	57	Y	Y
	0126122229	Achieved	78	81	y	y
	0127182071	Achieved	92	94	Y	Y
	0127731316	N/A	71	64	Y	N
	0127175755	N/A	31	10	N	N
	0127178251	N/A	60	29	N	N
	0126425967	N/A	78	111	Y	N
	0127734223	N/A	63	63	N	N
	0131634636	Achieved	95	82	Y	Y
	0129675785	MERIT	60	96	Y	Y
	0131483732	Achieved	94	92	Y	Y
	0127736001	Achieved	66	82	Y	Y
	01227182030	Achieved	71	93	Y	Y
	0128033162	N/A	44	11	N	N
ACTIONS	<ul style="list-style-type: none">• Identification by SENCO based on attendance rate, mid- year credit total, social and whanau risk• Tutorials and Homework centre available prior to NCEA external exams• Improve reporting of Attendance• Hui with caregivers• In-class teacher’s aide support• Regular counselling by Deans					

OUTCOME		2018 LEVEL 1 COHORT		2018 IDENTIFIED LEARNERS	
	ACHIEVED	33	45.8%	8	40%
	MERIT	10	13.8%	2	10%
	EXCELLENCE	1	1.3%	0	
		44	61%	10	50%
	NOT ACHIEVED	28	38.8%	10	50%
		72	100%	20	100%
REASON FOR VARIANCE	<ul style="list-style-type: none"> Attendance rate amongst student did not improve 5 students, all N/A, left during or at the end of the year 1 N/A because of not achieving Literacy requirements No by in by some of the students. 				
NEXT STEPS	<ul style="list-style-type: none"> Identify at risk students earlier Daily and weekly reports of identified students More robust monitoring attendance Introduce academic counselling with specific PD for staff, especially Deans Wrap around service Offsite teaching Literacy and numeracy base. 				

Analysis of Variance Level 2 Maori Student Achievement

STRATEGIC AIM	Ensure academic and learning achievement to the highest level for each student.																																																											
TARGET	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 those identified students will have achieved Level 2 NCEA by end of 2019.																																																											
BASELINE DATA	<table><tr><th colspan="4">LEVEL 2 MAORI STUDENTS NCEA RESULTS 2018</th></tr><tr><th></th><th>Female</th><th>Male</th><th>Total</th></tr><tr><td>Total</td><td>14</td><td>13</td><td>27</td></tr><tr><td>Below</td><td>2</td><td>5</td><td>7</td></tr><tr><td>L2 or Above</td><td>12</td><td>9</td><td>20</td></tr><tr><td>Percentage</td><td>85.7</td><td>61.5</td><td>70.3</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><th colspan="4">LEVEL 2 IDENTIFIED MAORI PRIORITY LEARNERS RESULTS 2018</th></tr><tr><td>Total</td><td>6</td><td>7</td><td>13</td></tr><tr><td>Below</td><td>1</td><td>2</td><td>3</td></tr><tr><td>L2 or Above</td><td>5</td><td>5</td><td>10</td></tr><tr><td>Percentage</td><td>83.3</td><td>71.4</td><td>76.9</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>				LEVEL 2 MAORI STUDENTS NCEA RESULTS 2018					Female	Male	Total	Total	14	13	27	Below	2	5	7	L2 or Above	12	9	20	Percentage	85.7	61.5	70.3									LEVEL 2 IDENTIFIED MAORI PRIORITY LEARNERS RESULTS 2018				Total	6	7	13	Below	1	2	3	L2 or Above	5	5	10	Percentage	83.3	71.4	76.9				
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ACTIONS	<ul style="list-style-type: none">• All departments increase understanding of effective / learning for Maori students• Ka Hikatia Education strategies and targets are developed, explained and integrated into learning plans.• Professional learning workshops and other activities held to support teachers being culturally responsive and appropriate, and to understand the underlying principles behind Ka Hikatia plan.• Monitor student attendance and achievement throughout the year• Maori achievement working group established• Develop links with whānau and opportunities for feedback and feedforward.• Strong collaborative links to Maniapoto Iwi, ECE, primary and tertiary providers through Waitomo Arotahi Kahui Ako(COL) collaboration• Commitment of staff to engage students across all subjects																																																											
OUTCOMES	See above Baseline Data																																																											

REASONS FOR VARIANCE	<ul style="list-style-type: none"> • Low attendance rate of identified Maori priority learners • High percentage of students did not sit external exams
NEXT STEPS	<ul style="list-style-type: none"> • Organize Academic wananga- school and Marae based • Exposure to and Mentoring by successful ex- Maori students • Closer monitoring of identified 2019 Year 11 Maori students at risk • Earlier intervention in other level 2 subjects • Introduce wider Maori curriculum – Maori Performing Arts, Whakairo, Maori Tourism, Maori Studies • Using Te Reo me ona Tikanga Maori to motivate students



Student Achievement Targets & Annual Goals 2019

STUDENT ACHIEVEMENT TARGET 1 FOR 2019 (Literacy and Numeracy)

Strategic Goal	To further raise the achievement for all students, meeting the particular challenges of educating Māori & Pacifica
Focus	Targeted Level 1 & 2 Maori and Pacifica students who are at risk of not achieving NCEA Level 1 or 2 because of literacy and attendance concerns.
Historical	Targeted students
Year	2019
Student Level	Level 1 & 2
Curriculum Area	Literacy
Student Group	Maori or Pacific
Action Plan	<ul style="list-style-type: none"> • Regional Mentoring service for Maori and Pacifica students successfully applied for. • Attendance, literacy, numeracy & UE literacy data collected and students identified • Whanau and students to be informed and initial Hui to be initiated. Regular Hui to continue throughout the year. • MOE Finance secured = \$6580, along with criteria for use. • Students equally distributed among 4 Deans for academic counsellors. • Individual Educational Plan developed <p>To Plan for program</p> <ul style="list-style-type: none"> • Literacy and Numeracy 2 day noho on local marae • Participation in Rangatahi Business Challenge, Rotorua • Special timetable

STUDENT ACHIEVEMENT TARGET 2 FOR 2019 (NCEA Level 1, 2 and 3)

Strategic Goal	Ensure academic and learning achievement to the highest level for each student
Focus	<p>The following targets will be attained</p> <p>NCEA LEVEL1 80% Level 1 Numeracy, Literacy 80% NCEA Level 2 – 85% NCEA Level 3- 80% UE Entrance 35%</p>
Historical	<p>2018 RESULTS</p> <p>NCEA LEVEL1 57.9% Level 1 Numeracy 72.4% Literacy 69.7 NCEA Level 2 – 70.6% NCEA Level 3- 48.1% UE Entrance 3 29.6%</p>
Year	2019
Student Level	Level 1, 2 & 3
Curriculum Area	All Learning Areas
Student Group	Senior
Action Plan	<ul style="list-style-type: none"> • Early identification n of students at risks of not achieving NCEA level 1, 2 & 3 • Department targeting achievement at merit or better • Departments set clear milestones to support student learning in regards to formal assessments. • Early contact with home if concerns about achievement surface and student not meeting expectations.

	<ul style="list-style-type: none"> • School to sell the concept that higher education requires high standards in subject achievement. • Greater use of exemplars, so that students know what merit plus standards look like. • Supported by study skills seminar and tutorial support • Foster the goal of certificate endorsement:– <ul style="list-style-type: none"> (a) Pastoral level – set aside formal time to discuss certificate endorsement advantages (b) HOD/Dept. level – have discussions about where endorsement opportunities are and identify students who should aim for and achieve these. (c) Subject teachers to highlight assessment opportunities for certificate endorsement to individuals. • Review data from Years 9, 10 & 11 to challenge students' academic responsibility. High expectations from an early stage.
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ANNUAL GOAL FOCUS 1

Strategic Goal	Provide a safe and caring environment for each student- Manaakitanga
Long Term Goals	<ol style="list-style-type: none"> 1. That there is a clear known guidelines for student behaviour 2. Student pastoral goals are catered for.
Focus	To revitalise Positive Behaviour for Learning and re-introduce Restorative Practice
Year	2019
Student Level	All student levels
Area	Pastoral
Student Group	All student Groups
Action Plan	<ul style="list-style-type: none"> • PB4L Committee reinstated with volunteer members • New Deputy Principal to lead, with support from all other SLT and Manukura • Review what has been done, critique resources • Term 2 planning, term 3 begin • School Values revisited

ANNUAL GOAL FOCUS 2

Strategic Goal	Ensure academic and learning achievement to the highest level for each student/.
Long term Goal	Our curriculum will provide a culture which will foster high expectations of students
Focus	To conduct curriculum review to develop a local curriculum that will be relevant to Te Kuiti High School providing opportunities for our students to achieve
Year	2019
Student Level	All student levels
Area	Curriculum
Student Group	All student Groups
Action Plan	<ul style="list-style-type: none"> Form a Curriculum Review Committee made up of representatives of all learning areas to look at the development of a curriculum that: <ol style="list-style-type: none"> 1. is closely linked to local and regional pathways 2. supports authentic place based learning 3. meets the needs of the 21st century world Where are we now and where do we want to go- a vision for the Curriculum of Te Kuiti High School Through existing PLD allocation employ Susan Arrowsmith for 100 hours to guide the committee through the process,

ANNUAL GOAL FOCUS 3

Strategic Goal	Provide a range of academic, cultural and sporting opportunities for each student to participate and achieve.
Long Term Goal	Increase participation and success of Maori students
Focus	"He Maori, te maori." Maori is normal at Te Kuiti High School
Year	2019
Student Level	All student levels
Area	Curriculum
Student Group	All student Groups
Action Plan	<ul style="list-style-type: none"> • Increase Maori signage around the school • Staff Wananga on local marae once per year • School karakia introduced • Mihi given at all appropriate school meeting s and occasions. • Strengthen Kapa Haka • Maori design symbolising the major geographical of Maniapoto to be designed and used appropriately • Staff greet students in Maori as much as possible • Tumuaki to hongis students at every opportunity • Haka Powhiri and Haka Tautoko to be practiced on a regular basis. • Introduce Haka Wero- haka competition between each of the four whare