

2023

**Te Tūtohinga, Mahere Rautaki me
Mahere ā tau o te kura tuarua o
Karamū
School Charter, Strategic Plan and
Annual Plan for Karamu High
School.**

School Number: 0229



Submission Date to Ministry of Education: 1 March 2023

Introductory Section

The School and Community

Karamu High School is a co-educational, secondary, state school, catering for ākonga from Years 9 to 13 with approximately 38% male and 61% female.

Ākonga

The roll has been consistently around 900 ākonga in recent years. Approximately 37% of ākonga are Māori, 7% identify as Asian and 4% are from one of the Pasifika groups.

The school which has an enrolment scheme, with ākonga coming from the wider Hastings area and the surrounding rural area. The students come from a wide range of socio-economic backgrounds, but principally low-middle income.

Buildings and Grounds

Karamu High School underwent a major rebuilding programme in the early 2000's that now provides the school with modern learning purpose-built classrooms and attractively laid out grounds.

This development included English classrooms built around the Library, Mathematics and Social Science classroom blocks with a central breakout room and a Science Faculty with a common centralised storage area for experiment preparation. A Studio attached to the Hall extended the teaching facilities for Dance and Drama, and attached to the Social Science Centre is a purpose-built Student Centre with Guidance Counsellor, Deans, Nurse and Careers Centre. The Gymnasium includes a weights room as well as areas for gear storage and uniform areas, alongside a specific Physical Education and Health classroom teaching space.

In 2017, two classrooms were refurbished benefitting ākonga in the Enhanced Learning programme. The rebuild was completed in 2018 and 2019 with the external cladding of Technology and Arts completed, as well as an internal re-fit of the Food Technology Room. In 2021/2022 an innovative learning environment focusing on Language learning was built that allows indoor/outdoor teaching to the field areas.

Whirinaki Kāhui Ako

In 2016 the Whirinaki Kāhui Ako was formed between the following schools:

- Karamu High School
- Mayfair School
- Clive School
- Meeanee School
- Pakowhai School
- St Joseph's School
- Twyford School
- Maraekakaho School
- Riverslea School (removed in 2018)
- St Johns College (added in 2020)
- Mayfair Kindergarten (added in 2021)
- Gumboot Pre-School (added in 2021)
- St Mathews Primary (added in 2022)

And in 2020 the following Achievement Challenges were approved:

1. Ākonga will learn, share and lead as confident and connected learners.
2. Teachers will have an opportunity to learn, share and lead as confident and connected teachers.
3. Principals will have an opportunity to learn, share and lead as confident and connected principals.
4. Support of the diverse needs of learners across the Kāhui Ako.

There are three Across School and five Within School facilitators roles targeting these Achievement Challenges.

Te Tiriti o Waitangi

The Board will work to give effect to the principles of Te Tiriti o Waitangi through its provision for Māori as tangata whenua by doing the following:

- Upholding Te Tiriti when developing policies and practices for the school;
- Respecting Tikanga Māori in all school occasions (such as Assemblies, Pōwhiri, Prizegiving etc), curriculum areas and the physical environment;
- Ensuring use of Te Ao Māori, Mātauranga Māori and local tikanga Māori in teaching programmes;
- Providing access and opportunities for ākonga to learn te reo and te ao Māori at all levels of the school;
- Providing Professional Development access and opportunities for teaching and support staff in te reo, tikanga and culturally responsive pedagogies;
- Making equitable provisions in the curriculum for the instructional needs of Māori ākonga;
- Monitoring, analysing and reporting on achievement and retention of Māori ākonga;
- Supporting the continued growth of Kapa Haka and Mau Rakau within the school with greater leadership roles being taken by senior ākonga;
- The Board of Trustees ensures a process of consultation with our Māori community through feedback and/or consultation with the local Māori community through the school's kaumatua/pakeke;
- Appointing staff who are positive role models for Māori ākonga;
- Supporting the Whare Wānanga within the school;
- Appointing Cultural Leaders as part of our Year 13 Leadership appointments;
- Ensuring the Board of Trustees have tangata whenua representation;
- Appointing Ngā Pou Kaiārahi to support, awhi and guide our Māori (and Pasifika) ākonga.

Cultural Diversity

With the Board's strategic intent to "support the wellbeing of everyone in the school community" they also recognise and celebrate the cultural diversity of our local community by:-

- Endeavouring to reflect New Zealand Cultural diversity by using a variety of policies and practices for the school;
- Respecting multiculturalism in school occasions (such as Assemblies, Pōwhiri, Prizegiving etc), curriculum areas and the physical environment;
- Specifically celebrating Pasifika languages and customs;
- Providing opportunities for students to learn languages at school via Te Aho o Te Kura Pounamu;
- Supporting the continued growth of Pasifika, Philippine and other cultural groups within the school with greater leadership roles being taken by senior students;
- Supporting LGBTQ+ rights and roles within the school;
- Appointing international staff who are positive role models for students;
- Appointing Cultural Leaders as part of our Year 13 Leadership appointments;
- Ensuring the Board of Trustees represents the cultural diversity of the student body;
- Appointing Ngā Pou Kaiārahi to support, awhi and guide our Māori and Pasifika students.

Mahere Rautaki / Strategic Plan

Central to our Charter and Strategic Plan are these Governments goals and priorities:

Ministry of Education Statement of Intent 2014 – 2018

New Zealand Curriculum Document

Principles, Values, Competencies and Pedagogies

Ka Hikitia - Accelerating Success 2013 – 2017

- *Tataiako: Cultural competencies for teachers of Māori Learners*
- *Ako – Practice*
- *Whanaungatanga – Relationships*
- *Tangata Whenuatanga – Socio-cultural awareness*
- *Manaakitanga – Communication, Problem Solving and Innovation*

Ka Hikitia – Ka Hāpaitia (2020)

- *Te Whānau: Education provision responds to learners within the context of their whānau*
- *Te Tangata: Māori are free from racism, discrimination and stigma in education*
- *Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences*
- *Te Tuakiritanga: Identity, language and culture matter for Māori learners*
- *Te Rangatiratanga: Māori exercise their authority and agency in education.*

Pasifika Education Plan 2013 – 2017 (updated 2020)

- 1. Pasifika learners excel in literacy and numeracy and make effective study choices that lead to worthwhile qualifications*
- 2. Pasifika school leavers are academically and socially equipped to achieve their goals for further education, training and/or employment*
- 3. Pasifika parents, families and communities engage with schools in supporting their children’s learning.*

Tapasā: cultural competency framework for teachers of Pacific learners (2018)

Turu 1: Identities, languages and cultures

Turu 2: Collaborative and respectful relationships and professional behaviours

Turu 3: Effective pedagogies for Pacific learners

School Leadership Best Evidence Synthesis

Quality teaching

Student Engagement

High Expectations

Inquiry

Scaffolding

Feedback

Constructive Formative Assessment

ERO: Effective School Evaluation Indicators (2016)

Education and Training Act (2020)

Methodology

- The *Mahere Rautaki / Strategic Plan* will outline how the school intends to reach each of the strategic aims over the next five years
- The *Mahere Ā-tau / Annual Plan* will outline the key targets for the year, who is accountable and how progress will be measured
- The school will select specific annual target goals. Each goal will have a clear target which will be reported on in the Statement of Variance
- Faculties' whāinga / goals will align with the school wide target goals
- Teachers' teaching and learning will align with the Faculty goals. This will provide evidence for the meeting of the Practising Teacher Criteria and support each teachers Professional Growth Cycle.

Mahere Rautaki 2021-2025

Strategic Plan 2021-2025

Tauākī Whakamaunga atu

Mission Statement

To provide opportunities that inspire learners to grow as positive members of our community

Te anga whakamua

Vision

Proudly Karamu	Proudly Hastings	Proudly Learning
Who we are and what we stand for	Active members of the community	Aiming to “better our best”

Mātāpono

Values

Our vision, **Proudly Karamu, Proudly Hastings, Proudly Learning** provides a clear and concise set of outcomes for both our staff and ākonga to aspire to.

Our vision, however is underpinned by the following set of values which we as a community have identified as the key to fulfilling our vision.

The following are core values on which Karamu bases its day-to-day operations:-

Whanaungatanga – Positive relationships, Collaboration, Respect, and School Pride

Excellence – Fulfilling potential, Personal excellence, Acceleration of learning

Leadership – Initiative, Self-Management, Honesty, Integrity, Reliability

Creativity – Thinking Skills; Innovation, Imagination, Problem Solving, Academic Risk Taking

Overcoming Adversity – Perseverance, Resilience

Manaakitanga – Hospitality, Welcoming, Engaging

Embracing Diversity – Accepting differences, Inclusive

Strategic Aims and Intent

Ako Teaching and Learning				Hauora Well-being		
Learning and teaching programmes will build on our vision and values				The wellbeing of everyone in the school community is important		
Staff PLD is focused on developing individual skills and practices	Learning programmes are flexible and fit for purpose to support the curriculum and teaching practice	Ākonga progress is tracked and challenges to learning are identified and addressed	Every ākonga is assisted in building an appropriate and successful transition pathway	Leadership in the school is supported and encouraged	Te Reo me nga tikanga Māori is embedded in the daily life of the school and the curriculum	A highly supportive and culturally responsive pastoral and academic guidance system exists

2023

**Mahere ā tau o te kura tuarua o
Karamū**

**ANNUAL TARGETS & PLAN for
KARAMU HIGH SCHOOL**

School Number: 0229



For the period
1 January 2023 to 31 December 2023

Submitted: March 2023

Whāinga 1:

Strategic Aim:

Ako Teaching and Learning

Learning and teaching programmes will build on our vision and values

Strategic Intent:

- Ākonga progress is tracked, and where possible challenges to learning are identified and addressed.
- Learning programmes are flexible and fit for purpose to support the curriculum and teaching practice

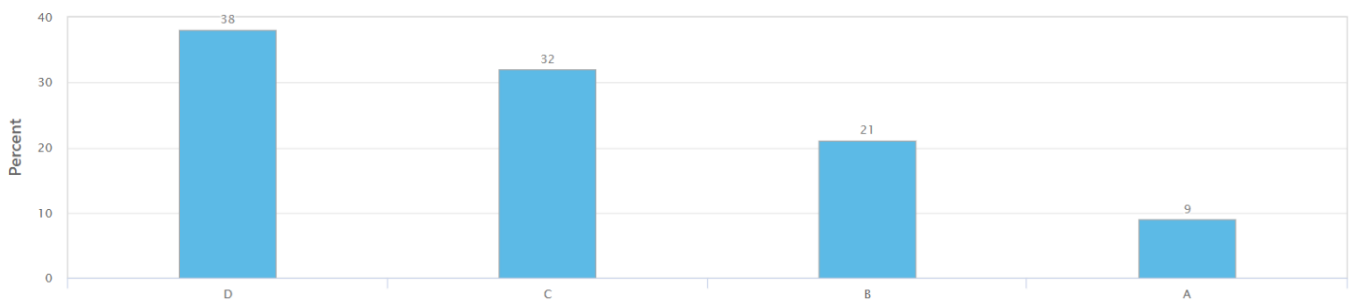
Annual Target:

Raise Year 11 Māori and Pasifika ākonga achievement to above the 2021 overall MIDYIS ability band predictions.

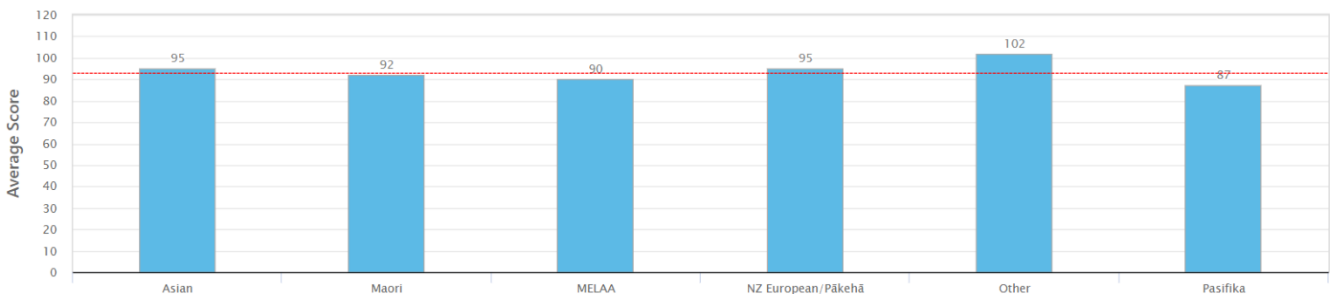
Baseline Data:

All Year 11s

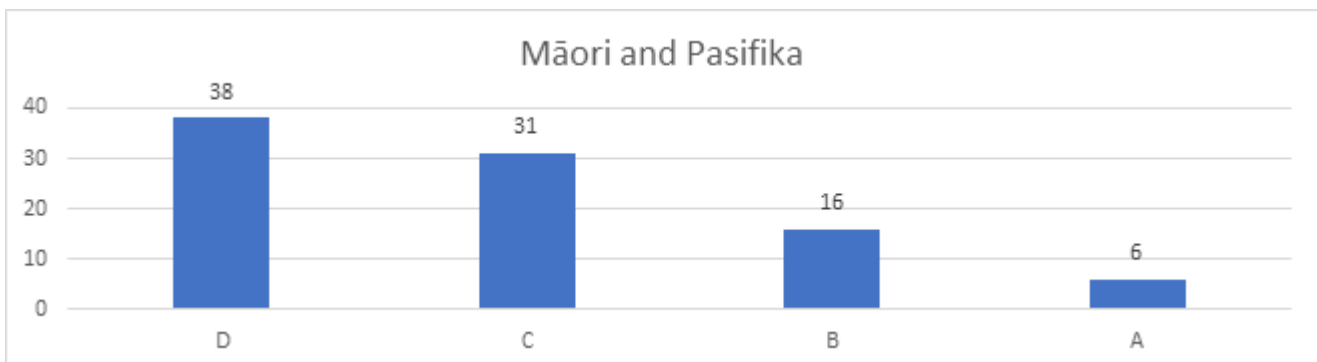
Overall BASE - Percent In Each Ability Band



Overall BASE - Ethnicity Average Score



Year 11 Māori and Pasifika Ākonga (No.s)



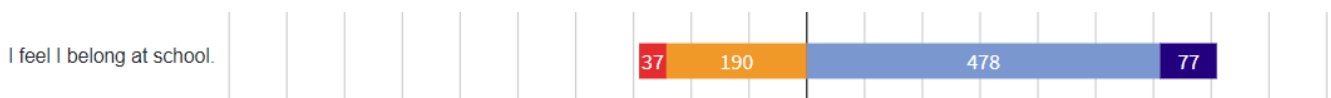
ACTION PLAN			
When	What	Who	Indicators of Progress
Week 1-3	Identify Māori and Pasifika ākonga in Year 11	Class Teachers	Teachers are aware of ākonga
	Differentiated learning for A and B band ākonga is created	Class Teachers HoFs	Learning is focused at need Ākonga Achievement
Term 1	Kaiārahi touch base with all ākonga and an explicit connection is made with parents/whānau to ensure they are aware of their child's pathway & goals	Kaiārahi	Continue development of Māori Mentor programme Ākonga and Whānau voice
	Success is celebrated in a variety of culturally appropriate ways ie: Assemblies; Facebook; Instagram; Email; Messaging;	Teachers Deans Kaiārahi Principal Ako	Ākonga feel a sense of excellence/voice # of events
	Continue inclusion in Puhoro STEMM programme is celebrated	Assistant HoF Science DP – Curriculum Science Teachers	Attendance Achievement Acknowledgement
Term 2	At least 50% of staff are enrolled in Te Ahu o Te Reo Māori in July 2023	All Staff	% enrolments, attendance and then te reo use
	Review of Study Leave School and next steps	DP – Learning HoFs Ākonga Voice	Staff and ākonga voice Ākonga are supported to achieve
Monthly	Tracking of achievement and those at risk identified/mentored	Ākonga Mentor Teachers Class Teachers DP - Curriculum	Achievement is tracked
Ongoing	Regular meetings with DP Curriculum and the Year 11 Deans and Kaiārahi to identify ākonga and monitor their NCEA credits	DP – Curriculum Year 11 Deans Kaiārahi	Conversations with ākonga and Whānau to ensure awareness of the ākonga' progress towards gaining NCEA Level 1
	Teachers explicitly encouraged to build in Māori context and knowledge into teaching and learning (Localised Curriculum and Matauranga Māori)	DP – Curriculum TIC Te Reo Principal	NCEA Accord Days Review

Whāinga 2:

<p>Strategic Aim: Hauora <i>Well-being</i> The wellbeing of everyone in the school community is important</p>
<p>Strategic Intent:</p> <ul style="list-style-type: none"> • A highly supportive and culturally responsive pastoral and academic guidance system exists • Leadership in the school is supported through guidance, innovation, and relationships
<p>Annual Target: Using the NZCER Wellbeing@School Survey at least 85% of Year 9 and 10 ākonga will feel a strong sense of belonging to school.</p>

Baseline Data:

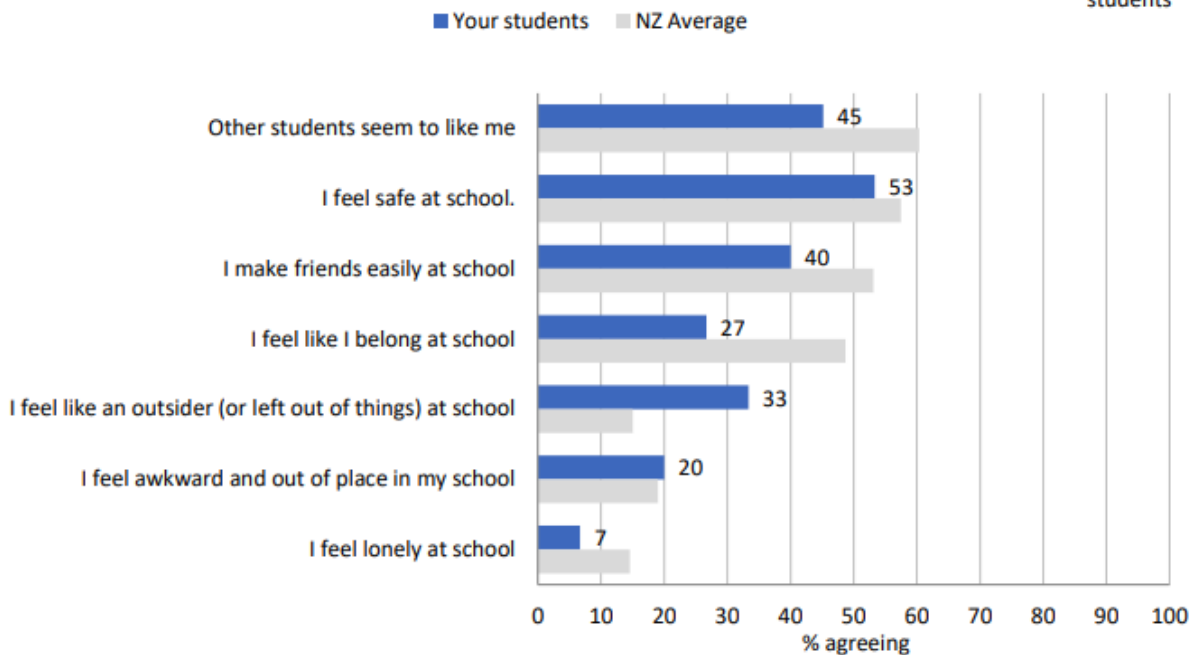
WellBeing @ School Survey in Term 2 2021



PISA State @ Sept 2022

Sense of belonging at school

31 students



ACTION PLAN			
When	What	Who	Indicators of Progress
Term 1	Group administered and analyses data once it is ready	Deans Kaiārahi Ako DP-Pastoral	Survey Data
	Collect more in-depth ākonga voice on 'Sense of Belonging' and <i>how</i> we can improve	School Council	Ākonga Voice

	Sing national anthem at all school formal events; sing mōteatea at powhiri; haka when staff leave etc. ie: Take all opportunities to 'demonstrate' to the ākonga these are important to use	Music Teacher Ako lead Teachers Principal	Participation
	Ākonga leaders in Year 9 classes strengthened as Tuakana/Teina opportunity ie: Year 9s could shadow Leaders; Have leaders at all Year 9/10 events ie: Year 9 evening	Year 9 Deans DP – Pastoral	Leaders leading
	Positives on KAMAR introduced	DP – Pastoral IT Manager Deans Teachers	Positive behaviour encouraged and recognised
Term 2	Use Poutama Pounamu resource (with Level 5 as aspirational goal) as staff observation tool for teacher registration	Principal	Staff Meeting Agenda and Minutes
	Teach the school waiata/mōteatea to Year 9/10 (Use Year 13 Leaders)	Ako Lead Deans	Confidence
Fortnightly	Meetings with Deans and mentor teachers at Friday briefings to identify ākonga and monitor their learning & pastoral needs	Year 9/10 Deans Mentor teachers	Completed
Ongoing	Ākonga success is acknowledged as frequently as possible <ul style="list-style-type: none"> • Facebook • Assemblies • Emails • Newsletters • Prizegiving's • Po Whakanui is organised 	Principal DPs Deans Kaiārahi	Examples
	Cultural Days/Evening/Events are arranged and celebrated. (Use Year 13 Leaders to promote with Year 9/10)	TICs	Ākonga are acknowledged and diversity is embraced
Term 4	Re-administer NZCER Wellbeing@School Survey	DP-Pastoral	Survey

Whāinga 3:

Strategic Aim:

Ako *Teaching and Learning*

Learning and teaching programmes will build on our vision and values

Hauora *Well-being*

The wellbeing of everyone in the school community is important

Strategic Aim:

- Ākonga progress is tracked and challenges to learning are identified and addressed
- A highly supportive and culturally responsive pastoral and academic guidance system exists

Annual Target:

Raise schoolwide attendance to at least 90%

Baseline Data

2022 Attendance Data

Attendance, Absences and Truancy Report							
From : 1 Feb 2022 To : 14 Dec 2022							
		Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Posting	Attendance Rate	Days x Students Count
Attendance Rate for School		8.3	5.1	2.1		84.3	126,220
Attendance Rate for Selection		8.3	5.1	2.1		84.3	126,220
Attendance Rate per Year Level (Selection)	Year 1						
	Year 2						
	Year 3						
	Year 4						
	Year 5						
	Year 6						
	Year 7						
	Year 8						
	Year 9	8.8	5.9	1.9		83.2	38,666
	Year 10	10.7	5.2	2.1		81.8	34,688
	Year 11	6.4	5.1	2.3		86.0	32,857
	Year 12	6.0	3.4	2.3		88.1	20,009
	Year 13						
Attendance Rate per Ethnicity (Selection)	NZ European	8.2	3.3	1.6		86.6	62,772
	Other European	8.8	2.9	1.4		86.8	2,618
	NZ Māori	8.9	7.9	2.7		80.2	47,716
	Samoan	3.1	7.8	4.6		84.3	824
	Cook Island Māori	5.5	3.2	2.4		88.7	1,104
	Tongan	3.7	3.7	8.0		84.4	187
	Niue	14.4	4.2	2.1		79.1	187
	Fijian	4.2	7.3	1.6		86.8	561
	Tokelauan						
	Other Pasifika	6.4	7.4	6.4		79.6	1,309
	South East Asian	4.6	3.5	1.7		90.0	4,455
	Indian	4.9	4.5	1.9		88.5	1,308
	Chinese	5.7	0.2	1.0		92.9	935
	Other Asian	2.8	0.9	1.6		94.4	1,309
Other Ethnicity	22.0	0.8	2.2		74.8	935	
Attendance Rate per Gender (Selection)	Female	8.7	5.5	2.3		83.4	77,542
	Male	7.6	4.5	1.9		85.8	48,678

ACTION PLAN			
When	What	Who	Indicators of Progress
Holidays	More time given to Deans and Kaiārahi for liaising with whānau and ākonga on attendance and engagement	Timetabling team	Improved attendance
Term 1	Clear step reminders to all community regarding process <ul style="list-style-type: none"> • Ākonga • Whānau • Teachers 	DP – Pastoral Teachers	Improved attendance
	Use KAMAR as a calendar for all school events ie: Events are communicated at least 2 weeks in advance	Teachers SLT	Staff and whānau are communicated with in a timely manner
	Target 70-80% attendance ākonga – work with families & put interventions in place	Year 9-11 Deans Kaiārahi DP-Pastoral	Improved attendance
Term 2	Push Lunch in Schools or create alternative ways to use KidsCan supplies	Principal BoT	Lunch in Schools contract or alternative
	Acknowledge high attendance	Deans	Data
On-going	Form positive relationship with external agencies to gain greater understanding of whanau/families dynamics/situations ie: Truancy Service; Awhina; Workforce Development	DP-Pastoral Counsellor Deans Kaiārahi	# engagements with external agencies
	Embed the attendance 'follow up' system	Teachers Deans SLT	Improved attendance
	Alternative pathways for those that do not complete attendance requirements ie: Achievement NZ	DP- Pastoral DP-Learning Careers Advisor Principal	Destination Data

Whāinga 4:

Strategic Aim:*Ako Teaching and Learning*

Learning and teaching programmes will build on our vision and values

Strategic Intent:

- Learning programmes are flexible and fit for purpose to support the curriculum and teaching practice

Annual Target:

Preparing Year 9 and 10 for 2024 NCEA through their programmes

Baseline Data

All Year 9 and 10 HoFs agree in 2022 to assess less and include Mātauranga Māori

ACTION PLAN			
When	What	Who	Indicators of Progress
Term 1	Audit of assessment in junior school	DP-Learning HoFs	Completed
	Develop an assessment tracking form for Juniors so they learn the skill of time management	Deans	Completed
Term 2	Focus on differentiated learning PLD in Year 9	HoFs	Supported Student Achievement
	A foundation of literacy terminologies used across the faculties ie: PEEL	DP-Learning HoFs	Common Terminologies being used
On-Going	Introduction of Mātauranga Māori and/or Māori context in Year 9 and 10 programmes	Teaching Staff HoFs	Develop or refine a unit or strand of learning in Y10 subjects, that reflects Te mana ōrite o te Mātauranga Māori and/or Te Ao Māori

Whāinga 5:

<p>Strategic Aim: Hauora <i>Well-being</i> The wellbeing of everyone in the school community is important</p>
<p>Strategic Intent:</p> <ul style="list-style-type: none"> • A highly supportive and culturally responsive pastoral and academic guidance system exists • Leadership in the school is supported through guidance, innovation, and relationships
<p>Annual Target: Using the NZCER Wellbeing@School Survey at least 85% of Staff will feel a strong sense of belonging to school OR At least 85% of staff will rate their sense of well-being at Karamu at least mostly good</p>

Baseline Data:

Baseline Data:

NZCER Wellbeing@School Survey (2021)



- 88% agree or strongly agree with this statement

An additional staff survey was conducted at the end of 2022 to gather their voice on well-being. The most valuable information to compare to 'sense of belonging' is:

1. How do you rate your general sense of wellbeing at Karamu this year? (0 point)

[More Details](#)

● Very good	4
● Mostly good	27
● Mostly poor	8
● Very poor	0



80% rate mostly or very good sense of well-being.

ACTION PLAN			
When	What	Who	Indicators of Progress
Term 1	New staff supported ie: Emailed; inducted; tours; check ins	DP-Staff HoFs Principals	Week 6 Check-in Voice
	Group responds to NZCER data once it is ready	SLT	Data
	Collect more in-depth staff voice on how health and well-being can be improved	DP-Staff	Staff Voice

	Generate more/maintain personal time for staff in PG in Wednesday mornings	DP – Learning	PGC Timetable
	Run staff events as able with kai le: ToD; Welcome Back Dinner; End of Term Drinks; Morning teas;	Principal Principals PA	Staff Voice
	Investigate becoming a Mates4Life Staff	Counsellor Principal	Staff Voice
	SLT attend Well-being Conference	SLT	Attendance Increased knowledge
	Staff get to know each other with opportunities as often as possible le: ToD; basket; Golf; Fitness;	All Staff	Staff Voice
	Sing national anthem at all school formal events; sing mōteatea at powhiri; haka when staff leave etc. le: Take all opportunities to ‘demonstrate’ to the students	Music Teacher Ako Teachers Principal	Participation as a ‘staff’
	Staff meet with Principal to share: <ul style="list-style-type: none"> • Positives: • Concerns/frustrations • Career aspirations 	Principal	Staff Voice
Term 2	Use Poutama Pounamu resource with Level 5 as observation tool for Teachers Reg	Teachers Principal	Staff Meeting Agenda and Minutes
Term 4	Re-administer NZCER Wellbeing@School OR Survey	DP-Pastoral	Survey