

2024

**Mahere Rautaki o te kura tuarua o
Karamū
Strategic Plan for Karamū High
School.**

School Number: 0229



Submission Date to Ministry of Education: 1 March 2024

Introductory Section

The School and Community

Karamū High School is a co-educational, secondary, state school, catering for ākonga from Years 9 to 13 with approximately 38% identifying as male, 61% female and 1% another gender.

Ākonga

The roll has been consistently around 900 ākonga in recent years. Approximately 38% of ākonga identify as Māori, 9% as Asian and 4% are from one of the Pasifika groups.

The school 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

Karamū 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. In 2024 we are excited to have our music performing arts area modernised.

Whirinaki Kāhui Ako

In 2016 the Whirinaki Kāhui Ako was formed, and it includes the following kura:

- Karamū 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)
- Nature Kids (added in 2023)

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 at Karamū targeting these Achievement Challenges. In early 2024 these Achievement Challenges will be refreshed.

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:

- Enacting Te Tiriti when developing policies and practices for the school;
- Respecting Tikanga Māori in all school occasions, 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 Te Poho o Rongokako within the school;
- Appointing Cultural Leaders as part of our Year 13 Student Leadership appointments;
- Ensuring the Board of Trustees have tangata whenua representation;
- Appointing Ngā Pou Kaiārahi to support, āwhina and guide our Māori (and People of the Pacific) 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, curriculum areas and the physical environment;
- Specifically celebrating People of the Pacific languages and customs;
- Providing opportunities for students to learn languages at school via Te Aho o Te Kura Pounamu;
- Supporting the continued growth of People of the Pacific, 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 Student Leadership appointments;
- Ensuring the Board of Trustees represents the cultural diversity of the student body;
- Appointing Ngā Pou Kaiārahi to support, āwhina and guide our Māori and People of the Pacific students.

Engaging with our Community

The Board acknowledges the importance of their community voice in school planning. They have engaged with a broad range of community partners to respond to and reflect the needs and aspirations of individuals and groups in our community.

They have used voice from:

- Individuals – in both written form and verbal dialogue
- Groups
- In surveys – for the consultation of this Strategic Plan and at other times, for example responses to events (ie: Covid) or school wide changes (ie: Uniform)
- In hui

At all times information provided and received by ākongā, whānau, and communities will be used appropriately and in line with privacy considerations.

Methodology

- The *Mahere Rautaki / Strategic Plan* will outline how the school intends to reach each of the strategic aims over the next three years
- The *Mahere Ā-tau / Annual Implementation 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 following years 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 / Strategic Plan

Central to our Strategic Plan are these guiding documents, governments goals and priorities:

Ministry of Education Statement of Intent 2014 – 2018

New Zealand Curriculum Document (and Te Mataiaho DRAFT)

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)

Ngati Kahungunu: Mātauranga Refresh Strategy Summary 2020 – 2027

- *Te Tiriti o Waitangi*
- *Te Reo me Ōna Tikanga*
- *Te Mātauranga*
- *Te Whanaungatanga*
- *Te Rangatiratanga*
- *Tipuria te Aroha*

Mahere Rautaki 2024-2026

Strategic Plan 2024-2026

Tauākī Whakamaunga atu

Mission Statement

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

Te anga whakamua

Vision

Proudly Karamū	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 Karamū, 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 Karamū 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 Intents

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		
Ensure that our programmes and pedagogies enhance student engagement	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
NELP Obj 1	NELP Obj 2	NELP Obj 4	NELP Obj 3	NELP Obj 3	NELP Obj 1

Strategic Aim	Strategic Intent	Annual Goals	Actions 2024	Annual Goals	Actions 2025	Annual Goals	Actions 2026
Teaching and Learning Learning and teaching programmes will build on our vision and values	Ensure that our programmes and pedagogies enhance student engagement	<ul style="list-style-type: none"> • Create Year 9 courses that are fit for purpose for the future • Raise schoolwide regular attendance (those attending more than 90%) to at least 50% • Continue to strengthen mātauranga māori connections with the community, whānau, hapū, and iwi to build reciprocal relationships that support improved learner outcomes. 	<ul style="list-style-type: none"> • Formulate mātauranga Karamū into BDO • Review of Year 9 courses • UDL Professional development 		<ul style="list-style-type: none"> • Investigate other languages at Year 9 • Spanish at Year 11 • Cross Curricular courses at Year 9 investigated 		
	Ākonga progress is tracked and challenges to learning are identified and addressed	<ul style="list-style-type: none"> • Introduction of a robust tracking system for Year 11 to 13 NCEA achievement • Raise schoolwide regular attendance (those attending more than 90%) to at least 50% 	<ul style="list-style-type: none"> • SENCO role refined • NCEA Parent Hui's for Level 1 • NCEA Tracking mechanisms investigated & trialed • Reporting process reviewed 		<ul style="list-style-type: none"> • NCEA Parent Hui Level 2 • NCEA Tracking mechanisms embedded 		<ul style="list-style-type: none"> • NCEA Parent Hui Level 3

	Every ākonga is assisted in building an appropriate and successful transition pathway		<ul style="list-style-type: none"> • Mahi programmes refined (increased Lifeskills, Driver Ed, Financial Literacy focus) • 'Tira Ora' 70s Celebration 		<ul style="list-style-type: none"> • 'Tira Ora' Careers Showcase developed 		<ul style="list-style-type: none"> • 'Tira Ora' committee formation
<p>Well-being</p> <p>The wellbeing of everyone in the school community is important</p>	Leadership in the school is supported and encouraged	<ul style="list-style-type: none"> • Raise schoolwide regular attendance (those attending more than 90%) to at least 50% • Continue to strengthen mātauranga māori connections with the community, whānau, hapū, and iwi to build reciprocal relationships that support improved learner outcomes. 	<ul style="list-style-type: none"> • Review student leadership across the school • Develop Year 13 leadership roles ie: inclusion in mentor classes, job descriptions • Promote opportunities for individual staff growth and development • Staff Well-Being Programme embedded 		<ul style="list-style-type: none"> • Student leadership matrix embedded • SLT apprenticeship programme introduced • 'Tira Ora' 25 years service acknowledgement #2 • Year 13 Leaderships roles reviewed 		<ul style="list-style-type: none"> • Professional Development for student leaders investigated
	Te Reo me nga tikanga Māori is embedded in the daily life of the school and the curriculum	<ul style="list-style-type: none"> • Continue to strengthen mātauranga māori connections with the community, whānau, hapū, and iwi to build reciprocal relationships that support improved learner outcomes. 	<ul style="list-style-type: none"> • Staff & student involvement in mātauranga Māori • Celebrate Matariki • Po Whakanui redeveloped • Build on Waipatu Marae relationship with visits/offers of support 		<ul style="list-style-type: none"> • Staff Noho at Waipatu Marae • Pou installation 		<ul style="list-style-type: none"> • Student Noho at Waipatu Marae

			<ul style="list-style-type: none"> • Targeted PLD for support staff in Te Reo • Pou development 				
	A highly supportive and culturally responsive pastoral and academic guidance system exists	<ul style="list-style-type: none"> • Introduction of a robust tracking system for Year 11 to 13 NCEA achievement • Raise schoolwide regular attendance (those attending more than 90%) to at least 50% 	<ul style="list-style-type: none"> • Mentor programme introduced • Imbed cultural weeks further ie: Food, Music, invite in guests • Investigate uniform options ie: Lavalava 		<ul style="list-style-type: none"> • Mentor programme embedded • Investigate community liaison/social worker/youth worker position 		<ul style="list-style-type: none"> • Mentor programme reviewed