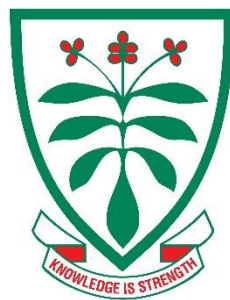


2024

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

**ANNUAL TARGETS &
IMPLEMENTATION PLAN for
KARAMŪ HIGH SCHOOL**

School Number: 0229



For the period
1 January 2024 to 31 December 2024

Submitted: March 2024

Whāinga 1:

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|---|
| <p>Strategic Aim: Ako <i>Teaching and Learning</i> Learning and teaching programmes will build on our vision and values</p> |
| <p>Strategic Intent:</p> <ul style="list-style-type: none"> • Ensure that our programmes and pedagogies enhance ākonga engagement |
| <p>Annual Goal Create Year 9 courses that are fit for purpose</p> |

Baseline:

- Ākonga pick 7 options from 14
- Each options is for one term
- Only pick 5 options if they pick a Language (because Languages rung for two Terms)
- Recent trends: (but these can change each year too)
 - Food and Business growing in popularity
 - Dance, Music and Drama numbers decreasing
 - DIT compulsory
 - Spanish introduction in 2022
- Issues:
 - We have teachers that are able to, and those that cannot, teach several courses
 - We have limited spaces for some options ie: Food
 - Students picking options on
 - Exposure to technology at Year 7/8
 - Sibling/whānau voice
 - Open night exposure
 - Possibly no information ie: about the likes of Drama, Dance, Business Studies

| ACTION PLAN | | | |
|----------------|--|--|--|
| When (Date) | What (Action) | Who (Responsible) | How (Measure of Success) |
| Week 1-3 | Investigate UDL Professional Development for whole staff to align with Te Mataiaho | SGU | UDL organised |
| Term 1 -3 | PLG time is devoted for sharing of Year 9 learning strategies | Year 9 teachers SCT DP- Learning | PLG time is arranged Best strategies are shared |
| Term 1-2 | Creation of common ākonga voice tool | HoFs DP-Curriculum | Survey developed Survey used |
| Term 2 | UDL PLD (4 June) | Karen from MoE | Attendance |
| Term 1-4 | Staff apply for Individual PD and encouraged to share | All Staff | PD Form Edited Options: <ul style="list-style-type: none"> - Small Groups ie: PCTs - Teachers Aides - Staff Meetings - Emails |
| | Year 6-9 Literacy mahi | Kāhui Ako ASL HoF English | Literacy programme is developed |
| Term 1-4 | Ākonga share learning | Ākonga Teachers HoF | Assembly presentations Facebook Posts Karamū Korero Articles Tira Ora Articles/Artwork |

| | | | |
|--------|--|---|--------------------------------------|
| Term 2 | Review of Year 9 Courses with staff, ākonga and whānau | HoFs DP-Curriculum Principal | Voice collection |
| Term 3 | Options for 2025 administered | DP-Curriculum DP-Staffing Principal | NB: Possible staffing considerations |
| Term 4 | Resourcing for 2025 | Principal BoT | Within budget |

Whāinga 2:

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|--|
| <p>Strategic Aim: Ako <i>Teaching and Learning</i> Learning and teaching programmes will build on our vision and values 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"> • Ākonga progress is tracked and challenges to learning are identified and addressed • A highly supportive and culturally responsive pastoral and academic guidance system exists |
| <p>Annual Goal: A robust tracking system for Year 11 to 13 NCEA achievement is introduced</p> |

Baseline:

Reporting

- Reporting criteria created in 2019
- Criteria reviewed in 2021
- Whānau voice gathered on reporting process in 2021 and was overwhelmingly positive

Tracking of NCEA

- The use of Milestones has fallen off over the last 2-3 years
- Voice from staff is that tracking of overall achievement has been left too late in recent years
- Holiday school has no longer been used
- Study School has been seen has an 'ambulance' intervention

| ACTION PLAN | | | |
|----------------|---|--|--|
| When (Date) | What (Action) | Who (Responsible) | How (Measure of Success) |
| Term 1 | Modify/review/refresh the reporting criteria and descriptors | Teachers DP-Staff | Consistency across subjects/teachers |
| | Clarify links between 4/5s and KAMAR entries; Links between NA's and 4/5s | Teachers Deans DP-Pastoral | Whānau have 'no surprises' |
| | Early, responsive and accurate academic system of tracking NCEA created | Deans DP- Curriculum | System created |
| | Missed milestones follow up process introduced | Teachers Deans DP-Curriculum | System created |
| Term 2 | Ākonga 'at risk' are identified | Deans DP-Curriculum | System created |
| Term 2-4 | Ākonga 'at risk' of not-achieving Level 1 -3 are given support | Teacher Aides Teachers HoFs Deans DP-Curriculum SENCO | Support mechanisms introduced ie: <ul style="list-style-type: none"> - Tutorials - Holiday Schools - Modified Programmes - Changes in Courses - Referrals |

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 Intent:

- Ensure that our programmes and pedagogies enhance ākonga engagement
- Ākonga progress is tracked and challenges to learning are identified and addressed
- A highly supportive and culturally responsive pastoral and academic guidance system exists
- Leadership in the school is supported and encouraged

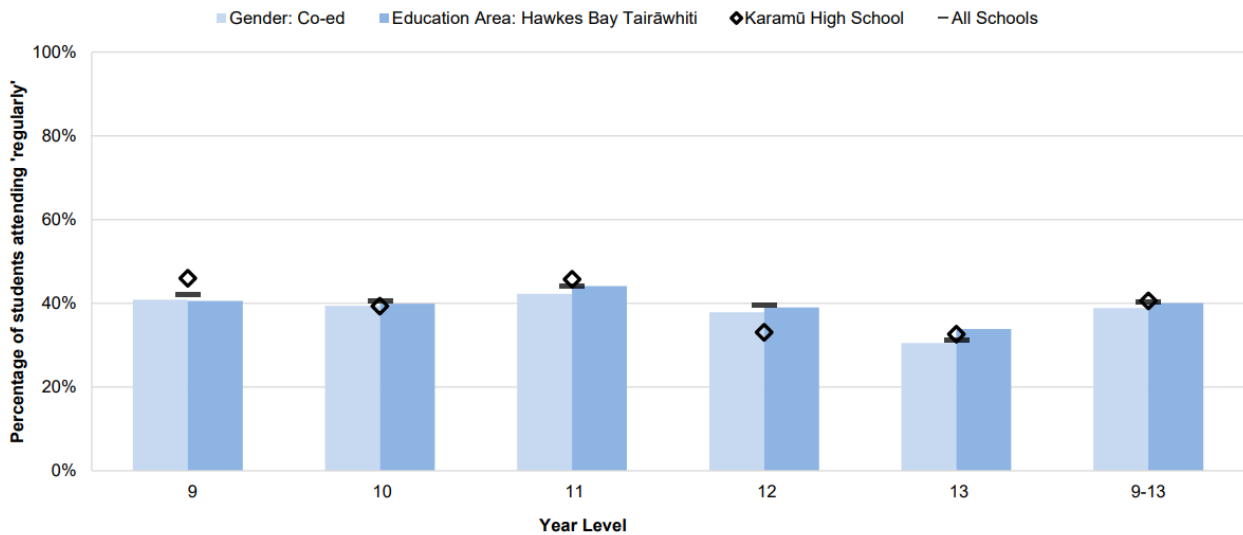
Annual Target:

Raise schoolwide regular attendance (those attending more than 90%) to at least 50%

Baseline Data

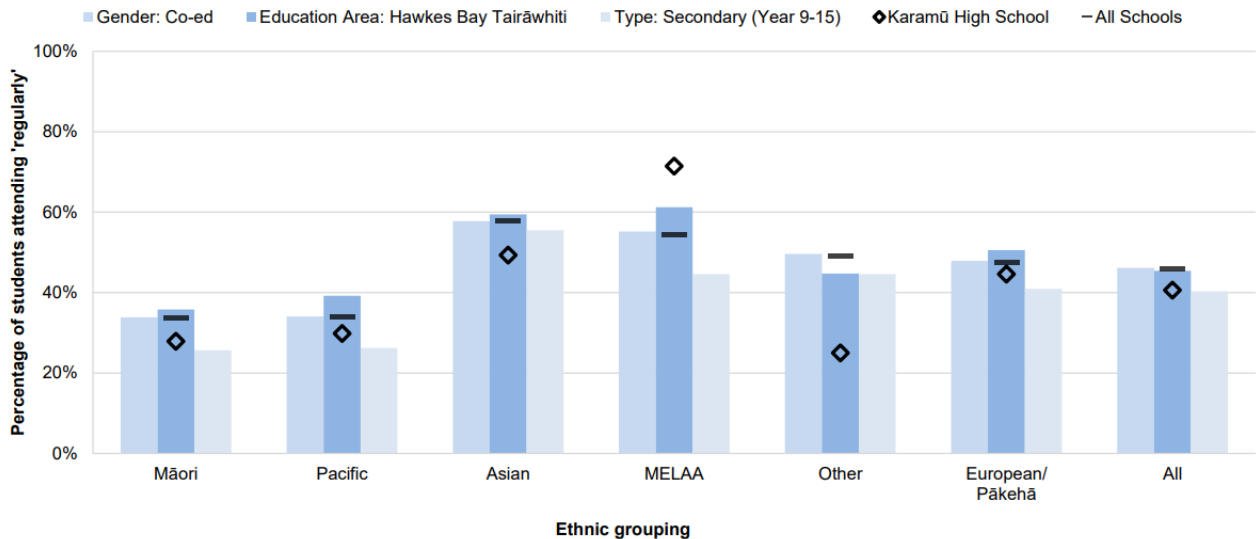
'Regular' attendance, by Year level (Term 3, 2023)

Comparing the proportion of students with 'regular' attendance at **your school** with national and like-school benchmarks.



'Regular' attendance, by ethnic grouping (Term 3, 2023)

Comparing the proportion of students with 'regular' attendance at **your school** with national and like-school benchmarks.



ACTION PLAN

| When (Date) | What (Action) | Who (Responsible) | How (Measure of Success) |
|-----------------------|---|---|---|
| January | Year 13 Ākonga Leadership Camp is refreshed for Year 9 mentor class focus | DP-Pastoral | Ākonga leaders ready for Year 9 mentor classes |
| Term 1 | Clear step reminders to all community regarding attendance process <ul style="list-style-type: none"> • Ākonga • Whānau • Teachers • Mentor teachers | Teachers Mentor Teachers DP – Pastoral | Improved attendance |
| | Continue with target 70-80% attendance ākonga group, working with families & putting interventions in place | Year 9-11 Deans Kaiārahi DP-Pastoral | Improved attendance |
| | Work with Lunch in Schools providers for improvement | Principal Principals EA | Ākonga uptake |
| | Mentor programme introduced with activities, foci and direction | DP-Pastoral | Programme implemented |
| | RRF application made for new attendance and engagement initiative | Deans DP-Pastoral | Successful application |
| Term 1-2 | Year 9 – 13 Ākonga Leadership programme developed | Deans DP Pastoral | Ākonga leadership developed from Year 9 -12 |
| 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 Language Days/Evening/Events are arranged and celebrated with depth (Use Year 13 Leaders to promote with Year 9/10) | TICs | Ākonga are acknowledged and diversity is embraced |
| Term 3 | Year 10 Junior High Leaders programme reviewed for Term 4 | Year 10 Deans SLT | Year 10 Leaders are successful |
| | Year 13 Ākonga Leaders Job Descriptions/Process Reviewed for 2025 | Year 13 Deans TICs SLT | Year 13 Leaders are appointed without issue |

Whāinga 4:

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 Intent:


- Ensure that our programmes and pedagogies enhance ākonga engagement
- Te Reo me nga tikanga Māori is embedded in the daily life of the school and the curriculum
- Leadership in the school is supported through guidance, innovation, and relationships

Annual Goal:

Continue to strengthen mātauranga māori connections with the community, whānau, hapū, and iwi to build reciprocal relationships that support improved learner outcomes.

Baseline:

From ERO (2023) the school is on a continuum of:

| | | |
|--|---|---|
| <i>Establishing ways to support Māori learners to achieve success with a strong, secure sense of their cultural identity.</i> |  | Māori learners are consistently well supported to achieve success with a strong, secure sense of their cultural identity. |
| ie: We have interacted with the iwi on few occasions; only had conversations with Waiputu; intended to work with Whare Tapere more.... | | <ul style="list-style-type: none"> - We have developed a strong relationship with Kauwaka through hosting Te Ahu PLD, and Kura Reo here; and participation in Takitini; - We have a good relationship with the likes of Charles Ropitini, Aunty's garden; Mau Rakau instructors; - We have strong Māori representation on BoT; - We were involved in the Te Reo Māori NCEA Pilot; - Karakia are embedded in our school and whānau interactions ie: hui, BoT meetings, suspensions; - School haka is being strongly adopted by staff (keen for Tika Tonu) - Ākonga are experiencing tuakana-teina opportunities with Kāhui Ako schools in Ki-o-Rahi and Kapa Haka |

| ACTION PLAN | | | |
|----------------|--|---|---|
| When (Date) | What (Action) | Who (Responsible) | How (Measure of Success) |
| Term 1 | Te Reo Māori PLD provided for support staff | Sharron Fabbish SENCO Principals EA | Attendance Use by staff |
| | Host Intermediate Super 6 Ki o Rahi tournament | RST/SHM | Ākonga voice/observations Promotion Future enrolments |
| | Year 9 Parents Hui | Deans DP-Pastoral DP-Learning | Attendance Engagement of whānau for rest of year |
| | Apply for funding for Pou installation | RST HoF Languages Principal | |
| | Biology Noho Marae | MGR Science Faculty | Rongoa connections |

| | | | |
|----------|---|---|---|
| | Connections with Waipatu Marae around visit | Principal RST Charles Ropitini | Visit |
| Term 1-4 | Te Reo embedded in school ie: Word of the week; Te Wiki o Te Reo Māori; Te Rangaihi Reo Māori; Mataraki | RST (in Ako Role) Teachers Cultural Leaders | Staff use Ākonga Use Whānau Use |
| Term 2 | Host Kāhui Ako Ki-o-Rahi tournament | RST/SHM | Ākonga voice/observations Promotion Future enrolments |
| Term 1-2 | Whānau hui for NCEA | DP-Learning Year 11 Deans Year 11 Kaiārahi | Attendance |
| Term 3-4 | Te Ahu o Te Reo Māori PLD available for staff | Kauwaka DP-Staff | Number attending Use by Staff |
| | Pou installation | Carver | |
| | PLG time allocated for Haka/Waiata for staff | RST SHM | Staff feel sense of belonging |
| Term 3-4 | Planning time for staff/ākonga involvement in Mātauranga Māori | Teachers | |
| Term 4 | Host Kāhui Ako Kapa Haka Celebration | RST/SHM | Ākonga voice/observations Promotion Future enrolments |