

2025

**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 2025 to 31 December 2025

Submitted: March 2025

Whāinga 1:

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| <p>Strategic Aim: <i>Ako 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>Big Idea Keep implementing/preparing for NCEA/NZC changes (ie: Implement national curriculum (in a local context), assessment and aromatawai changes)</p> |
| <p>Annual Goals</p> <ul style="list-style-type: none"> 80% of Year 11, 12 and 13 achieve NCEA 50% of each year level achieve an endorsement 60% of Year 13 achieve UE |

Baseline 2024 :

| | Achieved | With a Merit Endorsement | With an Excellence Endorsement | Total Endorsements |
|----------------|----------|--------------------------|--------------------------------|--------------------|
| Level 1 | 65% | 36% | 7.2% | 43.2% |
| Level 2 | 74.8% | 22.7% | 5% | 27.2% |
| Level 3 | 74.5% | 24.1% | 10.1% | 34.2% |
| UE | 39.6% | | | |

| ACTION PLAN | | | |
|-----------------------|--|---|--|
| When (Date) | What (Action) | Who (Responsible) | How (Measure of Success) |
| Week 1-3 | Investigate Professional Development for whole staff | SGU | PLD Calendar Created |
| Term 1 | Creation of common ākonga voice tool | HoFs DP-Learning | Survey developed Survey trialled |
| Term 1 | PLG time is devoted for 'knowing my learners' ie: Notes; Cultural appropriateness | DP- Learning | PLG time is arranged Best strategies are shared |
| Term 2 | PLG time is devoted for sharing of Year 9 and 10 learning strategies ie: Differentiation; | Year 9 & 10 teachers SCT DP- Learning | PLG time is arranged Best strategies are shared |
| Term 2 | Focus on Study Strategies ie: Study skills, tutor groups, tutorials | DP – Learning Classroom Teachers Academic Leaders | All Year 11 students will partake in Study Skills Sessions with an external provider & a survey of the effectiveness completed |
| | Focus on Strategies for SAC/EL Students | HoF EL SENCO | All SAC/EL students will partake in at least one session of support around their SLD |
| Term 2-4 | Use of common ākonga voice tool | All teachers | Survey indicates courses aligned with needs |
| Term 2-4 | Changes made to courses to | HoFs Teachers | |

| | | | |
|----------|--|---------------------------|--|
| | align with the needs of ākonga (learners) | | |
| Term 3 | PLG time is devoted for 'subject specific' /creating course progressions | HoFs Teachers | Faculties create course progressions Course booklets up to date |
| Term 1-4 | Staff apply for Individual PD and encouraged to share | All Staff | PD Form Edited to encourage sharing ie: Options: <ul style="list-style-type: none"> - Small Groups ie: PCTs - Teachers Aides - Staff Meetings - Emails Staff indicate at least good well-being |
| Term 1-4 | Ākonga share learning | Ākonga Teachers HoF | Assembly presentations Facebook Posts Karamū Korero Articles Tira Ora Articles/Artwork |
| Term 4 | PLG time and Professional development days are devoted to preparation for NZC 2026 <ul style="list-style-type: none"> - Use stakeholder engagement - Create resources - Determine measurable outcomes | DP Teaching and Learning | Staff indicate prepared for NZC changes in 2026 |

Whāinga 2:

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

Big Idea:

Lift attendance and reduce absence

Annual Target:

- Raise schoolwide regular attendance (those attending more than 90%) to at least 50%
- Reduce Chronic absence (those attending less than 70%) to less than 10%

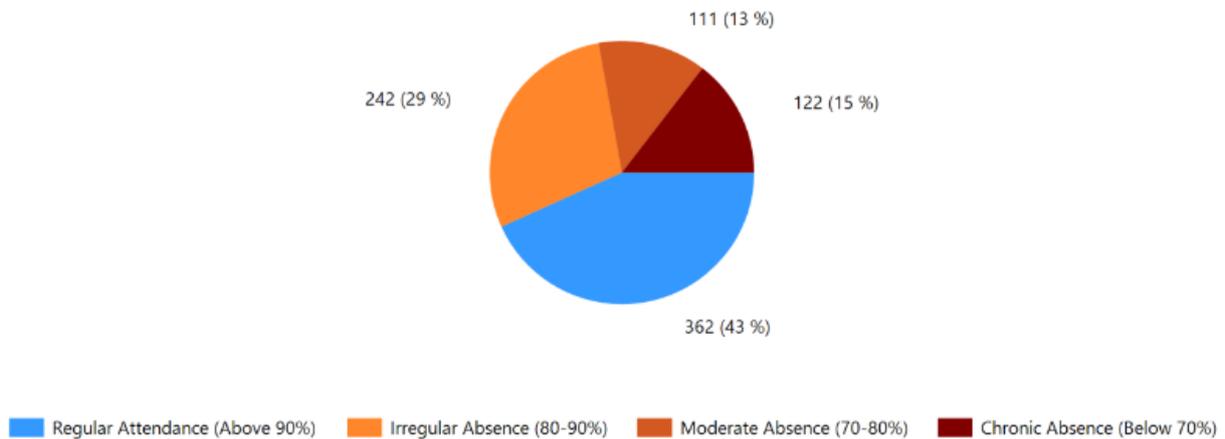
Baseline Data

- Schoolwide regular attendance at Term 3 2024 was 43%.
- Schoolwide chronic attendance at Term 3 2024 was 15%

(NB: We use Term 3 as we change the Timetable for Term 4 for Junior High and Seniors leave after Week 3 so believe Term 3 is our best true reflection of the whole school)

Term 3 Detailed View

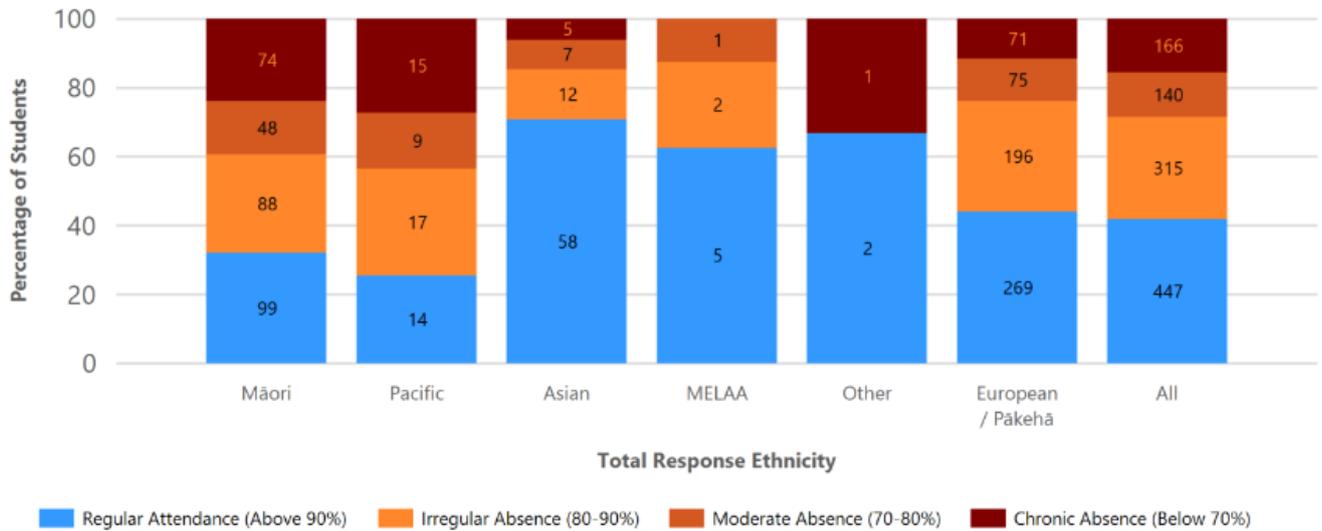
How many students are in each student attendance category?



How are your student attendance categories distributed by ethnicity?

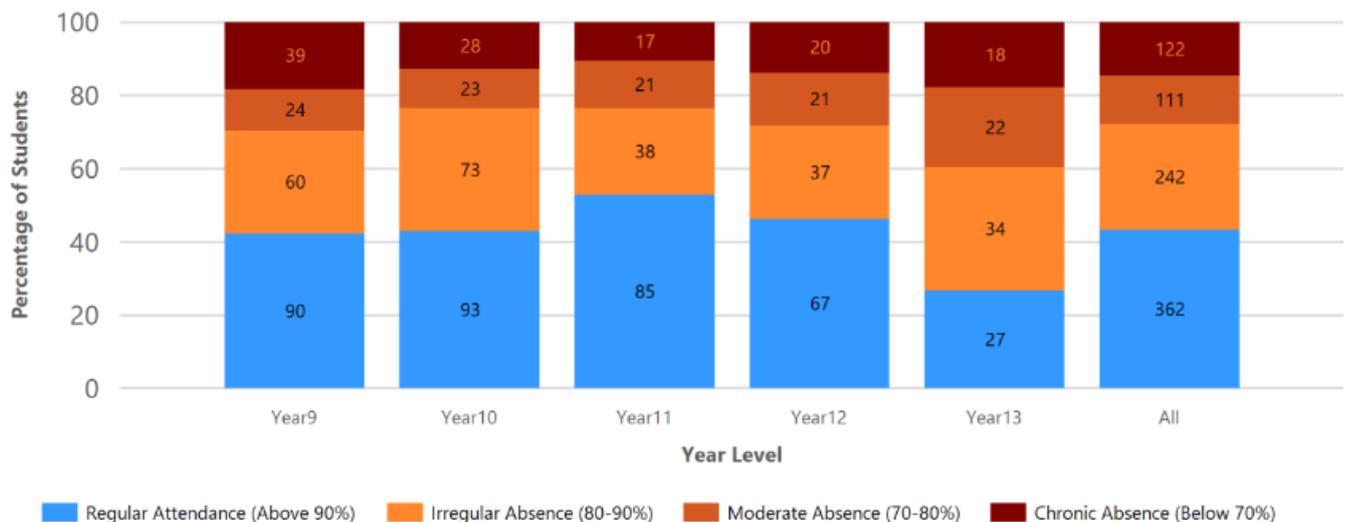
NOTE:

- Students who identify with more than one of these ethnic groups are counted in each.
- Percentages are shown on the vertical axis while the bars show the actual number of students.
- Where there are small numbers in a group, please interpret with caution



How are your student attendance categories distributed by year level?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



| When (Date) | What (Action) | Who (Responsible) | How (Measure of Success) |
|-------------|---|--|--|
| Term 1 | Clear reminders to all community regarding attendance process <ul style="list-style-type: none"> • Ākonga (Assemblies/Deans) • Whānau (Korerō) • Teachers (Staff Meeting) • Mentor teachers (Emails; Briefing; Step by Step instructions) | Teachers Mentor Teachers DP – Pastoral | Improved attendance awareness |
| | Flexible learning programmes developed where needed | DP -Staff Timetable Team | Student and whānau voice Achievement is tracked <i>L2NUM/LIT Course Created</i> |

| | | | |
|----------|---|--|---|
| | Continue with targeted attendance ākonga group, working with whānau & putting interventions in place | DP-Pastoral Kaiawhina | Improved attendance Success outcomes |
| | Careers Expo planned | DP- Learning Careers Advisor Gateway/Careers Admin | Expo Held Term 2 |
| | <i>Learning Conferences</i> An explicit connection is made with parents/whānau to ensure they are aware of their child's pathway & goals | Mentor Deans Kaiarahi | Year 11 Learning Conferences |
| Term 1-2 | Year 9 – 13 Ākonga Leadership programme developed | Deans DP Pastoral | Ākonga leadership developed from Year 9 -12 |
| Term 2 | Create attendance 'carrot' Initiatives <ul style="list-style-type: none"> • Student-Led – Activities/Games • Incentives – For individuals or classes? | Deans | Improved attendance |
| Term 2-4 | External Enhancement Programmes investigated ie: Ignite, Giants Boxing Academy, Dingle etc. | DP -Pastoral | Students are respectful, engaged and show a positive attitude towards school life. |
| Ongoing | Ākonga success is acknowledged as frequently as possible <ul style="list-style-type: none"> • Facebook • Assemblies • Emails • Newsletters • Prizegiving's | Principal DPs Deans Kaiārahi | Examples <i>Email students personally as soon as hear of success ie: HDC Youth Council</i> |
| Term 3 | Year 10 Junior High Leaders programme reviewed for Term 4 | Year 10 Deans SLT | Year 10 Leaders are successful |
| Term 4 | Attendance review <ul style="list-style-type: none"> • Celebrations –For students and whānau who reached or improved attendance goals, reinforcing the value of attendance. • Teacher Reflection - what has worked and what can be improved in attendance initiatives, preparing for 2026 | DP -Pastoral Deans | Improved Attendance 2026 |

Whāinga 3:

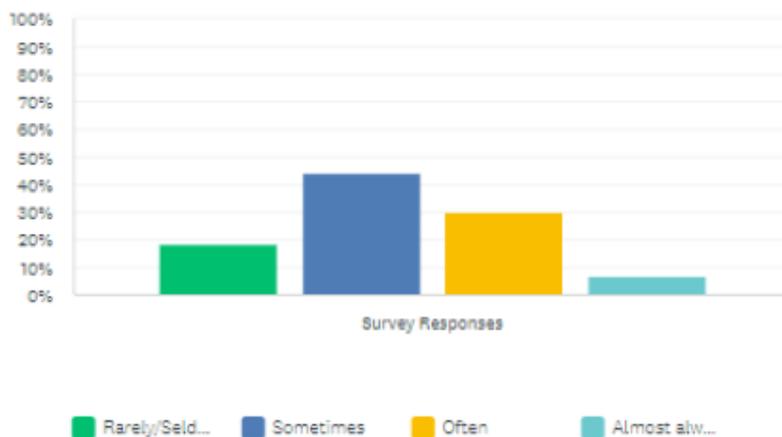
| |
|---|
| Strategic Aim: <i>Ako Teaching and Learning</i> Learning and teaching programmes will build on our vision and values <i>Hauora Well-being</i> The wellbeing of everyone in the school community is important |
| Strategic Intent: <ul style="list-style-type: none">• Ensure that our programmes 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 |
| Big Idea: Increase student engagement |
| Annual Goals: 75% of student voice indicates <ul style="list-style-type: none">• A strong, secure sense of their cultural identity• Engagement at school |

Baseline:

(Student Wellbeing Measures Survey in Term 2, 2024) Examples...

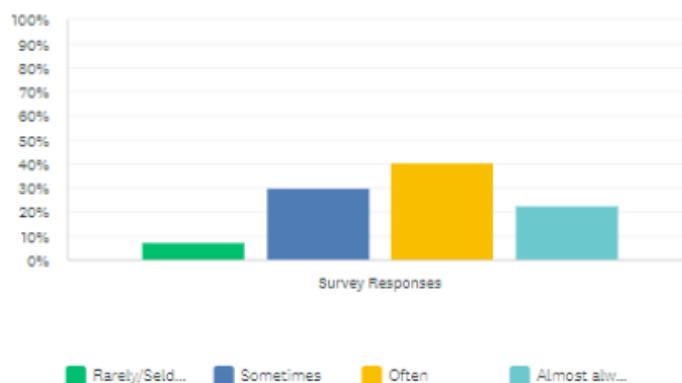
My school | kura makes efforts to understand what is important to me.

Answered: 43 Skipped: 27



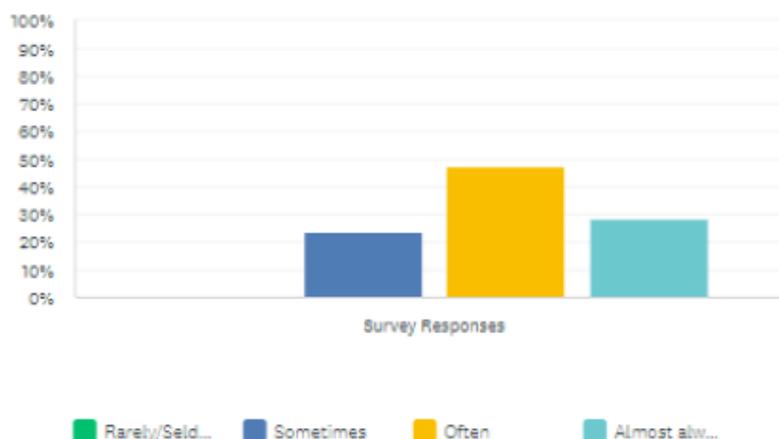
The culture and beliefs of my family and whānau are valued and supported at my school | kura.

Answered: 67 Skipped: 3



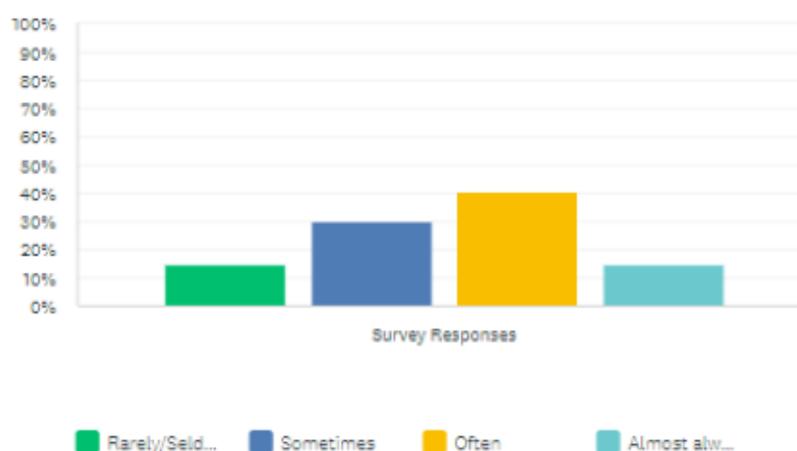
There are teachers | kaiako who understand and promote Māori culture, practices and language (te reo Māori).

Answered: 42 Skipped: 28



My school | kura provides opportunities to participate in activities to explore my interests outside of the classroom.

Answered: 67 Skipped: 3



| ACTION PLAN | | | |
|----------------|---|---|---|
| When (Date) | What (Action) | Who (Responsible) | How (Measure of Success) |
| Term 1 | Create a <i>Karamū Tikanga Guide</i> to provide guidelines on how to uphold and respect tikanga Māori within the school environment. It ensures that Māori customs, values, and traditions are integrated into daily school life in a meaningful and appropriate way. | Principal Pakehe TIC Māori Māori Staff | Completed |
| | Year 9 Parents Hui | Year 9 Deans Principal DP-Pastoral DP-Learning | Attendance Engagement of whānau for rest of year |

| | | | |
|----------|---|--|---|
| | Year 9 Activities ie: Inter-Mentor Sports; Culture; Library etc | Awhina Sports Coordinator | Year 9 Voice |
| | Connections with Waipatu Marae around visit | Principal RTI | Visit <i>Donated old library chairs to Waipatu</i> |
| 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 Teachers Cultural Leaders | Staff use Ākonga Use Whānau Use |
| Term 1-2 | Whānau hui for NCEA | DP-Learning Year 11 Deans Year 11 Kaiārahi | Attendance |
| | Student Council programme is reviewed | Principal | Student voice |
| Term 2 | Host Kāhui Ako Ki o Rahi Tournament | RST/SHM Kaiarahi Student Leaders | Ākonga voice/observations Promotion Future enrolments |
| | Interhouse Haka | TBC | Student Voice |
| | Faculty Leadership is visible ie: Student driven initiatives in faculties | HoFs | Student Voice |
| Term 3-4 | Te Ahu o Te Reo <i>Alternative</i> Māori PLD available for new staff | Kauwaka DP-Staff | Number attending Use by Staff |
| Term 3-4 | PLG time is devoted for 'subject specific' and NZC 2026 prep (may include Mātauranga Māori | HoFs Teachers Teachers | Faculties create course progressions Course booklets up to date |
| Term 4 | Host Kāhui Ako Kapa Haka Celebration | RST/SHM Kaiarahi Student Leaders | Ākonga voice/observations Promotion Future enrolments |
| Term 4 | Create and distribute Karamū student engagement and well- being survey | Principal Deans | Student Voice |
| On-Going | PLG time allocated for <ul style="list-style-type: none"> • Haka/Waiata • Te Reo • Tikanga | RST/SHM Other staff | Staff feel sense of belonging |