



2026

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

School Number: 0229

Submission Date to Ministry of Education: 31 March 2026

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 over 900 ākonga for the last 5 years. In 2026 approximately 38% of ākonga identify as Māori, 12% as Asian and 5% are from one of the Pasifika groups.

The school has an enrolment scheme with a small zone, but ākonga still come from the wider Hastings area and the surrounding rural area. The students attend from a wide range of socio-economic backgrounds, but principally low-middle income. Our Equity Index is 482 (formally Decile 4).

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 2025 the music performing arts area was modernised. The next phase will see the Hall upgraded as a multi-purpose performance and teaching space .

Te Tiriti o Waitangi

The Board 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 or school wide changes
- 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 2025-2029

New Zealand Curriculum Document (and Te Mataiaho)

Purpose, Capabilities, Learning Areas and Subjects

Ka Hikitia – Ka Hāpaitia ; The Māori Education Strategy (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.*

Action Plan for Pacific Education 2020-2030 (2023)

- *Key Shift 1: Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways*
- *Key Shift 2: Confront systemic racism and discrimination in education*
- *Key Shift 3: Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners*
- *Key Shift 4: Partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met*
- *Key Shift 5: Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages*

School Leadership Best Evidence Synthesis

- *Quality teaching*
- *Student Engagement*
- *High Expectations*
- *Inquiry*
- *Scaffolding*
- *Feedback*
- *Constructive Formative Assessment*

ERO: Effective School Evaluation Indicators (2016)

- *Domain 1: Stewardship*
- *Domain 2: Leadership for equity and excellence*
- *Domain 3: Educationally powerful connections and relationships*
- *Domain 4: Responsive curriculum, effective teaching and opportunity to learn*
- *Domain 5: Professional capability and collective capacity*
- *Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation*

Education and Training Act (2020) (Amended 2025)

Ngati Kahungunu: Mātauranga Refresh Strategy Summary 2020 – 2027

- *Priority One: Te Tiriti o Waitangi*
- *Priority Two: Te Reo me Ōna Tikanga*
- *Priority Three: Te Mātauranga*
- *Priority Four: Te Whanaungatanga*
- *Priority Five: Te Rangatiratanga*
- *Priority Six: Tipuria te Aroha*

Mahere Rautaki 2026-2030

Strategic Plan 2026-2030

Tauākī Whakamaunga atu

Mission Statement

To provide opportunities that inspire learners to grow as successful 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		
Enhancing academic achievement			Improving well-being		
Deliver consistent, high-quality teaching that strengthens student engagement	Provide targeted support for students with diverse learning needs	Increase regular attendance to enhance learner engagement and outcomes.	Have responsive behaviour and pastoral frameworks that create safe, inclusive environments	Provide co-curricular opportunities in which students can thrive	Create clear, consistent and supportive communication with our community

Strategic Aim	Strategic Intent	Annual Goals	Actions 2026
Teaching and Learning: Enhancing academic achievement	<i>Deliver consistent, high-quality teaching that strengthens student engagement</i>	<ul style="list-style-type: none"> Raise Year 11 ākongā achievement to above the 2024 overall MIDYIS ability band predictions 	<ul style="list-style-type: none"> Engage in PLD to look at ways to “Better engage students in class, so they want to be at school” Embed the 2025 Student Voice Surveys (for Student collaboration on course designs) Investigate specific numeracy and literacy professional development for all teachers.
	<i>Provide targeted support for students with diverse learning needs</i>	<ul style="list-style-type: none"> Raise Year 11 ākongā achievement to above the 2024 overall MIDYIS ability band predictions 	<ul style="list-style-type: none"> Enrol Year 12 and 13’s without Level 1 Literacy or Numeracy into Level 1 programmes (for achievement of either CAAs and/or AS enrolment) Run high impact LIT and NUM tutor programmes for Year 11s and 12s without CAAs Re-introduce Learning Conversations in Year 11 and 12
	<i>Increase regular attendance to enhance learner engagement and outcomes.</i>	<ul style="list-style-type: none"> 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% 	<ul style="list-style-type: none"> Attendance Communication with home/community <ul style="list-style-type: none"> - Attendance Contracts - Emails - KAMAR Threshold Letters - Karamū Korero articles - FB Posts - Phone Calls - Texts - Referrals to ISP / Attendance Services Embedding of the Kaiawhina – Attendance and Engagement role Develop new ways to celebrate student success (A reward system that motivates and reaches the student demographic)
Well-being: Improving well-being	<i>Have responsive behaviour and pastoral frameworks that create safe, inclusive environments</i>	<ul style="list-style-type: none"> At least 65 % of student Pulse data indicate high or very high sense of belonging 	<ul style="list-style-type: none"> Embed Pulse across the whole school as a successful well-being tool Review Pastoral Structure (ie: Mentors, Deans, Kaiārahi following year levels; Time allocation; Spaces; Actions; Roles; JD) Develop new ways to celebrate student success (A reward system that motivates and reaches the student demographic) Continuation of four Kaiārahi roles as a successful pastoral support for our Māori and People of the Pacific Re-introduce Learning Conversations in Year 11 and 12
	<i>Provide co-curricular opportunities in which students can thrive</i>	<ul style="list-style-type: none"> At least 65 % of student Pulse data indicate high or very high sense of belonging 	<ul style="list-style-type: none"> Re-establishment of an interschool sporting fixture ie: Lytton High School Establish another funding avenue to support students otherwise unable to access events/activities/co-curricular opportunities Raise co-curricular sports participation to > 50%
	<i>Create clear, consistent and supportive communication with our community</i>		<ul style="list-style-type: none"> ‘Tira Ora’ 80s celebration Communicate to all whānau around programmes for those without Literacy and Numeracy in Year 11, 12 and 13 Re-introduce Learning Conversations in Year 11 and 12