




School Charter and Annual report for 2022 Strategic Plan for 2023 Te Kauwhata College

2020 -2023

Principals' endorsement:	Deborah Hohneck
Board of Trustees' endorsement:	Emma Harris-Adams (Presiding member for the School Board)
Submission date to Ministry of Education:	March 2023

Te Kauwhata College 2020 - 2023

Introductory Section - Strategic Intents

Mission Statement	Our mission statement is “ <i>Ko te matauranga te huarahi ko te anamata</i> ” (Knowledge is the pathway to our dreams)
Vision	Our school vision is “ to promote and celebrate achievement ”. We support all, to be the best they can be. We strive to enable all to be: Competent - Confident - Connected - Curious - Caring - Creative – Global Citizens (Re-negotiated with staff at the start of 2020 year – this is a very broad vision underpinned and made specific by our school-wide goal and strategic intents)
Goal	That we will all deliberately enact the GROW values, Kia Tupu, to enable all aakonga to prosper and flourish, kia hua and kia puaawai.
Values GROW	 Growth • Respect • Ownership • Whanaungatanga <ul style="list-style-type: none"> • Expectations of success for all aakonga • A passion and love of learning; commitment to life-long learning • Kaiaako committed to shared understandings • Teaching and learning to meet the needs of all • Valuing and ‘knowing’ the individual • Aakonga with a sense of self-belief and self-worth • Appreciation of the strength of cultural diversity

<p>Principles and Core Values</p>	<p>Our principles are those of the Treaty of Waitangi – Protection, Participation and Partnership. These are articulated frequently and captured in our strategic documents as well as our ‘Core GROW Values’.</p> <p>The Values were revised in 2017/18 and updated to come into line with the Wellbeing at School programme, a school-wide focus on a culturally responsive and relational pedagogy of relations, and on ‘knowing and growing our learners’.</p> <p>The acronym GROW captures our vision and values and is embedded in everything we do.</p> <p>The principles of Te Tiriti o Waitangi are embedded in all of our policies and planning documents. Deliberate awareness of the bi-cultural nature of our school and our responsibilities toward Mana Whenua are promoted at every opportunity. The Waikato Tainui Kawenata education plan (Whakapaturanga) matrix is used to measure progress.</p> <p>Growth of the individual, capacity for learning, self-belief and efficacy</p> <p>Respect for self, others and the environment.</p> <p>Ownership of actions and opportunities.</p> <p>Whanaungatanga – connecting with each other, whaanau and our world</p> <p>This is further captured by the Grow logo, which takes the three Houses of the school, Kauri, Rimu and Totara, and places them on an aspirational slope. This represents both the rolling rural hills of the region, and the curve of the Waikato River. Local places of significance are identified as linked to these values. The historical importance of the land that the college is situated on and surrounded by, is increasingly embedded into our curriculum. The four values have also been captured by images of significant places – these are the icons that inform our PB4LSW work which was renamed W4S@TKC (Wellbeing for success at Te Kauwhata College) in 2019.</p>
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Maaori Dimensions and Cultural Diversity	<p>Te Kauwhata College has an ethnic balance that is largely bi-cultural, but there is increasing diversity. Approximately 45% of our students currently identify as Maaori. Of these, approximately half are Waikato Tainui, though fewer than half of these are registered with their iwi.</p> <p>Our unique location and connection to the Waikato region, means we follow the kawa and tikanga of Waikato Tainui, and we are signatories to the Waikato Tainui Kawenata. We connect to our local Marae, Waikare, Maurea, Hora Hora, and to the people of Ngaati Hine and Ngaati Naho.</p> <p>For those students who do not affiliate to Tainui, and those who choose not to participate in our whaanau-based classes, as well as for the increasing number of students from other cultures, a school-wide focus on culturally responsive practices, the Aotearoa NZ Histories Curriculum and specifically, the history of our local context, remain to meet the needs of all learners.</p> <p>In 2021, following on from the refinement of the roles of the Kaitiaki Hauora, and the revisioning of our Te Puawai whaanau groups, we appointed a ‘Pacifica Liaison teacher’ to a similar role, to meet the needs of all minority groups, and particularly Pacifica, of whom there are a small and fluctuating number. In 2022 this role has been further refined and in for 2023 there is a ESOL focused mentor class, (formed on a similar basis as the Te Puawai groups) which caters for students of any ethnicity whose mother tongue is not English, and who need the support of their tuakana Teina as well as specialist teachers. This class will provide support for an increasing number of migrant students.</p> <p>Opportunities are provided for students to study and to value their various cultures, primarily through curriculum connections, but also through celebrations and performance that our community support and enjoy.</p> <p>Te Puawai aakonga represent our kura in poowhiri and other appropriate occasions with Waikato Tainui kawa being upheld. Kapa Haka is timetabled weekly and 2 full time staff made available to progress and develop Kapa Haka school-wide for all students. There is ongoing difficulty in availability of Kapa Haka tutors. A cultural Diversity group is made up of a wide range of students, of all cultures, who meet on an ad-hoc basis to learn and perform Samoan, Tongan and other cultural songs and dances. These are very popular groups that continue to provide rich cultural experiences for our community to celebrate.</p>
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Unique position of Maaori culture: Despite increasing multi-culturalism, we articulate that we are a bi-cultural school, in partnership with our Tangata te Whenua as according to our Treaty obligations and school values. We practice Waikato Tikanga in all our school ceremonies and special occasions and have adopted the Tainui protocol of using a double vowel rather than a macron in our written communications.

We begin the school year with a whole school Poowhiri for our new students, whaanau and staff. Newcomers or visitors throughout the year are welcomed with Whakatau or poowhiri as deemed appropriate by our Kia Maia team who are made up of Maaori staff, local hapu and iwi representatives. All our important ceremonies are framed around Karanga, karakia and waiata. All meetings involving whaanau and outside agencies begin with Karakia and whakawhanaungatanga. All meetings that are pertinent to the needs of Maaori staff or students follow these protocols, and we begin each staff briefing and professional learning sessions with Karakia. These processes are embedded throughout our kura as normal ways of working. We use only traditional non-religious karakia in order to protect our stance as a secular state school.

Te Tiriti O Waitangi underpins the many strands our Maaori staff and whaanau are weaving together. The various strands are interwoven and offer different platforms to progress our diverse Maaori learners, supporting the dreams and aspirations whaanau and iwi have for tamariki and mokopuna. By using Maaori philosophies and current research Maaori staff continue to build strong relationships with whaanau and grow Te Mana oorite o te Matauranga Maaori.

Kaitiaki Hauora lead the pastoral and guidance aspects for all Maaori schoolwide. This is a dual role that offers the option of male and/or female staff members. They work as part of the school's guidance/deans and wellbeing team to ensure Kaupapa Maaori is adhered to and provide professional role modelling for other Kaiako and Deans to emulate. Kaitiaki Hauora are aligned to the group of mentor classes that form Te Puawai, and to Te Reo Maaori me ona tikanga ki Waikato. The principles of the Kingitanga are the backbone of Te Puawai and in 2020 the whakatauki 'Kia Tupu, Kia Hua, Kia Puawai' was adopted to align to the school's core vision and the Kawenata growth stages. Students who are still at the He Kakano stage are supported with a broader focus, to enable them to reach for Kia Puawai.

	<p>The Kia Maia group is made up of Kaitiaki Hauora, community representatives and SLT. This group works to identify the Maaori students who seem not to be positioned well to succeed in education. Cultural connection is seen as a key component of academic and social success, and efforts are made to address the identified student's needs through a Kaupapa Maaori model. This 'register' of students to some degree echoes and reflects the attendance and wellbeing registers.</p> <p>A focus on mentoring of Maaori students at risk of not achieving the academic success that they are capable of is part of the role of the Kaitiaki Hauora, supported by an additional staff member employed expressly to pick up those students of all ethnicities, who are at risk of falling through the cracks. (Te Kupenga).</p> <p>Provision of Te Reo Maaori: Introductory Te Reo Maaori is being taught to all Year 7 and 8 students as part of their home room course for the first time in 2022. It is offered as an option to every year level after that. Even though there is very little demand for the subject (even from the Maaori students) we continue to offer courses and encourage students to study Te Reo. In 2021 we engaged in community consultation to look at ways to further embed Te Reo and particularly to build on the work being started at the local primary school with a bilingual unit. As a result, a bilingual class was committed to for 2022 and a teacher engaged who has local connection. The opening ceremony and poowhiri at the start of 2022 was a momentous occasion and saw representation and support from all 5 Marae - which was a historic first for this kura.</p> <p>For 2023 we have employed a second specialist teacher who will further develop this aspect of our school, teaching a second bilingual group which includes year 9.</p>
Student Engagement	<p>Sports:</p> <p>At 43% of our year 9-13 student population participating in organised sport through the college, our student engagement in sports is slightly below the average for the region and nationally. (Our Year 7 and 8 students lift that overall student population participation % figure to 54%).</p> <p>This comparatively low percentage is partly due to the relative isolation of the college, on the outskirts of the Waikato and Counties Manukau regions. It is also because a number of our students participate in sports at a club level because the</p>

	<p>Saturday events are closer to their homes (e.g. Huntly soccer) and because some live in isolated rural areas which make it difficult for them to attend training and sports events. Many participate in activities which are not reflected in the Secondary School Sports data, and which are sometimes in competition for time, with the organised and team school sports. Equestrian sports, various martial arts, BMX, motorcross, go-cart racing, rowing, waka ama as well as various forms of hunting and fishing are enthusiastically pursued by many students, several achieving highly at national levels, and supported by their families. At times, these sports become prominent in the school because of a particularly active coach or mentor. Currently Waka Ama and basketball are enjoying popularity. Waka Ama however, is very expensive to be involved in as a school. We rely on whaanau and club support here.</p> <p>A wide range of sports have traditionally been available to students within the school day through the House competition structure. There are a few formally arranged, inter-school competitions. An extensive EOTC programme in the school, sometimes in association with POET (Perry Outdoor Education Trust) also ensures that our students have a wide range of outdoor activities. Fewer than 50% of the parents pay the accommodation and food costs associated with camps in this “free education” environment. Our EOTC programme for 2021 and beyond has depended on school funds as well as any that we are able to get from other charitable foundations. All sports and EOTC activities have been affected badly by the COVID Lockdowns of 2020, 2021 and further disruptions in 2022. For 2023, we anticipate that the industrial action of the teachers’ union will continue that negative impact.</p> <p>Culture: All things Maaori are embedded into the whole school plan. Staffing changes and limitations imposed on performances of all kinds have impacted badly in the last 3 years on all things cultural.</p>
School Organisation and Structures	<p>Pastoral Structure A vertical mentor class structure is maintained within a Junior Senior school split (Years 7 -10 and Years 11-13). This ensures that mentor teachers are best able to meet the needs of their students – particularly the academic counselling needs.</p>

	<p>Te Puaawai offers aakonga a uniquely Maaori approach with a tuakana, teina system ensuring culturally responsive and relational approaches to mentoring. All students from Year 7 to 13 are eligible. This concept is extended for 2023 for students of diverse cultures with language support needs.</p> <p>A Guidance team supports teachers and students by managing student welfare, the Wellbeing in School processes, as well as the behaviour management and attendance systems. This team consists of Senior Leaders, Deans, Kaitiaki Hauora, SENCo, School Nurse and Guidance staff with regular input from outside agencies – Drs, Police, and Public Health. In 2019 we developed several collaborative team approaches to managing under the umbrella of school Wellbeing. Manaakitangata - Kanohi Homiromiro is our Wellbeing group; it is also the umbrella for the Attendance team; Kia Maia supports Maaori student success; W4S@TKC is our version of PB4L.</p> <p>We employ a part-time (3 days per week) Wellness Counsellor who is paid out of our operational funding.</p> <p>In 2020 we were allocated a Learning Support Coordinator for our school. This person works with the team of Learning Assistants and the SENCo shares some of the load.</p> <p>Health and Safety: The school has a Health and Safety policy and a staff committee which meets weekly. A senior leader reports each month to the Board. The relevant policy and guidelines were reviewed as part of the regular 3-year cycle of review. EOTC and student safety processes in the school are covered by staff induction and outlined in the staff planner and handbook cover. We maintain a staff and student Wellness, as well as risk register, and reports of accidents and all events. The community is kept informed of any significant events and changes to our practices through school newsletters and reporting to the Board.</p> <p>Personnel: We employ teachers under the Secondary Teachers Collective agreement and support staff under NZEI. We follow 'Good Employer' rules, and we have a generally happy and collegial staff. We were fully staffed at the start of the year based on the March roll return. Our Deans and Middle leaders are given generous time allocations. We do have a need of other staff with</p>
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	<p>expertise in managing special needs because of the growing numbers of students with very high behavioural and/or learning needs.</p> <p>Property: The school employs a full time Property Manager and an assistant, both of whom report to the Business Manager and then the Principal. We use property advisors contracted to the MOE to guide us with the 5YA and 10YPP matters.</p> <p>Property development presents us with challenges. The school is growing- we need to provide for growth but processes around getting building developments approved mean that we cannot be future focused. We have established an enrolment zone which comes into effect in April of 2023.</p> <p>School Houses: The school owns 11 houses. These are rented out to teachers at 25% below market rental rate and are used as a retention and recruitment incentive. The Property manager maintains these houses in consultation with the Business Manager and Principal as well as the wider Board. We have begun a process of selling 5 of these houses to boost our capability to manage ahead for roll growth.</p> <p>Community Engagement: Our school actively engages with the community and the community engages with us. Local sports clubs and community resources are mutually shared, and respected. The school website is frequently accessed by people outside the college, as well as those associated with the school. We engaged professional support in rebuilding our website in late 2021 and now have an active website that is regularly updated and accessed. Backed up our 'information only' Facebook page, these and direct emails from the principal to the parents through our SMS provide timely and frequent communication. Our corporate sponsored electronic noticeboard as well as our school newsletter, website and Facebook are frequently used to advertise community events. The local community is overall, extremely supportive of the school. Utilising Maaori kaupapa, whaanau are engaged and responsive to kanohi ki te kanohi. Building strong lines of communication with whaanau is a focus for Kaitiaki Hauora and Te Puawai staff as well as other teachers. Important events are scheduled into our school calendar to better connect with Waikato Tainui and the school aims to have a presence at local poukai, tangihanga, koroneihana and kawenata events.</p>
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	<p>The wider parent community are actively involved in supporting sports teams and events as well as performances at the school. Many families communicate regularly and freely with the admin and teaching staff as well as with SLT. Toward the end of 2022 Regular newsletters have been replaced by the more frequent postings on Website, Fb and via email. Parent evenings are usually attended well, depending on the timing and on the rationale. When there is a student performance, and kai, the families are most likely to attend.</p> <p>The KAMAR student management system and the ability to access the parent portal through the new website has enabled parents to keep informed on a day-to-day basis. The principal maintains regular direct contact with the parent community through email via KAMAR particularly in times of crisis such as Covid, when updates can be daily.</p>
Student LEARNING	<p>Analysis of school wide achievement data demonstrates a continuing need to focus on core skills. Most students entering at year 7 are 'Well Below' (only at level 1 or 2 of the curriculum) and those entering at year 9 even more likely to be below the expected level. We make steady progress with those that stay in our kura, but many of our top achieving students at year 8 still leave us to go on to schools that are perceived to offer greater advantages through their size or location.</p> <p>NCEA: Those students who stay with us do better each year. Our Year 12 students meet or exceed comparative expectations. Level 1 data demonstrates the cumulative effect that significant gaps in learning can have. Shifts are made in achievement levels each year, but it is not until Year 12 that most students are where they need to be.</p> <p>In 2022 we launched a catch-up Literacy and Numeracy initiative run out of the health programme, with the aim to assist students to get the Year 9 and 10 Literacy and Numeracy credits that they will need for the new NCEA. This is extended to run as a specialist programme in 2023.</p> <p>Improvement in the number of Merit and Excellence grades, as well as endorsements in Years 12 and 13, are pleasing but there remains significant need for active and overt teaching of the KCs and of basic reading and writing skills at years 1-10 to enable success at Year 11. A large majority of teachers identify failure to complete or submit work for assessment; lack of punctuality; poor attendance; poor management of time and resources; as the main reasons for student failure. Underpinning this, has</p>

	<p>been very poor average literacy throughout the cohort. A school-wide focus which began in 2020, on active, explicit teaching of the Key Competencies at all levels as well as a focus on deliberate teaching of Reading and Vocabulary strategies across all curriculum areas in Years 7 -10, intended to address the gap has continued throughout 2021 and 2022. For 2023 we have appointed Within School teachers of Literacy, Numeracy and Matauranga Maaori to operate in the Professional learning space to increase our teachers' capacities to manage student needs.</p> <p>Priority Learners: Students with SAC conditions consistently achieve high pass rates at NCEA.</p> <p>Maaori students are still significantly over-represented in the achievement 'tail'. This is not simply a matter of curriculum delivery but is compounded by the social and economic disadvantages of many of our Maaori students – especially those who come from areas in our intake zone that are at the lowest end of the decile scale, but who get little assistance because as an average, our kura is ranked at Decile 4. Individual and whaanau pride is also still a barrier to asking for help. Our Te Kupenga and He Kakano programmes are an effort to help to redress some of this. Despite this, motivated Maaori aakonga do very well. Our top scholars at Year 12 and our student Leaders are well represented by Maaori. All of our major academic awards for 2022 were won by Maaori students.</p>
Property	<p>The school manages property within the 10YPP and 5YA with the assistance of an appropriate school Property advisor. We are still awaiting a redevelopment of our music area and proper dance and drama facilities.</p> <p>We have created and opened an extended Learning Support Hub in 2022 and temporarily redefined Dean spaces. We are planning an upgrade to student toilet facilities which need to be monitored, because of persistent and expensive vandalism as well as issues of student safety. This will impact on the location of Deans and other student services.</p> <p>We have an ongoing and increasing need for an activity centre to cater for the students who have behavioural and social difficulties. There seems to be no official support for development in this area, but we are progressing toward creating our own solution for catering to diverse needs in 2023.</p>

	<p>The Gymnasium is in serious need of refurbishment and although planning is underway the impact of COVID on supply chains and trades availability has delayed this work. Roofing and re-cladding is scheduled for 2023.</p> <p>School funds were used to create a kitchen for managing the Ka Ora Ka Ako school lunches which has been fully functional for 2021 and 2022. A covered deck for the serving and eating of the lunches was constructed by the BCATs students at the start of 2022 and shade sails and seating provisions made for 2023 using the lunches funding.</p>
Finance	<p>Our roll at the start of 2023 is 545 and growing. We are funded based on our student roll and are a fees free school.</p> <p>Significant and increasing numbers of our students need help and support in learning and in accessing the opportunities that school presents. Social and economic isolation and deprivation are not uncommon in our community.</p> <p>By careful staffing and spending, as well as saving on overall costs through Lockdowns, we improved our financial status over the last 2 financial years and have used surplus funds to employ Learning Assistants and mentors for troubled students.</p> <p>We participate in the Ka Ako Ka Ora school lunches programme. Significant development of a commercial kitchen capable of delivering the service and the employment of skilled workers has resulted in our students getting quality lunches every day. We also deliver the lunches to the local primary school.</p>
Review of Charter and Consultation	<p>The Charter is made available for ongoing comment and reflection in the staff room and on the shared T-drive. It is presented to the Board at the start of each year and forms the basis of the principal's ongoing reporting to regular monthly Board meetings, where it is again, available for continuous review and consultation. Once approved by the Board, the Charter is posted on the school website and in Hardcopy in the school foyer and staffroom. The principal actively consults with Maaori staff and where possible, gains Waikato Tainui input into this document, as well as into policy review and rewriting on an ongoing basis.</p>