








# Kaikoura High School Charter 2019



Kaikoura High School is part of a Kahui Ako or Community of Learning which is comprised of five schools.  
 Our Kahui Ako has established a common vision, common goals and common set of professional developmental themes, shared by all schools.  
 Our school targets for 2019 are specified in the Achievement Challenges below.

## Kahui Ako Goals 2019

<p><b>KA Schools &amp; ECE Providers</b></p>	 <p><b>Kaikōura Suburban</b></p>	 <p><b>St Joseph's Kaikōura</b></p>	 <p><b>Kaikōura High School</b></p>	 <p><b>Hapuku</b></p>	 <p><b>Kaikōura Primary School</b></p>	<p><b>ECE Providers</b>                  Barnardos                  Kaikōura Playcentre                  Little Tamariki                  Whales Tales</p>
<p><b>KA Vision</b> <i>Why?</i></p>	<p><b>Giving our tamariki every opportunity to experience success</b>  <b>Kia whai angitu a tatou tamariki</b></p>					
<p><b>Aspirational Goals</b> <i>How?</i></p>	<p><b>For all generations to value, engage, celebrate and protect the integrity and uniqueness of the Te Reo me nga tikanga of Ngati Kuri through educational opportunities.</b></p>					
<p><b>Tamariki in Kaikōura will...</b></p>						
<p>be empowered to explore various opportunities to experience their own success.  <b>Equity</b>  <b>Mana taurite</b></p>		<p>be supported to identify and achieve their own personal excellence.  <b>Excellence</b>  <b>Hiranga</b></p>		<p>be supported to achieve at or above their expected curriculum level.  <b>Achievement</b>  <b>Tutkitanga</b></p>		<p>have the knowledge and skills to manage their own health and wellbeing and support that of others.  <b>Wellbeing</b>  <b>Hau ora</b></p>

	<p><b><i>Relationships/ Manaakitanga/Whanaungatanga</i></b> - Tamariki in Kaikōura will benefit from teachers, leaders and whānau who put quality relationships at the heart of all learning</p>
<p><b>Themes 2019-2020</b></p> <p><i>What are we all doing?</i></p>	<p>To support us in reaching our aspirational goals, the Kaikōura Kāhui Ako staff will engage in ongoing professional learning and development in 2019-2020 based around these themes:</p> <ol style="list-style-type: none"> <li>1. <b>Digital Fluency:</b> improving the digital fluency of teachers and collaboration between and across schools will provide more opportunities for students and improve teaching and learning programmes.</li> <li>2. <b>Collaborative practice for middle leadership:</b> by improving the collaboration of middle leaders across all schools in Kaikōura, we will grow leaders for the future and improve consistent practices across and within our schools.</li> <li>3. <b>Teaching as Inquiry:</b> by all teachers engaging in across school collaborative teaching inquiries, we will improve how we collaborate as well as share best practice.</li> </ol> <p>Our Teaching as Inquiry Themes for 2019 are:</p> <ol style="list-style-type: none"> <li>a. <b>Relationships:</b> To create learning centred relationships that enhance the learning of all students. <i>How can improved relationships between teachers, students and whanāu raise the achievement of our target students in writing?</i></li> <li>b. <b>Growth Mindset:</b> To foster social and emotional awareness, enhance psychological well being and promote academic success. This means that by helping students to develop a <b>growth mindset</b>, we can help them to be more effective and efficient in all areas. <i>How can Growth Mindset pedagogies raise achievement and engagement of our target students in writing?</i></li> <li>c. <b>Localised Curriculum:</b> To develop a sense of belonging and understanding of our local community, by developing a localised curriculum in response to the principles, values and vision of the New Zealand Curriculum. <i>How can a localised curriculum raise the achievement of our target students in writing?</i></li> </ol>
	<p>Our Achievement Challenges still remain the same (outcome) for 2019 (as they were in 2015-2018). We have set targets for our Kāhui Ako to accelerate learning in these areas.</p>

Achievement Challenges	AC 1 - 2019	AC 2 - 2019	AC 3 - 2019	AC 4 - 2019
	<p><u>Primary:</u></p> <p><u>Raising years 1-8 Māori boys' achievement in reading, writing, mathematics:</u></p> <ul style="list-style-type: none"> <li>to accelerate (make progress of more than one year) 7 Maori boys in <b>reading</b> by the end of 2019.</li> <li>to accelerate (make progress of more than one year) 17 Maori boys in <b>writing</b> by the end of 2019.</li> <li>to accelerate (make progress of more than one year) 8 Maori boys in <b>mathematics</b> by the end of 2019.</li> </ul>	<p><u>Primary:</u></p> <p><u>Raising overall years 1-8 boys' achievement in reading, writing, mathematics:</u></p> <ul style="list-style-type: none"> <li>to accelerate (make progress of more than one year) 16 boys in <b>reading</b> by the end of 2019.</li> <li>to accelerate (make progress of more than one year) 37 boys in <b>writing</b> by the end of 2019.</li> <li>to accelerate (make progress of more than one year) 17 boys in <b>mathematics</b> by the end of 2019.</li> </ul>	<p><u>Primary:</u></p> <p><u>Raising years 1-8 girls' achievement in mathematics:</u></p> <ul style="list-style-type: none"> <li>to accelerate (make progress of more than one year) 10 girls in <b>mathematics</b> by the end of 2019.</li> </ul>	<p><u>Secondary</u></p> <p><u>NCEA:</u></p> <ul style="list-style-type: none"> <li>100% of <b>year 9 and 10</b> students will be at the appropriate curriculum level on the Learning Progression Framework</li> <li>The percentage of 2019 overall endorsements for all NCEA levels will be trending up</li> <li><b>Level 2 NCEA:</b> The percentage of 2019 leavers with NCEA Level 2 will be at least 85%.</li> <li>Using school data from KAMAR, 85% of NCEA Level 2 students will gain a minimum of one Pathway Qualification.</li> <li><b>Level 3 NCEA:</b> All students will gain the qualification required for their chosen career pathway</li> </ul>

## Introduction: Who we are

Kaikoura High School is the heart of the community for our students as they mature into young adults. Our size enables us to nurture this development by knowing our students as unique individuals and build learning pathways with them and their families as they move through the school. It offers students in the region similar educational opportunities that exist for students in larger centres, with the advantage of the whanau atmosphere of a smaller school.

The school provides a smooth pathway for students to experience secondary education from Year 7 to Year 13. Accordingly it offers a wide range of academic and vocational courses in the senior school, with the aim of preparing students either for tertiary education, further training, or for employment when they leave school. Students are also given opportunities to play a range of different sports and to take part in artistic, cultural and multi-cultural activities, as well as in environmental education. These are closely linked to the people, activities and business enterprises of the local community, including Takahanga marae and Ngati Kuri. Cultural activities also include the opportunity for international travel.



# Kaikoura High School

## Our Core Values

### Excellence:

- academic
- cultural
- leadership
- sporting

### Respect for:

- self
- fellow students
- teachers and other adults
- learning
- the school
- community
- our cultural and environmental heritage (kaitiakitanga)

# Tama Tu Tama Ora



### Endeavour:

- setting goals
- having a plan to achieve my goals
- perseverance to overcome obstacles
- achieving my goals

### Integrity:

- honesty with oneself
- honesty toward others
- making the right choices – consistently
- doing the right thing – consistently

### Awhi

- showing genuine care for others
- supporting students and teachers
- including and involving others



# Restorative Practices

Kaikoura High School views the building and maintenance of relationships between our students, teachers, parents/caregivers, other staff, and stakeholders of the school as critical. Training has been provided to staff and students on restorative practices to constructively deal with incidents of misconduct which cause harm or damage these relationships. Our focus is on repairing relationships and making sure that wrongdoers are made accountable directly to those they have wronged in order to jointly establish a way forward which will allow the student to achieve academically. Students are given support and guidance through their form teachers, deans, heads of level and the guidance counsellor. Our formal disciplinary procedures follow these practices.

# Philosophy

Kaikoura High School is a student-centred school focused on excellence and equity. We are committed to meeting the individual learning needs of all students by offering a diverse range of learning pathways in a supportive environment. A sense of community and citizenship is instilled in our students through the School's core values. A strong support network is provided for students to help them to learn and develop a sense of belonging, well-being and pride within themselves and the School. Relationships are pivotal to these processes and the achievement of these outcomes. There is also a strong focus on breaking the barriers of our isolation given our geographical location.

Innovation and leadership is promoted, and students are given the opportunity to contribute their own unique ideas and to take on a range of leadership roles. Close relationships not only between students and staff, but also with parents and the wider community are valued and also contribute to a strong sense of community within the School. The school has become the hub of our community and has developed strong connections with the marae, local businesses and organisations, which are able to assist in creating possible future pathways for our students.

At Kaikoura High School students experience a stimulating, supportive and memorable learning environment where they leave with the skills, attitudes, values, knowledge and qualifications that are valued and necessary for a chosen career path and further education, and to serve as lifelong learners and leaders in society.

## Rewards and Recognition

Throughout the year students are able to gain credits towards a Koia Koia Award for displaying our core values and/or leadership during their tenure at our School. When the required number of credits are obtained by a student they are progressively awarded bronze, silver, gold, platinum and diamond Koia Koia awards.

The first three tiers of the Koia Koia Award correspond with the three highest peaks in the Kaikoura ranges:

Bronze -	Kaitarau (40 points)
Silver -	Te Ao Whēkere (90 points)
Gold -	Tapuae o Uenuku (125 points)

The students have responded so positively to the Koia Koia since its introduction that two additional tiers have been added which students may aspire to achieve:

Platinum -	Aoraki (150 points)
Diamond -	Mt Everest (180 points)

There are also three lucky draws every term for those students who have earned Koia Koia relating to the junior, middle and senior school.

Cultural, sporting and academic excellence is recognised at our annual Excellence Breakfast and at Prize Giving.





# Recognising New Zealand's Cultural Diversity

**The School reflects New Zealand's cultural diversity and the unique position of Māori culture in New Zealand as well as the other cultures which contribute to the ethnic diversity of Kaikoura**

In recognising the unique position of Māori, Kaikoura High School is committed to the development of its capacity to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language), and to deliver this to tamariki. The School will work collaboratively with the Education Pou of Te Rūnanga o Kaikoura on Kia Eke Panuku initiatives. The primary focus of this will be to facilitate the achievement of Māori students as Māori, at a cultural, leadership and academic level.

To achieve this Kaikoura High School will:

- Value the prime place of whanau in setting academic and cultural aspirations for their tamariki by actively seeking opportunities for ongoing meaningful interaction
- Build and maintain a close and co-operative relationship with the Te Rūnanga o Kaikoura as a vehicle for the achievement of Māori students
- Ensure that Te Rūnanga o Kaikoura will always have the opportunity for representation on the Board of Trustees. There is current provision for three (3) Runanga representatives on the Board.
- Draw on the available knowledge and skills of members from the local marae to support students learning Te Reo Māori and tikanga and promote the values of Ngati Kurī and Ngai Tahu as distinctive to our rohe. Ensure that local tikanga and kawa is used at all times. Develop, use and value local stories and history in our teaching and learning as a taonga.

- Progressively build the resources and capacity to support the growing interest in tikanga and Te Reo Māori programmes among students in the school and take all reasonable steps to provide instruction in tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for full-time students whose parents request it.
- Provide cultural leadership opportunities to Māori students not only at events celebrating our bi-cultural heritage such as Māori Language Week and the noho marae, but also in school life.
- Continue to build the capacity to support students to participate in Kapa Haka.
- Provide opportunities for hui with our Māori parents and the local iwi to ensure consultation on the teaching and learning of tamariki at the School.
- Embed a Culturally Responsive and Relational Pedagogy throughout our teaching and learning practice.



# Kaikoura High School – Achieving Our Vision 2019-2021

We achieve our vision by focusing on the six domains that are key to school effectiveness and student outcomes:

## **LEADERSHIP**

Leaders know directions and pathways, respect our school environment by being supportive and promoting excellence.

## **CURRICULUM, TEACHING AND LEARNING**

Teachers demonstrate effective teaching practices, using the FORCE values, to ensure students achieve progress.

## **CONNECTIONS AND RELATIONSHIPS**

Staff make educationally powerful connections and relationships through three way partnerships (between Whanau/Community, Tamaraki and School).

## **CAPABILITY AND CAPACITY**

Leaders and Teachers work collaboratively to improve teaching practice through inquiry, appraisal and other practices.

## **EVALUATION, INQUIRY AND KNOWLEDGE BUILDING**

Leaders and teachers improve and innovate classroom practice through purposeful evaluation, inquiry and knowledge building activities.

## **STEWARDSHIP**

Board of Trustees represent the school and community. The Board of Trustees focus on student learning, wellbeing, achievement, progress, and meet statutory requirements.

# Kaikoura High School Strategic Goals 2019-2021



## Tama Tu Tama Ora: Our Five Core Values – Excellence, Respect, Endeavour, Integrity, Awhi

<b>Mission Statement</b> To be the best small rural secondary school in New Zealand		<b>School Vision: becoming the school of choice for Year 7 -13 students in Kaikoura</b> Paddle the Waka Travel the best pathway Seek new horizons Hoea te waka Haere atu kite arā tika Kimihia nga maharanui-ātea				
	<b>LEADERSHIP</b> Leaders know directions and pathways, respect our school environment by being supportive and promoting excellence	<b>CURRICULUM, TEACHING AND LEARNING</b> Teachers demonstrate effective teaching practices, using the FORCE values, to ensure students achieve progress.	<b>CONNECTIONS AND RELATIONSHIPS</b> Staff make educationally powerful connections and relationships through three way partnerships (between Whanau/Community, Tamaraki and School).	<b>CAPABILITY AND CAPACITY</b> Leaders and Teachers work collaboratively to improve teaching practice through inquiry, appraisal and other practices.	<b>EVALUATION, INQUIRY AND KNOWLEDGE BUILDING</b> Leaders and teachers improve and innovate classroom practice through purposeful evaluation, inquiry and knowledge building activities.	<b>STEWARDSHIP</b> Board of Trustees represent the school and community. The Board of Trustees focus on student learning, wellbeing, achievement, progress, and meet statutory requirements.
	Every student will experience academic success	Students will have diverse learning pathways	The school will develop effective relationships with its students, parents, whānau and wider community	The school will nurture all learners and leaders to have pride, self-worth and value learning	The school will develop innovative practice which is responsive to current educational change	The school will support the teaching and learning needs of students by governing/ managing school resources and meeting government requirements
<b>2019</b>	Departmental reviews Stage 3, including review of NCEA assessment procedures	Investigate senior modular curriculum design  Continue to develop links with Tertiary and Industry providers which explore mutually beneficial opportunities eg NZ Paua	Implement a weekly KAMAR reporting system  Continue to work with whanau/Runanga on a Maori Education Strategy(ERO)	Contribute to the development of cross-school PLD initiated by the COL  All staff will participate and contribute to the Kahui Ako themes	Implement Appraisal Connector and ensure teachers carry out a valid Inquiry  Develop a plan with students that emphasises the growth of students as leaders in the school	Review of Governance Process/Procedures, Governance Policies and Operational Policies  Complete on-going EQ repairs

<p>Complete Curriculum Mapping work on Literacy &amp; Numeracy</p> <p>Implement a school-wide plan to rationalise the number of credits available in senior courses</p> <p>Link this work with pathways planning for individual students</p> <p>Curriculum mapping completed for Year 7-10</p> <p>Support curriculum planning progression across the COL</p> <p>Continue external Departmental reviews</p> <p>Review Year 9/10 curriculum structure</p>	<p>Industry Council, Canterbury University Science Dept., Sudima Hotel</p> <p>Obtain Service IQ accreditation for Level 3 Hospitality &amp; Cookery pathways</p> <p>Use the Kahui Ako theme of Digital Fluency to prepare for implementation of the Digital Technologies curriculum</p>	<p>Explore subject links to local business and post-earthquake opportunities</p> <p>Review the school reporting system, including Academic Review Day</p> <p>Investigate the re-establishment of a parent reference/support group</p>	<p>Consolidate the role of the Community Youth worker with Te Ha O Matauranga and Kaikoura Youth Collective</p> <p>Embed Waka Ako consistency across all staff</p>	<p>Implement Staff PD focus on pastoral care and Restorative Practice</p>	<p>Begin initial planning for the upgrade of B Block classrooms</p> <p>Explore innovative strategies for increasing fund raising</p> <p>Align the Governments new digital technology strategy with school IT provision</p> <p>Induction of new BOT members and PLD provision</p>
---	---	---	--	---	--

<p><b>2020</b></p>	<p>Implement changes as a result of the Government review of NCEA, including implementation of digital assessment and examinations</p> <p>Start curriculum mapping for Years 11-13</p> <p>Continue to develop curriculum planning progressions across the COL</p>	<p>Incorporate digital learning opportunities across the curriculum</p> <p>Review the effectiveness of on-line learning</p> <p>Review middle school structure and pathways into the senior curriculum</p> <p>Review whole-school Careers plan providers</p>	<p>Parent Reference/Support Group re-established and functioning</p> <p>Review forms of communication with parents, in particular digital systems</p> <p>Continue to align the Maori Education Strategy with Te Runanga o Kaikoura 2018 to 2021 draft Education Strategy</p>	<p>Leaders engage in development of ongoing cross school PLD</p> <p>All staff participate in cross school PLD</p> <p>Continue to develop a plan for the implementation of a modular senior curriculum linked to NZQA changes</p>	<p>Implement the student leadership plan</p> <p>Further develop articulation with Te Ha o Matauranga and the Kaikoura Youth Collective</p>	<p>Scope a capital purchasing programme</p> <p>Complete upgrade of B Block Science Laboratories</p> <p>Begin B Block classroom upgrade planning</p> <p>Plan for the upgrade of the school vehicle</p> <p>Begin implementation of capital purchasing plan</p>
<p><b>2021</b></p>	<p>Embed digital assessment of examinations</p>	<p>Implement results of 2020 reviews</p>	<p>Continued involvement of the school in wider community groups and forums and include student voice</p>	<p>PLD to ensure teacher capability with new NCEA structure</p>	<p>Students and teachers collaborate to structure teacher inquiry</p>	<p>Complete upgrade of B Block classrooms</p> <p>Begin planning for C Block upgrade</p> <p>Review IT provision plan</p>