



## KATIKATI COLLEGE CHARTER 2013



*Meaningful learning opportunities*

*Inspire all students to reach their full potential*

*Valuable members of society*

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# *Vision*

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By following the guiding principles of the Charter, and working according to our Strategic Plan, the Board of Trustees will ensure that all students are given an education which enhances their learning, builds on their needs and respects their dignity. This education shall challenge them to achieve personal standards of excellence and to reach their full potential.

This will be achieved through a partnership between the school, its community and the Minister under the provisions of the Education Act.

The Board of Trustees will take all reasonable steps to ensure that the College meets the goals and objectives of this Charter and Strategic Plan within the resources and time available to it.

## KATIKATI COLLEGE VISION

**Katikati College will provide meaningful learning opportunities to inspire all students to reach their full potential as valuable members of society**

# Community

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## **TYPE OF SCHOOL**

Katikati College is a Year 7-13, rural, co-educational, multi-course, state secondary school situated 37 km north of Tauranga on State Highway Two. A high proportion of our students are bus pupils. The current roll of the College is 900.

## **DESCRIPTION OF THE COLLEGE'S COMMUNITY**

Historically the area in and around Katikati was and still is inhabited by sub-tribes of the Ngaiterangi Tribe within the Tauranga Moana District defined as "Mai Nga Kuri-a-wharei Ki Maketu". The three main Marae's in the Katikati area are:

1. Otawhiwhi (Bowentown) - Whanau a Tauwhao hapu (sub-tribe).
2. Tuapiro (Katikati) - Whanau a Tauwhao hapu.
3. TeRereatukahia (Katikati) - Ngai Tamawhariua hapu.

The Marae serve as a focal point for community sentiments and provide facilities to enable their people to embrace all things Maori.

The Katikati District is a dynamic one which continues to undergo change. While the area is dominated by kiwifruit production there are a large number of other specialist crops produced. Tourism and small businesses are developing.

The population of the area is growing rapidly and many people now find employment in Tauranga. People are attracted to Katikati by its warm climate, its recreational features of mountains, bush and the sea. Its community spirit and dynamism attract people of all ages and lifestyles.

This strong community spirit is reflected in the high number of service organisations, sports and social clubs. All of these provide facilities and opportunities for all sections of society.

Katikati township has a small business centre and many services have to be obtained in Tauranga, 37 km away. However, local businesses are most supportive and helpful. The 'Mural Town' phenomenon continues to be a great success and enhances community spirit.

The district is served by a Play Centre, Kindergarten, Kohanga Reo, several Primary Schools, Day Care Centres and the College. Students requiring Tertiary Education either have to travel to Tauranga or live further away from home. However, some outside providers are now providing opportunities in Katikati.

Community expectations of the College are high and the College strives to fulfill those expectations. Relationships between the College and the community are most pleasing and College facilities are made available at all times, at the discretion of the Board of Trustees, for wide-ranging community use. These activities will continue to be encouraged.

## **VISION AND VALUES**

Academic achievement is of paramount importance and all students are encouraged to utilise their full academic potential to reach the highest goals possible. These goals will be reached by the College providing qualified and committed teachers, continually upgrading facilities, setting and maintaining standards of work and behaviour and communicating with parents. Students can be assured that staff are interested in them as people and that they can expect help when they need it. Staff also expect to be treated with respect. Co-operation of all parties is the key to success.

All students do not develop at the same rate, and potential for development varies. Our learning centre identifies students with learning difficulties and they are given individual programmes. Programmes are also available to cater for more able students. Our timetable enables students to work at various levels and provides a choice of subject area more suited to individual needs. Clear prerequisites are set for progress to the next level of study. Students must display basic competency at a level before moving to the next one.

The College expects students to take responsibility for their own learning. This includes attending regularly, behaving sensibly, utilising their own individual talents and studying at home. Parents too, can help in this development by taking an interest in their students' work, by providing study facilities and by seeing that standards of work and behaviour are set and maintained. Parent-teacher links and support are also very important in fostering student achievement.

While we emphasise the importance of academic excellence it is important to remember that to develop a well-balanced and mature adult there are many other facets of school life which need to be incorporated. Students find success not only academically but also in a host of other areas. Recreation and sport are areas in which many students find success. It is our aim to provide opportunities for students to participate in a very wide range of activities both in terms of team sports and individual pursuits. The number of sports offered is in direct relationship to the number of staff and parents willing to assist in this field.

Education outside the classroom provides an opportunity for students to excel in situations outside (of the classroom) and we aim to provide opportunities for students to have new experiences and to carry these experiences into later life.

In the areas of music and drama we aim to provide an opportunity for students to grow in expertise and confidence. The very high standards set over the last years give students an indication of the heights to which they can aspire. The happy mix of academic success, sport, drama, music and the arts is one of which we are proud and it will be our aim to keep that mix in place.

Pastoral care is an important part of our role as a College. Students can expect that their interests, concerns and problems will be handled in a caring, confidential and constructive manner. Form teachers have overall concern for the well-being of their form group and they are assisted by a Dean at each level. Other services such as Careers Advisers, Guidance Counsellors, Therapist and Senior Staff are available to help. The pressures on young people's lives today are greater than ever before and the College has an important contribution to make in enabling students to reach their full potential without succumbing to these forces.

The Student Health Centre provides a professional health practitioner for students to access at school three mornings a week. The nurse deals with a wide range of health issues for our students and provides a vital service for our young people.

Over the years many of our students have excelled nationally. Our examination results are excellent. Katikati College is consistently among the top schools in the country for its decile rating. These results have been obtained because of a dedicated staff and by the good work habits

of students. Several sportspersons and teams have gained national honours as have students in a diverse range of activities from science projects to fashion design.

We feel that with strong parental co-operation, a well-ordered and disciplined school environment and staff who care, students can reach their full potential as young adults. In the end, however, the greatest commitment must come from the students themselves to utilise all of their talents in whatever fields, and to become involved and not be a spectator. Life does not wait for spectators.

# Culture

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## **MISSION STATEMENT : WHAKATAKANGA KORERO**

Katikati College aims to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maaori culture.

Education in Te Reo Maaori at Katikati College aims to;

- recognise Te Reo Maaori as an official language of Aoteroa/New Zealand;
- install an interest in Te Reo Maaori in all students;
- develop an awareness of all tribes;
- develop understanding of and allow students to participate in Marae Tikanga;
- develop links between the community and our students to foster Te Reo Maaori/Tikanga Maaori;
- encourage students to develop an understanding of and love for Te Reo Maaori;
- foster Tikanga Maaori ;

Te Reo Maaori;

will form part of the curriculum of all students in Years 7 & 8 and is a recommended part of the curriculum for students in Years 9-13.

Katikati College also has in place a Maori Achievement Plan developed through discussion with Marae Representatives, Staff and Board of Trustees. Aspects of this plan are included in the 2006 Annual Plan.

### **Tikanga Maaori and Te Reo Maaori**

Te taonga tino rangatira hei koha. Ki nga rangatahi. Ko tono reo ano ma tona reo ano Ka taea e ia te nanao atu nga taonga a ona matua tupuna. Kia taunga ai tana tu i mua i tana iwi whanui o tenei ao, me a rato tikanga hoki.

The richest gift children can receive is the gift of their own language. Through it they can draw on the heritage of their people, stand tall in others' presence and reach out to share it with people of other cultures.

Katikati College will make the learning of Te Reo available to all students. Any student wishing a full immersion programme will be assisted to find a school that can meet those needs.

# *Strategic section*

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The strategic plan was reviewed after its last three yearly cycle (2006-2009). In 2009 a clear vision statement was developed and is used as the basis for the strategic direction of the school. The notion of strategic intent identifies the three main aspects of the vision and uses them as the foundation for the school.

*Katikati College will provide meaningful learning opportunities to inspire all students to reach their full potential as valuable members of society*

The three strategic intents are:

1. Providing meaningful learning opportunities
2. Inspiring all students to reach their full potential
3. Valuable member of society

The Katikati College strategic intent model is found on page 10. This model clearly demonstrates the link between the vision, the charter, the strategic intents and how these are supported by the school's curriculum plan and individual faculty plans. Also identified is how the NAG's fit to Katikati College. The school vision and the three strategic intents shape the way we do things. The vision is a strong bond that develops our school culture. In the second year of implementation there has been some fantastic developments.

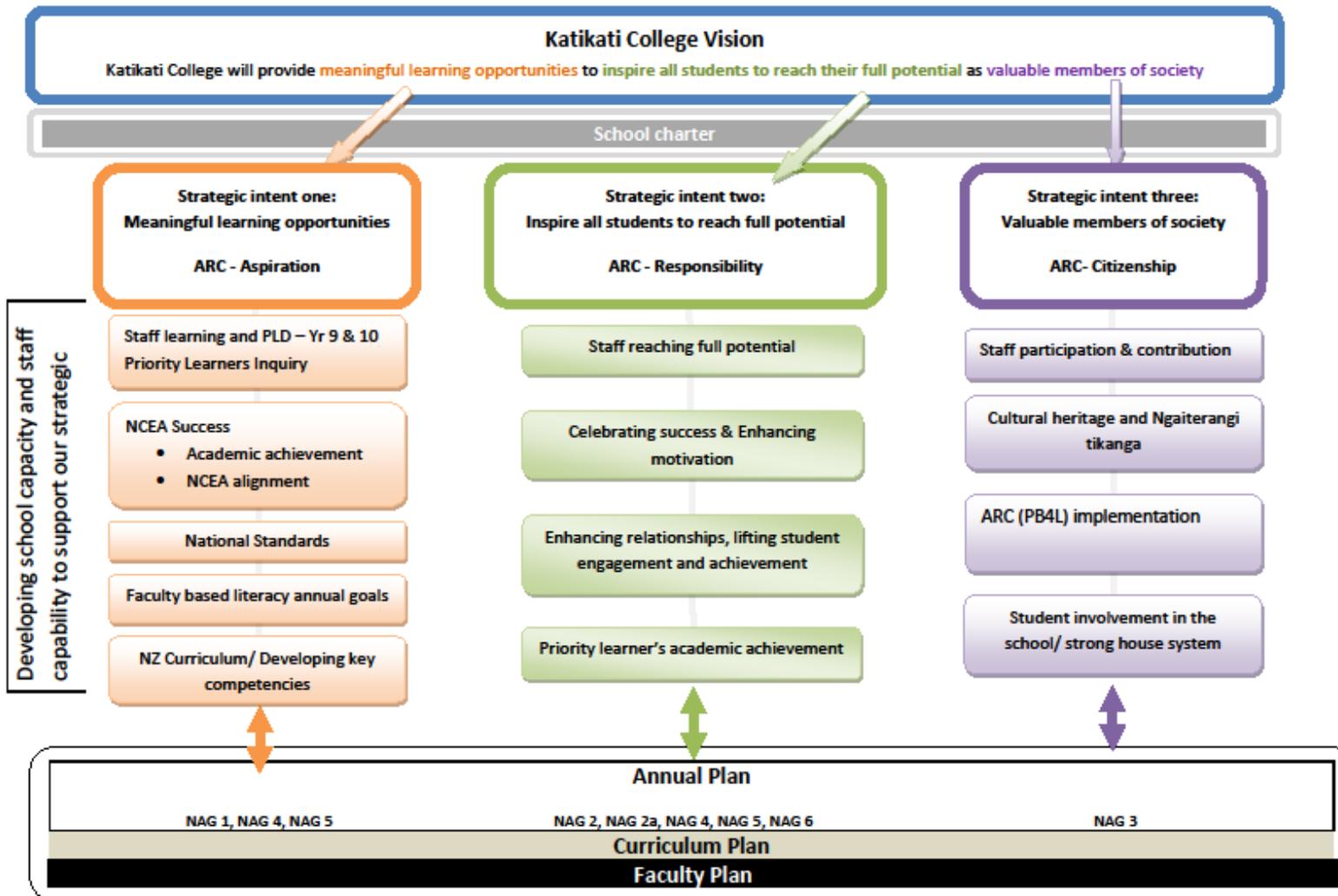
This Strategic plan is a continually developing document and aspects of it will change throughout the year. At present the strategic intent was developed following extensive consultation with stakeholder groups.

Meetings were held with;

- Staff
- Parents
- Students
- Maori community
- Community groups

Each year the school seeks written feedback on it's operation from these stakeholders

Katikati College strategic plan 2013-2015



# Supporting our strategic direction

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## **National Standards**

National Standards came into effect in English-medium schools with pupils in Years 1 to 8 in 2010. The standards set clear expectations that students need to meet in reading, writing, and mathematics in the first eight years at school. Since the introduction of National Standards, Katikati College has worked hard to successfully implement this policy into the school. This has meant a great deal of professional learning for our Year 7 and 8 staff. In 2011 the school worked with School Support Services to focus on improving the teaching of Writing. In 2013 we aim to continue working with an external consultant to provide professional learning for our staff.

## **Positive behavior for Learning (PB4L)**

POSITIVE BEHAVIOUR FOR LEARNING – SCHOOL-WIDE is about improving academic and behaviour outcomes for all students. It's about making positive behaviour in our school the norm. It is a framework that is consistently applied across both classroom and non-classroom settings (such as the playground, corridors, buses and toilets), where appropriate behaviours are clearly defined and taught by **all** of your staff. The focus is on:

- preventing problem behaviour
- developing students' social skills
- reinforcing desired behaviour
- consistently addressing and reducing inappropriate behaviours
- using data-based assessment and problem-solving to address concerns.



In 2013 we will also be part of the national PB4L Restorative Practices trial.

We are starting our second year of the PB4L program and launched our ARC foundation values.

**Learning cluster networks (formally the Student Engagement Initiative)**

In 2011, Katikati College was selected to become involved in the Student Engagement Initiative (SEI). This initiative promoted the collaboration of 42 schools across the Central North Ministry of Education region. In a change of kaupapa the SEI schools were arranged into cluster groups. These clusters met each term and were represented by the principal from each school plus a number of people from the respective senior management teams. During 2011, the clusters were formalized into Learning Cluster Networks with focus on developing strong trust between schools to assist in school improvement and analysis.

Katikati College is part of the Bay of Plenty Coast Cluster. The other schools involved in this learning network are Whangamata Area School, Waihi College, Tauranga Boys' College and Trident High School. The focus for this cluster has been on raising Māori achievement.

**Participation in Ministry of Education trials/Research**

- English Language learning Progressions (ELLP)
- National Standards School Sample Monitoring and Evaluation Project. (Since May 2010)
- Year 9 and 10 Pasifika Writing Inquiry (Julie Luxton, University of Canterbury)

### **Inclusive practices**

Katikati College is an inclusive school. Students from all cultures are welcomed to the school and have unique opportunities to be fully involved in the school life. Examples of specific activities are listed below;

- Year 7 powhiri
- Pasifika cultural evening (2011, 2012)
- Year 9 Kia o Rahi tournament
- Whānau Form Class – Mataatua Waka Tour
- Special Olympics Athletics teams
- Learning Centre – EOTC excursion
- Year 10 OPC Camp
- Year 9 Beach Safety Day
- Year 7 Auckland Zoo camp
- Year 8 Outdoor Education Vamp
- Stage Challenge
- Talent Quest
- Lip Synch
- Sport exchanges
- Writing groups

# *Priority learners*

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## **Māori and Pasifika Achievement**

School policy is driven and shaped by a number of MOE documents. Ka Hikitia, Measurable Gains Framework and the Pasifika Education plan are embedded in school policy. The school worked with David Bradford from Te Toi Tupu to provide professional learning for the senior leadership team in 2012. This has led us to identify those existing practices within the school that can enhance Māori and Pasifika achievement and to look at additional models and experiences from other schools that help Katikati College.

There is a strong link with Ngaiterangi iwi. We are a strong supporter of the Education Plan that was launched in 2011 by Ngaiterangi and look forward to seeing the positive outcomes that this partnership will produce. Ngaiterangi iwi have re-focused and the next phase of the Education Plan is being implemented for 2013.

Faculties will be the focus of PLD on Priority Learners for 2013 and will operate as Professional Learning Groups (PLG'S). Each Faculty will be supported by a Senior Manager who will work with the HoF to provide leadership, resourcing and PLD throughout the year. Each faculty will use their data to select a group of students in Year 9 or 10 who are identified as Priority Learners and to develop a plan to raise their achievement using an inquiry model.

Each teacher will have a goal as part of their appraisal to improve the progress and achievement of a small group of learners in the Year 9 or 10 class – supported by the Faculty PLG. They will report on their progress and their own

reflections at the designated Faculty meetings. Monitoring will be on-going but school wide data will be gathered at mid year and end of year as part of the standard school- wide review process

### **Learning Centre**

Our Learning Centre continues to develop Individual Learning Plans (ILP's) for students with learning needs. The school funds additional teacher aide time where there are clear priorities and has a key goal of mainstream integration where ever possible and applicable. Students are referred to RTLB intervention at all levels including Years 11-13.

# *School wide self review*

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The Katikati College model of school self review is on page 20.

## **Board of Trustees**

Three meetings have been set aside for Board self review.

- Meeting Two; BOT review of governance
- Meeting Three; BOT review of governance feedback/recommendations
- Meeting Seven; BOT Self Review including 2014 charter

Board policy to be reviewed in 2013

- Protected disclosure
- School bus transport
- School Self-review
- Career education
- Student behaviour

## **Community**

The community will be consulted on the following;

- Structure and desired outcomes for Year 13 students

## **School**

In addition to the formal self-review process the school will undergo the following;

- Structure and desired outcomes for Year 13 students
- Senior school curriculum and timetable
- Reporting to parents

