

School Charter

Strategic Intent, Annual Plan and Analysis of Variance

2023 – 2024

Poutoko Matua endorsement:

Cath Rau

Poumarumaru endorsement:

Robyn Hata Gage

Submission date of Strategic Intent and Annual Plan to Ministry of Education:

28 February 2023

Submission of Analysis of Variance to Ministry of Education

7 May 2024

Fast links to goals

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Variance (nil to report)

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Variance (nil to report)

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Variance (nil to report)

Introduction

Mission Statement	Nō te hunga Atua koe, nōu te Ao. <i>Each student realises their greatness.</i>
Vision	Kia rite ki te hua o te nīkau. <i>Develop a generation of Māori students with the self-belief that as Māori, they are capable of designing innovative, sustainable, successful futures for themselves, their communities and the world.</i>
Special Character / Māori Medium status	We are a Designated Character 156 Māori-stream school catering for year 7 to 15 mokopuna who reside within Hamilton and surrounding areas. We offer a late immersion reo (language) and tikanga (cultural) programme for mokopuna wanting to learn in a Māori environment. We also cater for mokopuna who's previous schooling experience has been in bilingual or total immersion programmes. Our focus is on Science, Technology and Tikanga, Reo, English and Engineering, Arts and Mathematics (STREAM) because they are linked to high demand career opportunities and because they support mokopuna to understand the world they live in and will be creating as Māori
Local iwi goals	Te Kōpuku High recognises Ngaati Maahanga (Manawa Whenua¹) and strives to actively participate and contribute to their aspirations and desires for mokopuna who whakapapa to Ngaati Mahanga and all mokopuna who are being schooled on Ngaati Mahanga whenua (land). Te Kōpuku High is committed to the goals of Waikato/Tainui as expressed through their education strategy: Mana Maatauranga namely: • Fluency of Waikato reo and tikanga • Access to meaningful (employment and career) pathways • Marae connectedness

¹ Manawa whenua = Mana whenua

	The teaching and learning programme seeks to draw on these local expectations and provide opportunities to relate these to the cultural and economic development of other hapū and iwi to whom mokopuna can claim membership.
Māori Dimensions  <i>Te Kōpuku</i>	Te Nīkau Framework™ expresses our blended localised curriculum that draws on both the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMOA). This framework recognises: • The indigeneity of Māori students/mokopuna (Te nīkau) • The importance of whakapapa for identity and relationships (Te kāhiwi/the trunk) • The importance of whānau, hapū, iwi and other individuals, groups and organisations in shaping the life experiences of mokopuna (Te kōpuku/crownshaft) • Mokopuna are the latest expression of their whakapapa who have inherited particular dispositions, interests, gifts and talents to be further nurtured and expanded. (Ngā rau/the nīkau fronds) • The importance of physical (ā tinana), spiritual (ā wairua), intellectual (ā hinengaro) and social (ā whānau) dimensions for true greatness to be realised (Ngā hua/the fruit) • Mokopuna bring with them their own resources and also attract a wealth of others human and material resources that contributes to their greatness (Ngā rawa/resources) • The importance of the contribution of the individual to collective gains (Te urupuia/nīkau grove)
Executive Functions	Observations of mokopuna in 2020 to 2022 due to COVID revealed a need to focus on Executive Functions to enhance future engagement by mokopuna in distance learning. Our set of core capabilities for 2022 therefore draw on these Executive Functions including:

	<table><tr><th>Skill</th><th>Definition</th><th>Actions Needed</th></tr><tr><td>Cognitive Flexibility</td><td>The ability to make transitions, revise plans, switch tasks or change perspectives in order to respond appropriately to obstacles and new situations</td><td> • Use self-control when facing setbacks, new information, mistakes and obstacles • Change patterns of thought </td></tr><tr><td>Organisation</td><td>The ability to sort, categorise, design and maintain systems to keep track of information or materials and impose order</td><td> • Create hierarchies of categories in the mind • Create systems for organising desks, schoolwork, etc </td></tr><tr><td>Time Management</td><td>The ability to estimate the amount of time needed for a task, how much is available and how to allocate it</td><td> • Develop a sense of time • Stay within time limits and meet deadlines </td></tr><tr><td>Planning/Prioritising</td><td>The ability to create a mental map, impose order on thoughts and manage task demands</td><td> • Break down tasks into steps • Make decisions about what is important </td></tr><tr><td>Task Initiation</td><td>The ability to begin a task or activity and to generate ideas independently, in a timely manner.</td><td> • Don't procrastinate - be proactive • Start on time </td></tr></table>	Skill	Definition	Actions Needed	Cognitive Flexibility	The ability to make transitions, revise plans, switch tasks or change perspectives in order to respond appropriately to obstacles and new situations	• Use self-control when facing setbacks, new information, mistakes and obstacles • Change patterns of thought	Organisation	The ability to sort, categorise, design and maintain systems to keep track of information or materials and impose order	• Create hierarchies of categories in the mind • Create systems for organising desks, schoolwork, etc	Time Management	The ability to estimate the amount of time needed for a task, how much is available and how to allocate it	• Develop a sense of time • Stay within time limits and meet deadlines	Planning/Prioritising	The ability to create a mental map, impose order on thoughts and manage task demands	• Break down tasks into steps • Make decisions about what is important	Task Initiation	The ability to begin a task or activity and to generate ideas independently, in a timely manner.	• Don't procrastinate - be proactive • Start on time
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Review of Charter and Consultation 2022	The draft Charter was provided to the Poumarumaru (BOT) for comment on 10 February 2023. Two of the members are Manawa Whenua (Ngaati Maohanga) The draft School Charter was socialised with the whānau of Te Kōpuku High via the newsletter dated the 9, 16, and 23 February. Whānau were invited to provide feedback via an online form Staff had the opportunity to provide feedback from 7 February to 24 February																		
Equal opportunity statement	In 2023, 3 teaching staff appointments were made including 1 female and 2 male. All were Māori.																		

Strategic Intent

NĪkau Framework reference	2023 Aims	2024 Aims
1. Ngā hua: Mokopuna engagement	Mokopuna with chronic attendance (60% or less) will have improved attendance	
2. Ngā hua: Mokopuna engagement Te Kāhiwi: Mokopuna achievement	Mokopuna whose brains work differently (i.e. the neurodiverse) will experience accelerated engagement and learning	
3. Te Kāhiwi: Mokopuna achievement	Mokopuna from year 9 upwards will have the opportunity to achieve the co-requisite NCEA literacy/reo matatini and numeracy/pāngarau requirements	
4. Ngā hua: Mokopuna engagement Te Kāhiwi: Mokopuna achievement	Mokopuna learning te reo Māori through NZC (New Zealand Curriculum) will see value in learning te reo and experience increased levels of proficiency	
5. Te Kāhiwi: Mokopuna achievement Ngā hua: Mokopuna engagement	Mokopuna learning te reo Māori through NZC (New Zealand Curriculum) will see value in learning te reo and experience increased levels of proficiency	
Te Urupuia: Mokopuna achievement	Mokopuna will build on their knowledge of Te Porotaka o Ngaati Maahanga (the histories and pūrākau of significant locations within Ngaati Maahanga boundary)	

2023 Annual School Improvement Plan And Variance

ATTENDANCE			
1. Ngā Hua: Mokopuna engagement Mokopuna with chronic attendance (50% or less) will have improved attendance			
What does the picture look like in Term 1 2024? TABLE 1: Number and percentage of mokopuna with 60% and less attendance in 2022 and who are enrolled at Te Kopuku High in 2023			
60% attendance and less	NO. OF MOKOPUNA	% OF MOKOPUNA AT EACH WHARE	
WHARE TEINA (YEARS 7 & 8)	3	3%	
WHARE WAENGA (YEARS 9 & 10)	14	9%	
WHARE TUAKANA (YEARS 11- 13)	28	22%	
What would improvement look like?	What will we do to achieve this improvement?		How will we measure improvement?
Mokopuna with 60% or less attendance will be attending kura more regularly	Wellness Team to analyse and monitor attendance on a weekly basis (starting term 2 2023)		Regular analysis of attendance data Regular monitoring of bespoke attendance plans

	Wellness team to work with Poutaahu (main point of contact at kura for each mokopuna) the mokopuna and the whānau to identify bespoke solutions Mobilise internal and external resources and services as appropriate	Feedback from mokopuna Feedback from whānau
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Mid-year -progress

- Weekly attendance from EDGE reports is collated and analysed
- The Wellness team develops and implements back-to-kura plans with whānau for mokopuna with chronic attendance
- Attendance is an agenda item at ā-whare hui where contributing factors and strategies are discussed for each mokopuna whose attendance is regularly 60% and below

What does the picture look like at the end of term 3 2024?		
TABLE 2: Number and percentage of mokopuna with 60% and less attendance in Term 3 2023		
60% attendance and less	NO. OF MOKOPUNA	% OF MOKOPUNA AT EACH WHARE
WHARE TEINA (YEARS 7 & 8)	3	3%
WHARE WAENGA (YEARS 9 & 10)	29	22%
WHARE TUAKANA (YEARS 11- 13)	41	37%

Variance

There was an increase in the number of whare waenga and whare tuakana mokopuna with 60% or less attendance in Term 3. The percentage of mokopuna with <60% attendance remained the same. The difference between term 1 and term 3 data can be partly attributed to the thor term being the winter months when illness is more likely. In future we will compare term 1 and term 4 data.

What has worked

- Our wrap-around transition back into kura programmes have been successful in reintegrating at least seven mokopuna who were previously not attending kura for extended periods of time.
- Pouako have been more proactive in following up absences.
- Our three tier approach i.e. poutaahu follows up, the tari conducts further checks throughout the day and persistent absence or lack of response from the whānau is elevated to the pouora team who conduct home visits.

What could we do better

- Filter the data in ways that enable us to see movement on and off the <60% attendance register to better tell the story behind the numbers.
- Complete a weekly analysis of daily follow up calls to whānau to identify trends and patterns e.g. reasons for absence provided after contact, unable to contact etc
- Work with whānau to identify reasons for contact issues with a view to finding ways to improve our own means of updating whānau information

NEURODIVERSE

2. Ngā hua: Mokopuna engagement Mokopuna whose brains work differently (i.e. the neurodiverse) will experience accelerated learning

What does the picture look like now?

Pouako have identified mokopuna with additional learning needs some of whom might be neuro-diverse:

Whare tuakana: 17 mokopuna

Whare waenga: 22 mokopuna

Whare teina: 7 mokopuna

These numbers are likely to be conservative.

Personalised approaches are required to maximise their engagement, achievement and confidence levels.

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?
Mokopuna with additional learning needs (including the neurodiverse) report and/or are observed to be engaging more readily in their learning programme	Develop a process to identify the neuro-diverse across the kura	Feedback from mokopuna
Mokopuna with additional learning needs (including the neurodiverse) are achieving their learning goals with greater speed and ease	Develop a Te Kōpuku High language for describing mokopuna with additional learning needs including the neuro-diverse Build staff capability in strategies for engaging neuro-diverse mokopuna Engage neuro-diverse mokopuna in planning their own learning programme that will lead them to career pathways that they value	Feedback from whānau Feedback from the poutaahu (with overall responsibility for the mokopuna) Feedback from other pouako

Mid-year progress

- Alternative descriptions have been finalised for neuro-divergence
- An identification tool is under development
- 10 waenga mokopuna are working with the Brain Coach with personalised plans co-constructed with the Brain Coach

End of year progress

- The identification tool has been finalised
- The tools and strategies tool has been finalised
- A Tipua (neurodiverse) register has been developed.. This is used by the Pouora (wellness team) in the first instance to plan support
- A process has been developed as part of enrolment and induction of new mokopuna for the early identification of neuro-diverse
- An additional process has been introduced to support the transition of the neurodiverse within the kura e.g. to a new space, to new pouako etc

Examples of mokopuna feedback about what works for them

What is working for you?

I can practice my maths at home on IXL and Learn Coach

Quietness and darkness works for me when the teacher's turn the lights off

Being able to go to the Brainy room when I need to and

What more could be done to help me learn?

Nothing really would make it better, it's all good what we already do

Better if all classes were small and in a quiet area

What would make Te Kōpuku High the best school ever is having a Trades School and I can discover about being an electrician

Variance

Nil to report

NCEA CO-REQUISITES

3. Te Kāhiwi: Mokopuna achievement Mokopuna from year 9 upwards will have the opportunity to achieve the revised co-requisite literacy and numeracy credits

What does the picture look like now?

NCEA co-requisites come into effect in 2024. Where waenga staff participated in sessions with an external facilitator during 2022.		
What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?
Effective systems and processes are in place to enable mokopuna from years 9 onwards to access corequisite credits based on their readiness	Make provision for staff to participate in any ongoing PLD opportunities provided by NZQA Develop readiness indicators and consult with the mokopuna to ensure eligible mokopuna are going to achieve a successful outcome Consider applying to be a trial school	Establish baseline data and compare with later time intervals Finalise readiness indicators Track mokopuna achieving Literacy/numeracy requirements

Mid-year progress

- 26 May 2023 Organised for staff to attend NZQA workshop
- Readiness indicators finalised and use as the basis for identifying mokopuna participants
- Participated in the mid-year co-requisite exams (see table 3 below)

TE KŌPIUKU HIGH Te Kōwhiri Kōwhiri Kōwhiri			
Co-requisite readiness indicators			
<i>Pou Aotahi</i> POUTUARONGO Te Kōwhiri	<i>Pou Tūhono</i> POUTOKOMANAWA Te Kōwhiri	<i>Pou Tūhono</i> POUTAAHU Te Kōwhiri	<i>Pou Tūhono</i> Talao
Is the mokopuna choosing to participate in the external? Are they able to manage their time, start to finish? What strategies does the mokopuna have to cope with exam stress before, during and after?	Does the whānau know what the co-requisites are? Does the whānau know what they can do to help them prepare (mindset, rest, kai and water)	Is the mokopuna at curriculum level 5 or higher of the NZC or TMoa? Have they completed some form of self-assessment about their readiness? Have they had a practice exam? Do they have 'test taking' strategies? Have they got strategies for managing how others might behave in the exam e.g. early finishers Have they had adequate orientation in the NZQA website or Assessment Master platform?	What maraoma phase are we in on the assessment dates (maramataka)? Has a frame-up with pouwhiriaki been organised? What resource do we need to cater for special circumstances for our neuro-divergent? Have we checked that everyone has transport to the assessment? Do we have back-up drivers? Are all devices charged? Have we bagged-up 'pick-me' up treats? Has signage gone up in the kura? Does the school know that exams are taking place?
<i>Pou Whānau</i> POUMATAAHO Te Kōwhiri			
What is their preferred mode (paper/digital) Can they sit for up to 3 hours? Can they keyboard or write for up to 3 hours? Can they read on-screen unassisted? Are they affected by environmental stimuli (noise, movement)? Do they need additional assistive resources (reader-writer, pool noodle etc.) Is the mokopuna an AM or a PM learner?			

End of year progress

(Note the results from the June event only became available in October)

- We appear to have performed better in writing compared with national data and about the same in reading.
- The number of mokopuna participating nationally in te reo matatini and pāngarau were too low to form any solid conclusions
- Our performance in numeracy and pāngarau is cause for concern.

Table 3: National co-requisite results October 2023

Standard	No. who sat	June 2023 national results	
		Achieved (n)	Achieved (%)
Reading	28,382	18,273	64.4%
Writing	26,577	14,950	56.3%
Numeracy	33,194	18,550	55.9%
Te Reo Matatini	61	28	45.9%
Pāngarau	58	7	12.1%

Table 4: Te Kōpuku High co-requisite results October 2023

Standard	June 2023 Te Kōpuku High results		
	No. who sat	Achieved (n)	Achieved (%)
Reading	21	13	62%
Writing	21	13	62%
Numeracy	23	7	30%
Te Reo Matatini	10	9	90%
Pāngarau	9	1	1%

Year 9 mokopuna

Year 9 deemed to be 'ready,' participated in the Common Assessment Task again in October.

(Note the results from the October event only became available in Jan/Feb 2024)

- Tāwhirimātea (maths and pāngarau) pouako collaborated with Tāwhaki (literacy and reo matatini) pouako to ensure mokopuna have the strategies, skills and knowledge to comprehend maths questions, an issue that was picked up from the June assessment event.
- We invested in online programmes such as IXL (multi level English and Maths revision) and Learn Coach (video tutorials and NCEA practice questions)

Year 10 mokopuna

- We decided to take advantage of the 2024 extension to the co-requisites for the current year 10s. From week 4, term 4, year 10s worked with tuakana pouako and specialist teina and waenga pouako to achieve the approved english/reo matatini and numeracy/pāngarau co-requisite approved standards

Variance Nil to report

NZC TE REO MĀORI

4. Te Kāhiwi: Mokopuna achievement : Mokopuna learning te reo Māori through NZC (New Zealand Curriculum) will see value in learning te reo and experience increased levels of proficiency

What does the picture look like now?

TABLE 5: 2022 NZC te Reo Māori levels for Teina (years 7 & 8)

NZC Levels	L1	L1-2	L2	L2-3	L3	L3-4	L4	L4-5	L5
Numbers	25	10	12	8	3	3	0	0	0
Percentage	41	16	20	13	5	5	0	0	0

TABLE 6: 2022 NZC te Reo Māori levels for Waenga (years 9 & 10)

NZC Levels	L1	L1-2	L2	L2-3	L3	L3-4	L4	L4-5	L5
Numbers	0	8	3	1	32	18	12	0	0
Percentage	0	11	4	1	43	24	16	0	0

TABLE 7: 2022 Attitude of Whare Waenga mokopuna to te reo Māori

I ENJOY LEARNING TE REO MĀORI			I AM DETERMINED TO LEARN TE REO MĀORI			LEARNING TE REO MĀORI IS IMPORTANT FOR MY FUTURE		
Response type	Numbers	Percentage	Response type	Numbers	Percentage	Response type	Numbers	Percentage
Agree	30	41%	Agree	38	52%	Agree	49	67%
Neutral	33	45%	Neutral	26	36%	Neutral	19	26%
Disagree	10	14%	Disagree	9	12%	Disagree	5	75%

What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?
Increasing numbers and proportions of mokopuna are receiving instruction at higher levels of NZC: Te Reo Māori learning area	Induct new reo māori staff into our localised reo Māori curriculum plan	Mokopuna feedback
Mokopuna are reporting high satisfaction levels with their reo Māori learning	Pair pouako learning te reo Māori with speakers of te reo to lift their proficiency levels Support pouako to enrol in te reo māori development courses	Pouako feedback Pouako enrolments language learning courses

Mid-year progress

- Two pouako were enrolled in te reo Māori classes
- Pouako continued to deliver explicit instruction using Te Kōpuku High using our localised reo Māori curriculum plan

End-year progress

- One pouako returned in term 4 from study leave learning te reo at a University.

TABLE 8: 2023 Attitude of Whare Waenga mokopuna to learning te reo Māori

I ENJOY LEARNING TE REO MĀORI			I AM DETERMINED TO LEARN TE REO MĀORI			LEARNING TE REO MĀORI IS IMPORTANT FOR MY FUTURE		
Response type	Numbers	Percentage	Response type	Numbers	Percentage	Response type	Numbers	Percentage
Agree	88	94%	Agree	76	93%	Agree	66	70%
Neutral	6	6%	Neutral	8	7%	Neutral	22	23%
Disagree	0	0	Disagree	0	0	Disagree	6	7%

There was a significant improvement in positive attitudes across all three aspects of te reo Māori learning from time 1 (end of the year 2022) and time 2 (end of the year 2023)

Variance

The redistribution of pouako across the whare in term 4 to accommodate the year 9s sitting co-requisites and the year 10s sitting NCEA Level 1 literacy and numeracy, meant we were unable to deliver the NZC te reo Māori teaching and learning programme and therefore are unable to report on the distribution of levels for term 4.

TE POROTAKA O NGAATI MAAHANGA			
5. Te Kāhiwi: Mokopuna achievement Mokopuna will build on their knowledge of Te Porotaka o Ngaati Maahanga			
What does the picture look like now? New mokopuna in particular have varying degrees of prior knowledge about Ngaati Maahanga - most have very little			
What would improvement look like?	What will we do to achieve this improvement?	How will we measure improvement?	
New mokopuna are able to relate information about manawa whenua including pepehā and historical contexts	Include Ngaati Maahangatanga into the teaching and learning programme drawing on Ngā Takanga o te wā for content and structure	Mokopuna demonstrate their increasing knowledge of Ngaati Maahangatanga through a variety of mediums (oral, visual, written)	

Mid-year progress

All whare reported Ngaati Maahanga related-activities in term 1 and term 2 reports to Poumarumaru

Highlights include:

- A three-day poumahi wānanga at the start of the year to visit significant sites including Kāwhia and Aotea harbour in line with the kura-wide theme, Mana Wai
- Unveiling of art pieces at the new entry to Waiwhakareke at Hamilton Zoo based on artwork provided by whare teina mokopuna
- Learning Te Kōpuku haka with references to Ngaati Maahanga by whare teina
- Visiting sites of significance to Ngaati Maahanga and Waikato whānui by whare tuakana

End of year progress

All whare reported Ngaati Maahanga related-activities in term 3 and Teina and Waenga reported Ngaati Maahanga related-activities in term 4

Variance

Nil to report

Good Employer Statement

For the year ended 31st December 2023 the Poumarumaru of Te Kōpuku High:

- Has developed and implemented personnel policies within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all the requirements and its identified practice
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Poumarumaru
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination
- Meets all Equal Employment Opportunities requirements

Policy References

Employment Agreements	Next Review Term 2 2027
Employment Policy	Next review Term 2 2027
Ending Employment	Next Review Term 2 2027
Performance Management	Next Review Term 2 2027
Flexible Working Arrangements	Next Review Term 2 2027
Equal Employment Opportunities	Next Review Term 2 2027

Te Kopuku High School

Kiwisport Statement

For the Year Ended 31 December 2023

In 2023 the school received Kiwisport funding of \$8,206 (2022: \$7,490)

The funding was put towards a range of sports uniforms and equipment to resource the school to support and initiate student participation in a variety of sports.