

CHARTER BASED ON NATIONAL EDUCATION AND LEARNING PRIORITIES



School Charter
Strategic Annual Plan
for
Te Aroha College
2023

INTRODUCTORY SECTION

Mission Statement	Our school community believes in having high expectations of all our students so that we can contribute to a culture of “Success for all”.
Core Values	Te Aroha college wants to develop GREAT students; Globally connected, Respectful and Responsible, Effective communicators, Active Achievers, Thoughtful leaders
Principles	<ul style="list-style-type: none"> • We value a supportive and inclusive school environment • We Seek to provide accessible, authentic and relevant learning opportunities through teaching and learning • We aim through relational practice and high-quality education to make Te Aroha College a place where learners flourish, enjoy and choose to be
Māori Dimensions and Cultural Diversity	<p>We recognise the importance of Te Tiriti o Waitangi, tangata whenua, mana whenua and all other people.</p> <p>Every student will be aware of the dual cultural history of Aotearoa/New Zealand and the multicultural nature of our society.</p>
Supporting documents	<p>National Learning and Education Priorities (NELPs) – Ministry of Education</p> <p>Ka Hikitia Ka Hāpaitia – The Māori Education Strategy – Ministry of Education</p> <p>School Improvement Framework (SIF) – Education Review Office</p>

STRATEGIC INTENTS

GREAT learners		
Relational	High Quality Education	Engagement, attendance, achievement
<p>We value a supportive and inclusive environment which:</p> <ul style="list-style-type: none"> • Prioritises positive relationships between school and community, teachers and learners and students with each other; • Meets all learners needs, especially ākonga Māori, Pacific learners, those with learning challenges, students with disabilities, neurodiverse students, and gifted and talented students; • Holds high aspirations for all learners to achieve their goals and • Supports and fosters ongoing teacher capability through Professional Learning and Professional Growth Cycles. 	<p>We seek to provide accessible, authentic and relevant learning opportunities through teaching and learning that;</p> <ul style="list-style-type: none"> • Is responsive to learner progress, targeting the needs of the individual; • Prepares learners for the challenges of NCEA and of lifelong learning; • Responds to contemporary issues of our society; • Values our local community input, including localised content, whānau support of school activities, ongoing community consultation; and • Tracks learner progress and co-constructs learning goals with students and their whānau 	<p>We aim through relational practice and high-quality education to make Te Aroha College a place where learners flourish, enjoy and choose to be. Resulting in;</p> <ul style="list-style-type: none"> • High levels of engagement; • Positive attendance patterns; • Increased retention rates through to senior school (particularly for ākonga Māori and boys); • Strong academic results; • Enriched experiences; • Expanded pathway choices beyond school; and • A continued tradition of alumni who value sending their children to Te Aroha College too.

NATIONAL EDUCATION LEARNING PRIORITIES

Objective 1 LEARNERS AT THE CENTRE		Objective 2 BARRIER FREE ACCESS		Objective 3 QUALITY TEACHING AND LEADERSHIP		Objective 4 FUTURE OF LEARNING AND WORK
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work
OUR STRATEGIC GOALS 2023 - 2025						
<p>Prioritises positive relationships between school and community, teachers and learners and students with each other</p> <p>Te Aroha College holds high aspirations for all learners to achieve their goals</p>		<p>Meets all learners needs especially ākonga Māori, Pacific learners, those with learning challenges, students with disabilities, neurodiverse students and gifted or talented students</p>		<p>Is responsive to learner progress, targeting the needs of the individual</p> <p>Prepares learners for the challenges of NCEA and of lifelong learning</p> <p>Supports and fosters ongoing teacher capability through Professional Learning and Professional Growth Cycles</p> <p>Values our local community input, including our localised content, whānau support of school activities and ongoing community consultation</p>		<p>Enriched experiences</p> <p>Expanded pathway choices beyond school</p>

OUR ANNUAL PLAN 2023

Te Aroha College acknowledges that many of the goals, targets and strategies are interrelated in achieving the various objectives of the NELP's.

Strategic Intent	Target	Actions	Evidence	Shift in practice/outcomes
Attendance				
Improve attendance	To increase the number of students attending 90% or more from 46% to 60%. To improve the number of students who are attending less than 70%	<ul style="list-style-type: none"> • Consistent communication over expectations through assemblies, by FTs, Deans. • Consistent communication with parents/whanau. • Rewards, individual and group • Academic mentoring by FTs. • Working with attendance services 	Information and support via Newsletters, Letters home, under 70%, above 90%. Direct communication with parents via email and phone calls Term 3 attendance focus, incentives	
Engagement				
Improve classroom engagement		<ul style="list-style-type: none"> • Authentic contexts • Student voice/agency • TAC pedagogy (ETP) • Regular communication with parents/whanau • Academic mentoring by FTs. 	Increase in NCEA endorsement rates	
Improve retention rates	Lift retention rates to 75% of students remaining until the 17th birthday.	<ul style="list-style-type: none"> • Academic mentoring by FTs • Careers counselling for all • Deans messaging at assemblies • Communication with parents/whanau • Expanded pathways • Student voice. 	End of year retention rates	
Expanding pathways		<ul style="list-style-type: none"> • Aspirational conversations with students • Careers counsellor proactive messaging. 	Agreements with major local employers	
Achievement				
Improve NCEA results	Reduce disparity in achievement to under 5% L1 - 80%, L2 - 75%, L3 - 70%, UE - 50%	<ul style="list-style-type: none"> • Checkpoint data (half-termly) • Communication with families & whanau 	Checkpoint data NCEA results	
Improve Y9 and Y10 outcomes		<ul style="list-style-type: none"> • Common assessment practice across curriculum. NZC levels • Consistent framework criteria • Progressions levels (new NZC) • Communication with parents/whanau by all teachers and FTs. • Impact of Parent Teacher interviews (review process) • Literacy focus • Junior school graduation 	Curriculum area achievement and progress updates	