



## **Kerikeri High School Charter Our Journey So Far**

### **The Kerikeri High School Mission Statement (dates from advert of Tomorrow's Schools 1989)**

This School Community exists to provide a learning environment which addresses individual qualities, differences and needs and develops all students to the greatest possible extent, so enabling them as responsible citizens to take full advantage of life's opportunities.

### **Our Principles**

- At Kerikeri High School we have strong school spirit and pride.
- We take pride in our bicultural heritage. We are aware of the rich cultural diversity of our community and the special place of Ngāti Rēhia in it.
- Relationships, relationships, relationships are fundamental to us.
- We strive to create a safe, caring environment, based on the foundation of positive relationships between all members of our school community.
- Our school is inclusive providing opportunities for success for every student.
- We believe in the four cornerstones of a balanced education - academic, sporting, cultural and leadership with service.

- In our School our values are expressed as WAKA

<b>We are learners</b>	Wahaia te Matauranga
<b>Act with respect</b>	Manaaki te tangata
<b>Keep ourselves safe</b>	Tiaki tangata
<b>Always proud</b>	Kia manawanui

We strive to base all our behaviours in our school on these important values.

- We believe that co-curricular and leadership activities promote a strong sense of belonging to Kerikeri High School.
- Culturally located and relationships based pedagogies are embedded through Te Kotahitanga.
- We are future focussed and have a positive attitude to the challenges of the future.
- We have a positive attitude to self-review and on-going school improvement.
- We foster entrepreneurship, enterprise, and innovation.
- Digital citizenship - we believe that information technology embedded in the curriculum has the potential to produce more powerful learning.
- We strive to be responsive to our students and the community we serve recognising our partnership with Ngati Rehia and built on the foundation of Te Tiriti o Waitangi.

## Who Are We

Kerikeri High School is situated in the beautiful, historically significant Northern Bay of Islands town of Kerikeri.

The school is a Year Seven to Thirteen state, co-educational, School with over 1560 students including international students. Approximately one third of our students identify as Māori.

We value our partnership with Ngāti Rēhia and strive to fulfil the intent of the Treaty of Waitangi.

Kerikeri High School and the Kerikeri Community have high expectations and students perform with distinction in academic, sporting, cultural and leadership and service activities.

The school has had an Enrolment Scheme since 1995. The majority of our students come to Kerikeri High School from Kerikeri Primary School, Riverview School, Oromahoe School and the Bay of Islands International Academy. There is provision in the Enrolment Policy for a restricted number of places to be offered to students from outside of the Kerikeri High School zone. Ministry of Education historical roll information shows that Kerikeri High School has experienced significant roll growth growing by over 40% since 2000 when the roll was 1090. Through the Enrolment Scheme the school has carefully managed growth.

The school has a strong international dimension, largely as a result of the international students' fee paying programme, providing a unique kiwi experience for the students in our predominantly bicultural community.

In 2000 Kerikeri High School launched the first Sailing Academy at a secondary school in New Zealand, encouraged by our success in national and international competitions and the significant number of past students of Kerikeri High School who had established careers in sailing.

The Kerikeri High School Board of Trustees has a Property Occupancy Agreement with the Ministry of Education for the Hone Heke Road site of the school of 8.9 hectares.

The school buildings include a Performing Arts Complex adjacent to the Auditorium, a two level Library, the Gymnasium, the Learning Enrichment Centre for students with special education needs, an International Students' Centre, and a full range of school classrooms which include Science Laboratories, Art Rooms, Photography, Information Technology rooms, the Tech Arts Complex, the 10 classroom and Learning Common Business Enterprise and Social Sciences Centre, the two level Science, Mathematics and Information Technology Complex incorporating state of the art Laboratories and a Learning Common, the Culinary and Hospitality Building opened in 2012 and our Whare Hui, "Te Pou O Manako". Te Puna Matauranga is where our Te Kotahitanga Team are based.

Te Puna Waiora was opened in October 2018. It is a dedicated Student Centre facility bringing together student wellbeing, tracking, attendance and support personnel and care.

The site provides a main sports field for athletics, soccer and cricket, two subsidiary fields which provide for hockey and football, and netball courts (tennis in the summer). The swimming complex comprising a 25 metre pool and a diving pool is leased from the Far North District Council during school hours the weeks for the summer sports curriculum. The Pavilion is owned by Kerikeri High School.

An agreement is negotiated with the Far North District Council for the High School to occupy in perpetuity the sports ground between the top hockey field and the Bowls Club in return for the one kilometre walking track bisecting school grounds.

In accordance with the Training and Education Act 2020, the Kerikeri High School Board of Trustees undertakes to take all reasonable steps to achieve the intentions, targets and strategies in the School's Strategic Plan which has been approved by the Board following consultation with the community in 2019 in terms of Section 61 and 63 of the Education Act as was current at the time, and to take full account of the Statement of National Education and Learning Priorities (NELP) and all statutory obligations. The Board accepted the Strategic Plan as its undertaking to the Ministry of Education.

## Our Curriculum

The following statement outlines how we, at Kerikeri High School, implement the New Zealand Curriculum.

Our Curriculum is based on the vision, values, key competencies, learning areas, principles and effective pedagogy of the New Zealand Curriculum. As a school we have explored the coherence between the values and key competencies of the New Zealand Curriculum and Guiding Principles of Kerikeri High School. For example between Participating and Contributing and “Busy Kids are Happy Kids”, Managing Self and WAKA and the “Four Cornerstones of a Balanced Education”.

The Kerikeri High School Curriculum is inclusive for students with special needs.

The way that we give effect to the New Zealand Curriculum in a Year 7 to 13 School is designed in response to our particular School community.

It is the philosophy of Kerikeri High School to provide a broad and balanced curriculum, with increasing degrees of specialisation as our students move through the school. The decisions about the detail of each course within the learning area is largely devolved to Departments and expressed through the Department Scheme and the Junior and Senior course guides.

In Year Seven and Eight students study English, the Arts, Health and Physical Education; Learning Languages (Te Reo Māori and Spanish), Mathematics and Statistics, Science, Social Studies and Technology with full access to specialist secondary facilities and Teachers who have knowledge of the secondary school pathways and the expectations of NCEA.

Te Reo Māori has been compulsory in Year 7 and half of Year 8 since 1994, and in 2018 Te Reo Māori became a full year course of study for students in Year 8. It is an optional subject from Year 9 – 13.

The school has previously offered French and Japanese. Only small numbers enrol for the current foreign language which is Spanish.

At the end of Year Seven and Eight it is our intention that our students have a very sound grounding in the essential learning areas, having the advantage of specialist secondary facilities and many specialist Teachers.

A similar core curriculum of English, Mathematics and Statistics, Social Studies, Science, Health and Physical Education is studied by Year Nine and Ten students, however students now can specialise to the extent that they choose three option subjects in Year Nine and two in Year Ten.

In Year Nine the three option subjects are each studied for two hours a week and this increases to three hours for each option subject in Year Ten.

Students in the junior school are strongly encouraged in the Junior Course Guide to choose a course that includes an Art and/or Technology subject.

English, Mathematics and Statistics and Science courses remain compulsory in Year Eleven, as essential building blocks of a broad and balanced education. Students additionally choose three subjects, making a total of six.

Six subjects are also studied at Year Twelve, with the only compulsory subject being English, the exception being by discussion with the Pastoral Team. The subject choice broadens considerably to offer a range of more vocationally oriented subjects. It is expected that senior school subjects are leading to meaningful qualifications and vocational pathways.

Five subjects are studied at Year Thirteen.

Every year the timetable at Kerikeri High School is rebuilt according to the students' choices, reflecting the individual educational needs of the students. In the senior years subjects can be studied at multiple levels.

## Looking Back – Looking Forward

The Kerikeri High School Strategic Section 2010 – 2018 resulted from an extensive consultation process with the school community. All parents and whānau homes were posted two copies of the School Survey in November 2008. Staff members all received a Staff Survey at the same time. Students were surveyed in the new academic year 2009.

Staff were surveyed at a Staff Forum on the five educational objectives our school would want to have achieved in the next five years and the five property objectives the School would want to have achieved in the next five years. In December 2009 the Principal invited a group of staff members representing diverse responsibilities to provide their strategic perspectives.

In 2014 following the election of a new Board of Trustees in 2013, the Board of Trustees undertook another extensive Survey process, designing a survey tool that provided for longitudinal comparisons. This Survey was undertaken again in 2016. Two copies were posted to every household and an access code was provided for those who wanted to complete the Survey anonymously online. All staff members and a random selection of 20% of all students completed the Survey online.

The Charter, Strategic Plan and Annual Plan were reviewed at the November 2013 Board of Trustees meeting and amendments ratified at the February 2014 Board of Trustees Meeting.

The Surveys informed the Self Review of the Charter, Strategic Plan and Annual Plan in November 2014 and they clearly endorsed the direction of the school.

Additionally at year end the staff at a Staff Forum undertook a what's hot and what's not exercise and gave their feedback on the five educational objectives our School would want to have achieved in the next five years and the five property objectives the school would want to have achieved in the next five years.

In 2019 the Board adopted a new style single page format for the Strategic Plan which simplified the school's Strategic direction, making it more concise, accessible and easier to understand.

In 2022 the Board surveyed all parents and whānau, staff and students asking what each thought were the three most important things the Board of Trustees should consider in planning for Kerikeri High School.

Under the Education and Training Act 2020, a new planning and reporting framework came into effect on 1 January 2023.

Under the new framework, annually updated charters will be replaced with a 3-year strategic plan and an annual implementation plan.

Regulations that set out the detailed requirements for planning and reporting are expected to be finalised by mid-2023.

The draft regulations propose our board will need to create its first strategic plan under the new framework by 1 January 2024.

Through its strategic planning, our board will need to plan how they will meet the primary objectives for boards set out in the Education and Training Act 2020, give effect to Te Tiriti o Waitangi, have particular regard to National Education Learning Priorities (NELP) and plan for the implementation of the national curriculum. Developing a high-quality local curriculum and marau ā-kura is at the heart of planning for our school or kura. In our first strategic plan, our board will need to be planning for successful implementation of the refreshed and redesigned national curriculum.

#### Key changes

School charters will be replaced by three-year strategic plans and an annual implementation plan.

Boards must consult their communities when they create their strategic plans.

National Education Goals (NEGs) and National Administrative Guidelines (NAGs) will cease to have effect. The requirements within them will mostly be shifted to other legislation.

Boards must publish all planning and reporting documents on an internet site, so parents, whānau and communities have easy access to the information.

Boards will still be required to produce an annual report, including a statement of variance.

#### Requirements for 2023

2023 is a transition year for planning and reporting - moving from the annually updated charter to a new 3-year strategic plan.

As part of this transition, our charter that was in place for 2022 can remain in place in 2023.