



# School Charter Strategic and Annual Plan for Te Aute College 2021 -2024

Principals' endorsement:

Commissioner's endorsement:

Submission Date to Ministry of Education: March 2021

# Te Aute College 2021 - 2024

## Introductory Section - Strategic Intentions

<b>Vision</b>	<p>Te Aute College exemplifies a school designed to meet the challenges of a changing world. It marks the chosen site of a creative village, an experimental marae community college in Māori education, of a sacred place given to God.</p> <p>Te Aute College, an educational institution from which will be sent our young men, academically qualified, strong in knowledge and practice of Māoritanga, with an insight into the Christian conception of being an influence for good among their fellows during their lifetime.</p>
<b>Motto</b>	<p>Kia mataara, e tū i runga i te whakapono, <u>whakatangata kia kaha</u>. Kia meatia ā koutou mea katoa i runga i te aroha.          “Watch ye, stand fast in the faith, quit ye like men be strong. Let all that you do be done in love.”          1 Corinthians 16:13:14</p>
<b>Values</b>	<p>Tika – We respect everyone in our school community in our actions, words and thoughts</p> <p>Pono – Show integrity in our actions, words and thoughts</p> <p>Aroha – Caring for ourselves, others, the school and our environment</p>
<b>Principles</b>	<p>Mātauranga – Education success</p> <p>Wairuatanga – Christian &amp; Māori values</p> <p>Māoritanga – Te reo me ngā tikanga Māori</p> <p>Whanaungatanga – Connected to our world and recognising our past connection</p>
<b>Māori dimensions and Cultural Diversity</b>	<p>Majority Māori roll</p> <p>Te reo me ngā tikanga Māori is an integral part of Te Aute College life as is Māori Performing Arts</p>
<b>Special Character / Māori Medium status</b>	<p>Māori Anglican Boarding school for young men. The special character of Te Aute College is built around the Anglican Church and a Māori worldview, inclusive of Ngāi Te Whatuiāpiti, which underpins the provision of education at Te Aute College. This ethos embodies the whakapapa of Te Aute College and gives it its special character, a character and brand that is unique and that sets Te Aute College apart from other educational institutions in Aotearoa New Zealand. The special character of Te Aute College is recognised by the Ministry of Education and is done so through its integration into the State education system by the Private Schools Conditional Integration Act 1975.</p>

<b>Baseline Data or School Context</b>	
<b>Students' Learning</b>	An authentic Inquiry Learning approach focuses on students' own interests and goals for life. Students study with adults and build their knowledge, understanding and skills in a specific area and work towards relevant qualifications for a specific vocational pathway. Each student develops an, Individual Learning Plan (ILP) based on his own interests and career aspirations.
<b>School Organisation and Structures</b>	Te Aute is divided into Junior and Senior school advisories which meet regularly in either year levels or House groups. Junior students attend set classes in Te Reo, English, Mathematics and Science at their academic level as well as Junior Whānau time with specific teachers to pursue their learning goals. Senior students participate in a normal NCEA programme and have the opportunity to attend EIT Trades Academy in pursuit of their chosen "Vocational Pathway".
<b>Review of Charter and Consultation</b>	This document is reviewed by the Commissioner and staff annually in consultation with whanau.

Strategic Section			
Strategic Goals		Core Strategies for Achieving Goals 2021- 2024	Value
1	Quality Student Outcomes <i>Te manu kai mātauranga</i>	<ul style="list-style-type: none"> <li>• Data collection plan</li> <li>• Individual Learning Plans</li> <li>• Challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>• Mātauranga</li> <li>• Wairuatanga</li> <li>• Māoritanga</li> <li>• Whanaungatanga</li> </ul>
2	Quality Staff <i>Kia kaha te mahi</i>	<ul style="list-style-type: none"> <li>• Robust Professional Growth</li> <li>• Targeted professional development to develop “best practice”</li> <li>• Targeted employment</li> </ul>	<ul style="list-style-type: none"> <li>• Mātauranga</li> <li>• Wairuatanga</li> <li>• Māoritanga</li> <li>• Whanaungatanga</li> </ul>
3	Quality Environment <i>Ka ora kāinga rua</i>	<ul style="list-style-type: none"> <li>• Well maintained learning spaces</li> <li>• Relevant resources</li> <li>• Connectedness</li> </ul>	<ul style="list-style-type: none"> <li>• Tika</li> <li>• Aroha</li> <li>• Whanaungatanga</li> </ul>
4	Quality Relationships <i>Whanaungatanga</i>	<ul style="list-style-type: none"> <li>• Restorative principles</li> <li>• Māori and Anglican values</li> <li>• Network with outside entities</li> </ul>	<ul style="list-style-type: none"> <li>• Tika</li> <li>• Aroha</li> <li>• Pono</li> <li>• Wairuatanga</li> <li>• Māoritanga</li> <li>• Whanaungatanga</li> </ul>

## Annual School Improvement Plan 2021 – SUMMARY

Strategic Goal	Target	Short Report
Quality Student Outcomes <i>Te manu kai mātauranga</i>	Junior Literacy  Junior Numeracy  Career Pathways	Use Easttle results to guide targeted learning in literacy and numeracy  Review previous years NCEA and school leaver information to guide strategies for present year
Quality Staff <i>Kia kaha te mahi</i>	Move all staff forward on the continuum towards “best teaching practice”	Upskill staff through PLD and a professional growth cycle. <ul style="list-style-type: none"> <li>- Culturally Responsive Pedagogy of Relations</li> <li>- Leadership Development</li> <li>- Restorative Practice</li> <li>- Te Whare o Te Aute</li> </ul> Actively employ new staff who embrace our special character and are able to motivate teenage Māori boys in academic, cultural and sporting fields.
Quality Environment <i>Ka ora kāinga rua</i>	Have a comprehensive property plan	Property Maintenance Programme <ul style="list-style-type: none"> <li>- Property Manager</li> <li>- 5YPP</li> <li>- 10YPP</li> <li>- Asset Replacement Plan</li> </ul>
Quality Relationships <i>Whanaungatanga</i>	Embed Restorative Practice  Promoting a collaborative model	Continue Restorative Practice workshops with all staff  Model Restorative Practices from the top  Regularly review systems to ensure they support a restorative environment

## Improvement Plan - Domain: Learning

**Strategic Goals:** Quality Student Outcomes - Te manu kai mātauranga

**Annual Goal:** Raise achievement in Junior Literacy and Numeracy

**Baseline data:** In February of each year Easttle Reading data is collected for all Year 9 &10 students. The average raw score and level will be used as baseline data. Probe assessments are also completed with some boys to cross reference results.

### Key Improvement Strategies

When:	What	Who	Indicators of Progress
Feb/Mar	Boys sit Easttle literacy and numeracy tests	Whaea Liz	Data available for analysis
Ongoing	<p>Practise culturally responsive pedagogy of relations</p> <p>Analyse Easttle data, class work and other appropriate test information to identify what students can do and what their gaps are</p> <p>Targeted “Direct Acts of Teaching” for individual students based on their learning needs</p> <p>Targeted Teacher Aid assistance for individual students</p> <p>Develop literacy and numeracy through all learning areas</p> <p>Develop ability to learn through “Distance Learning”</p>	All teachers	<p>Student’s ILP’s</p> <p>Exhibitions</p> <p>Student conferences using</p> <ul style="list-style-type: none"> <li>• Easttle Consoles</li> <li>• NZC AO’s</li> </ul> <p>Probe (literacy)</p> <p>Easttle tests</p>
Oct /Nov	Boys sit Easttle literacy and numeracy tests	Whaea Liz	Data available for analysis

**Monitoring:** How are we going – check student outcomes every term?  
 Where are the gaps?  
 What needs to change if this is not working?

**Resourcing:** Normal curriculum budget applies

## Improvement Plan - Domain: Learning

**Strategic Goals:** Quality Student Outcomes - Te manu kai mātauranga

**Annual Goal:** All students achieve required skills relevant to their chosen vocational pathway

### 2021 Senior Students Achievement Targets:

To equip them with a solid learning foundation to be successful in pursuing further studies or entry to the workplace:

- At least 85% of Year 11 and 12 students achieve NCEA Level 1 or 2 as appropriate (or equivalent)
- At least 20% of Year 11 and 12 students who achieve NCEA gain merit or excellence endorsements.
- At least 75% of Year 13 students achieve NCEA Level 3 (or equivalent).
- At least 20% of Year 13 students who achieve NCEA gain merit or excellence endorsements.

Baseline data:	2020 Data	TAC NCEA Pass	Merit Endorsement	Excellence Endorsement	University Entrance
Level 1		80%	8.3%	0%	
Level 2		86.7%	0%	0%	
Level 3		100%	0%	0%	28.6%

### Key Improvement Strategies:

When:	What:	Who	Indicators of Progress
Feb	Analyse previous years NCEA data. Discuss individual student career pathways. Develop an individual plan with each student that meets their learning requirements and vocational pathway	Whaea Wiki, All teachers	Data available for analysis
Ongoing	Participate in PD programme Facilitate learning Monitor progress Review programme regularly	Whaea Wiki, All teachers	<ul style="list-style-type: none"> <li>- In depth data analysis</li> <li>- Differentiated teaching</li> <li>- Facilitated learning</li> <li>- High quality learning interactions</li> </ul>
Feb	Review previous year's results	All teachers	Goals set for the year

**Monitoring:** How are we going – check student outcomes every term?  
Where are the gaps?  
What needs to change if this is not working?

**Resourcing:** Normal Curriculum budget

<b>Improvement Plan - Domain: Professional Growth</b>			
<b>Strategic Goals:</b> Quality Staff – Kia kaha te mahi			
<b>Annual Goal:</b> Move all staff forward on the continuum towards “best teaching practice			
<b>Baseline data:</b> Teachers are at different places on the continuum towards “best teaching practice			
<b>Key Improvement Strategies:</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
<b>Feb</b>	Develop Professional Growth Cycle with staff	Principal and Teachers	Principal and teachers design an annual cycle of professional growth using the Standards.
<b>Ongoing</b>	<p>Upskill staff through PLD and a professional growth cycle.</p> <p>Staff undertake PLD in:</p> <ul style="list-style-type: none"> <li>• “Culturally Responsive Pedagogy of Relations”</li> <li>• Leadership Development</li> <li>• Restorative Practice</li> <li>• Te Whare o Te Aute</li> </ul> <p>Utilise staff meetings for cooperative learning opportunities.</p> <p>Respond to individual PD requests.</p> <p>Use the Standards in conversation about teaching and learning.</p> <p>Principal carries out observations of teaching and Learning.</p> <p>Principal and teachers engaging in conversations about teaching and learning and teachers receive feedback.</p>	Principal and Teachers	<p>Teachers demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi.</p> <p>Teachers use inquiry, collaborative problem-solving and professional learning to improve professional capability.</p> <p>Teachers establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.</p> <p>Teachers develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>Teachers design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each</p>



	Actively employ new staff who embrace our special character and are able to motivate teenage Māori boys in academic, cultural and sporting fields.		learner's strengths, interests, needs, identities, languages and cultures.  Teachers teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.
<b>Nov</b>	Principal confirms annually that each teacher has participated in the cycle and evaluate whether they meet the Standards.	Principal	Teachers are encouraged to become a reflective, highly trusted profession to benefit learners.
<b>Monitoring:</b> How are we going – check students/ teacher relationships each term. Where are the gaps? What needs to change if this is not working?			
<b>Resourcing:</b> Normal Professional Development budget applies			

**Improvement Plan - Domain: Special Character**

**Strategic Goals:** Quality Relationships – Whanaungatanga

**Annual Goal:** To focus on student well-being in order to prepare all students to achieve well.

**Baseline data:**

2020: W@S Survey. In most sections of the survey more than 80% of Year 9 & 10 students responded positively.

**2021 Junior Students Achievement Target**

In most sections of the W@S survey more than 90% of Year 9 & 10 students will respond positively.

At least 90% of Year 9 & 10 students feel safe at school and enjoy their experience at TAC

**Key Improvement Strategies:**

*What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

<b>When:</b>	<b>What: (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></b>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
<b>Each term</b>	<p>Year 9 and 10 teachers develop positive relationships with their students so that they feel safe, develop a sense of belonging, and are engaged in their learning.</p> <p>Groups of Year 9 and 10 students who are at risk of not achieving are identified, offered targeted support, and their engagement and progress is monitored.</p> <p>Well-being is measured by analysis of W@S surveys, achievement results, and information about behaviour and participation in sports and cultural activities.</p> <p>Overall teacher Judgement (OTJs)</p>	Teachers	At least 90% of Year 9 & 10 students feel safe at school and enjoy their experience at TAC

**Monitoring:** How are we going – check students/ teacher relationships each term.  
Where are the gaps?  
What needs to change if this is not working?

**Resourcing:** Normal Curriculum budget applies

<b>Improvement Plan - Domain: Special Character</b>			
<b>Strategic Goals:</b> Quality Relationships – Whanaungatanga			
<b>Annual Goal:</b> Ensure the Mihinare is seen and felt within the school			
<b>Baseline Information:</b> The boys who attend Te Aute come from diverse backgrounds. Some have been exposed to religion however many boys arrive at Te Aute without a religious background.			
<b>Key Improvement Strategies:</b>			
<i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>			
<b>When:</b>	<b>What: (examples)</b> <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>
<b>Feb</b>	Introduce students to chapel and school values	Chaplain, all staff	Daily attendance at chapel
<b>Ongoing</b>	Haahi classes Chapel practices Kauhau - Readings Values workshops in advisories Outside presenters Cultural NCEA credits <ul style="list-style-type: none"> <li>• Hāhi</li> <li>• Te Reo</li> <li>• Te Ao Haka – Performing Arts</li> <li>• Ngā Toi – Visual Arts</li> </ul>	Chaplain All teachers Hostel staff	Ngā Poutama records Anecdotal observations NCEA credits achieved Powhiri Chapel Manu Korero Kawahaka
<b>Nov</b>	Evaluate individual student knowledge	Advisors	Sign off Ngā Poutama
<b>Monitoring:</b> How are we going – check students/ teacher relationships each term. Where are the gaps? What needs to change if this is not working?			
<b>Resourcing:</b> Normal Curriculum budget applies			

<b>Other Key Improvement Strategies to Achieve Strategic Vision</b>			
<b>Quality Environment Ka ora kāinga rua</b>	<b>Short Report</b>	<b>Finance</b>	<b>Short Report</b>
Property: (summarised from property plan) Improve physical environment	Follow the 5YPP and 10YPP - commence upgrade of classroom décor - continue asset replacement plan - quarterly cyclical maintenance	Continue to follow sound financial practices	Continue using strong financial systems Identify opportunities to gain financial support from avenues other than bulk grant
<b>Special Character - Mihinare</b>	<b>Short Report</b>	<b>Community engagement</b>	<b>Short Report</b>
Ensure the Mihinare is seen and felt within the school	“...of a sacred place given to God an insight into the Christian conception...and being an influence for good among their fellows during their lifetime...”	Maintain regular contact with whānau Network with hapū and iwi Network with local education providers Network with local businesses	Twice a term Advisory contact with each whānau Continue close relationship with EIT, Hukarere, our Kahui Ako and other HB Secondary Schools Forge new partnerships with CHB and HB businesses to support students' pathway choices
<b>Special Character – Tikanga Māori</b>	<b>Short Report</b>	<b>Parent/whānau connection</b>	<b>Short Report</b>
Strengthen “Ngā Poutama”	“...a creative village; of an experimental marae community college in Māori education... strong in knowledge and practice of Māoritanga...”	Strengthen connections with parents/whānau to improve curriculum, teaching, student engagement and learning.	Use a variety of ways to communicate with and gather feedback from parents/whānau.