

# Taieri College



Charter 2024-2025

## **OUR MISSION**

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To deliver a challenging and enriching education in a supportive environment that will transform the lives of our students.

## **OUR VISION**

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To provide a safe, friendly environment where students will experience an innovative and cohesive education to enable them to become confident, connected, life-long learners who are positively involved in society.

# OUTCOME OF OUR VISION –

## What we want for our young people

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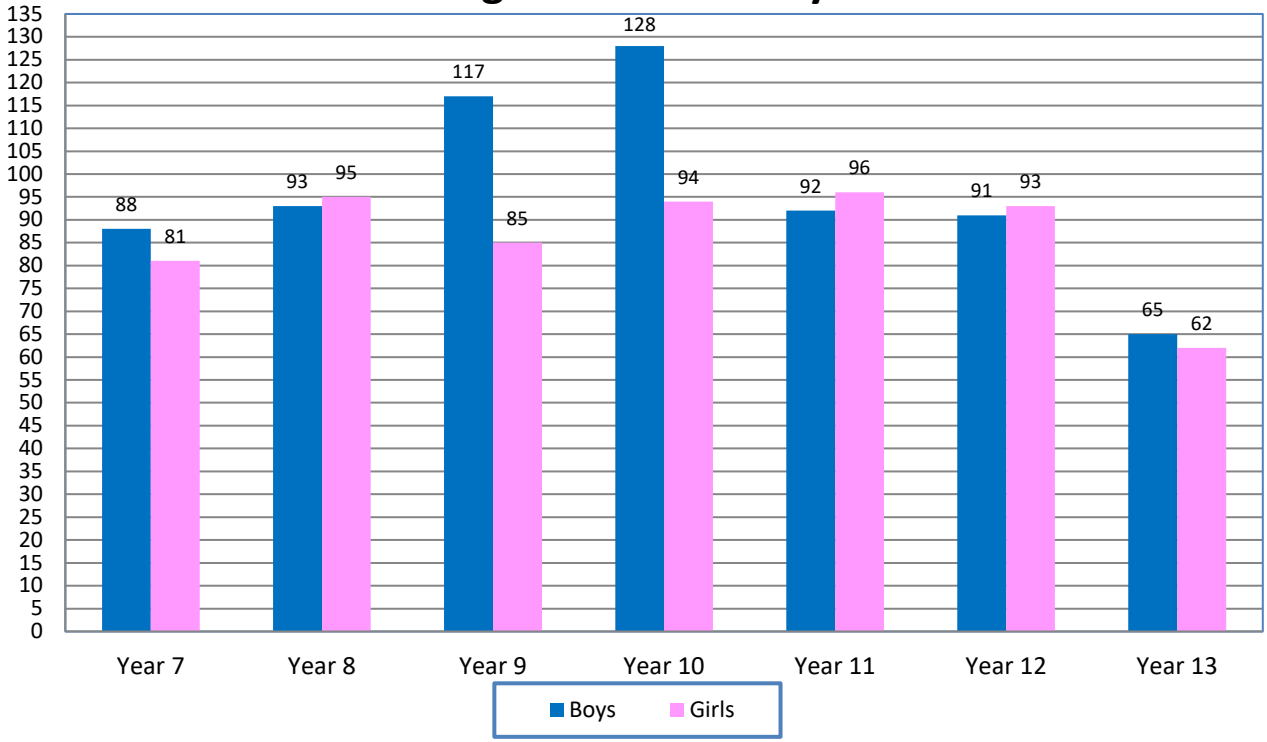
People who:

- will be creative, energetic, and enterprising.
- will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country.
- will work to create an Aotearoa New Zealand in which Māori and Pakeha recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring.
- will continue to develop the values, knowledge, and competencies (Thinking; Using Language, Symbols and Text; Managing Self; Relating To Others; Participating and Contributing) that will enable them to live full and satisfying lives.
- will be confident, connected, positively involved and lifelong learners.

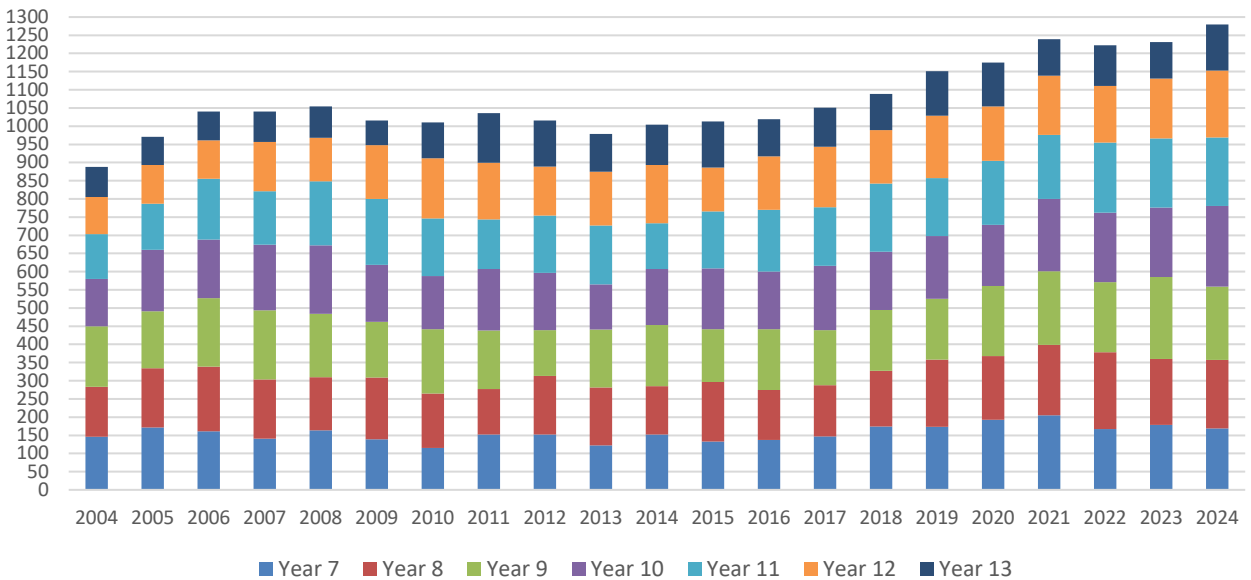
<b>Confident</b>	<b>Actively involved</b>
<ul style="list-style-type: none"> <li>• positive in their own identity</li> <li>• motivated and reliable</li> <li>• resourceful</li> <li>• enterprising and entrepreneurial</li> <li>• resilient</li> </ul>	<ul style="list-style-type: none"> <li>• participants in a range of life contexts</li> <li>• contributors to the well-being of New Zealand – social, cultural, economic and environmental</li> </ul>
<b>Connected</b>	<b>Lifelong learners</b>
<ul style="list-style-type: none"> <li>• able to relate well to others</li> <li>• effective users of communication tools</li> <li>• connected to the land and environment</li> <li>• members of communities</li> <li>• international citizens</li> </ul>	<ul style="list-style-type: none"> <li>• literate and numerate</li> <li>• critical and creative thinkers</li> <li>• active seekers, users, and creators of knowledge</li> <li>• informed decision makers</li> </ul>

# OUR ROLL

## Taieri College Roll - February 2024



## Taieri College Roll Comparison



# COLLEGE AND COMMUNITY

Taieri College, situated in Mosgiel, Dunedin, serves a well-defined local community. As a Decile 7 co-educational Year 7- 13 college, it continues a commitment to education that began in this area in 1853.

Taieri College is a community college. This concept involves the college having a sense of ownership by the people of the Taieri. We share with the whole community the important role of developing our young people.

## Logo significance

### Sunshine

- New era
- Life-giving
- Warmth, health, happiness
- Taieri's better weather
- Recognition of Chinese society
- Adds vivacity to design

### The Water Dish

- Taieri River, Waipori River and Silverstream
- Meandering appearance of rivers
- A region born from water
- Legend of Makamaka
- Maori koru shapes (birth, young)
- Strong New Zealand symbolism
- Students finding their way in life
- Recognition of Maori society
- Adds movement to design



### Saddle Hill

- Taieri's major landmark
- Legendary and historic
- Iconic status

### Blue and Gold

- Taieri's colours
- Recognition of Scottish society

### Set of Three

- Three rivers
- Three centuries of Taieri schools: 1800s, 1900s and 2000
- Three school names: Mosgiel Intermediate and The Taieri High School becoming Taieri College
- Three-way relationship: students, staff and family

The Taieri Plain is a clearly defined geographical area that has a proud tradition of sturdy independence and a commitment to its unique mix of town and country. It is a community that is willing to embrace change and has looked to diversify and grow to meet the evolving needs of the markets for its products. It has warmly embraced the technical and scientific world in its desire to maximise its production yet has retained its sense of cohesiveness and family values.

Families of the Taieri Plain choose Taieri College to educate their young people. They want:

- a co-educational seamless school
- a safe, supportive environment
- broad-based balanced education
- strong community links
- an education that will equip their young people for the 21<sup>st</sup> Century
- credentials that will give students from the school the personal resources to fulfil their goals.

At the same time, the community wants its young people to be nurtured and cared for by staff with values similar to their own. They look to the college to help them teach their young about respect and caring for others, about being honest and trustworthy, and to learn about hard work and commitment and the benefits and rewards these can bring.

# SHARED VALUES

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Our shared values are the important qualities we live by; shown in the ways we go about our work and relationships with others.

## **Excellence**

This means we:

- constantly strive for our personal best, challenging ourselves, showing a positive attitude, perseverance, and being accountable.
- encourage ourselves and others to show courage in striving for new learning as we test ourselves and others in healthy competition.
- provide opportunities and help for every individual to reach their potential.

## **Respect**

This means we:

- have pride in ourselves, our family, our college, and our community.
- take responsibility for our actions and act with honesty and integrity.
- show respect for the beliefs and values of other cultures and acknowledge the importance of the Treaty of Waitangi as the founding document of our society.
- respect the fragility of our environment and strive to practice ecological sustainability.

## **Our Commitment to the Government Requirements**

Taieri College is committed to meeting all the requirements of:

- the Treaty of Waitangi. This means that Taieri College will:
  - Ensure awareness of Tikanga and Te Reo is created within the college through curriculum areas, assemblies, signage, and the college newsletter (where appropriate).
  - Parents and caregivers who wish to have their young person educated through Te Reo Māori will:
    - Have explained to them what Taieri College does to meet Te Reo and Tikanga Māori needs in its regular programme.
    - Be offered the opportunity for assessment of the suitability of the student for study through Te Kura.
    - Be invited to explore the availability of family support in Te Reo.
    - Work with the college to access external agencies able to offer support.
- the National Education Goals.
- the Foundation Curriculum Policy Statements.
- the National Curriculum.
- the National Administrative Guidelines.
- all relevant legislation that applies to all aspects of school operation.

# 2024 – 2025 STRATEGIC FOCUS

Transforming the lives of our students by positively engaging them in education at Taieri College

Statements of Intent. We intend to...	How will we achieve these intentions?	Who is responsible?	When?	What resources?
<b>Instil confidence in our students by providing an environment that is both emotionally and physically safe. (Hauora)</b> <b>Classrooms will be inclusive and cater to the needs of all learners, regardless of age, ethnicity, gender, or ability. (Kotahikitanga)</b>  <b>(NELP Objective 1 Learners at the Centre)</b>	School Values and Expectations	Principal and the whole staff	Ongoing	N/A
	Positive Teacher/Student Relationships (Ako)	Whole staff	Ongoing	N/A
	Tataiako (cultural competencies)	Whole staff	Ongoing	Professional development
	Health Programmes	PE & Health Curriculum Director and Health Teachers	Ongoing and reviewed in December each year	Ongoing PD including liaison with other agencies
	Counselling	Principal, Board of Trustees and Guidance Department	Ongoing and reviewed in October each year	Budgeting and staffing for counsellors

Pastoral Care discussion at staff meetings (and Dean's Meetings) using KAMAR	Senior Leadership Team and Deans	Ongoing	N/A
"Loves-Me-Not" Presentation (Sophie Elliott Foundation)	NZ Police presenting to Year 12s	Term 2	Classrooms provided
Restorative Practices	Whole staff	Professional development of Restorative Justice principles and practice	Potential professional development opportunities
Well-Being Ambassadors	Guidance	All year	Rebranding of Peer Mediators to "Well-Being Ambassadors"
Mentoring Programme	Assistant Principal		Selection and training of Senior Mentors to work with "at risk" younger students



<b>Respect the uniqueness of New Zealand Society with an understanding of our bi-cultural partnership with Tangata Whenua (Tangata whenuatanga)</b>  <b>(NELP Objective 2 Barrier Free Access)</b>	Tataiako (cultural competency) of staff	Principal and the whole staff	Ongoing	Professional development opportunities
	Provision for Kaitiaki (Māori Dean)	Principal and BoT	Ongoing	Management Unit and release time
	Consultation with our Māori community (Whanautanga)	Kaitiaki, Principal and Māori-Pasifika Council	Annual Hui	Providing Kai
	Hui time at Year 10	Kaitiaki, Deputy Principal	Ongoing	All Year 10s have a consistent opportunity to explore Tikanga Māori
	Tracking of Māori student achievement	Kaitiaki, Curriculum Directors and whole staff	Ongoing	Professional Development
	Support of Māori-Pasifika Council and promotion of Kapa Haka	Kaitiaki, Principal and BoT	Ongoing	\$10,000 Budget approved by BOT
	Mentoring Programme	Principal and Kaitiaki	Ongoing	Use of Māori mentor to work with students who are not achieving or are “at risk” of not achieving
	Māori Community Liaison Role	Principal and SLT	Pilot trial by MOE	MoE resourcing

<p><b>Resource our school so teaching programmes reflect current developments, particularly regarding technology (whakawhiti hangarau)</b></p> <p><i>(NELP Objective 5 World Class Inclusive Public Education)</i></p>	<p>Budget provision</p> <p>Professional Development</p> <p>Blended learning environment development of classrooms</p> <p>Microsoft 365 Development</p> <p>Contract Cyclone to have IT technician on site to assist and troubleshoot IT issues</p>	<p>Principal and BoT</p> <p>Senior Leadership Team and Curriculum Directors</p> <p>Principal and BoT</p> <p>Principal and SLT</p> <p>Assistant Principal (Lyndon Jones)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2024</p> <p>Ongoing</p>	<p>IT Budget approved</p> <p>\$40,000 budget approved by BoT</p> <p>Professional development opportunities</p> <p>Commitment to provide release time for a teacher who will provide release time for staff professional development of Microsoft 365</p> <p>Approved as part of the budget by BoT</p>
<p><b>Foster a community of connected learners with the understanding that students learn better when we work in partnership with home and the wider community (Manaakitanga)</b></p>	<p>Email contact from teachers with home</p> <p>Reporting</p> <ul style="list-style-type: none"> <li>-Learning Readiness</li> <li>-Formal Reports</li> <li>-Deans pastoral system</li> </ul>	<p>Classroom teachers</p> <p>Curriculum Directors, Deans and Classroom teachers</p>	<p>Ongoing</p> <p>Learning Readiness every three weeks. Formal Reports end of Terms 3 and 4</p>	<p>Provision of Staff IT (laptops)</p> <p>N/A</p>

<b>(NELP Objective 4 Future of Learning and Work)</b>	Parent Interviews	Classroom Teachers	Conducted March and July	Budget provided for staff meals
	Community Consultation	Senior Leadership Team	Ongoing	N/A
	Weekly Newsletter	Principal and Office	Weekly	E-mailed and posted on the website
	School Website	Principal's EA	Ongoing	
	Facebook Pages	Liz Hurst –TIC Social Media	Ongoing  Ongoing	One Middle Management Allowance
	KAMAR	SLT, Lyndon Jones (AP)	Ongoing	Portal to access “real- time” assessment details
	College functions	Senior Leadership Team	Ongoing	Catering and rental of facilities when required  Careers support
	Careers/Gateway Programmes	Senior Leadership Team	Monthly	N/A
Sports Council	Director of Sport	Monthly		

<p><b>Role model reflective practice and use our knowledge of student achievement to guide us in the next steps of their learning (Arotaki whaiaro)</b></p> <p><b><i>(NELP Objective 3 Quality and Leadership)</i></b></p>	<p>Professional Development</p> <p>Use of Student Profiles (tracking)</p> <p>Assessment Practices</p> <p>Learning Support Coordinators (LSC) information sharing</p> <p>Professional Growth Cycle</p>	<p>Senior Leadership Team</p> <p>Curriculum Directors and Classroom Teachers</p> <p>Curriculum Directors and Classroom Teachers</p> <p>Learning Support Coordinators</p> <p>Principal and Curriculum Directors</p>	<p>Regular staff meetings</p> <p>Developing</p> <p>Ongoing</p> <p>LSC Folder provided on Staff SharePoint</p> <p>Ongoing</p>	<p>\$30,000 per annum professional development budget</p> <p>Reviewable annually KAMAR licence</p> <p>N/A</p> <p>Provision of office space</p> <p>Staff to sustain ongoing valuable professional learning and growth</p>
<p><b>Create a school culture that values lifelong learning and allows students to reach their academic potential. We will have high expectations (whanaungatanga)</b></p> <p><b><i>(NELP Objective 1 Learners at the Centre)</i></b></p>	<p>School-wide expectations</p> <p>Positive Teacher-Student relationships (Ako)</p> <p>School-wide and Curriculum Specific Professional Development</p>	<p>Principal and the whole staff</p> <p>Whole Staff</p> <p>Senior Leadership Team and Curriculum Directors</p>	<p>Regular staff meetings</p> <p>Ongoing</p> <p>Ongoing</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>

<p><b>Promote active involvement in a range of school contexts, with reference to curriculum and co-curriculum opportunities (mahi mātauranga)</b></p> <p><b>(NELP Objective 2 Barrier Free Access)</b></p>	Implementation of the refreshed curriculum	Curriculum Directors	Ongoing	Support by offering access to PLD opportunities
	EOTC Programme	PE Curriculum Director and EOTC coordinator	Ongoing	Professional Development Budget
	Provision for Sporting and Cultural opportunities outside of school	Teacher in charge of Sport, Sports Coordinators	Ongoing	Funding for Sports Coordinators
	Compulsory physical education programme	PE Curriculum Director	Ongoing	N/A
	Compulsory Arts/Music Programme	Arts Curriculum Director and Head of Music	Ongoing	N/A
	Arts Coordinator and Director of Sport	Positions that promote and provide rich extra-curricular opportunities for our students	Ongoing	Funded by the Board of Trustees

## ANNUAL PLAN GOALS FOR 2024

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The Board of Trustees has identified the following annual plan goals for 2024:

### **GOAL 1: Success as Māori**

Raising Māori student achievement and strength of identity. Academically, we will continue to develop Tier 2 tracking programmes to enhance the academic achievement of Māori students. Our specific academic goal is for 80% of Māori students in Year 11 to attain Level 1 NCEA in 2023.

### **GOAL 2: NCEA Achievement**

Enhancing NCEA Achievement. Our college-wide NCEA goals are:

- 80% of all Year 11 students attain Level 1 NCEA in 2024
- 85% of all Year 12 students attaining Level 2 NCEA in 2024
- 70% of all Year 13 students attaining Level 3 NCEA in 2024

### **GOAL 3: Tracking of Years 7-10**

Accelerated progress of Year 7-10 students at risk of not achieving. Curriculum areas will make early identification of students who are at risk of not achieving (Tier 2 students) at the Curriculum level recommended by the Ministry of Education and will develop and employ strategies to accelerate the learning of the targeted students.

- **Year 7–8 Writing:** All students identified as operating 'below' the desired Curriculum level of learning should move at least two subsets in their writing ability.
- **Year 9–10 Science:** Tier 2 students will be identified using an assessment of their science capability. Their learning progression will be tracked, and half of the identified Tier 2 students will graduate into Tier 1 during the year.
- **Year 9-10 English:** Tier 2 students will be identified using an assessment of their Writing capability. Their learning progression will be tracked, and half of the identified Tier 2 students will graduate into Tier 1 during the year.
- **Year 9-10 Mathematics** Tier 2 students will be identified using an assessment of their Numeracy capability. Their learning progression will be tracked, and half of the identified Tier 2 students will graduate into Tier 1 during the year.

### **Goal 4: Literacy**

We will undertake a professional development programme that focuses on Disciplinary Literacy. Curriculum areas will explore literacy requirements for their subject areas and develop skills to improve the levels of student literacy.

### **GOAL 5: Restorative Practice Development**

Refreshing and reviewing our college-wide restorative practices. Ensure our new staff are upskilled in current restorative practices.

## Goal 1

Raising Māori student achievement and strength of identity. With the assistance of our Kaitiaki and Kai Tahu we will be developing a cultural narrative for Taieri College. Academically, we will continue to develop Tier 2 tracking programmes to enhance the academic achievement of Māori students. Our specific academic goal is for 80% of Māori students in Year 11 to attain Level 1 NCEA in 2023.

### Background

Taieri College upholds the principles of the Treaty of Waitangi. We respect the notion of Māori learning as Māori and their right to a fair and equitable education.

Action	Completed By	Responsibility of and cost	KPI
Offering NCEA Māori as a subject	Principal	Staffing allowance of four hours	<ul style="list-style-type: none"><li>• Level 1,2 and 3 programmes developed.</li><li>• Monitor student achievement and liaise with Deans regarding interventions if and/or as required.</li><li>• Sufficient professional development opportunities for teachers.</li></ul>
Hui Time	Deputy Principal Year's 7-10	Year 10s will participate in regular Kapa Haka opportunities during Hui Time.	<ul style="list-style-type: none"><li>• Maintaining knowledge of Haka.</li><li>• Programme developed throughout 2021.</li><li>• Staff provided for kapa haka tuition.</li></ul>
Funding of a Kaitiaki (Māori Dean)	Principal	Principal (one Management Unit, including classroom release time)	<ul style="list-style-type: none"><li>• Kaitiaki oversees the Māori mentoring programme.</li><li>• Organisation of annual Whanau Hui</li><li>• Identify NCEA Māori students who are at risk of not achieving.</li><li>• Assists Year Level Deans in the pastoral care of Māori students.</li></ul>

			<ul style="list-style-type: none"> <li>Māori/Pasifika students show a willingness to participate in cultural events. Promotion of Kapa Haka.</li> </ul>
All staff continue to embrace the principles of Ka Hikitia and demonstrate cultural competency as teachers (Tataiako)	On-going and monitored each year	Curriculum Directors	<ul style="list-style-type: none"> <li>Continued understanding and implementation of “Ako” concept.</li> <li>Ensuring learning programmes are inclusive and their progress as individuals is comparable with non-Māori Pasifika students.</li> </ul>
Te Reo classes continue to be offered and use of Te Reo promoted across the college	Whole year	Principal	<ul style="list-style-type: none"> <li>Specific classroom for Māori language (wharenui). Te Reo Māori compulsory in Years 7,8 and 9</li> <li>Waiata is sung at the beginning of assemblies.</li> <li>Professional development opportunities.</li> </ul>
Early identification of Māori students at risk of not achieving	Whole year	Classroom Teachers and Curriculum Directors	<ul style="list-style-type: none"> <li>Māori students identified by classroom teachers.</li> <li>Learning data from “Student Profiles” on KAMAR will identify students at risk of not achieving.</li> <li>IEPs are developed in response to data ensuring students are on a pathway that ensures academic success.</li> </ul>
Provision for specialised Kapa Haka tutors (if required)	Whole year	Principal and BoT	<ul style="list-style-type: none"> <li>\$10,000 per annum</li> </ul>
Māori Community Liaison role	2024	Brenton Hackfath(DP)	<ul style="list-style-type: none"> <li>Part of MoE pilot scheme (funded by</li> </ul>



**Goal 2**

**Enhancing NCEA Achievement. Our college-wide NCEA goals are:**

- 80% of all Year 11 students attain Level 1 NCEA in 2023
- 85% of all Year 12 students attaining Level 2 NCEA in 2023
- 70% of all Year 13 students attaining Level 3 NCEA in 2023

Action	Completed By	Responsibility of	KPI
Provision of a rich and diverse Level 2 Curriculum giving students the opportunity to attain credits in a variety of learning areas	December 2024	Principal	<ul style="list-style-type: none"> <li>• Vocational courses are offered to students who are not suited to a traditional academic pathway.</li> </ul>
Programmes developed giving students a better chance of attaining credits at NCEA	December 2024	Curriculum Directors and teaching staff	<ul style="list-style-type: none"> <li>• Programme of work completed.</li> </ul>
Tracking of "at risk" students	December 2024	Deputy Principals and Deans	<ul style="list-style-type: none"> <li>• The process to identify students at risk of not achieving NCEA via KAMAR data.</li> <li>• The list developed early enough for intervention to occur.</li> <li>• Specific study period for selected students who need a boost.</li> </ul>

### Goal 3

#### GOAL 3: Tracking of Years 7-10

Accelerated progress of Year 7-10 students at risk of not achieving. Curriculum areas will make early identification of students who are at risk of not achieving (Tier 2 students) at the Curriculum level recommended by the Ministry of Education and will develop and employ strategies to accelerate the learning of the targeted students.

- Year 7–8 Writing: All students identified as operating 'below' the desired Curriculum level of learning should move at least two subsets in their writing ability.
- Year 9–10 Science: Tier 2 students will be identified using assessment of their science capability. Their learning progression will be tracked, and half of identified Tier 2 students will graduate into Tier 1 during the year.
- Year 9-10 English: Tier 2 students will be identified using assessment of their Writing capability. Their learning progression will be tracked, and half of identified Tier 2 students will graduate into Tier 1 during the year.
- Year 9–10 Mathematics Tier 2 students will be identified using assessment of their Numeracy capability. Their learning progression will be tracked, and half of identified Tier 2 students will graduate into Tier 1 during the year.

#### Background

Early identification of students at risk of not achieving is essential in developing programmes and implementing appropriate interventions to ensure success for all students

Action	Completed By	Responsibility of	KPI
Mathematics, Science and English Curriculum Directors define criteria for identifying students at risk of not achieving	March 2024	Curriculum Directors	<ul style="list-style-type: none"><li>• Specific achievement data is used to provide information for determining students at risk of not achieving (overall teacher judgement criteria).</li></ul>
Science and English Curriculum Directors will identify students at risk of not achieving early in the year	March 2024	Curriculum Directors and Heads of Departments	<ul style="list-style-type: none"><li>• List of Tier 2 at-risk students identified before the end of February.</li></ul>
Identified students will have their achievements tracked over the year	December 2024	Curriculum Directors and Heads of Departments	<ul style="list-style-type: none"><li>• Data of at-risk students collated.</li></ul>

Teaching programmes will be reviewed and modified to enhance the achievement of identified at-risk learners (Teaching as Inquiry)	December 2024	Curriculum Directors, Heads of Departments and Classroom teachers	<ul style="list-style-type: none"> <li>Teaching programmes cater for students working at curriculum levels below the recommended level for each Year level.</li> </ul>
<p><b>Year 7 and 8 Reading / Writing / Mathematics -</b> To move a core group of Tier 2 students by implementing an intervention programme to boost achievement and progress towards the expected curriculum level.</p>	December 2024	<p>TK Curriculum Director</p> <p>TK Teachers</p> <p>TK Teachers</p> <p>TK Teachers</p>	<ul style="list-style-type: none"> <li>Group four to six students for each subject, over the two cohorts this will be around 35 students per year level. Planned programme over two terms.</li> <li>Move these identified students one to two subsets. Have entry level data and exit level data.</li> <li>Teacher class profiles identify and plan intervention programme for each student.</li> <li>Specific teaching strategies are planned to boost/improve the student's achievement</li> </ul>

**Resourcing:**

- Professional development opportunities.
- Professional development around KAMAR Markbooks.

#### Goal 4: Literacy

We will undertake a professional development programme that focuses on Disciplinary Literacy. Curriculum areas will explore literacy requirements for their subject areas and develop skills to improve the levels of student literacy.

#### Background

High literacy levels have been identified as being critical to NCEA success for students. We believe a school-wide approach using shared strategies across all curriculum areas will be beneficial in improving student literacy levels

Action	Completed By	Responsibility of	KPI
Working with ImpactEd in developing specific literacy strategies for specific curriculum areas. This practice is called Disciplinary Literacy	Dec 2024	Principal and SLT	<ul style="list-style-type: none"><li>Initiatives developed and delivered to teachers across the college</li><li>E-AsTTle results at Year 10 tracked by the English Department</li></ul>
Curriculum areas will be given the opportunity to work exclusively with Impact Ed in developing effective literacy programmes for their learning area.	Dec 2024	Curriculum Directors	<ul style="list-style-type: none"><li>Attendance of staff at professional development workshops/staff meetings.</li><li>Implementing learned strategies during class time.</li></ul>
Michelle Bennett (AP) will liaise with ImpactEd and coordinate a timeline of professional development with each curriculum area	End of the school year	SLT	<ul style="list-style-type: none"><li>Implementation of literacy strategies across the college</li><li>Professional development opportunities</li></ul>

#### Resourcing:

- Contracting of ImpactED

**GOAL 5: Restorative Practice**

Refreshing and reviewing our college wide restorative practices. Ensure our new staff are upskilled in current restorative practices.

**Background**

It has been almost 6 years since our entire staff experienced training in restorative strategies. We would like to revisit our restorative practice procedures.

Action	Completed By	Responsibility of and cost	KPI
A whole school staff teacher only day on 18 March 2024 facilitated by Rich Matla from the Ministry of Education	2024	SLT Cost of venue hire, morning tea, lunch, and extra hours for teacher aides	<ul style="list-style-type: none"><li>• Use of current restorative practices across the College</li><li>• Resources for teachers moving forward</li></ul>

**Resourcing:**

Providing future resources for staff to enhance the effective use of restorative strategies.