

HUNTLY COLLEGE

Te Kura tuarua o Rāhui Pokeka

SCHOOL CHARTER 2018 – 2020



Vision

We lead, we collaborate to achieve, we are strong in the world.

Values

We value:

Manaakitanga

warm, mutually respectful relationships.

Whanaungatanga

learning together and making decisions together with our whanau as part of our community.

Kaitiakitanga

protecting and enhancing our environment.

Piki ake ki te taumata

striving for excellence in all that we do.

Rangatiratanga

the unique place of Maori as tangata whenua.

Students from Huntly College will walk onto life's stage with dignity, purpose and options.

H C **GRADUATE**

Hardworking with a **C**urious mind

Globally contributing

Respectful

Achieving Goals

Dynamic and confident

Unique

Accessing opportunities

Tech savvy

Empowered to take next steps

WAWATA

EXPECTATIONS

WAWATA for our kura:

At Huntly College there is a culture of high expectation and optimism for all our students.

WAWATA for our students:

Our students are happy, positive learners and are confident that the school has their best interests at heart. Our students have positive relationships with each other and the teachers. When they leave school, they have a clear pathway to follow and they feel strong and confident in the world.

WAWATA for our staff:

Our staff have the best interests of our students at heart. They work collaboratively to design and deliver programmes of learning that inspire students to love learning. They support the students to achieve highly and to feel confident about their place in the world.

WAWATA for our whanau:

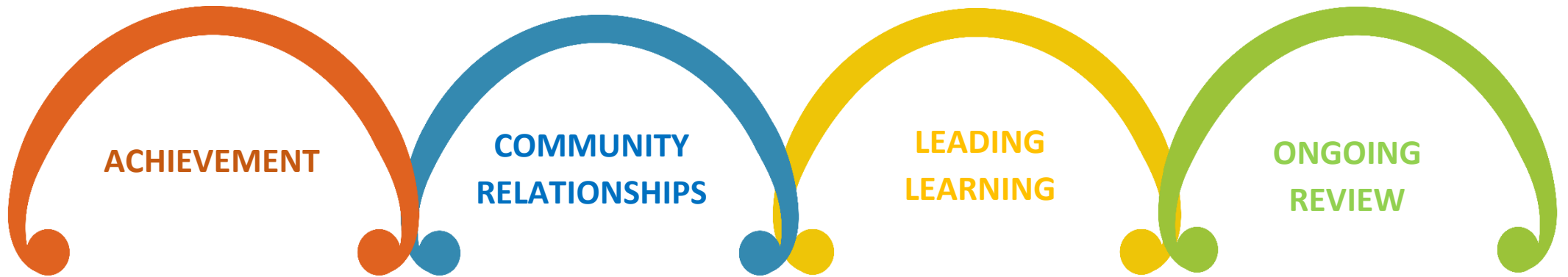
Our whanau feel confident that they have a genuine partnership in the education of their young people.

WAWATA for our community:

The Huntly community feels pride and confidence in its own college.

Strategic Drivers

2018 – 2020



Over the next 3 years, Huntly College is committed to improving achievement in all areas.

- Tutorials – Puna Ako
- “I am” Modules – He aha ahau?
- Pathways – Ngaa ara whakamua
- Sports / Culture / Leadership – Te Puawaitanga
- Learning Support
- HCEA
- NCEA

AND the Board will provide resources to ensure the quality of the above.

Over the next 3 years, Huntly College is committed to building positive relationships with our community.

- Respectful and supportive relationships with local iwi
- Respectful and warm relationships with our whanau
- Respectful and inclusive relationships with our contributing and local schools
- Respectful and challenging local, national and global relationships

AND the Board will provide resources to ensure the quality of the above.



ACHIEVEMENT



**COMMUNITY
RELATIONSHIPS**



LEADING LEARNING

Huntly College places a high value on quality learning and is committed over the next 3 years to developing a professional learning community.

- The employment of highly trained and well-qualified teachers
- Development of a safe, respectful and challenging learning environment
- Ongoing Professional Learning for teachers to support the design and delivery of engaging and purposeful programmes of learning for students
- Development of a rigorous appraisal model
- Teachers supported to attend conferences and to study externally to develop their practice

AND The Board will provide resources to ensure the quality of the above.



ONGOING REVIEW

Over the next 3 years, Huntly College is committed to continually reviewing its practice to ensure ongoing improvement.

- Regular Department reviews
- Individual teachers reviewing own practice through Appraisal Model
- Review of NCEA and HCEA results
- Middle Leaders reviewing their own practice by engaging in case studies
- SLT reviewing practice with the Principal
- Principal reviewing practice with external appraiser

AND The Board will provide resources to ensure the quality of the above.

2019 Annual Plan

Focus One

Accelerate Year 9 and Year 10 by at least one curriculum level in both Literacy and Numeracy.

Focus Two

NCEA Level 1 – 75% - Numeracy 80%, Literacy 90%

NCEA Level 2 – 85%

NCEA Level 3 – 75% - UE Entrance 35%

Focus Three

To build writing expertise:

1. Personal writing
2. Puna Ako writing
3. 1 Target student through writing inquiry

Focus Four

To build the capacity of teachers to collaborate with each other to design and deliver engaging I AM Modules using the Learning Priorities –

IGNITE / CRITIQUE / CREATE / CELEBRATE

2019 Annual Plan

For all focus areas – To implement new curriculum design to support attendance / engagement / achievement.

Focus One

Actions	Who?	When?	Success
1. Appoint Special Needs Co-ordinator.	Principal	February 2019	SENCO in place.
2. Appoint Literacy Co-ordinator.	Principal	February 2019	Literacy Specialist in place.
3. Gather baseline data for Literacy and Numeracy.	SENCO and Literacy Specialist	Term 1	There is a solid baseline data to work with.
4. Develop sound Literacy / Numeracy practices in Puna Ako.	Literacy Specialist QTLs	Ongoing	All teachers feel confident about Literacy practices in Puna Ako.
5. Support all teachers to deliver Literacy and Numeracy in context in 'I Am' Modules.	SLT Appraisal Group	Ongoing	Teachers understand their role as Literacy/Numeracy teachers and confidently include relevant practices.

For all focus areas – To implement new curriculum design to support attendance / engagement / achievement.

Focus Two

Actions	Who?	When?	Success
1. Develop and use tracking sheets for use by students and teachers.	SLT to design tracking sheet	Term 1	All students discuss their progress regularly.
2. PN to work with staff to ensure good moderation practice.	PN	Ongoing	Staff confidently use required moderation practices.

For all focus areas – To implement new curriculum design to support attendance / engagement / achievement.

Focus Three

Actions	Who?	When?	Success
1. Personal Writing – Aim to develop the writing skills of teachers and to develop understanding of the 'Write That Essay' Programme.	DP Ian Hunter Facilitator	Ongoing	Teachers write with knowledge and confidence.
2. To build student writing capabilities in a structured learning environment using the 'Write That Essay' Model.	QTLs Tutors	Ongoing	Good baseline data – students enjoy and have more confidence in the writing process.
3. To support teachers in their appraisal to do an inquiry with one student focusing on their writing.	SLT and Outside provider	Ongoing	Teachers build a case study and can articulate what they have learnt from that and present that to staff.

For all focus areas – To implement new curriculum design to support attendance / engagement / achievement.

Focus Four

Actions	Who?	When?	Success
1. To facilitate regular PL for teachers on how to use the learning priorities so that students stay engaged with their lessons.	SLT	Ongoing	Teachers engage with the learning priorities and plan and deliver engaging programmes.
2. Senior Leaders work regularly with their 4 appraisers to support, unit planning, lesson planning and lesson delivery.	SLT Appraisers	Ongoing	