

Hato Petera College



ANNUAL PLAN

2016

Preamble

Hato Petera College grew out of the Education Ordinance of 1847. St Marys industrial school for Maori Boys opened 1849. On 19 August 1850, Governor Grey entrusted 376 acres 1 rood and 28 perches of land in Northcote to the Catholic Church to support St Marys, for the purpose of Maori education and the poor. St Marys was destroyed by fire 1923. St Peter's Catechist School opened with 13 students on Sunday 3 June 1928. Two Mill Hill Fathers, Father Bruning and Father Spierings, formed the staff.

In 1946 St Peters Maori College changed to a registered secondary school the Marist Brothers were invited to staff the new department. Two Marist Brothers were appointed to the staff, Brother Patrick (Principal) and Brother Edward. In the 1960's the Marist Brothers took charge of both the hostel and school. The College began to excel academically.

In 1972 the College changed its name to Hato Petera more in keeping with the aspirations of the Maori people.

In 1984 the College began another phase in its history, that of Maori self-management. Mr Toby Curtis, an old boy, was appointed Principal. In 1988 Mr Lang Davis, also an old boy, assumed the reigns of the College during an exciting time when the future educational direction was being determined. Upon the retirement of Lang Davis at the end of 1996, Brother David McDonald, a Marist Brother and Maori was appointed Principal. 2011 Mr Hohepa Campbell was appointed principal. In 2012 Mr John Matthews old boy was appointed and is the current Principal.

Hato Petera College today is the only Maori Catholic Coeducational Secondary School in the world. It provides boarding facilities for boys and girls, as well as having a day school attached. Enrolment in the school is a prerequisite for boarding establishments. Support of the Maori Catholic Special Character of the college is essential before a student can be considered for enrolment.

Present Context

Hato Petera College has experienced significant change to its student body, staffing and governance boards during 2015. Due to a combination of factors, which has seen a decline in the retention of students, and a reduction of students entering the school, the College has reduced staffing, and resources for 2016. These factors combined to see our 2015 NCEA results decrease negatively; comparisons however of NCEA results within our national decile remain largely still favourable. At Hato Petera College we have a small, positive, caring school with a new hardworking staff dedicated to helping our students do as well as they can. This strategic section sets out our key goals and plans for the year ahead and central to this is our curriculum because we have had to adapt to meet our changing landscape. We want to have high expectations of all our students but not unrealistic ones. We know that our students are doing really well here and we want to ensure that our best students attain more favourable external level endorsement statistics.

Our Commitment

Hato Petera recognises values and promotes our cultural heritage to fulfil the intent of the Treaty of Waitangi, ensuring our curriculum reflects Maori and Catholic perspectives, and will cater for the instructional needs of Maori students especially in the provision of opportunities to learn Te Reo Maori, tikanga Maori and the practice of our Faith. We commit to provide our students with high quality learning opportunities:

- Academic achievement is our number one priority
- A balanced, Innovative and Creative Curriculum
- A supportive and well-resourced learning environment where Maori and Gospel values are modelled

Our Mission Statement

Hato Petera College is devoted to developing human potential.

Our mission is to educate and realize the Catholic teachings of Jesus Christ and Tikanga Maori as a foundation for bi-culturalism

Our Whakataukii

Kia inoi, kia mahi sets out how we will achieve this.

Vision Statement

Enabling our potential

Our Values

Tona tikanga: All interactions (interventions, strategies, activities, relationships, planning and practices) are underpinned by the college culture and values

- **Aroha** (Love)
- **Mana** (Influence, Prestige)
- **Pono** (Integrity)
- **Tika** (Truth)

Strategic Goal 1 - Ako

To live our values and develop a culture of high expectations amongst students and staff in academic, cultural and sporting achievement

Strategic intent	Focus areas 2016	Action	Success indicators
<p>To raise academic achievement for all students through effective teaching and learning practices.</p> <p>To broaden and strengthen curriculum programmes enabling improved access to tertiary education or other career pathways with a minimum of NCEA Level 2.</p> <p>To improve levels of literacy and numeracy for Year 9 and Year 10 students.</p> <p>Use ICT tools to enhance learning and teaching and broaden curriculum opportunities</p> <p>To collaborate with Tertiary and workforce partners to enhance learning experiences and teaching programmes</p>	<p>Continue to develop Umanga programmes aligning Vocational Pathways, NCEA and further education. Standards including specific 'sector-related' standards from four of the six industries:</p> <ul style="list-style-type: none"> • Primary Industries • Services Industries • Social & Community Services • Creative Industries <p>Build capacity across the Umanga Kaiarataki, to develop culturally responsive and relational pedagogy, and to promote and embed this kaupapa amongst all staff.</p> <p>Develop an inquiry culture amongst staff that improves student achievement.</p> <p>Increase Reo Maori in meaningful contexts and in new initiatives</p>	<p>PD provided for key staff to enable implementation.</p> <p>College learning structure reorganised including</p> <ul style="list-style-type: none"> • Timetable (number and timing of periods) • Leadership (Kaiarataki and pouako) • Align Programmes with courses • PD in-service (Morning Briefings) based on staff needs, term by term focus. Partnerships (Staff meetings afternoons) as below. <p>PD provided to staff</p> <ul style="list-style-type: none"> • ART (Vocational pathways) • Kia Eke Panuku (culturally responsive 	<p>College wide and Umanga targets will be achieved</p> <p>Clear purpose of direction</p> <ul style="list-style-type: none"> • Improved student engagement • Improved student achievement • Improved student retention • Improved student transition <p>Higher levels of reflection and self-review will be evident</p> <p>All staff will meet the professional standards in annual appraisal and demonstrate enhanced performance</p>

	<p>Improve the English literacy competencies so that it reflects the same level of attainment in Reo Maori</p> <p>Strengthen academic counselling to develop individual learning plans based on realistic goals, student aspirations and careers guidance programmes</p> <p>Improve our data collection analysis And use of Yr 9 and 10 data</p> <p>To attain above national average academic achievement</p> <ul style="list-style-type: none"> - 75%+attain L4+ ENG, MATHS and or MAORI by end of Y9 - 75%+attain L5+ ENG, MATHS and or MAORI by end of Y10 - 95%+attain L1 Lit - 95%+attain L1 Num - 90%+attain L1 NCEA - 90%+attain L2 NCEA - 90%+attain L3 NCEA - 65%+attain UE - 100% Students leave with L2 NCEA 	<p>and relational pedagogy)</p> <ul style="list-style-type: none"> • Team Solutions (Leadership and assessment) • PB4L (culturally responsive and relational environments) <p>Robust collection, analysis and tracking of student achievement data to inform achievement targets, to set academic goals and targets with students and whānau</p> <p>Targeted students access resourcing to accelerate progress</p> <p>Utilise E-learning and new technology to improve student engagement, access and assessment</p> <p>Build relationships with North shore Secondary Schools to improve sporting opportunities</p>	<p>Kaiarataki Umanga will report directly to BOT on Achievement, Growth, Retention and Transition</p> <p>Quality of teaching and learning will improve</p> <p>Empowering student achievement through differentiation</p> <p>Quality of attainment will improve</p> <p>Significant value is added to student academic, cultural and sporting achievement</p>
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Strategic Goal 2 – Mauritau

To live our values creating a safe learning and living environment where all whanau of our Marae feel cared for and respected.

Strategic intent	Focus areas 2016	Action	Success indicators
<p>To strengthen programmes to support a safe, healthy learning and teaching environment.</p> <p>To develop closer College-home connections</p> <p>To revise safe school policies and implement newly developed guidelines</p>	<p>Safeguard conditions conducive to teaching and learning in all classrooms and across the marae</p> <p>Embed and strengthen PB4L school wide across the Marae. Support systems and processes are in place</p> <ul style="list-style-type: none"> • College values in action are evident • Interventions for students who require additional behaviour and learning support. • Positive affirmation of positive student behaviour <p>Develop academic and pastoral counseling, connecting staff, student and whānau in conference and agreement</p>	<p>Re-establish PB4L group. Adhere to roles and responsibilities specified in the plan.</p> <p>Develop opportunities for 'student voice'</p> <p>Kaiarataki initiate IEPs</p> <p>SENCO role, develop strong working relationships with agencies and services</p> <p>Revise HPC drugs policy to facilitate both student retention and reduced drug use, and to address issues related to synthetic drugs and alcohol abuse.</p>	<p>Healthy tone in the College and more productive learning, a supportive and collegial atmosphere will be evident.</p> <p>Improvements in retention, NCEA level 1 achievement, stand-down and suspension rates decrease.</p> <p>Staff and students report that behavioural issues are managed effectively, fairly and equitably.</p> <p>Relationships are valued Students are nurtured and cared for,</p>

Strategic Goal 3 – Akomanga

To live our values fostering our special character in design and presentation in and about our facilities.

Strategic intent	Focus areas 2016	Action	Success indicators
<p>To provide quality resources and facilities within budget for the college to support</p> <ul style="list-style-type: none"> • learning programmes • Property maintenace • finance <p>To continue to develop ICT Plan</p> <p>To ensure that our environment demonstrates our cultural responsiveness</p>	<p>Review the Property Master Plan. Create priorities within the 10 Yr. plan for building and resource development</p> <p>Seek funding opportunities</p> <p>Upgrade Library and offices and establish Boardroom.</p> <p>Ongoing collaboration with Catholic Schools Office of Auckland and Proprietor to secure tenure and improve college facilities</p> <p>Continue to extend IT infrastructure across classrooms</p>	<p>Establish a college business plan for fund raising and to acquire sources of funding to realise developments</p> <p>Hire part time caretaker, continue to utilise community resources to enhance our environment</p> <p>Review and develop facilities to meet changing curriculum, including catering for E –Learning</p> <p>ICT PD needs will be identified and appropriate support for using ICT in Curriculum and Admin areas offered</p>	<p>Positive and trusting relationships are at the centre of effective efforts to promote student / whānau wellbeing, creating a sense of connection and belonging across the Marae.</p> <p>Improvements to environs and technology are evident</p> <p>College continues to develop quality resources that impact directly student achievement, retention and recruitment</p>

Strategic Goal 4 – Pae Tawhiti

To live our values creating a safe learning and living environment where students understand their place in the world, are confident in their identity and are optimistic about the future

Strategic intent	Focus areas 2016	Action	Success indicators
<p>To attract and recruit a diverse range of students to increase our student roll and strengthen our capacity in all areas.</p> <p>To raise student achievement by;</p> <ul style="list-style-type: none"> • ensuring a differentiated curriculum that satisfies the needs of all students • engaging students in vocational pathways and personalised programmes • executing culturally responsive and effective teaching strategies for improved performance <p>To review and develop our enrolment processes to ease the transition of whānau into Kura</p> <p>To provide opportunities for Māori</p>	<p>Develop student recruitment strategy with emphasis on,....</p> <p>To utilise scholarships and bursaries to attract talented students, leaders in culture, sports, academic, and or with other co-curricular strengths</p> <p>Leadership Professional Learning and Development</p> <ul style="list-style-type: none"> • Senior Leadership Team • Kaiarataki Umanga • Board of Trustees, effective Board operation and management <p>Partnerships with students, whānau, community, staff and agencies provide opportunities for greater involvement in promoting and</p>	<p>Administration</p> <p>To review enrolment processes/administration removing barriers to enrolment and improving assistance to our whānau</p> <p>Senior Leadership Team</p> <p>Review leadership and management structures:</p> <ul style="list-style-type: none"> • roles and responsibilities • clarity of college info • Embed Umanga curriculum and learning programmes <p>Review provision for students with special learning needs (SENCO)</p> <p>Develop professional</p>	<p>Higher levels of achievement and attendance</p> <p>Higher levels of engagement and retention</p> <p>Improved transition into tertiary and vocational pathways</p> <p>Staff confidence and positive tone is evident</p> <p>Students have a sense of belonging and connection to college, to whānau, to friends and the community</p> <p>Students are included, involved, engaged, invited</p>

<p>Catholic and Marist formation for staff and students and to continue to develop links with local parish communities and the wider Māori Katorika Whānau.</p> <p>Strengthen community support for college developments with current whānau, taura tawhito and church community organisations. Ensure the sustainability of the college by securing tenure</p> <p>To further develop partnerships with the North shore community in relation to our green space, sport and leadership.</p>	<p>responding to student wellbeing and support whole whānau development</p> <p>Promote the growth of the recently appointed alumni association. Strengthen taura tawhito networks, and reconnections with traditional iwi supporters.</p> <p>Both governance boards unite to secure tenure over the property</p>	<p>learning plan that meet the needs of staff with expectations of improving student outcomes</p> <p>Develop a process for capacity building – professional observations, feedback, peer review, PB4L, and school wide focus areas</p> <p>Board Of Trustees Training opportunities offered to the board. All board members will be familiar with processes and roles and able to articulate and promote the mission statement and college values. Collaborate with Te Whānau o Hato Petera Trust to secure Tenure</p>	<p>to participate and make positive contributions and transition into taura tawhito.</p> <p>Recruitment rates increase</p> <p>Board policies will reflect changing legislation and priorities</p> <p>Appropriate tenure for the college is secured, enabling redevelopment, reinvestment and partnerships with external providers.</p>
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