



Charter Strategic Plan 2019 -2020



*"Taku Kainga" Brayden Tunui- 2018 Scholarship
Winner Wallace Art Award- 2018*

Annual Plan 2019

Te Kaungā Whārangī –Turning a new page - new beginnings

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2018/2019 Inspirational Charter –Prezi - <https://prezi.com/p/ygem-mipbj-b/>



This School Charter is an integral part of our school's self-management because it reflects the vision of parents, staff, and the community for their school in the next two years in the life of the school. As such it is available for perusal and input at any time from the school office by interested groups and at specific times at meetings of staff, whānau, the Rautahi Marae Committee and Tuwharetoa Settlement Trust.

It details the school's aims, purposes, and objectives, and moving forward determines how the school will meet the needs of our 21st century students in terms of our vision, ***'Supporting rangatahi to fulfil their potential and aspirations through meaningful partnerships with whānau and our community'***. A specific focus for the school six years on, is Growing our Community – ākonga, staff and whānau. The charter also serves as the undertaking by the Board of Trustees to the Minister of Education.

In June 2016 the Education Review Office (ERO) visited Tarawera High School to complete a our first annual cycle report on our progress, commenting on:

- *School leaders, students and the community are proud of the inclusive culture they are developing that supports student wellbeing and challenges each learner to achieve across the breadth of the curriculum.*
- *Staff at Tarawera High School are supporting rangatahi to reach their potential by using innovative approaches to improve outcomes for students.*
- *A sound Māori foundation to school practices promotes strong cultural perspectives. Students have a healthy sense of their own identity in the school.*
- *Carefully analysed achievement information is used to set targets and priorities, review the effectiveness of learning programmes and to develop meaningful pathways for learners.*
- *Teachers provide a range of innovative strategies to cater for students' abilities and interests. The school values, manaakitanga, ako, ngākau pono and āwhina, (MANA) are very visible throughout the school.*
- *School trustees, leaders and staff have high expectations for all students to achieve and succeed.*
- *The wellbeing of students and staff underpins decision making at governance and management levels.*
- *The school tone is vibrant and supportive of all students and their families, who are very proud of their school.*

The School & Our Community

“The whare tāpere is the heart of the school. Other symbolic representations throughout the school record the rich history of the region. The role of the river as the lifeblood of Kawerau is depicted in the footpath that brings everyone in and out of the school on a daily basis”. ERO, 2016



Kawerau is a picturesque town located in the Eastern Bay of Plenty, situated at the foot of Pūtauaki (Mt Edgecumbe) with surrounds that include forests, hills, lakes, rivers, parks and historic sites. A wide range of sporting and recreational activities are available including the pony club, golf club, rugby and soccer club, hunting and fishing clubs, and a free thermally heated swimming pool.

Kawerau was founded in 1953 to take advantage of the abundant wood and water resources and geothermal activity, with a burgeoning industrial base which is undergoing a renaissance as it develops its own assets. The local iwi are Ngati Tuwharetoa, with a strong Tuhoe and Ngati Awa presence in the school and community. The local multi-cultural marae, ‘Rautahi’ provides a special place for our school, whānau, iwi and the community to use.

Kawerau has the world’s largest industrial site powered by geothermal energy and there are some exciting developments underway to utilise this effectively, without damage to the environment. The new school is capturing the strong sun in Kawerau, by using solar panels to generate additional power, especially during summer holidays when the sun is at its strongest. There are a number of significant events held throughout the year including the White Water Kayaking Championships, and the Wood-fest and National Wood-skills Competition.

Education is important for us, as around one third of Kawerau’s population is under 25 years of age, with Māori making up 62% of it. The community of Kawerau face a number of challenges; but with the presence of a strong community spirit, the people embrace change in working towards finding transforming solutions.



The commitment by the Government in providing better educational facilities in Kawerau has seen significant growth and development among the young people of the town and this transition taking place is the beginning of a new phase for education excellence in Kawerau.

Yr 7-13 Tarawera High School



CURRENT ROLL: 460 students

SCHOOL TYPE: Yr 7-13 co-educational state secondary school

OFFICIAL OPENING: 29 January 2016

The Tarawera High School reflects the latest concepts of design in education providing innovative learning spaces that best serve the community.



The key competencies are the foundation of the teaching and learning process. The staff at our school have been appointed on the basis of reputations for excellent pedagogy.

Traditional approaches to teaching and learning are mixed with inquiry projects. Inquiry-based learning encourages students to have ownership of and construct aspects of their own learning. It is centred on exploration of a question, issue or idea and involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking actions.

The Board and Principal worked together to transform the Board of Trustee's vision for education into a highly effective schooling model. In our seventh year since the evolving of Tarawera High School, the school is now about to see a cohort of students complete their whole educational journey at Tarawera High School, 2013-2019. Ethos, culture, and MANA are now set and this next phase of the schools life is to bring home our first graduates to inspire and motivate the next generation of Kawerau rangatahi to grow and shine for their school, whānau and community.



The community are taking an active part in the life of the school as strong community links are forged to form a supportive environment for students and whānau to grow. Regular collaboration with Te Wānanga o Aotearoa and Tuwharetoa Iwi has brought whānau into our school, strengthening relationships, supporting students learning and enabling parents/caregivers to learn along side their tamariki and further build on their own skills as ākonga.

About Us – Facts & Figures

Services:



Learning pathways (Years 7-13)

Wellness Centre, Nurse and Social Worker on site

Teen Parent Education Centre on site

Student leadership, Peer mentoring, Tuakana Teina, AOC, GSA

Wide range of performing arts/cultural/sport programmes

Comprehensive careers programme, links to tertiary providers

Specialist Learning Centre, Te Reo/Tikanga Māori

Trades Academy, Gateway programme

Kawerau Pathways to Work / ISK

Taikākā (Alternative Education-AE) -Years 9-11

DRIVE Tarawera- vehicle education programme



Staff

40 Teaching Staff

2 Teaching staff- Teen Parent Education Centre

1 Career Development Officer

5 Admin Support Staff

8 Teacher Aides

8 Grounds and Cleaning staff

Amenities

21st Century Learning Environment

Gymnasium / Rockwall / Adventure Playground

Science laboratories

Performing Arts Theatre and Music Centre

Hospitality Centre

Creative Technologies Centre

Visual Arts Centre

Flood lite Astro Turf, Bike track, Fitness trail



Decile Rating

1b

Contributing Schools

Kawerau Pūtauaki School

Kawerau South School

Te Whata Tau o Pūtauaki

Operating Budget

1,601, 248

Principal:

Helen Tuhoro



Board of Trustees:

Pari Maxwell (Chairperson)

Willie Mitai, Sela Kingi, Shakirra Thomas, Raiha Tawera

Antony Pritchard (Staff Rep),

Marjean Rogers (Student Rep)

Kaumatua:

Rev Patio Te Rire

Our Vision for Tarawera High School

Kauapa/Philosophy/Vision

Like our sacred flowing streams and rivers cascading at Te Takanga i o Apa by Pūtauaki, gaining strength and force in this union flowing into Te Awa o te Atua at Matata, then to the sea and out into the world.

So too is the meeting of the many learning pathways at this school, to gain knowledge and wisdom, confidence and self-determination as rangatahi and whānau continue their journey and go out into the world.



“Supporting rangatahi to fulfil their potential and aspirations through meaningful partnerships with whānau and our community”

Achieving the Vision Requires:

- A learning environment where there is a commitment to engaging the learners, ensuring learning takes place and students achieve excellence / their personal best.
- A range of subjects and levels within curriculum areas to cater for all levels of ability.
- A range of pathways for students, to maximise opportunities for the school leaver.

E-Learning – LIFE LONG LEARNERS

- An e-confident school: one in which all teachers and learners can confidently and competently use new technologies to enhance learning.
- Actively seeking, using, creating tools for knowledge.
- Informed decision makers with the most up-to-date information on process and systems.

Performance – Sport and Culture - CONFIDENT

- A wide range of opportunities and support for every individual to reach his or her potential; achievement for all.
- Students become positive in their own identity and ability.
- Resilient, motivated, committed.



Pastoral Care and Partnership - CONNECTED

- An environment where all people feel valued, where responsibility is developed and where students and staff recognise the need for respect, both for themselves and others.
- Students are connected to their whenua (land) and their environment.
- Students stay connected to their communities through service.
- A strong and active partnership between home and school, and school and the community.

Achieving the Vision Requires:

Students who will work together to create an environment in which all cultures are valued for the contributions they bring. Students who will seize every opportunity offered by new knowledge and technologies to secure a sustainable social, cultural, economic and environmental future.



This is achieved through- collegiality, accountability, trust and confidence, appreciation and recognition, listening, hearing and acting, planned change & innovation, high expectations & standards, tangible support and guidance, and liaising with the community.

Mission Statement

"Parents and whānau are welcomed into the school and willingly share their aspirations and moemoea with teachers and school leaders." ERO, 2016

- To GROW -** Our school assists in the growth and personal development of rangatahi and whānau during their educative journey.
- To STRIVE -** Our school will encourage rangatahi and whānau to strive in order that they fulfil their potential.
- To ACHIEVE -** Our school will engage rangatahi and whānau to be confident, critical, creative and innovative learners, in order to achieve academic excellence.
- To SERVE -** Our school will promote a culture of care in serving the communities they belong to.

TO ACHIEVE THIS -

Growing is shown by

- Providing a safe and caring environment.
- Providing quality leadership and management.
- Providing a pastoral care programme that meets students' needs.
- Providing leadership opportunities and developing students' responsibility.
- Providing opportunities for students and whānau to build connections and relationships with the past in order to move into the future.

Striving is shown by

- Providing an equitable school environment that is sensitive to gender, culture and difference.
- Providing an environment that incorporates the principles of the Treaty of Waitangi.
- Analysing barriers to learning/achieving excellence, and developing strategies to overcome these.

Achieving is shown by

- Providing a learning environment that promotes academic excellence and personal best.
- Providing sporting and cultural opportunities and helping every individual reach his or her potential.
- Providing quality teaching.

Serving is shown by

- Encouraging self-respect, discipline and responsibility.
- Encouraging respect for others property.
- Encouraging respect for the right of everyone to learn.
- Encouraging pride in the school environment.
- Encouraging a strong and active partnership between home and school.
- Encouraging service to the community through integrated learning programmes.

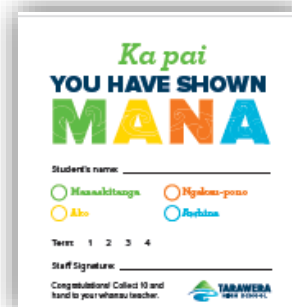


*“Leaders use students’ inherent knowledge of the school motto **MANA** to support students to be the best they can be.”*
ERO, 2016

Tarawera High School is an environment underpinned by the philosophies of whakawhānau ngatanga and manaakitanga that recognises Tangata-whenua and still valuing all knowledge, language and cultures. These operate in a partnership environment between the school, the student and the community.

Our school behaviour expectations are M...A...N....A

M ANAAKITANGA –



- respect for ourselves, for others, the environment and the traditions of the school.

A KO –

- To learn, study, instruct, teach and advise.

N GĀKAU PONO –



- Integrity, being honest, trustworthy, responsible and accountable for your actions and decisions.

Ā WHINA –



- To care, mentor, to assist and to help.



The Logo



The Tarawera logo embodies the community and environment within a partnership that focuses on student learning. The four trees on the right represent our timber industry and our 4 expectations of M.A.N.A. Our maunga (mountain) and awa (river) represent the journey our students are on as they come together connecting their learning pathways and preparing them for life in the future.



Our whakatauki/motto is:

Te Kaungā Whārangī - Turning of a new page - new beginnings

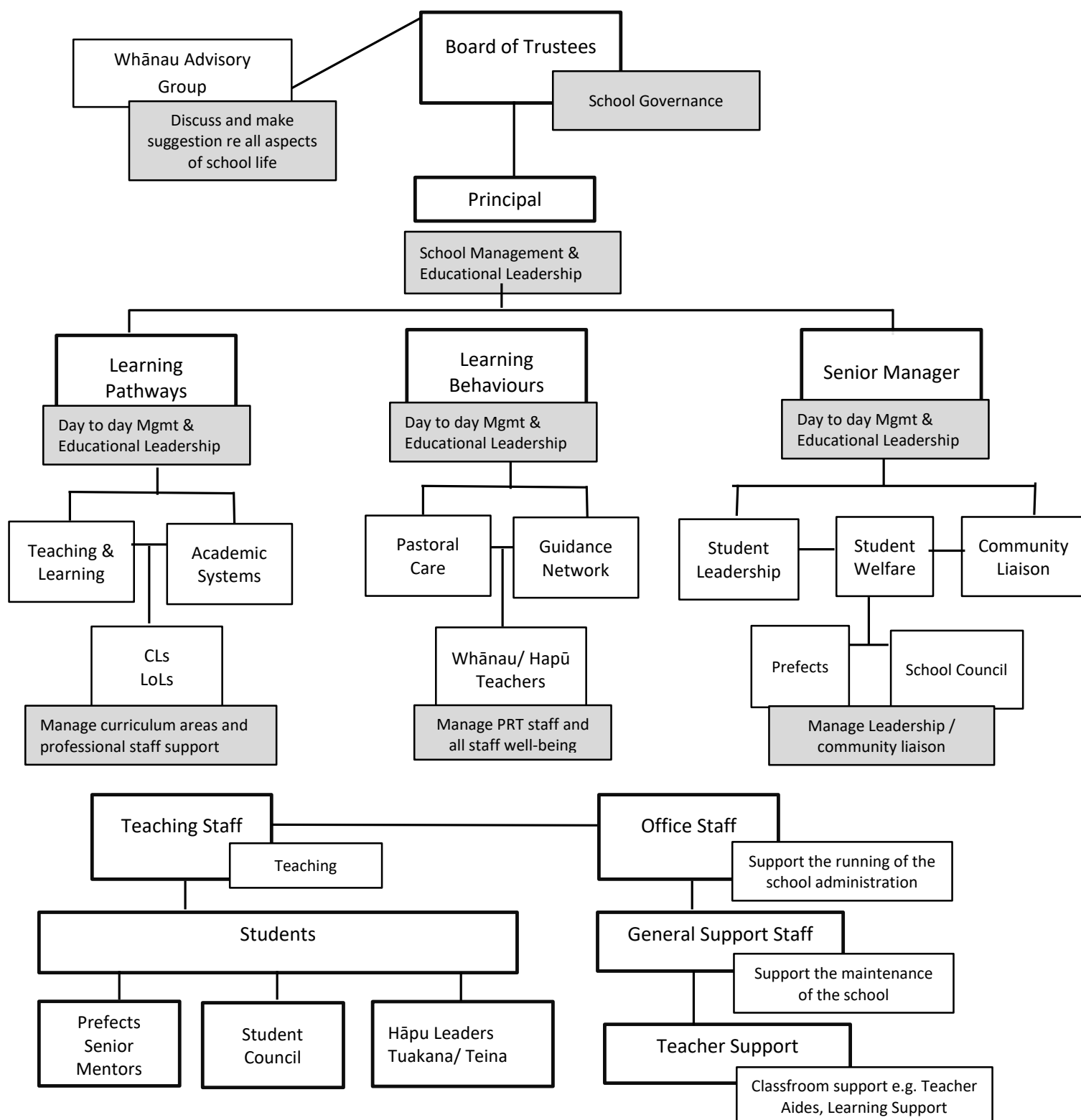


As students journey through their time at Tarawera High School, they are protected and given direction by our caring, inspirational staff and supportive school whānau, who help guide our rangatahi along their pathway. Hence the Tarawera Taniwha has been created specifically to address students where instances of guidance, protection and important information must be passed on eg. Warning signs, representing their school etc.



WHERE MANA flows

Structure of Tarawera High School



We will help our young people to reach their individual potential and develop the competencies they will need for further study, work and lifelong learning.

**E mátápono ana mátou ke te aki i ó tátou rangatahi taiohi kia tutuki pai ó rátou
wawata kia eke panuku,
Hei whakangúngú hoki i ngá púkenga kia kanapú ki te ao mátauranga,
ao mahi, tae atu ki te ao marama.”**

We commit unreservedly to assist and embrace our youth to achieve the heights of what they aspire to, and to further enhance their skills to bring a light to their world of study, work and life.

Our Character

“The school curriculum is very effective in promoting and supporting student learning. The student-centred school culture and responsive curriculum benefits learners and their families”. ERO, 2016

The establishment of Tarawera High School was a unique situation and our student body is of a friendly, caring character reflecting our values of MANA. We believe in the skills and talents of our staff and our students. We encourage a passion for learning (Ako) and for students to strive for success with integrity (Ngākau Pono) whilst acting at all times with respect/care for themselves and others (Manaakitanga/ Āwhina). We use our innovative learning spaces to meet the needs of our students and are developing ample opportunities for creativity, imaginative and physical endeavour.

In our Modern Learning Environment, we are walking the path of our ancestors (laid out in the design of the school) and continually challenge the thinking of our staff, students, whānau and the wider community to future focus; by exploring such significant issues as sustainability, citizenship and enterprise.

Our path is an on-going and exciting one as we offer a broad education that makes links within and across learning areas with an integrated curriculum, providing for coherent transitions and opens up future pathways to further learning (Trades Academy, Gateway). The positive connections made with our main industry provider, sees students visiting our timber yards and paper machines, becoming engaged in using this natural, local resource, with real life examples of chemistry aspects from the curriculum.



Our vocational pathways planning sees genuine engagement from our students by using authentic, localised curriculum content to motivate and encourage full participation within our learning community, all the while as the students serve and give back to those that support them daily.

“Manuhiri are welcomed by the entire school at powhiri. Kaumatua, kuikuia, whānau and hapū support the learning of te reo Māori me ona tikanga. Students are proud of their heritage and teachers are adept at including local content in lesson planning.” ERO, 2016



We celebrate the cultural diversity of our school and of our community with a rich cultural and heritage tapestry.

We are committed to continuously supporting our unique culture, in order to enable an increase in Māori achievement levels. We provide instruction in Tikanga Māori (Māori culture), and Te Reo Māori (Māori language) programmes throughout all Years 7 to Year 13.

Our policies and practices, reflect New Zealand’s cultural diversity and the unique position of the Māori culture within our school.

TE AO MĀORI

Tarawera High School will provide Tikanga Māori and Te Reo Māori within the school. The school will ensure this by:

- Meeting regularly with local Iwi.
- Consulting/engaging with the community.
- Providing professional development for all staff in Tātaiako cultural competencies and the use of protocol and appropriate language when addressing students.
- Consulting regularly with our school Kaumātua and Kuia who support the school as mentors and provide leadership in appropriate protocols-“Powhiri, Hui and Tangihanga”.



Tarawera High School aims to implement programmes that reflect and include reference to New Zealand’s unique cultural diversity including an understanding of our bi-cultural heritage. The school will:

- Develop a cross curricula “place” based curriculum that emphasises an understanding of local history and the cultural significance of our environment.
- Offer Te Reo as an option in the school for all students who should wish to select it.
- Establish close links with local marae and iwi, specifically Rautahi Marae in Kawerau.
- Provide staff with training based on the ‘Kia Eke Panuku’ programme to ensure strong relationships and culturally responsive curriculum developing an understanding of students unique heritage and strengthening this bond to enhance Māori achievement.

- Establish an annual inter-house haka competition.
- Develop a strong “Kaupapa Māori” programme in the school
- Ensure all new students, staff and special guests are welcomed to the school with a powhiri in front of our Whare Tapere – “Te Ruruanga”
- Ensure established kawa and protocols are followed on all important occasions e.g. opening buildings, start and close of the year, prize givings, etc.
- Participation within the Mataatua rohe through Kia o rahi, Kapa haka and Manu korero

It is the aim of Tarawera High School to have all Māori students achieving at or above the national curriculum levels and NCEA Levels 1-3.

- Annual target in strategic plan.
- Māori achievement becomes the “lense” through which the school views the notion of “success”.
- Role modelling through student leadership programmes- Tuakana Teina.
- Acknowledgement of tikanga Māori in curriculum programmes.
- Māori achievement is a mandatory pathway goal, with progress being reported to the Principal at regular intervals throughout the year.
- Ensuring that all of our students are achieving to their potential.
- Encouraging teaching staff to continue with professional development to extend their understanding of Tikanga Māori.



REO-RUA PROGRAMME – Te ARANUI



Tarawera High School has, in 2019, begun the process of developing a Reo-rua programme where classes are taught using both English and Māori medium. Students arriving at Tarawera High School from Te Whata Tau o Pūtauaki (full immersion), Kawerau Pūtauaki's Rūmaki or Kawerau South School Te Reo enrichment class, are

offered the opportunity to be part of this new initiative taken by a fluent Māori speaking teacher. Iwi and an external facilitator are working with ākonga, staff, whānau and the community, collaborating to develop the content of this programme which is based around the vision that has been co-constructed between all parties-

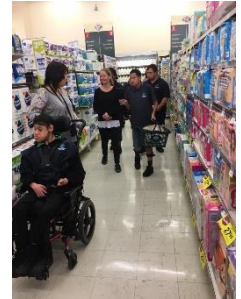
‘Kia kaupapa Māori te titiro, te tuku me te ako e pakari ai te tuakiri o te tamaiti’

*‘Let our views, our approach our teaching be guided by embracing kaupapa Māori
so we may enhance student identity’*

Strategies for Students with Learning Difficulties

"The board of trustees are committed to serving the community and promoting student learning opportunities in an inclusive environment that includes provision for high needs learners".ERO, 2016

An inclusive and accepting atmosphere will be a priority at Tarawera High School to allow all students to achieve identified goals regardless of disability or learning difficulties.



We will:

- Ensure inclusion by mainstreaming students with support, and withdrawing them according to individual needs to the Learning Centre for extra teaching as required and as funding allows.
- Meet all the requirements of the Education Act 1989, the National Education Guidelines, the Special Education Policy Guidelines, and the New Zealand Disability Strategy.
- Support 'Gifted & Talented' students with significant disability or learning needs as needed.

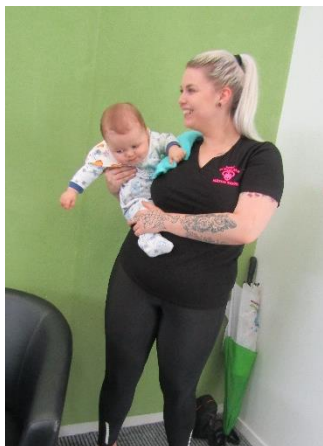
We will meet the needs of our students by:

- Establishing student's needs by a range of assessments carried out by, ORS specialist teacher, class teachers and management, or other referral.
- Developing a partnership between parents / caregivers and the school and this being maintained through the usual student channels, the Individual Educational Programme (IEP) process and access to the Special Education Manager and Special Education Needs Coordinator (SENCO).
- Taking into account a student's language and culture when planning programmes.
- Developing flexibility to allow learning needs to be met in individual, small group or whole class contexts. Curriculum planning for students that reflects the whole school approaches to teaching and learning and will take account of special needs.
- Delivery of the curriculum being differentiated to meet the needs of individual students and the supply of support in the general classroom. (ICS)
 - Curriculum tasks being broken down into a series of smaller and achievable steps for students who have significant learning difficulties.
 - An environment of inclusion and support being fostered in which self-confidence and self-esteem can grow and in which all students feel valued and able to risk making mistakes as they learn, without fear of criticism or ridicule.



Strategies for Teen Parents

TEEN PARENT EDUCATION CENTRE – Te Tari Ako Matua Taiohi



Background: In 2003 Kawerau College established a Teen Parent Unit at 44 Ballance St, using a former school house, catering for 20 girls with two full time teaching staff. At the end of 2012 when Kawerau College was closed and Tarawera High School was established, the new BOT decided to continue to support the TPEC by broadening its learning and engagement with second chance education and supporting young parents. We now have a new purpose built facility for the girls and their babies on site with the existing High School, allowing girls more opportunity to take classes offered in the school and participate in many of the additional programmes offered at Tarawera High School.

Purpose: To facilitate the provision of targeted support that is responsive to the individual learning and wellbeing needs of teen parents, leading to improved educational and wellbeing outcomes. We provide all students with high quality educational opportunities that will meet the academic, social, physical and emotional needs of teen parents within our community.

We offer:

- A safe supported learning environment
- Babies are able to be with the mother while they attend
- A wide curriculum taught by two experienced, qualified secondary teachers that targets individual needs
- NCEA 1,2,3 and U.E working on co- constructed ILP's
- Career and Vocational education- drivers licences
- Life skills education- medical and counselling support
- A purpose built facility for mothers and babies



We work closely with:



- The host school, Tarawera High School
- Youth Parent Payment providers- WINZ
- Te Kura- Correspondence School
- Health and social agencies
- Outside providers of vocational education



We are student focused and aim to meet all the needs of a young parent.

- We provide daily transport
- All course costs are covered
- Childcare subsidies are available

Our students enjoy their time at TPEC and the education they gain enables them to make career and lifestyle choices that support both them and their children in the future.

“Key relationships between our staff and students see teachers' modelling good learning habits and providing good quality teaching, supporting student achievement”. ERO, 2016

The self-review cycle will provide the opportunities to review, develop and update the school planning and reporting documents to allow us to be flexible and responsive, and to reflect the diverse needs of the learners over the year. By undertaking school wide review, we can identify the learners that need additional or tailored teaching and learning support in their education as well as where to prioritise and focus our school resources to best address the needs of these learners.

- Raising Academic Achievement
- Providing an Environment conducive to Learning
- Community Engagement



Linked to our strategic plan, we have set up to build sustainable school-wide inquiry based teaching practices inclusive of parents, whānau, iwi and communities. Our commitment is to using the best practices in e-learning and inquiry based teaching, using all the knowledge and technology at our disposal to ensure access and success.

These beliefs underpin **what** we teach, **why** we teach particular content, and **how** we teach.

All staff will be appraised against the Standards of the Teaching Profession from the NZ Education Council and the Professional Standards for Secondary Teachers.

TEACHING AS INQUIRY



Tarawera High School will continue to develop and implement a ‘Teaching as Inquiry’ programme for all staff as a strategy for encouraging professional growth and providing teachers with opportunities to show they are effective classroom practitioners.

‘Teaching as Inquiry’ is identified by a range of authorities on Teaching Practice as one of the most effective forms of Professional Development that teachers can undertake. The Teaching as Inquiry Cycle is fully integrated with the schools’ ongoing Professional Learning and Development programme and

the ‘Arinui’ appraisal system. It will provide staff with support in working through ongoing inquiry cycles as they develop themselves as professional educators. Using peer observation and professional discussion (including online discussion), staff will generate a portfolio of evidence which will assist with their teaching practice whilst also providing robust evidence for the Standards of the Teaching Profession.

COL – Community of Learning- Kahui Ako

The Pūtauaki ki Rangitaiki Kahui Ako established in 2016 provides an opportunity for schools to work together to share best educational practices designed to raise student engagement and achievement, and ensure smooth transitions through and beyond school. Our achievement challenges are – Writing, Reading, Maths (Yr4-10) and NCEA Level 2 and we are guided by the whakatauki-

**“Ehara taku toa, i te toa takitahi engari, he toa takitini
Success is not the work of one but the work of many”**

Our Kahui Ako, consisting of 11 schools, covers a wide geographical area in the Eastern Bay of Plenty plains and includes three secondary schools, seven full primary and two contributing schools. One of the full primary schools is a state integrated catholic school, one primary school provides mainstream and rumaki education, one is a ‘Kura a Iwi’ school, Tarawera High School is a Yr 7-13 Innovative Learning Environment as is Murupara Area School Yr 1-13. The Kahui Ako bases its work on their **CORE** values of-



Connectedness-Whānaungatanga, **O**penness-Whaiwakaaro, **R**espect –Manaakitanga, **E**mpowerment- Whakamana

At the beginning of the last two years the Kahui Ako has started the school year with inspirational speakers to motivate and drive the teaching and learning and to build networks throughout the Kahui Ako. These conferences have seen great relational stories and sharing of best practice, all for the betterment of academic achievement across the Kahui Ako.

Vocational Pathways

The Vocational Pathways provide ways to achieve NCEA Level 2 – the foundation for success in further education and the world of work. The pathways help students see how their learning and achievement is valued in the ‘real world’ by aligning the NCEA Level 2 Assessment Standards including specific ‘sector-related’ standards with six industries:

- **Primary Industries**
- **Services Industries**
- **Social & Community Services**
- **Manufacturing & Technology**
- **Construction & Infrastructure**
- **Creative Industries**

At Tarawera High School students use these pathways as a tool to plan for future career opportunities. We work closely with our students to help them match their skills and aspirations with one of the Pathways and to help guide them in making the right life choices. If you would like to find out more about the Vocational Pathways please visit our school website.

<http://www.tarawera.school.nz/our-curriculum/vocational-pathways/>



“School leaders provide a positive learning environment for students, based on well embedded restorative practices and values that promote inclusion, respect and an appreciation of diversity”. ERO, 2016

Building supportive and effective learning environments for all students

- PB4L is a consistent, school-wide system of support that helps define, teach and support appropriate student behaviours and creating a positive school environment.
- PB4L is designed to be responsive to the individual school's current social and educational challenges and encourages schools to reflect on their systems and practices to determine if they are having a positive impact on student learning.
- PB4L creates effective teaching/learning environments where students make positive behaviour choices that support academic success.
- PB4L focuses on prevention of problem behaviours and instruction in appropriate behaviours.



Who is PB4L for?

PB4L is for all schools. PB4L helps to make schools better places to live, work and learn. It does so by giving schools the tools to build comprehensive, school-wide systems that support academic and behavioural learning for all students.

How will PB4L help the students at our school?

- PB4L promotes positive student behaviour by building the school's leadership capacity.
- PB4L boosts student engagement in learning by increasing attendance and retention, and improving student behaviour.
- PB4L helps schools deliver the highest quality learning programmes in order to improve student academic and behavioural learning.



“Inclusive, culturally responsive relationships and relational trust are a feature amongst students and adults”. ERO, 2016

The Ministry of Education, ‘Kia Eke Panuku’ initiative is a programme for schools to further improve their teaching practice in order to increase achievement of Māori students. The programme continues to operate independently of MoE and provides targeted, differentiated and flexible approaches, responsive to the strengths and diverse needs of our school, teachers and our Māori students, with a particular emphasis on culturally responsive and relational pedagogy.



How does CR/RP work?

The programme will assist our school to:-

- Provide effective pedagogical leadership focussed on what works for all students and in particular Māori students at all levels.
- Engage with whānau/ Hapū /iwi as the basis for responding to the identity, language and cultural aspirations of Māori learners.
- Engage all students in culturally responsive learning experiences and contexts based on caring and learning relationships between students and teachers.
- Engage staff at all levels in evidence based learning conversations that raise the performance of the school for and with Māori learners.
- Build departmental and classroom pedagogical practice with a literacy and /or numeracy focus within a culturally responsive framework.

What does this mean for Tarawera High School?



At Tarawera High School we have identified our Strategic Change Team (KEP) who have upskilled themselves and continue to help build capacity from the leadership down into the classroom. The observation tool used, further develops skills in learning conversations and shadow coaching. We also use evidence to accelerate hui; which helps us to unpack our data and align our actions with the evidence in

order to maximise the opportunities for Māori students to achieve to their potential.

Strategic Goals for 2019-2020

In everything we do, we are committed to:

Life Long Learning (**Grow, Strive**), High Achievement (**Achieve**), Good Citizenship (**Serve**)

If we focus on these things we will bring about ***Te Kaungā Whārangī – A new beginning.***

In order to be successful in our focus we believe a conducive learning environment is one that positively engages students in the pursuit of learning. The following are the major strategic goals that we will focus on to achieve this:

Academic Achievement --- Environment Conducive to Learning --- Community Engagement/Leadership

(High Expectations---Coherence---Cultural Diversity---Community Engagement---Future Focus)

*From this comes confident, connected, actively involved, life-long learners and achievement for all.
(As laid out in the principles that under pins the New Zealand Curriculum).*

Strategic Goal One: ACADEMIC ACHIEVEMENT

- By 2020, 70% of Year 8 students will be working at or above their Curriculum levels in Reading , Writing and Mathematics.
- By 2020, 85% of school leavers will leave Tarawera High School with a minimum qualification of NCEA, Level 2.
- By 2020, 85% of school leavers will be able to access an identified pathway.
- By 2020, teachers are effectively using appropriate teaching approaches and strategies for modern learning environments.
- High-achieving students have appropriate pathways that are responsive to their identified strengths.
- Transitional pathways to meaningful employment and tertiary education are embedded in the timetable.



Strategic Goal Two: ENVIRONMENT CONDUCIVE TO LEARNING

- By 2020, successfully re-establish and embed the Year level Deans and Whānau classes.
- By 2020, embed all three tiers of PB4L, through systems and processes that address the needs of at risks students.
- By 2020, embed the key principles of restorative practices within positive behaviour for learning into every day school life
- By 2020, improve and maintain school-wide attendance to 85%+.

Strategic Goals for 2019-2020

Strategic Goal Three: COMMUNITY ENGAGEMENT

- By 2020, relationships with the wider community will be reciprocal, responsive and mutually beneficial.
- By 2020, relationships with Iwi and Hāpu will be reciprocal and supportive of learners and staff.
- By 2020, ako will be supported and nurtured as key contributors to the success of Tarawera High School.
- By 2020, there will be regular and effective communication of school events, initiatives and success shared with the wider community.

Teen Parent Education Centre (TPEC) Goals- Academic / Environment / Community

- By 2020 to have increased the academic achievement of all students
- By 2020, to have increased the attendance of all full time students to 70%.
- By 2020, to exposed students to more authentic career pathways and to support them as they transition.
- By 2020, to develop a positive culture at TPEC based on mutual respect for one's self, one's peers and the environment.
- By 2020, relationships with the wider community will be strengthened and be mutually beneficial.



TARAWERA HIGH SCHOOL- Annual Plan 2019



GOAL 1

STRATEGIC GOAL TO INCREASE ACADEMIC ACHIEVEMENT

TARGETS:

1. By 2020, 70% of Year 8 students will be working at or above their Curriculum levels in Reading, Writing and Mathematics.
2. By 2020, 85% of school leavers will leave Tarawera High School with a minimum qualification of NCEA Level 2.
3. By 2020, 85% of school leavers will be able to access an identified pathway.
4. By 2020, teachers are effectively using appropriate teaching approaches and strategies for modern learning environments.
5. High-achieving students have appropriate pathways that are responsive to their identified strength.
6. Transitional pathways to meaningful employment and tertiary education are embedded in the timetable.

Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
Overall Teacher Judgement data low in Year 7 and 8 in Reading Writing and Mathematics	1.1 Embed consistent and effective assessment processes in the junior school. 1.2 Ensure data from feeder schools is robust and informative through WST Transition/Senco. 1.3 Source relevant PLD for Junior teachers by completing a PLD survey 1.4 Investigate ways to secure Literacy PLD contract. 1.5 Identify at-risk students across the school and ensure that they are supported and their learning programmes are adapted to maximise their efficacy.	LPC, Junior Academic Advisor, Within School Teachers	Ongoing	<ul style="list-style-type: none"> • Robust OTJs based on triangulated data • e-asTTle, STAR, Student work • Term checks, traffic light benchmarking • PLD Survey of staff needs
Level 2 results are high for students in school. Need to improve our tracking of students	2.1 Work with Senior Academic Advisor to identify at-risk student early in year and provide appropriate support. 2.2 Continue to use ART as a method of monitoring students 2.3 Re-establish programme to work with Te Wānanga o Aotearoa to deliver vocational courses 2.4 Provide relevant external courses for at-risk senior students and implement them in a timely manner throughout the year. 2.5 Work with Careers Advisor to utilise the Gateway program and STAR funding to deliver relevant NCEA courses and work opportunities to ensure Level 2 students achieve NCEA success and meaningful pathways to tertiary education and/or employment.	LPC, Senior Academic Advisor, Careers Advisor	Identify at risk students by week 1 Term 2	<ul style="list-style-type: none"> • Percentage of leavers who have obtained Level 2 or above, increased from 2018-84%
Students are achieving but many lack clear ideas of how they will transition out of school	3.1 Continue to develop relationships with industry and tertiary providers to identify new pathways and opportunities. 3.2 Develop pathways to Trades academies with other providers. 3.3 Identify and monitor any students who wish to gain University Entrance and work with students and whānau to ensure they achieve it 3.4 Support Careers Advisor to access other opportunities such as Gateway placements and Industrial Symbiosis Kawerau. 3.5 Source PLD for Careers Advisor regarding entry to tertiary study.	LPC, Careers Advisor, Senior Academic Advisor	Ongoing	<ul style="list-style-type: none"> • Student Voice • Data from Tertiary partners • Tracking data for leavers

Some teachers are not confident with teaching in MLE's. There is not a common vision of T and L in MLEs	<p>4.1 Co-construct "Norms" for Tarawera High School for effective teaching practice and ensure these are shared with staff and students and consistently. These "Norms" should be kept at the forefront of all teaching and learning.</p> <p>4.2 Continue to identify quality external PLD for staff to attend and ensure that this is shared with other staff.</p> <p>4.3 Embed robust appraisal system integrating Kia Eke Panuku and Evaluation Associates and utilise Arinui to work alongside staff to empower them to use the process as a growth tool.</p>	<p>LPC, SCT</p> <p>PLD</p> <p>PB4L Team</p> <p>All staff</p>	Ongoing	<ul style="list-style-type: none"> Teacher /student Voice Rongohia Te Hau Kia Eke Panuku Observation Tool A4L Matrix Link to KEP
Low achievement of Merit/Excellence endorsement at NCEA	<p>5.1 Establishment of a Scholarship group to identify, support and monitor high-achieving students in NCEA.</p> <p>5.2 Ensure high achieving students are identified in Years 7 and 8 and that their learning programs are adapted to ensure they are challenged.</p> <p>5.3 Develop a framework for identifying high achieving students and pathways for them. Communicate this with staff, students, whānau and the wider community.</p> <p>5.4 Establish formal benchmark exams for senior students</p>	<p>LPC,</p> <p>Senior Academic Advisor, Junior Academic Advisor</p> <p>Curriculum Leaders</p>	<p>Term 1 Begins</p> <p>Term 1 - reviewed termly</p> <p>Mid Term 1</p> <p>Term 3</p>	<ul style="list-style-type: none"> NCEA results Scholarships Data link of Yr 7 /8 taking higher level classes. Yr 10's data banked credits of NCEA.
Transitional Pathways to employment and tertiary education sit outside the current school timetable and lack meaningful links for students.	<p>6.1 Continue to work with Trades Academy to access timetabled days early in year so that these courses can be built into the timetable and course selection process.</p> <p>6.2 Through Careers Advisor, closer links with local industry will be promoted with students being prepared through the 'Licence to Work' kaupapa.</p> <p>6.3 Develop closer links with local Wānanga to offer courses that are part of the timetable structure and offer pathways into further study.</p> <p>6.4 Work with Toi EDA and He Poutama Rangatahi facilitator as part of MBIE initiatives on-</p> <ul style="list-style-type: none"> EBOP Driver Operator Training Centre- including DRIVE Tarawera Work Ready on Ramps- KPTW, Tuwharetoa Hauora. 	<p>LPC,</p> <p>Careers Advisor,</p> <p>Senior Academic Advisor</p>	During year	<ul style="list-style-type: none"> Timetable structure includes Trades Academy and industry placements Course selection process includes both Trades Academy places and placements in local industry

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GOAL 2 STRATEGIC GOAL TO PROVIDE AN ENVIRONMENT THAT IS CONDUCIVE TO LEARNING

- TARGETS:**
1. By 2020 successfully re-establish and embed year level deans and whānau classes
 2. By 2020 embed all three tiers of PB4L, through systems and processes that address the needs of at risk students.
 3. By 2020 embed the key principles of restorative practices within positive behaviour for learning into everyday school life
 4. By 2020 improve and maintain school-wide attendance to 85% +

Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
<p>Re-establish Year Level Deans and whānau classes</p> <p>Baseline data –attendance data from 2018. Staff and student voice.</p> <p>student voice</p> <p>staff voice</p>	<p>1.1 Support new Year Level Deans and as we re- establish year level whānau classes</p> <p>1.2 Establish cohesive year groups (seniors Yr 11-13 mixed whānau classes)</p> <p>1.3 Supporting staff to establish positive relationships with students in their whānau class by regular visits from Year level Deans</p> <p>1.4 Upskill staff in setting SMART goals during whānau time, through modelling, leadership and supporting one another.</p> <p>1.5 Establish a whānau culture within year levels, incl. regular year level meetings and events</p> <p>1.6 Establish meaningful whānau time structure, reduced time being structured through the use of PB4L focus of the week, high expectations of attendance and participation are set and adhered to.</p>	<p>whānau teachers</p> <p>Year Level Deans</p> <p>Academic Advisors</p> <p>DP</p> <p>Snr Manager</p>	<p>• 2019</p> <p>• Daily monitoring Term</p>	<p>• Through Evidence to accelerate hui (Dean's meetings) and Review, reflect and act – is it working? Who and what area's need further support?</p> <p>• Student Voice and attendance at whānau time.</p> <p>• Year Level Deans and Academic Advisors –support one another and are reflective</p> <p>• Regular Year Level meetings create sense of belonging and identity</p>
<p>Revive and re-develop the basics of tier one. Re-establish a team to promote and deliver the basics of tier one</p> <p>behaviour data summary</p> <p>behaviour names - sample mana card totals</p>	<p>2.1 Regular (monthly) use of data to identify at risk students through behaviour incidents on KAMAR</p> <p>2.2 Implement solid expectations and consistency around minor, moderate and major behaviours and the recording of it on Kamar</p> <p>2.3 Support pastoral team and teaching teams to use functional behaviour and classroom problem solving (SCT), this will be part of each teaching team meeting.</p> <p>2.4 Identify team members and establish a meeting time to discuss Tier 2 students (Pastoral Meetings)</p> <p>2.5 Clearly identify possible initiatives/interventions available and desired outcome for students at risk.</p> <p>2.6 Establish a clear monitoring and review system to assess the success of interventions.</p> <p>2.7 Use data to drive decisions with relevant staff – incl. Academic Advisor and SENCO</p> <p>2.8 Early referral to external agencies to support teaching teams to manage behaviour that prevents learning.</p> <p>2.9 Inquire into the use of MANA cards and the correlation of behaviour and the use of them.</p>	<p>PB4L Team</p> <p>Pastoral team</p> <p>Whole school</p>	<p>• 2019</p>	<p>• Reduced number of behaviour issues. Incl. stand down and suspensions</p> <p>• Tier 2 processes established, monitored and reviewed termly</p> <p>• Accurate and consistent data on KAMAR</p>

<p>All staff confidently use restorative practices in their day to day practice.</p> <p>Ensure new staff are supported and provided training in restorative practices</p>	<p>3.1 Regular restorative practice PLD opportunities for all staff (PB4L team and SCT)</p> <p>3.2 Establish a team to lead ongoing PLD and upskilling of staff.</p> <p>3.3 Grow the capacity of restorative practice, through analysing the current situation (google form) and developing a plan to grow sustainability.</p> <p>3.4 Support staff to develop the underlying principles of PB4L Restorative Practices</p> <ul style="list-style-type: none"> - Positive interpersonal relationships - A culture of care – preserving the mana and integrity, mutual trust and respect. - Cultural responsiveness - Individuals taking responsibility for their behaviour <p>3.5 Where possible provide new staff with both internal and external PLD.</p> <p>3.6 Use existing staff expertise to support new and existing staff to use restorative practices with confidence and as part of their everyday practice.</p>	<p>SCT</p> <p>Whole staff</p>	<p>2019</p>	<ul style="list-style-type: none"> ● Effective restorative Hui's with students, whānau and teachers ● Whānau voice on results of hui and the success for them. ● Staff confident to use Restorative Practices, improved student engagement and less re-offending. ● Regular PLD on restorative approaches.
<p>School-wide Attendance to 85%+</p> <p>Year 7 = Overall = 80% 80% Male and Female</p> <p>Year 8 = Overall = 73% 76% Female / 68% Male</p> <p>Year 9 = Overall = 72% 71% Female / 72% Male</p> <p>Year 10 =Overall = 69% 68% Female / 70% Male</p> <p>Year 11=Overall = 77% 71% Female / 82 % Male</p> <p>year 12=Overall = 80% 83% Female / 78% Male</p> <p>Year 13=Overall = 78% 78% Female / 77% Male</p> <p>attendance concern document</p> <p>attendance trends -</p>	<p>4.1 To continually monitor attendance, through current system and processes, EN, whānau teacher, year level deans and academic advisor.</p> <p>4.2 Provide weekly printouts of student attendance and ensure whānau teachers and year level deans are following school procedures</p> <p>4.3 To reward good attendance termly, through the PB4L system and at Prize giving.</p> <p>4.4 Establish a positive and supportive relationship with new ASA provider (REAP - Henare and Lori)</p> <p>4.4 Prompt referrals and follow up's monitored by Attendance services and taken to KEY Forum for community support and wrap around</p> <p>4.5 Ensure students have an engaging curriculum and subject choices through AA's</p> <p>4.6 Reward regular attendance for both students and staff</p> <p>4.7 Attendance Corner – in each newsletter.</p>	<p>All staff</p> <p>ASA</p> <p>Key Forum</p>	<p>2019</p>	<ul style="list-style-type: none"> ● Accuracy and timeliness of entries onto KAMAR ● Reduction in unexplained absences and intermittent attendance ● Improved attendance stats.

TARAWERA HIGH SCHOOL- Annual Plan 2019



GOAL 3 STRATEGIC GOAL TO ACHIEVE QUALITY COMMUNITY ENGAGEMENT/LEADERSHIP

- TARGETS**
1. By 2020, relationships with the wider community will be reciprocal, responsive and mutually beneficial.
 2. By 2020, relationships with Iwi and Hapū will be reciprocal and supportive of learners and staff
 3. By 2020, ako will be supported and nurtured as key contributors to the success of Tarawera High School.
 4. By 2020, there will be regular and effective communication of school events, initiatives and successes shared with the wider community

Baseline data / Current Situation	Strategies / Actions-	Who is responsible	Timeframe	How Progress will be Measured
Contribute to community based events; Waitangi Day, Woodskills, Xmas in the Park, ANZAC Day, Primary school cultural, academic and sports initiatives, Young Achievers and opportunities as they arise.	1.1 To broaden the group of community agencies we collaborate with e.g.; <i>supporting the Food Bank and the SPCA</i> 1.2 Regular engagement with contributing primary schools to facilitate the transition of students into THS. <i>e.g. sporting, cultural and academic events, sharing academic data</i> 1.3 Provide a regular platform for whānau involvement in student education and progress after teaching hours <i>e.g. i-Native or an equivalent event involving whānau in the learning.</i> 1.4 Grow and develop relationship with Kawerau Rotary.	SLT TiC Media Cultural Leader Curriculum Leaders Team Leaders	Term by term basis	<ul style="list-style-type: none"> • Students support community groups, organisations and initiatives. • COL processes in place and supporting teachers and their pedagogy: evidenced by actions of WST appointees. • Transition Calendar reports engagement with primary schools; sporting, cultural and academic contexts including academic data. • Term by term in school evening events involving whānau • Feedback/Input from; Whānau Advisory group; whānau voice from THS activities/events recorded, evaluated and used to inform future direction. LINK • Monthly Speaking engagements at Rotary
Hui with Tuwharetoa; to support education aspirations, mana whenua and facilitate cultural advice for ākonga and staff	2.1 Liaise with tangata whenua in support of iwi education strategies; Ngati Tuwharetoa; attend hui; provision of cultural advice and support. 2.2 Establish an MOU or similar agreement with Rautahi Marae to further develop cultural engagement with Tarawera High School <i>e.g. Junior students visiting Rautahi marae and learning tikanga</i> 2.3 Tuakana-Teina to carry out kaitiakitanga of Ruruanga stream, local urupa historic sites and other projects in support of iwi. 2.4 Mana whenua is observed and informs school kawa <i>i.e. Powhiri, whakatau and on-going cultural advice to staff</i> 2.5 To develop in consultation with Iwi a Reo-rua programme to meet the needs of ākonga wishing to learn and be taught in Te Reo Māori	SLT Cultural Leader Curriculum Leaders Team Leaders	Term by term basis MoU by term two	<ul style="list-style-type: none"> • Hui with Ngati Tuwharetoa Trust members/ reps. • Collaboration with Tuwharetoa in meeting local needs regarding graduate pathways/opportunities. • Ongoing cultural Liaison with Ngati Tuwharetoa Trust members and Kaumatua minuted. - LINK • Local iwi engages with THS on educational strategies and initiatives. <i>i.e. the name and kawa of Reo-rua established.</i> • Tuakana teina citizenship projects completed – termly. • Students explore tikanga and local connections at Rautahi Marae

Leadership and community opportunities for ako facilitated by Leadership and Community committee; Tuakana-Teina counselling, Peer Support, Jnr/Snr Prefects, Student Council.	<p>3.1 Community and Leadership committee meets on a regular basis to support and promote student leadership and community initiatives. <i>E.g. updating school calendar at the beginning of each term, supporting Celebrate success, Matariki week and other traditional events</i></p> <p>3.2 Student Council provides accurate and meaningful student voice and a vehicle for leadership opportunities.</p> <p>3.3 Leadership training and development opportunities are made available to all year groups to grow leadership competencies in all cohorts such as-</p> <ul style="list-style-type: none"> • Agents of Change/Peer Support leaders involved in peer mediation and PB4L in practice. • Student involvement in Primary School transition processes. • Year 13 Leadership: Prefect ships, Year 9 and 10 camp leadership facilitating school wide events and activities: Lunchtime Junior Sports, traditional events in the school calendar • Local and national leadership programmes such as; National Young Leaders day, Future Leaders programme, Grip student leadership development • Tuakana teina citizenship initiatives promoting good choices and a healthy wellbeing among teina; positive choices, relationships and <i>mana</i>. 	<p>SM</p> <p>Sports Coordinator</p> <p>TiCs of Prefects Tuakana teina, Peer Support.</p> <p>Cultural Leader</p> <p>TiC of Years 9 and 10 camp</p> <p>Community and Leadership Committee</p>	<p>Term by term focus.</p> <p>Term Four predominantly junior school.</p>	<ul style="list-style-type: none"> • Community and Leadership committee hui minuted and results driven. • Traditional school events such as Youth, Leadership and Matariki weeks • Student Council meet twice a term with tangible results. • Students participate in external programmes such as Youth Jam, Tui Kura, Future Leaders Programme. • Prefects gain confidence in public speaking, able to speak clearly, in depth and audibly. • Senior students support primary interschool sports and visits to THS to nurture transition • Tuakana/ Teina pairings provide relational, cultural and academic support for at risk teina; as required. • Peer Support: run fortnightly and linked to reduced bullying and increased satisfaction in Year 7. –Link to data • Student and whānau voice show increased levels of emotional safety and wellbeing. • Reports entered into KAMAR linking to Peer Support leaders by Deans • In school and external resourcing of leadership training/development.
THS education initiatives and events communicated by social media, letter, newsletter, press release, App and hui.	<p>4.1 Tarawera High School Facebook Page, Web site and Phone App used to communicate school and student success and achievement; new education strategies and developments; notices and information for whānau.</p> <p>4.2 The school newsletter and Year Book report student successes and achievements to the school and the wider community.</p> <p>4.3 Local print media reports; key events, student success and achievements to the wider community and the developments in curriculum delivery.</p>	<p>Senior Manager</p> <p>Media Officer</p> <p>School Administration</p> <p>SLT</p>	<p>Term by Term basis</p>	<ul style="list-style-type: none"> • Feedback via THS website, Facebook page and Phone App indicates methods of communication are successful. FB link and School Website portal for comments • Obtain sponsorship of the Student Year book in order for it to be self-sustaining. • Records kept of local print media reports on student events/successes; academic, cultural and sporting achievements, student leadership and community engagement

TARAWERA HIGH SCHOOL- TPEC Annual Plan 2019



GOAL

1

STRATEGIC GOAL TO INCREASE ACADEMIC ACHIEVEMENT

TARGETS:

1. By 2020 to have increased the academic achievement of all students.
2. By 2020 to have increased the attendance of all full time students to 70%
3. By 2020 to have exposed students to more authentic career pathways and to support them as they transition.

Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
<p>70% of all students enrolled at TPEC for a full year of study will have gained at least one NCEA Level.</p> <p>70% of all students will have gained the minimum of NCEA Level 2, and UE literacy prior to transitioning out of TPEC.</p>	<p>1.1 Work with the student to identify pathways and holistic learning needs. Make curriculum relevant to this.</p> <p>1.2 Use a structured timetable and make literacy a compulsory subject for all students, regardless of NCEA Level.</p> <p>1.3 Use formative data to measure and inform literacy learning needs.</p> <p>1.4 Inform students of NCEA requirements and TPEC learning goals. Co-construct ILP's with the students based on these goals and encourage them to monitor progress with these</p> <p>1.5 Encourage students to self-monitor and update credit tracking sheets.</p> <p>1.6 Create urgency for work completion ie. set deadlines.</p> <p>1.7 Make use of outside providers to diversify the teaching programme</p> <p>1.8 Provide PLD opportunities for Literacy staff.</p>	<p>Students</p> <p>All staff</p> <p>SENCO</p>	<p>On going</p>	<ul style="list-style-type: none"> • ROL & KMAR results • ILP's have documented progress • Students feel a sense of success (SV) • Student reading and writing levels have improved. • Students self-monitoring, tracking credits gained and those further needed. • More students willing to undertake tertiary studies.
<p>Students enrolled as full time TPEC students have achieved an attendance rate of 60%.</p>	<p>2.1 Continually monitor attendance through KMAR. Include notes where possible so patterns of absences can be tracked.</p> <p>2.2 Ensure daily contact with students is maintained.</p> <p>2.3 Implement a timetable of well-structured lessons so students become aware that one day absent will have consequences to their learning.</p> <p>2.5 Weekly meetings with staff to ensure we are accommodating the needs of our students and minimising any barriers that may affect their attendance.</p> <p>2.4 Acknowledge and reward good attendance weekly.</p> <p>2.5 Keep YPP facilitator informed of regular absences.</p> <p>2.6 Letters home to inform parents and students of attendance concerns.</p> <p>2.7 Work off a three strike system as defined in attendance policy and make students aware of this.</p> <p>2.8 Ensure policies of medical certificates and the 20-day rule is enforced.</p> <p>2.9 Complete a paper roll as well as KMAR entries to ensure accuracy of data collected.</p>	<p>Kylie</p> <p>Staff</p> <p>YPP co-ordinator</p> <p>Support agencies</p>	<p>On going</p>	<ul style="list-style-type: none"> • A reduction in absences across the board. • Accurate graphing of absences that includes things outside of students' control, eg maternity leave, unwell child. Anecdotal evidence collected, barriers are removed that affect attendance.
<p>Students are able to identify and actively plan toward their own career pathways. They can articulate what it is they are learning, and how this relates to their future.</p> <p>Students experience visits with tertiary providers, TRADES academy and work placement</p>	<p>3.1 Students complete careers quest as part of ILP, THS Careers/ teacher to visit</p> <p>3.2 Careers focus when constructing ILP, and is reinforced through ongoing teaching and learning conversations, complete a transition plan at the end of the year.</p> <p>3.3 Students encouraged to try work based placements and the TRADES academy.</p> <p>3.4 Attend careers expo, open days at tertiary providers, licence to work programme</p> <p>3.5 Work with MOE pathway co-ordinator, YEP facilitator to map out pathways</p> <p>3.6 Ensure barriers to a successful transition are removed, eg licence, finances, childcare.</p> <p>3.7 Relationships with outside providers are strengthened by personalised visits that match the needs of our students.</p> <p>3.8 Visits from inspirational local people are included within the curriculum.</p> <p>3.9 Provide mentors and support people for our students as they exit TPEC.</p>	<p>Students</p> <p>All staff</p> <p>Careers advisor</p> <p>MoE and YEP coordinators/ facilitators</p>	<p>Throughout the year</p> <p>start of term and end of term</p> <p>End of year</p>	<ul style="list-style-type: none"> • Students have a current cv preferably online • Students try Gateway / TRADES/ voluntary work. • Students produce personalised plan - maps career pathways. • Students visited tertiary providers/ investigated career opt.. • school leavers data, reflections / student voice • Students gain learners / restricted / full licence • Students develop budgeting skills /independent living skills • Students attend courses learn new, skills, gain NCEA credits. • Students have childcare arrangements.

<div> <div> GOAL 2 </div> <div> STRATEGIC GOAL ENVIRONMENT CONDUCTIVE TO LEARNING </div> <div> TARGETS: 1. By 2020 have developed a more positive culture at TPEC based on mutual respect for one's self, one's peers and the environment. </div> </div>				
Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
Consultation is completed with students, teaching staff, support staff and the wider community. A set of guidelines that help support a positive culture at TPEC that is conducive to the learning and the well-being of our ako is developed.	2.1 Code of conduct discussed individually on enrolment, with Induction programme establishing routines 2.2 Co-construct code of conduct with students following THS principles of MANA. Make these visible and actively referred to by all. 2.3 Prize-giving award criteria to be visible. MANA cards given out to support key attributes of these awards. 2.4 Termly recognition of those students that have contributed to the MANA of the centre 2.5 A variety of EOTC activities to allow for group bonding 2.6 Manaakitanga and Āwhi encouraged 2.7 Visits and speeches from past students and significant community members reinforces a positive culture. 2.8 Ensure all students actively contribute to the wellbeing of tangata and our learning environment.	All staff Students Outside agencies THS	Induction Ongoing	<ul style="list-style-type: none"> Students are aware of expectations Students feel comfortable and enjoy attending TPEC (SV) Student attendance is regular. Students recommend TPEC to others. Students practice good Manaakitanga skills for new students and guests, eg, welcome guests and new students. The TPEC remains clean, tidy and hygienic Feedback from outsiders, THS staff, and the guidance team.
<div> <div> GOAL 3 </div> <div> STRATEGIC GOAL TO ACHIEVE QUALITY COMMUNITY ENGAGEMENT/LEADERSHIP </div> <div> TARGETS: 1 . By 2020 relationships with the wider community will be strengthened and mutually beneficial </div> </div>				
Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
Establish regular hui (twice a term) with Kawerau based agencies to support the Hauora of both Ako (mama) and pepe. Provide the community with regular (at least once a term) updates of ako successes and initiatives, eg newsletters, social media, press..	3.1 Invite community, social, health groups to meet students on induction 3.2 Regular time slots for Nurse, YPP, and well-child agencies to visit 3.3 Whānau to be part of enrolment process, home visits, and celebrations of success. 3.4 Items in THS news letters to inform the community of events 3.5 Newsletter updates of successes sent to community members and support agencies. 3.6 Letters sent home to whanau acknowledging student success. 3.7 Staff engage with whānau through van run and visits to the centre 3.8 EOTC exposes students to range of different activities/organisations in our community 3.9 Increase public profile by attending regular meetings, hosting monthly hui's at TPEC. 3.10 A Facebook page is maintained and updated to display positive TPEC experiences 3.11 Students display Manaakitanga to all visitors by taking lead in welcoming 3.12 Develop an entrepreneurial programme that places our students out in the public eg marketing coffee, selling homemade goods. 3.13 Participating in community health awareness programmes. 3.14 Establish a new working relationship with local ECE's	Kylie Jules Outside agencies Students	Induction On going End of year celebration	<ul style="list-style-type: none"> An increased awareness of our services in the community Health/Social/Community visitors are regular Whānau attend special events Students enjoy new experiences (SV) Students are identifiable and proud to be a part of TPEC (SV) Public profile is built on, local people know who we are and what we do. Relationships are positive with outside providers.

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