



# **Charter Strategic Plan 2021 -2022**



## **Annual Plan 2021**

*Learning Focused Relationships in our Innovative Learning Spaces*

	Page
The School Charter	3
The School and Our Community	4
Year 7-13 Tarawera High School	5
About Us - Facts and Figures	6
Our Vision for Tarawera High School	7
Mission Statement	8
Values	9
The Logo	10
Structure of Tarawera High School	11
Our Education Vision / Our Character	12
Cultural Diversity and Acceptance	13 - 14
Strategies for Students with Learning Needs	15
Strategies for Teen Parents	16
Professional Learning & Development	17
Te Aka Toitu- connectivity/Vocational Pathways	18
MANA	19
Culturally Responsive/Relational Pedagogy	20
Strategic Goals for the Future: (2021-2022)	21 - 22
Annual Plans 2021	23 - 30



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 three 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, on our school website 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 21<sup>st</sup> 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 eight years on, is 'Learning focused relationships in our Innovative Learning Spaces' The charter also serves as the undertaking by the Board of Trustees to the Minister of Education.

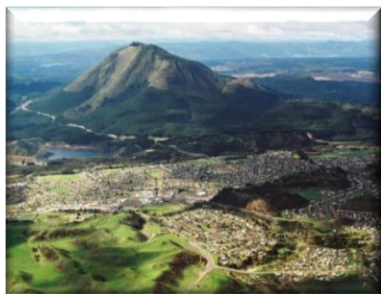
In June 2016 and again in 2019, the Education Review Office (ERO) visited Tarawera High School to complete a our second annual cycle report since opening, on our progress, commenting on:

- *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*



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 clubs, 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, but we have 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 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.

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 faces a number of challenges; one of these being lack of wi-fi connectivity in homes to enable our students to access digitally to continue their learning away from school. With the presence of a strong community spirit, the people of Kawerau embrace change in working towards finding transforming solutions for this through the Te Aka Toitu Trust.



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 educational excellence in Kawerau.



# Yr 7-13 Tarawera High School



**SCHOOL TYPE:** Yr 7-13 co-ed secondary school  
**CURRENT ROLL:** 440 students  
**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. New, innovative approaches to teaching and learning are mixed with inquiry, project based learning and block weeks. These encourage 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 ninth year since the evolving of Tarawera High School, the school has seen its first cohort of students complete their whole educational journey at Tarawera High School, 2013-2019. Ethos, culture, and MANA are now set and in 2020 we saw our academic excellence reach the 90% in all NCEA year levels. The 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. We started this in 2019 with our first graduate Medical Registrar, Jessie Te Riini who spoke to staff and students at the Foundation Dinner in December, 2019, In 2021 we will have further community mentors from Carter Holt Harvey speaking to students each term.

The community are taking an active part in the life of the school as strong links are forged to form a supportive environment for students and whānau to grow. Regular collaboration with



Police, NZ Army, Te Wānanga o Aotearoa, Tuwharetoa Iwi and local employers 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)  
Tautoko Rangatahi; Counsellor, Nurse, Social Worker and Dr.  
Teen Parent Education Centre  
Student leadership, Peer mentoring, Tuakana Teina, 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

44 Teaching Staff  
2 Teaching staff- Teen Parent Education Centre  
5 Admin Support Staff  
13 Teacher Aides  
8 Grounds and Cleaning staff

## Amenities

Covered Outside Learning Area  
Visual Arts Centre  
21<sup>st</sup> Century Learning Environment  
Hospitality Centre  
Hard /Soft Technology Spaces  
Performing Arts Theatre and Music Hub  
Gymnasium / Rockwall / Adventure Playground  
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

1,747,463

## Principal:

Helen Tuhoro

## Board of Trustees:

Pari Maxwell (Chairperson)  
Shakirra Thomas (Deputy Chair), Willie Mitai, Darrel Leaf, Mal Dowie, Rachel Savage, Carol Dyer, Aaron Rangihika, Matt Sheaff (Staff Trustee), Matariki Turuwhenua (Student Trustee)



## Kaumatua:

Rev George Raerino

# 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 and to achieve via distance learning.
- 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 using the Whare Tapa Whā model of well-being.
- 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*

- To GROW -** Our school assists in the growth and personal development of rangatahi and whānau during their educational 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 and accepting of 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.



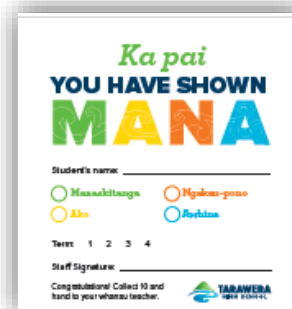


*“Leaders use students’ inherent knowledge of the school motto **MANA** to support students to be the best they can be.” ERO*

Tarawera High School is an environment underpinned by the philosophies of whakawhānau ngatanga and manaakitanga that recognises Tangata-whenua but 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<sub>ANA</sub>AKITANGA –



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

## A<sub>KO</sub> –

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

## N<sub>GĀKAU PONO</sub> –



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

## Ā<sub>WHINA</sub> –



- 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-green) and awa (river-blue) 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*

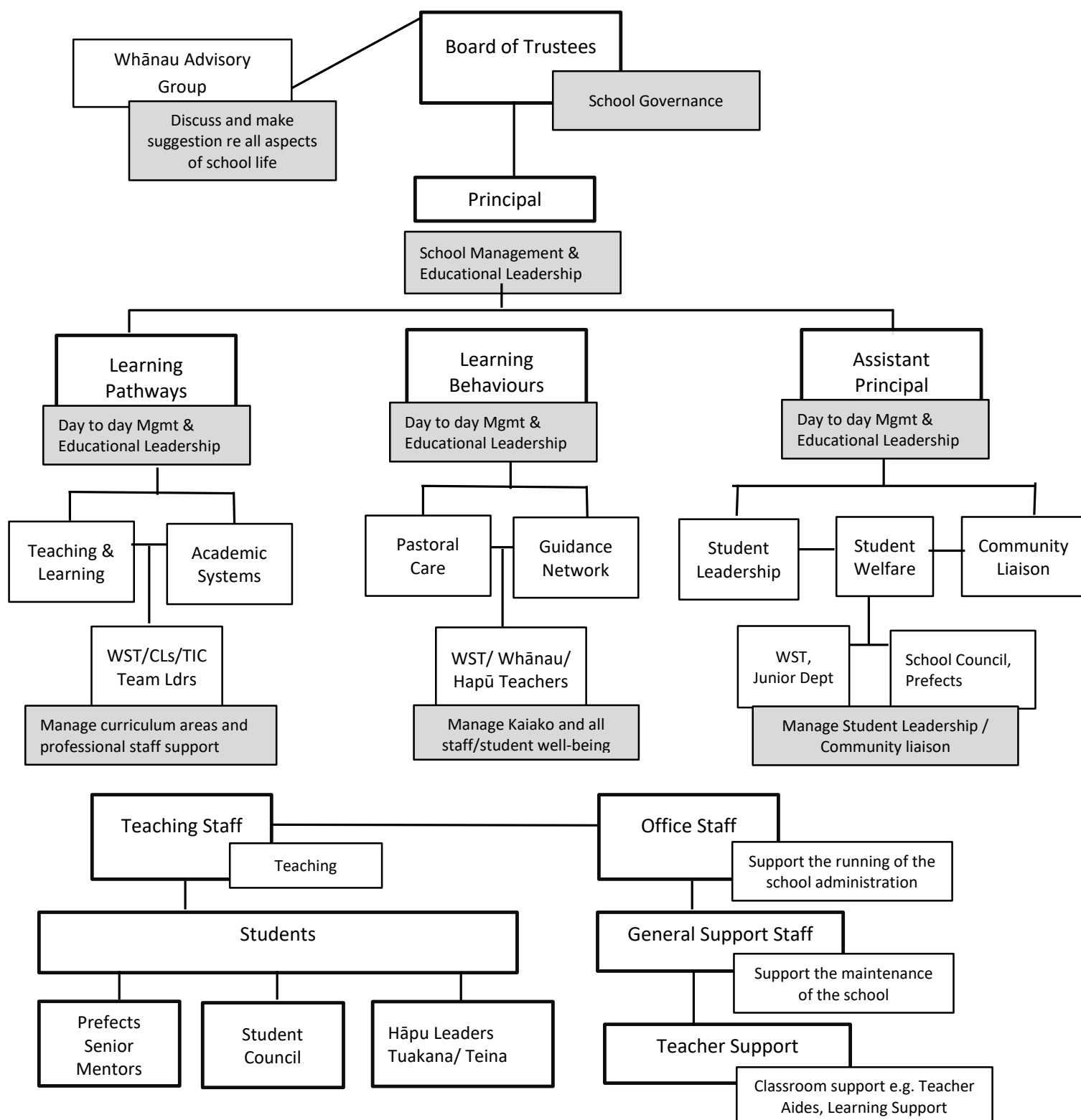


As students journey through their time at Tarawera High School, they are protected and given direction by our caring, inspirational staff and supportive school whānau, who help guide our rangatahi along their pathway. Hence the Tarawera Taniwha has been created specifically to address students where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



# 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 mātāpono ana mātou ke te aki i ó tātou 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*

The establishment of Tarawera High School was a unique situation and our student body is of a friendly, caring nature 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 Innovative Learning Spaces, 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, opening 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 and credits in chain sawing.

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*



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 acceptance 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 curricular “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 and support those with an already fluent level of Te Reo through a multi-level whānau group.
- Establish close links with local marae and iwi, specifically Rautahi Marae in Kawerau.
- Provide new staff with training based on the ‘Assessment for Learning’ framework to ensure strong relationships and culturally responsive curriculum developing an understanding and acceptance of students unique heritage and strengthening this bond to enhance Māori achievement.

# Cultural Diversity and Acceptance

- 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 Ki o rahi, Kapa haka and Manu kōrero



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 “lens” through which the school views the notion of “success”.
- Role modelling through student leadership programmes- Tuakana Teina.
- Acknowledgement of tikanga and Māori performing arts 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 Performing Arts and their fluency in Te Reo.

## REO-RUA PROGRAMME – Te ARANUI



The multi-level Reo-Rua whanāu class in 2021 is allowing ākonga to have the opportunity to advance their reo amongst their peers. Year 7 and 8 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, all participate in a Tikanga programme where levels of fluency are assessed by a fluent Māori speaking teacher. This will be followed by specialist classes where there will be collaboration with ākonga, staff, whānau and the community to develop the content of this programme. This 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 and our teaching be guided by embracing kaupapa Māori so we may enhance student identity’*

# Strategies for Students with Learning Needs

*"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*

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

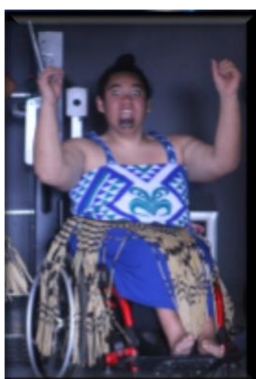


## **We will:**

- 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, Learning Support Coordinator, 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 Learning Support Coordinator (LSC).
- 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, ACC, IRF, RTL, LBP, ESOL)
- 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



We have a purpose built facility for the girls and their babies on site, within the existing High School, allowing up to 20 girls more opportunity to take classes offered in the school and participate in many of the additional programmes offered at Tarawera High School.

Our purpose is 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 experienced, qualified secondary teachers that target 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.



# Professional Growth Cycle

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

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 financial resources to best address the needs of these learners.



- **TO INCREASE LITERACY AND NUMERACY LEVELS ACROSS THE SCHOOL**
- **TO PROVIDE A HEALTHY LEARNING ENVIRONMENT SUPPORTING STUDENT HAUORA**
- **TO EMBED QUALITY COMMUNITY ENGAGEMENT and STUDENT LEADERSHIP**

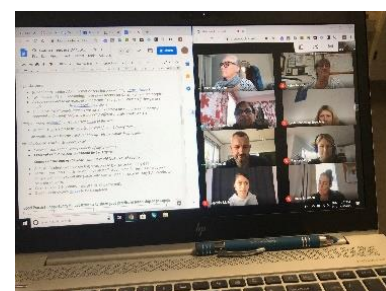


Linked to our strategic plan, we have set up to build sustainable school-wide inquiry based teaching practices inclusive of parents, whānau, iwi and communities. Our commitment is to; using the best practices in e-learning and inquiry based teaching and using all the knowledge and technology at our disposal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

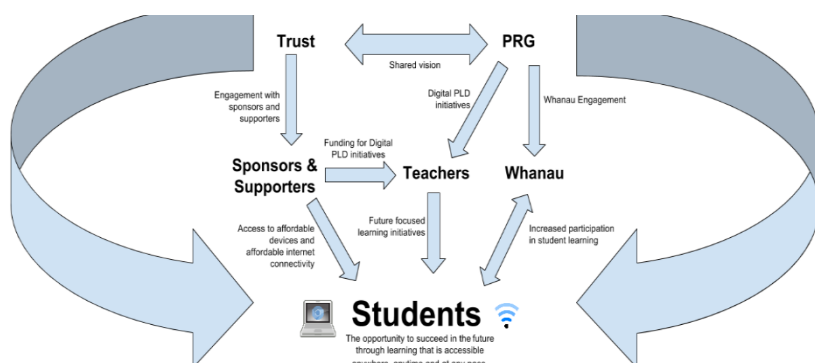
These beliefs underpin what we teach, why we teach a particular content, and how we teach. All staff will be part of the Professional Growth Cycle, reflecting on the Code and Standards from the NZ Teachers Council.

Tarawera High School will continue to develop and implement a Professional Growth Cycle for all staff as a strategy for encouraging professional growth and providing teachers with opportunities to show they are effective classroom practitioners.

The Professional Growth Cycle is identified by Teachers Council as a tool using peer observations and professional discussion (including online discussion), where staff will generate naturally occurring evidence which will assist with their teaching practice, whilst also providing robust documentation for the Standards of the Teaching Profession to enable annual teacher registration to occur.



# Te Aka Toitu- Digital Connectivity



Te Aka Toitu evolved in 2016 to create a digital environment where every student has the opportunity to succeed in the future through learning that is accessible anywhere, anytime and at any pace.

It's mission statement is to provide students in membership decile one and two schools within the Kawerau and Whakatane Districts with an affordable device, affordable internet connectivity and quality digital teaching so they have the skills to contribute to their communities and the wider world in the future.



## Vocational Pathways/ Career Development



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*

## 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.

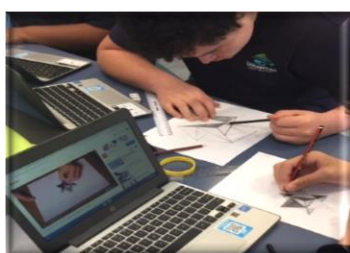
## Who is PB4L for?

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.



# Strategic Goals for 2021-2022

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: INCREASE LITERACY AND NUMERACY ACROSS THE SCHOOL

- By 2022 to raise school-wide literacy levels, by identifying at risk groups within years 7-11. (Ako)
- By 2022 to raise school-wide numeracy levels, by identifying at risk groups within years 7-11. (Ako)
- By 2022 embed TJAC (Tarawera Junior Achievement Certificate) in both Year 9 & 10 (Ako)
- By 2022 embed school-wide career programme into school curriculum, ensuring meaningful pathways for students. (Ako)
- By 2022 to embed digital technologies into our curriculum. (Ako)



## Strategic Goal Two: A HEALTHY LEARNING ENVIRONMENT SUPPORTING STUDENT HAUORA



- By 2022 embed digital citizenship programme. (Ako)
- By 2022 embed Te Ao Māori practices as the daily norm; school-wide karakia, waiata, protocols (Manaakitanga)
- By 2022 embed Te Whare Tapawhā model into PB4L to support student hauora. (Ngākau-pono)
- By 2022 attendance at 90%+ by identifying at-risk groups of students and whānau. (Āwhina)



## Strategic Goal Three: EMBED QUALITY COMMUNITY ENGAGEMENT & STUDENT LEADERSHIP

- By 2022, establish and develop stronger active relationships that are visibly mutually beneficial with the wider community. (Ngākau Pono)
- By 2022, enhance communication with the community for school events. (Manaakitanga)
- By 2022, ākonga will be developed as leaders that contribute to the success and development of Tarawera High School. (Āwhina)

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

- By 2022 to have increased the academic achievement of all students (Ako).
- By 2022 all students will be able to access an identified pathway and a transition plan (Ako).
- By 2022 all students at TPEC will have evidence of gains in Literacy and Numeracy (Ako).
- By 2022 to embed digital technologies into our curriculum (Ako)
- By 2022 to have developed a positive culture at TPEC based on mutual respect for oneself, their peers, and the classroom environment (Manaakitanga).
- By 2022 embed Te Ao Māori practices as the daily norm; TPEC karakia, waiata, protocols (Manaakitanga)
- By 2022 embed Te Whare Tapawhā (TPU indicators) to support student hauora and achievement. (Ngākau-pono).
- By 2022, relationships with the wider community will be reciprocal, responsive and mutually beneficial.
- By 2022 enhance communication with the community through the sharing of success and events



# TARAWERA HIGH SCHOOL- Annual Plan 2021



## GOAL

1

## STRATEGIC GOAL TO INCREASE LITERACY AND NUMERACY LEVELS ACROSS THE SCHOOL

### TARGETS:

1. By 2022 to raise school-wide literacy levels, by identifying at risk groups within years 7-11. (Ako)
2. BY 2022 to raise school-wide numeracy levels, by identifying at risk groups within years 7-11. (Ako)
3. By 2022 embed TJAC (Tarawera Junior Achievement Certificate) in both Year 9 & 10 (Ako)
4. By 2022 embed school-wide career programme into school curriculum, ensuring meaningful pathways for students. (Ako)
5. By 2022 to embed digital technologies into our curriculum. (Ako)
6. By 2022 to embed integrated curriculum delivery. (Ako)

Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured												
<p><b>1. By 2022 to raise school-wide literacy levels, by identifying at risk groups within years 7-11.</b></p> <p>Identified at risk groups in yrs 7-11 (Below and Well Below)</p> <table><tr><td>2021</td><td>Reading</td><td>Writing</td></tr><tr><td>Year 8</td><td>51</td><td>41</td></tr><tr><td>Year 9</td><td>42</td><td>37</td></tr><tr><td>Year 10</td><td>40</td><td>41</td></tr></table> <p><a href="#">End of Year Data</a> <a href="#">End of Year at Risk data</a> Year 8 - <a href="#">Reading</a> <a href="#">Writing</a> <a href="#">Maths</a></p>	2021	Reading	Writing	Year 8	51	41	Year 9	42	37	Year 10	40	41	<p>1. 1- Teachers fully aware of identified at risk groups (AA’s to identify at risk students using EOY data and to be available to all relevant staff)</p> <p>1.2- Teachers scaffold learning to meet the needs of identified students (evident in planning)</p> <p>1.3- AA’s , LPC and AP to have oversight of progress.</p> <p>1.4 -Source relevant PLD to assist teachers in developing their pedagogy to assist student in raising literacy levels. (2021 PLD Contracts -PACT tool and learning focussed relationships in an MLE)</p> <p>1.5- Teachers to have a focus in their PGC on raising literacy levels in an identified target group.</p> <p>1.6 -SCT to support teachers to ensure student needs are met.</p>	<p>Teachers LPC /AP</p> <p>Academic Advisors Julie Luxton All teachers</p>	<p>2021</p> <p>Termly review and reflection</p> <p>PLD application - term 1</p>	<ul style="list-style-type: none"><li>• Target groups identified</li><li>• PLD provider feedback</li><li>• Student achievement measured through PACT</li><li>• Teacher inquiries / teacher voice</li></ul>
2021	Reading	Writing														
Year 8	51	41														
Year 9	42	37														
Year 10	40	41														
<p><b>2. By 2022 By 2022 to raise school-wide numeracy levels, by identifying at risk groups within years 7-11.</b></p> <table><tr><td></td><td></td><td>Mathematics</td></tr><tr><td>Year 8</td><td>58</td><td>Below and WB</td></tr><tr><td>Year 9</td><td>51</td><td>Below and WB</td></tr><tr><td>Year 10</td><td>46</td><td>Below and WB</td></tr></table>			Mathematics	Year 8	58	Below and WB	Year 9	51	Below and WB	Year 10	46	Below and WB	<p>2. 1 - Teachers fully aware of identified at risk groups (AA’s to provide lists of identified students) using EOY data.</p> <p>2.2 - Teachers scaffold learning to meet the needs of identified students (evident in planning)</p> <p>2.3 - AA’s , LPC and AP to have oversight of progress..</p> <p>2.4 - Source relevant PLD to assist teachers in developing their pedagogy to assist students in raising numeracy levels.</p> <p>2.5 - Teachers to have a focus in their PGC on raising numeracy levels in an identified target group. (where appropriate)</p>	<p>Teachers</p> <p>LPC/ AP</p> <p>Academic Advisors</p>	<p>2021</p>	<ul style="list-style-type: none"><li>• Target groups identified</li><li>• PLD provider feedback</li><li>• Student achievement measured through PACT</li><li>• Teacher inquiries / teacher voice</li></ul>
		Mathematics														
Year 8	58	Below and WB														
Year 9	51	Below and WB														
Year 10	46	Below and WB														

<p><b>3. By 2022 embed TJAC (Tarawera Junior Achievement Certificate) in both Year 9 &amp; 10</b></p> <p>2020 data</p> <p>Year 9 - Achieved - 36 Merit - 6</p> <p>Year 10 - Achieved - 22 Merit - 8</p> <p><u>T-JAC YEAR 9, T-JAC YEAR 10</u></p>	<p>3.1 - Teachers, parents and students fully aware of TJAC purpose and structure.</p> <p>3.2 - New Teachers provided PLD on setting up TJAC correctly on Kamar</p> <p>3.3 - All courses contribute to TJAC achievement</p> <p>3.4 - Further develop teacher knowledge of standards based assessment and marking schedules, providing guidance to ensure equitable credit allocation.</p> <p>3.5 - Regular updates to students.</p> <p>3.6 - My Mahi introduced and led by career advisor used to assist students to monitor progress</p> <p>3.7 - Acknowledge student achievement at Achieved, Merit and Excellence</p>	<p>Teachers of Years 9-10</p> <p>CL</p> <p>AA's</p>	<p>Introduction early Term 1</p> <p>KAMAR set up term 1</p> <p>Termly updates</p>	<ul style="list-style-type: none"> <li>TJAC talked about by students, teachers and whanau.</li> <li>Regular progress updates</li> <li>student achievement</li> <li>Mymahi implemented</li> <li>Acknowledgement at PG</li> </ul>
<p><b>4. By 2022 School- wide career education programme embedded into school curriculum</b></p> <p><u>mymahi -schoolwide plan</u></p>	<p>4.1 - School-wide career programme draft created and implemented</p> <p>4.2 - My Mahi introduced as part of the career programme</p> <p>4.3 - PLD provided (little and often) to staff and in turn to students</p> <p>4.4 - PLD to whānau</p> <p>4.5 - Invite ex-students and community members into school to raise awareness of opportunities for students that are reflective of their culture and community.</p> <p>4.6 - Increase student awareness of career opportunities.</p> <p>4.7 - Successfully implement a career expo. showcasing local industries.</p>	<p>Career Advisor</p> <p>LPC</p> <p>Teaches</p>	<p>Voice collected T2 / T4</p> <p>Career Expo Term1</p> <p>PLD sessions-ongoing</p> <p>Term 1</p>	<ul style="list-style-type: none"> <li>Draft plan developed and implemented</li> <li>Staff / student voice</li> <li>End of year review of initial implementation</li> <li>Staff and student voice</li> </ul>
<p><b>5. By 2022 to embed digital technologies into our curriculum.</b></p>	<p>5.1 - Teacher in charge of Digital Technology identified.</p> <p>5.2 - Pathway to provide digital technology within year 7-10</p> <p>5.3 - Create action plan to meet the ministry requirements for implementation.</p> <p>5.4 - Provide PLD (internal and external) to staff to support the implementation of the curriculum</p> <p>5.5 - Review and reflect at the end of the year progress made towards the implementation of the curriculum.</p>	<p>LPC (learning)</p> <p>TiC DT</p> <p>CL's / Team Leaders</p> <p>Teachers</p>	<p>Throughout 2021</p>	<ul style="list-style-type: none"> <li>Review complete</li> <li>Action plan in place</li> <li>PLD provided to support staff to trail new strategies.</li> </ul>
<p><b>6. By 2022 to embed integrated curriculum delivery.</b></p>	<p>6.1 - Appoint teacher in charge (WST)</p> <p>6.2 - Allocated curriculum time to implement integrated programmes</p> <p>6.3 - Implement appropriate planning and budgeting</p> <p>6.4 - Implement two successful integrated weeks in terms 2 &amp; 3.</p> <p>6.5 - Gather student and staff voice to evaluate the programme.</p> <p>6.6 - Create summary report with recommendations for 2022</p>	<p>LPC (learning)</p> <p>TiC</p> <p>Teachers</p>	<p>Term 2 (wk 9)</p> <p>Term 3 (wk 9)</p>	<ul style="list-style-type: none"> <li>Student and staff engagement</li> <li>TiC leads and oversees programme</li> <li>Recommendations based on data and evidence.</li> </ul>

# TARAWERA HIGH SCHOOL- Annual Plan 2021



## GOAL

2

## STRATEGIC GOAL TO PROVIDE A HEALTHY LEARNING ENVIRONMENT SUPPORTING STUDENT HAUORA

### TARGETS:

1. By 2022 embed digital citizenship programme. (Ako)
2. By 2022 embed Te Ao Māori practices as the daily norm; school-wide karakia, waiata, protocols (Manaakitanga)
3. By 2022 embed Te Whare Tapawhā model into PB4L to support student hauora. (Ngākau-pono)
4. By 2022 attendance at 90%+ by identifying at-risk groups of students and whānau. (Āwhina)

Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
By 2022 embed digital citizenship programme. (Ako)	<p>1.1 Sustainable NETSAFE school-wide plan created</p> <p>1.2 To support staff to establish positive relationships with students using digital devices in the classroom that provides opportunities for students to develop online safety skills and become digital citizens.</p> <p>1.3 To support students to become digital citizens through workshops, learning programmes and school-wide initiatives.</p> <p>1.4 To provide ongoing PLD to ensure staff can integrate online safety into learning programmes, model online safety confidently, and effectively respond to incidents.</p> <p>1.5 To update and/ or renew policies, technologies, and incident management processes to support the safe use of technology.</p> <p>1.6 Teachers, students and whānau use of digital technology considers our statutory requirements, our values and vision of MANA, and equity.</p>	<p>LBC, Kaitiaki CL DT Lead Teachers</p> <p>School Teachers LBC, AP DT Lead</p> <p>BOT Principal LBC, Kaitiaki, DT Lead</p> <p>Kaitiaki, School Teachers</p>	<p>Term 1, 2021</p> <p>Daily monitoring</p> <p>Ongoing</p> <p>Monitoring, 2021</p> <p>Monthly, 2021</p> <p>Term 2, 2021</p> <p>Term 1 2021</p>	<ul style="list-style-type: none"> <li>• Staff/ Student voice</li> <li>• Draft plan developed</li> <li>• Net safe PLD- provider feedback</li> <li>• Teacher voice and regular meetings- support one another and are reflective</li> <li>• THS digital policies are updated and/or renewed.</li> <li>• Shared regularly with staff, whānau and students</li> </ul>
By 2022 embed Te Ao Māori practices as the daily norm; school-wide karakia, waiata, protocols (Manaakitanga)	<p>2.1 Te Ao Māori WST identified</p> <p>2.2 Te Ao Māori WST to establish key relationships and networks within the Kāhui Ako.</p> <p>2.3 To provide a termly selection of karakia and waiata to staff and students.</p> <p>2.4 To provide PLD/ Wānanga to support teachers in culturally responsive pedagogy</p>	<p>SLT</p> <p>WST</p> <p>Cultural Leader</p> <p>WST/ Cultural Leader</p>	<p>Term 1 2021</p> <p>Term 1 &amp; 2 2021</p> <p>Term 1 2021</p> <p>Ongoing Monthly</p>	<ul style="list-style-type: none"> <li>• Draft Te Ao Māori plan developed</li> <li>• Staff/ Student voice</li> <li>• Regular network cluster meetings</li> <li>• Increase in use of karakia &amp; waiata school wide.</li> </ul>



	<p>2.5 To establish a vertical Te Reo Māori whānau class</p> <p>2.6 To increase student, staff and whānau participation in Māori customs</p> <p>2.7 To increase student participation and representation in community kaupapa Māori events</p> <ul style="list-style-type: none"> <li>Wānanga reo/ Hui/ Pōwhiri/ Tangihanga</li> </ul> <p>2.8 Provide PLD (internal and external) to staff to support the growth of te reo me ōna tikanga.</p>	<p>SLT/ Cultural Leader</p> <p>Cultural Leader</p> <p>WST/ Cultural Leader</p> <p>DP &amp; Cultural Leader</p>	<p>Term 1 2021</p> <p>Ongoing 2021</p> <p>Ongoing 2021</p> <p>Ongoing 2021</p>	
By 2022 embed Te Whare Tapawhā model into PB4L to support student hauora. (Ngākau-pono)	<p>3.1 To establish new M.A.N.A (PB4L) lead</p> <p>3.2 To continue to develop the M.A.N.A team systems for data collection and referrals</p> <p>3.3 Introduce Te Whare Tapa Whā to the whole school</p> <p>3.4 To continue to implement and consolidate MANA across the school.</p> <p>3.5 To continue to provide PLD for staff on restorative practice and Te Whare Tapa Whā.</p> <p>3.6 To implement MANA practice models using Te Whare Tapa Whā for teaching and learning within the school</p> <p>3.7 To continue to provide targeted support for at-risk students.</p>	<p>SLT</p> <p>MANA Team DP</p> <p>MANA Team</p> <p>MANA Team</p> <p>MANA Team</p> <p>Teachers</p> <p>DP, Hauora Team, Kaitiaki</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Regular ongoing meetings.</li> <li>Referral checks, meetings</li> <li>Kaitiaki/ whānau teacher/ classroom teacher/ student voice</li> <li>Regular attendance to cluster meetings.</li> <li>PLD provider feedback</li> <li>At-risk students identified.</li> <li>Individual Hauora and Safety plans developed for students</li> </ul>
<p>By 2022 attendance at 90%+ by identifying at-risk groups of students and whānau. (Āwhina)</p> <p>Baseline data- <a href="#">Attendance Data Review 2020-2021</a></p>	<p>4.1 To identify at risk students through the traffic light system.</p> <p>4.2 Provide weekly printouts of student attendance to Kaitiaki and whānau teachers</p> <p>4.3 To reward good attendance weekly in whānau classes and year level meetings</p> <p>4.4 Prompt referrals and follow up monitored by Attendance Officer, Attendance services and taken to KEY Forum for community support and wrap around</p> <p>4.5 Attendance Data- is shared regularly during My Mahi time with students and year levels</p> <p>4.6 Sign in system for late students to the Kaitiaki room</p> <p>4.7 AE attendance reported daily to Learning Behaviours Coordinator</p>	<p>Whānau Teachers, Kaitiaki</p> <p>DP/ Attendance Officer</p> <p>Whānau Teachers/ Kaitiaki</p> <p>DP &amp; Kaitiaki</p> <p>Whānau Teachers &amp; Kaitiaki</p> <p>Kaitiaki</p> <p>AE &amp; DP</p>	<p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Daily</p>	<ul style="list-style-type: none"> <li>Regular progress updates</li> <li>Accuracy and timeliness of entries onto KAMAR</li> <li>Reduction in unexplained absences and intermittent attendance</li> <li>Improved attendance stats.</li> <li>Reduction in lateness and sign ins in the morning</li> <li>EN to whānau, Kaitiaki and whānau teachers of trends</li> <li>Increase in AE attendance and referrals to ASA</li> <li>Positive recognition weekly</li> <li>At risk students identified and plans developed</li> </ul>

# TARAWERA HIGH SCHOOL- Annual Plan 2021



## GOAL 3 STRATEGIC GOAL TO EMBED QUALITY COMMUNITY ENGAGEMENT and STUDENT LEADERSHIP

- TARGETS
1. By 2022, Establish and develop stronger active relationships that are visibly mutually beneficial with the wider community. (Ngākau Pono)
  2. By 2022, enhance communication with the community for school events. (Manaakitanga)
  3. By 2022, ākonga will be developed as leaders that contribute to the success and development of Tarawera High School. (Āwhina)

Baseline data / Current Situation	Strategies / Actions-	Who is responsible	Timeframe	How Progress will be Measured
<p><b>1. Establish and develop stronger active relationships that are visibly mutually beneficial with the wider community</b></p> <p>Links to community were made last year, need to further promote and solidify these links. Especially with Rotary, KDC, Woodskills and Te Aka Toitu.</p> <p>Community engagement is happening but not visible and communicated to all staff and the community</p>	<p>1.1 Regular and ongoing discussions with Iwi/hapū/local organisations about their contributions related to our educational support for our ākonga through the WST Te Ao Māori</p> <p>1.2 Identifiable and visible relationships that have a meaningful impact on students learning and engagement</p> <p>1.3 Host at least 1 community information event each term e.g. New NCEA workshops, Net Safe event.</p> <p>1.4 Youth council students to link back to school – possibility of earning <u>event planning credits</u></p> <p>1.5 Hapu/Iwi engagement visible in classrooms – Overnight at Marae, Speakers coming in to classrooms or to Assembly</p> <p>1.6 Communication with Kawerau District Council so we know how we can be involved in community events especially with the Youth Council leader</p> <p>1.7 Maintain participation in current events such as Woodskills, ANZAC day, Primary school athletics days etc</p> <p>1.8 Grow and maintain relationship with Kawerau Rotary to include the Interact club - Student volunteer group</p> <p>1.9 Teaching teams to look at how they can increase parent or community engagement in their curriculum area. For example, Year 9 open evening, speakers from community coming in, trips to local places of significance.</p> <p>1.10 Continue to build on relationships with other educational providers for the benefit of our students. E.g. Toi Ohomai, Wānanga noho marae, POET, Block week courses.</p> <p>1.11 Develop relationships with the contributing primary schools through events, transition days, assemblies and class work</p>	<p>Cultural leader, WST TAM, AP, DP</p> <p>AP, CL</p> <p>AP</p> <p>AP and SAA</p> <p>AP, LBC, Cultural leader, TL Yr 7</p> <p>AP, Student leaders,</p> <p>All staff</p> <p>AP, WST</p> <p>All staff</p> <p>WSt / Tuakana Teina</p>	<p>Ongoing but priority term 1</p> <p>Investigate Term 1</p> <p>By end of T 2</p> <p>Ongoing</p> <p>Monthly meetings</p> <p>Term 1</p> <p>annually</p> <p>On going</p> <p>Termly</p>	<p>Student voice, Staff voice, engagement levels</p> <p>Student engagement levels, academic levels etc will improve.</p> <p>Community engagement levels</p> <p>Students earning credits from events Number of credits gained Students comfortable and actively engaged in marae based learning opportunities</p> <p>Number of meetings attended</p> <p>Student voluntary engagement SVA milestones being earnt.</p> <p>Increased involvement in school, more parents coming in to engage in students learning outcomes</p> <p>More students engaged and earning credits at higher institutions supporting our educational outcomes</p> <p>Students being invited to speak and support at primary school assemblies/events</p>

<p><b>2. Enhance communication with the community for school events</b></p> <p>Currently using the sign, facebook page, app and newsletter to get messages out. Inconsistent parent attendance at interviews - very junior heavy involvement. Covid made parent participation and attendance at events such as Athletics non-existent</p>	<p>2.1 Regular column in the Echo and a student led newsletter</p> <p>2.2 Increase attendance of family/whanau at events through notice board in town, text, school app, FB etc.</p> <p>2.3 Digital tech team - capture school events digitally and share via social media and YouTube, Facebook/Instagram/XT/twitter become a hub of success stories – led by student leaders. Identification of students without permission to publish.</p> <p>2.4 Regularly check parent contact details</p> <p>2.5 Regular reporting back to students and staff – junior/senior prefects, student rep on BOT, staff rep on BOT, hapū leaders</p> <p>2.6 Text to let parents know there is a newsletter coming home</p> <p>2.7 Calendar of events to go out to families via the school website and be updated regularly.</p> <p>2.8 Increased attendance at Parent teacher interviews</p> <p>2.9 Increase access in our community to internet through Te Aka Toitu</p> <p>2.10 Ascertain current number of families connected to school app and increase by 20%. Start sending Newsletter out digitally on school app.</p>	<p>AP and CL English</p> <p>AP</p> <p>Digital tech leader, AP</p> <p>Whanau tchrs</p> <p>Staff rep, student rep AP and Office admin</p> <p>all staff</p> <p>TIC Te Aka Toitu</p> <p>AP, Office admin</p>	<p>Ongoing all year</p> <p>Weekly videos on FB</p> <p>On going</p> <p>Fortnightly</p> <p>Twice per term</p> <p>On going</p>	<p>Number of items printed</p> <p>Record of numbers attending each event kept. Looking at the positive vibe and comments in the community about our school.</p> <p>Number of 'shares' or likes on FB and other social media outlets.</p> <p>Engagement in events</p> <p>Numbers attending</p> <p>Numbers with internet access and device access at home.</p> <p>Number of families on school app</p>
<p><b>3. Ākonga will be developed as leaders that contribute to the success and development of Tarawera High School</b></p> <p>Transition visits were arranged with the primary schools. Year 6 students enjoyed 1 day to get used to the environment</p> <p>Senior leaders had limited opportunities to attend events and develop their leadership skills however ran a number of well organised events at school.</p> <p>Council was functioning but not visible or effective</p>	<p>3.1 Junior leaders to be more visible - have speaking responsibilities at assemblies, active participation in student events</p> <p>3.2 Introduction of Junior Cultural leaders to assist with Karakia and waiata in junior team daily classroom practise</p> <p>3.3 Participation at GRIP conference</p> <p>3.4 Student leaders developed and supervised by staff through Peer support, leaders on Year 9 and 10 camps, Digital tech team, prefects, GSA, lunches, hauora team, sports team captains</p> <p>3.5 Leadership opportunities outside of school to be explored – assisting with daffodil day, food bank drives, community gardens. Links to be made to classroom programmes where possible.</p> <p>3.6 Junior and Senior prefects to assist at primary school assemblies – handing out certificates or speaking</p> <p>3.7 Student Leadership committee to meet regularly to support and promote student leadership and community initiatives. Student leaders to meet regularly with AP to report on progress and next steps</p> <p>3.8 Development of the Enviro Schools group with a key focus on power conservation. Utilizing solar data, power data, creating signage and other student led initiatives.</p> <p>3.9 Development of student lunch leaders with the new lunch food system.</p> <p>3.10 Supporting students to select leadership opportunities appropriate to strengths and workload.</p> <p>3.11 Investigate local leadership mentorship programmes available or speakers to come and work with groups</p> <p>3.12 Development of leaders in choir through conducting.</p>	<p>WST Tuakana/Teina</p> <p>LBC</p> <p>Counsellor</p> <p>AP, TIC groups</p> <p>WST- Tuakana/Teina, AP</p> <p>WST, AP, TIC lunches</p> <p>WST, AP</p> <p>AP, Careers Advisor</p> <p>TIC Choir</p>	<p>Ongoing all year as events and opportunities arise</p>	<p>More confident leaders emerging in the junior school.</p> <p>Cultural norms becoming consistent across the school</p> <p>Number of students involved in activities should show an increase. Will collect numbers of participation</p> <p>A larger number of students becoming involved in the leadership opportunities in a wider variety of areas.</p> <p>Regular communication with staff and students</p> <p>Visible in the commons - posters, group operating regularly</p> <p>SVA merits being achieved</p> <p>Speakers coming in to My Mahi time once a term to each junior/senior assembly</p>

# TARAWERA HIGH SCHOOL- TPEC Annual Plan 2021



## GOAL 1

### STRATEGIC GOAL TO INCREASE LITERACY AND NUMERACY IN TPEC

#### TARGETS:

- By 2022 to have increased the academic achievement of all students (Ako).
- By 2022 all students will be able to access an identified pathway and a transition plan (Ako).
- By 2022 all students at TPEC will have evidence of gains in Literacy and Numeracy (Ako).
- By 2022 to embed digital technologies into our curriculum (Ako)

Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
Students enrolled at TPEC for a full year will have gained at least one NCEA Level (Ako).  All students at TPEC will have evidence of gains in Literacy and Numeracy (Ako)	1.1 Make use of MyMahi for students to self-monitor academic goals. 1.2 Set up course programmes on KAMAR to better inform subject selection (academic and life skill courses) 1.3 Include monthly team meetings with all stakeholders (eg. YPP case manager, family start, teaching teams and others) to identify and plan for the learning needs of at risk students 1.4 Develop a tool to measure literacy and numeracy gains that is relevant to the needs of young parents 1.5 Celebrate the success of academic gains each term. 1.6 Provide staff with PLD opportunities to raise student achievement	Students  Manager  Teacher	On going Term 1  Monthly  Each term	<ul style="list-style-type: none"> <li>• Increased NCEA results</li> <li>• Students self-monitoring their own work</li> <li>• Measurable increases in literacy and numeracy</li> <li>• Students are able to articulate where they are at academically</li> </ul>
Students will be able to have access to an identified pathway and support this with a transition plan. They will be able to articulate what it is they are learning and how this relates to their future (Ako).	1.7 Co-Construct a graduate profile with the students that ensures a transition pathway and course selection is more relevant to students needs 1.8 Provide further exposure to local industries for employment 1.9 Use the "My Mahi" app to digitise student ILP's, making them more accessible for all students and mentors. 1.10 Include in our programme, visits to local tertiary providers and career expos 1.11 Encourage students to try work based placements. 1.12 Engage with local external providers to offer further opportunities for Trade courses 1.13 Work with students and outside agencies to ensure that barriers to a successful transition are removed eg. license, childcare, housing, finances. Include this in monthly team meetings. 1.14 Include in our programme, visits from ex-students and other mentors that are able to support and increase knowledge of career choices.	Students  Manager  Teacher	Induction  ongoing	<ul style="list-style-type: none"> <li>• Students have a transition plan when exiting TPEC</li> <li>• Students have gained a driving license</li> <li>• Students have their pepe in childcare</li> <li>• Students completed portfolios in My Mahi (including CV and evidence of career exploration)</li> <li>• Increase in student engagement in work placements</li> <li>• Successful transitions into employment or further study</li> </ul>
Digital technologies will be embedded into each student's learning programme.	1.15 Continue in providing PLD opportunities for Digital Technology for staff 1.16 Make student ILP's more digital through using the MyMahi app. 1.17 Provide all students with the opportunity to obtain a laptop by using their TIA funding. 1.18 Create a tool to measure student gains in DT knowledge and use 1.19 Embed use of digital technologies into each students learning programme	Students  Manager  Teacher	Ongoing  Induction  Term 2	<ul style="list-style-type: none"> <li>• All students will have access to a digital device to work from home and at TPEC</li> <li>• Measureable gains in DT knowledge and use are recorded</li> </ul>



<div> <div> <b>GOAL</b>  <b>2</b> </div> <div> <b>STRATEGIC GOAL</b>  <b>HEALTHY ENVIRONMENT</b>  <b>SUPPORTING STUDENT HAUORA</b> </div> <div> <b>TARGETS:</b> <ol style="list-style-type: none"> <li>By 2022 to have developed a positive culture at TPEC based on mutual respect for oneself, their peers, and the classroom environment (Manaakitanga).</li> <li>By 2022 embed Te Ao Māori practices as the daily norm; TPEC karakia, waiata, protocols (Manaakitanga)</li> <li>By 2022 embed Te Whare Tapawhā (TPU indicators) to support student hauora and achievement. (Ngākau-pono).</li> </ol> </div> </div>				
Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
A set of guidelines that helps to support a positive culture at TPEC, that is conducive to the learning and well-being of our ako is developed.	2.1 Continue to encourage, model and praise manaakitanga towards guests, whānau and peers. 2.2 Continue to include into our programme a variety of EOTC activities that build on student and staff relationships. 2.3 Revise our code of conduct, encourage student buy in and refer to this document with students regularly 2.4 Include MANA values in a student testimonial	Manager  Teacher Students	Ongoing  Each term  End year PG	<ul style="list-style-type: none"> <li>MANA values are evident in the centre-between students and guests</li> <li>Feedback from outside TPEC, community, agencies, whānau, THS staff and the guidance team</li> <li>Analysis of student attendance, Student well-being (SV)</li> </ul>
Te Tiriti o Waitangi partnership is evident and respected in our space. Te Ao Māori practices are part of our daily norm.	2.5 Make karakia part of our daily routine. 2.6 Participate in school Te Ao Māori activities. 2.7 Each student and staff member will present their pepeha and have it on display.	Manager Teacher Students	Ongoing Term 1	<ul style="list-style-type: none"> <li>Students and staff can recite a karakia.</li> <li>Staff and students have a pepeha on display</li> <li>Participation in school Te Ao Māori activities is evident</li> </ul>
Students and staff of TPEC will use the Te Whare Tapawhā model to reflect on, and set goals.	2.8 Students will continue to use the Te Whare Tapawhā model to identify well-being goals, for themselves and their pepe. 2.9 Staff will identify areas to develop using the Te Whare Tapawhā model and TPEC outcomes and indicators.	Manager Teacher  Students	Ongoing	<ul style="list-style-type: none"> <li>Students demonstrate care for self and their pepe</li> <li>Students and staff are able to identify areas they want to develop using the TPEC outcomes and indicators.</li> <li>TPEC staff are able to develop within the TPEC outcomes and indicators to support the wellbeing of the students, child, whānau, other staff and self.</li> </ul>
<div> <div> <b>GOAL</b>  <b>3</b> </div> <div> <b>STRATEGIC GOAL</b>  <b>QUALITY COMMUNITY ENGAGEMENT</b>  <b>and STUDENT LEADERSHIP</b> </div> <div> <b>TARGETS:</b> <ul style="list-style-type: none"> <li>By 2022, relationships with the wider community will be reciprocal, responsive and mutually beneficial.</li> <li>By 2022 enhance communication with the community through the sharing of success and events</li> </ul> </div> </div>				
Baseline data / Current Situation	Strategies / Actions	Who is responsible	Timeframe	How Progress will be Measured
Relationships within the community will continue to be developed and strengthened.  Enhance communication with the community through the sharing of ako successes and TPEC events.	3.1 Encourage students to be involved in local leadership initiatives. 3.2 Participate in the local town Market Days. 3.3 Establish links with local iwi, Kaumātua and Kuia. 3.4 Update TPEC's information on web portals eg THS, ATPENZ 3.5 Invite local guest speaker and/or mentor in to interact with Ako at least once a term. 3.6 Communicate student success stories through social media and the local paper, ECHO 3.7 Encourage students to volunteer within the school community. 3.8 Provide the students home (parents, grandparents, partners) with regular updates of student success. Including sending out newsletter each term 3.9 Staff engage with Whānau through the van run and visits at the centre. 3.10 Continue to develop an entrepreneurial programme that places students out in the public. 3.11 Participate in community health awareness programmes. Within the school and in the community/ township.	Manager Teacher Students  Outside agencies  Local community groups	Ongoing  Term 2 and 3  Newsletters each term	<ul style="list-style-type: none"> <li>Regular visits from community groups and whānau</li> <li>Students being involved in community events</li> <li>Community and whānau feedback and attendance at main events e.g. Prize-giving.</li> <li>Increased awareness of services within our community.</li> </ul>