



Charter Strategic Plan 2023- 2025



Annual Plan 2023

Attendance, Engagement, Pathways

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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 21st century students in terms of our vision, '**Supporting rangatahi to fulfil their potential and aspirations through meaningful partnerships with whānau and our community**'- **Āwhina Ākonga Aspirations**. A specific focus for the school ten years on, is 'Attendance, Engagement, Pathways.' This charter, the first of the 3 year cycle, also serves as the undertaking by the Board of Trustees to the Minister of Education.

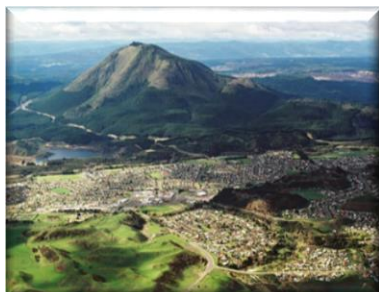
In June 2016, 2019 and again in 2022, the Education Review Office (ERO) visited Tarawera High School to complete a our third annual cycle report since opening, on our progress, commenting on:

- *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.-2019*
- *Staff at Tarawera High School are supporting rangatahi to reach their potential by using innovative approaches to improve outcomes for students.- 2019*
- *A sound Māori foundation to school practices promotes strong cultural perspectives. Students have a healthy sense of their own identity in the school.-2019*
- *The wellbeing of students and staff underpins decision making at governance and management levels.-2019*
- *A responsive, localised curriculum promoting equitable and accelerated ākonga outcomes, that aligns with the school's vision, values and goals -2022*
- *School leadership that sustains a culture of inclusiveness, with a strong focus on relational trust and cultural responsiveness- 2022*
- *Leaders are continually engaged in professional knowledge building to enhance teaching effectiveness. -2022*
- *Visible school values that contribute to a positive school culture for ākonga and kaiako, -2022*



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 Mt Pūtauaki with surrounds that include forests, hills, lakes, rivers, parks and historic sites. A wide range of sporting and recreational activities are available including horse riding, kayaking, mountain biking, hunting and fishing, 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, with digital connectivity for Kawerau whānau to be completed in 2023.



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: 430 students
OFFICIAL OPENING: 30 January 2013 and new school 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 eleventh year since the evolving of Tarawera High School, the school has now seen its fourth cohort of students complete their whole educational journey at Tarawera High School, 2013-2019, 2020, 2021 and 2022. Ethos, culture, and MANA are now set, in 2020 we saw our academic excellence reach the 90% in all NCEA year levels, in 2021 100% Year 13 participation achievement. The next phase of the schools life was 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 2023 we have our first graduate from the school who returns to Tarawera as a first year teacher.

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, Tertiary providers, Rotary Club, 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 provide a service to their community.

About Us – Facts & Figures

Services:



Learning pathways (Years 7-13)
Tautoko Rangatahi; Counsellor, Nurse, Social Worker, Ed Psych, Dr.
Te Tari Ako Mātua Taiohi - Teen Parent Education Centre
Student leadership, Peer mentoring, Tuakana Teina, Rainbow youth
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
Te Kura o te Toroa (Alternative Education-AE)
DRIVE Tarawera- vehicle education programme



Staff

39 Teaching Staff
2 Teaching staff- Teen Parent Education Centre
7 Admin Support Staff (including 2 ASA- Attendance Service Advisors)
16 Teacher Aides
2 Grounds staff

Amenities

Covered Outside Learning Area
Visual Arts Centre
21st Century Learning Environment
Hospitality Centre
Hard /Soft Technology Spaces
Performing Arts Theatre, Dance studio and Music Hub
Gymnasium / Rockwall / Adventure Playground
Flood lit Astro Turf, Bike track, Fitness trail



EQI Rating

541

Contributing Schools

Kawerau Pūtauaki School
Kawerau South School
Te Whata Tau o Pūtauaki
Te Kura o Teko

Operating Budget

1,662, 382

Principal:

Helen Tuhoro

Board of Trustees:

Shakirra Thomas (Presiding Member),
Carol Dyer, Ebony Tipene, Jeneane Chandler, Nicky Nuku, Matt
Sheaff (Staff Trustee), Kohen Wilkinson (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.

Āwhina Ākonga Aspirations- (*Āwhina e te Ākonga ki te taumata Angitu*)

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



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.

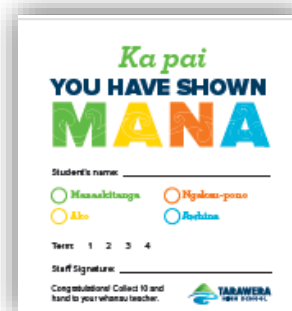


*“Leaders use students’ inherent knowledge of the school motto **MANA** to support students to be the best they can be.” ERO*

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, ākonga and the community.

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

M_{ANA}AKITANGA –



- 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} –

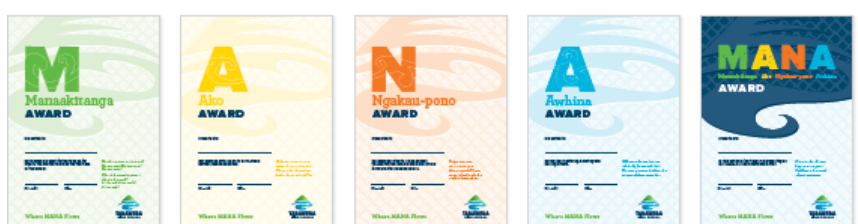


- Integrity, being honest, trustworthy, responsible and accountable for your actions and decisions.

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-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 Whārangi - Turning of a new page - new beginnings

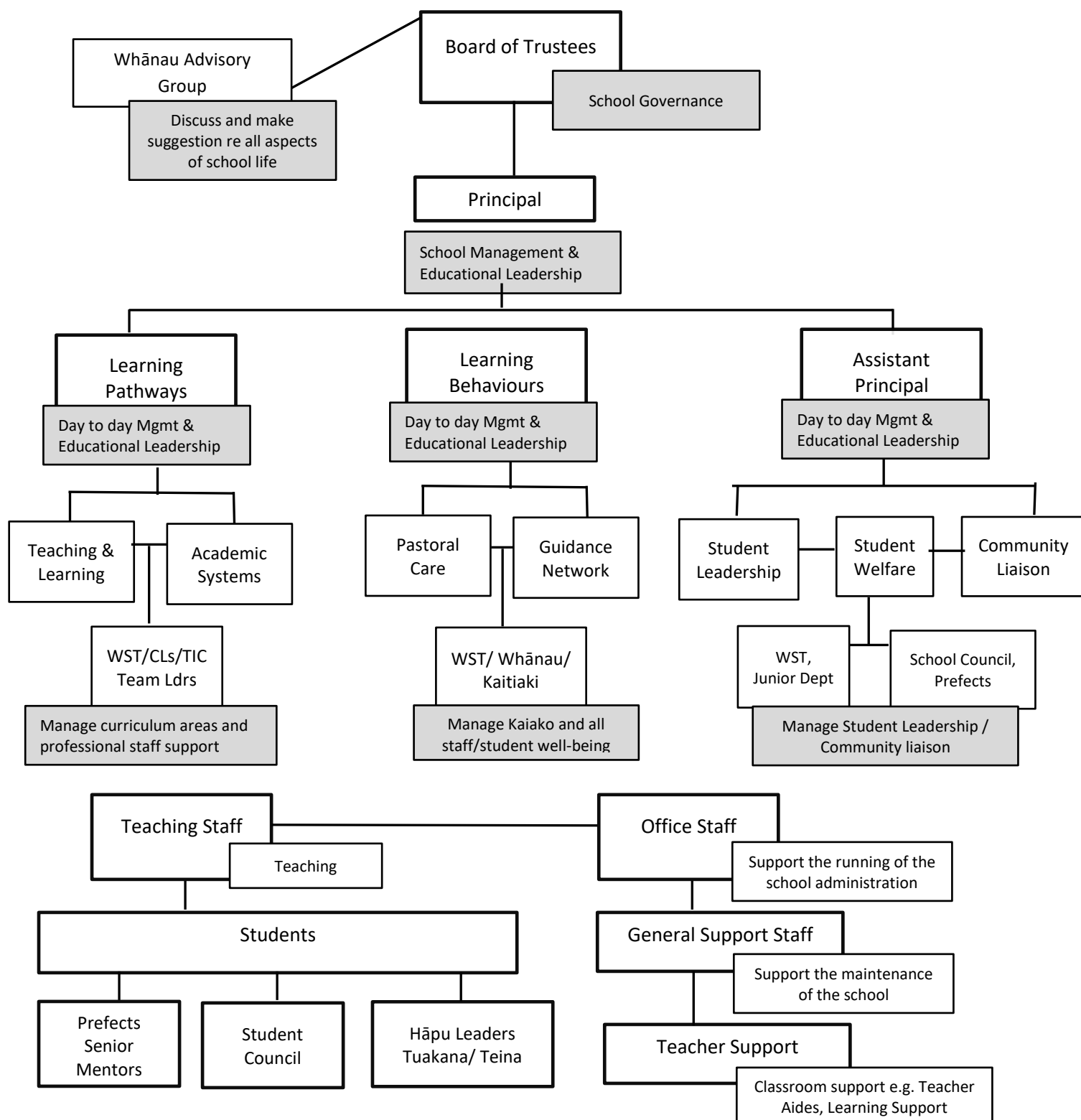


As students journey through their time at Tarawera High School, they are protected and given direction by our caring, inspirational staff and supportive school whānau, who help guide our rangatahi along their pathway. Hence the Tarawera Taniwha has been created specifically to address students where 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 opportunities for creativity, imagination 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, Work Ready). 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 such as butchery after obtaining meat from farmers, 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, through graduate mentors returning to school to motivate and inspire our ākonga. We provide instruction in Tikanga Māori (Māori culture), and Te Reo Māori (Māori language) programmes throughout all Years 7 to Year 13.

In 2023 we continue the introduction of Whakairo to our students, integrated through our visual arts programme and within our block weeks.

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 and New Zealand histories 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



A multi-level Reo-Rua whanāu class was trailed in 2021 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 and Training Act 2020, the National Education Learning Priorities (NELPS), 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 agencies.
- 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 Mātua 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 mama and pepe 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 expand integrated curriculum, through Te Ao Māori lens focus on Literacy/Numeracy
- To provide a learning environment inclusive of Mana Orite mo te Mātauranga Māori
- To create a sense of belonging through visible partnerships

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.

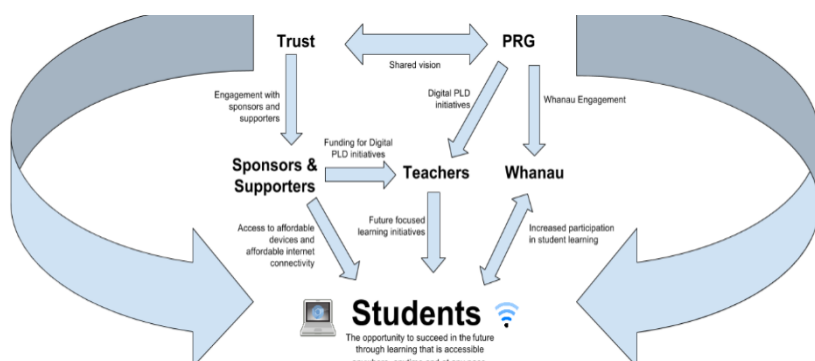
All staff will be part of the Professional Growth Cycle, reflecting on the Code and Standards from the NZ Teachers Council.

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 Toitū 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 MANA (PB4L) for?

MANA 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 MANA help the students at our school?

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



Strategic Goals for 2023-2025

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. Through the use of the National Educational Learning Priorities (NELPS) linked to the schools Strategic goals we will focus on-

NELP 1- Learners at the Centre- Learners with whānau are at the centre of education.

NELP 2- Barrier Free Access- Great opportunities and outcomes are within reach for every learner.

NELP 3- Quality teaching and leadership-Makes the difference for learners and their whānau.

NELP 4- Future of learning and work- Learning that is relevant to the lives of New Zealanders today and throughout their lives



*From this is 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:

To expand integrated curriculum, through Te Ao Māori lens focus on Literacy/Numeracy

- Build Teacher capability through Professional Learning and Development. (Ako)
- Develop learning programmes that reflect Mātauranga Māori across the school. (Ako)
- Implement structured literacy across the school. (Ako)

Strategic Goal Two:

To provide a learning environment inclusive of Mana Orite mo te Mātauranga Māori



- Using Whare Tapa Whā address barriers to hauora – attendance, health, learning needs. (Ako)
- Increases pride in Kaupapa Māori (Manaakitanga)
- Wider exposure of vertical Te Reo Whānau Class. (Āwhina)

Strategic Goals for 2023-2025

Strategic Goal Three:

To create a sense of belonging through visible partnerships

- Develop a cultural narrative with Iwi. (Ngākau Pono)
- Collaborate with community to ensure positive relationships. (Manaakitanga)
- Provide leadership opportunities for ākonga. (Āwhina)



Teen Parent Education Centre (TPEC)

To provide for the educational, social, cultural and emotional needs of mama and pepe

- Address Hauora issues of Mama and pepe using Whare Tapa Whā and support agencies. (Āwhina).
- Provide learning and employment opportunities (Ako).
- Instil Te Ao Māori practises. (Manaakitanga).



Āwhina Ākonga Aspirations

(Āwhina e te Ākonga ki te taumata Angitu)

2023-2025

TARAWERA HIGH SCHOOL

WHERE MANA flows

Our Goals

Our Hauora: To provide a learning environment that is inclusive of Mana Ōrite mo te Mātauranga Māori.

Our Ako: Expand integrated curriculum through a Te Ao Māori lens, focusing on literacy and numeracy for all.

Our Kawerau Whānui: To create a sense of belonging through visible partnerships.

Te Tari Ako Matua Taiohi: To provide for the educational, social, cultural, and emotional needs, of both mama and pepe.

Our Initiatives

- Using Whare Tapa Whā to address barriers to hauora – attendance, health, learning needs
- Increase pride in Kaupapa Māori
- Wider exposure of vertical Te Reo Whānau class

- Build teacher capability, through PLD
- Develop learning programmes that reflect Mātauranga Māori across the school
- Implement structured literacy across the school

- Develop a Cultural narrative with Iwi
- Collaborate with community to ensure positive relationships
- Provide leadership opportunities for ākonga

- Address Hauora issues for Mama and Pepe- using Whare Tapa Whā and support agencies.
- Provide learning/employment opportunities
- Instil Te Ao Māori practices

Our Outcomes

Resilient, confident, and empowered ākonga who have MANA in all aspects of their Whare Tapa Whā.

Motivated ākonga are meeting their aspirations through Mātauranga Māori and have a purposeful path ahead.

Ākonga knowing who they are, where they are from (turangawaewae) and are connected to their culture leaving a legacy for future generations.

Mama will have accessed an identified pathway, gained the necessary qualifications and support this with a transition plan.



Manaakitanga Ako Ngākau pono Āwhina



	2023 T1	T2	T3	T4	2024 T1	T2	T3	T4	2025 T1	T2	T3	T4
Goal 1 AKO	Build Teacher capability through PLD						Build Teacher capability					
			Implement structured literacy across the school									
									Learning Programmes reflect Mātauranga Māori			
Goal 2 HAUORA	Whare Tapa Whā addresses barriers				Whare Tapa Whā				Whare Tapa Whā			
			Pride in Kaupapa Māori- powhiri/PG/karakia								Pride in Kaupapa Māori	
							Exposure of Te Reo Whānau class					
Goal 3 KAWERAU WHANUI	Provide leadership opportunities						Provide leadership opportunities					
			Collaborate with Community- ensure positive relationships									
									Develop a cultural narrative with Iwi			

Key metrics

	What success looks like	Key measures (summary)	2023 milestones	2024 (milestones)	2025 (milestones)
Goal 1	Confident teachers, literacy levels raised, Learning is authentic and engaging.	Teacher led PLD, assessment data	Strengthen Teacher capability	Structured Literacy embeded	Programmes reflect Mātauranga Maori
Goal 2	Wairua and hinengaro are strong in ākonga. Attendance has improved.	Well-being survey, attendance data, whanau feedback	Barriers identified/ addressed	Pride in our culture	Te Reo class explicit in school life
Goal 3	Student leaders are visible, akonga are confident in who they are, Iwi have a presence in school	Community feedback, Hui with Iwi, display of cultural narrative	Akonga attend community, educational and service events	Engaging with community- Iwi, employers,	Ko Wai au- ākonga standing proud on their turangawaewae

Āwhina Ākonga Aspirations

(Āwhina e te Ākonga ki te taumata Angitu)

2023-2025

TARAWERA HIGH SCHOOL- Annual Plan 2023



GOAL

1

STRATEGIC GOAL

Expand integrated curriculum through a Te Ao Māori lens, focusing on literacy and numeracy for all.

TARGETS:

Initiatives

- Build teacher capability, through PLD
- Develop learning programmes that reflect Mātauranga Māori across the school
- Implement structured literacy across the school

Initiative 1- Build teacher capability, through PLD

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Provide time for collaborative programme development, with a focus on integrated programme delivery.	DP Learning Pathways CL/ TL's	Time MoE Resources PLD Hours	2023 Term 1-3	<ul style="list-style-type: none"> • Learning programmes are reviewed and updated • Resources are reflective of student needs • Programmes of learning are reflective and inclusive of Te Ao Māori • Programmes of learning are engaging and relevant and focus on an integrated approach.
Work collaboratively with Evaluation Associates facilitators to develop teacher capabilities “learning focussed relationships in a modern learning environment” with a focus on Numeracy	DP Learning Pathways AP Junior Teachers	Time PLD Hours PACT	2023 Term 1-3	<ul style="list-style-type: none"> • Teacher confident in their own capability to deliver learning outcomes for all students. • Teachers are confident in their own ability to raise student achievement • Improved Numeracy Levels across the school
Implement Accelerated Learning in Literacy (ALL) into everyday practice	DP Learning Pathways AP Lead Teacher Teachers (Yr 7-10)	Time Funds to release teacher	2023 Term 1-4	<ul style="list-style-type: none"> • Lead Teacher training provided • At risk students identified and supported • Increased literacy levels for all students • Strategies are shared and implemented and all students benefit

TARAWERA HIGH SCHOOL- Annual Plan 2023



GOAL

1

STRATEGIC GOAL

Expand integrated curriculum through a Te Ao Māori lens, focusing on literacy and numeracy for all.

TARGETS

Initiatives

- Build teacher capability, through PLD
- Develop learning programmes that reflect Mātauranga Māori across the school
- Implement structured literacy across the school

Initiative 2-

Develop learning programmes that reflect Mātauranga Maori across the school.

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Develop teacher confidence in their understanding of Mātauranga Māori and how this can be reflected in their programmes of learning.	DP Learning Pathways Cultural Leader Teachers MoE	Time PLD sessions Online resources PLD Hours		<ul style="list-style-type: none"> • Teachers are confident in their own understanding, planning and delivery of curriculum content which reflects Mātauranga Māori • Student can see themselves and the relevance of their learning
Use Niho Taniwha as a learning tool for teachers to support their understanding and learning to better serve and empower Māori students and their whānau (Self Paced online courses available 2023).	DP Learning Pathways Cultural Leader Teachers MoE	Time PLD Sessions Niho Taniwha Book		<ul style="list-style-type: none"> • Teachers are supported and time is given for teachers to further their • Implement MoE expectations and competencies across the curriculum • Increase cultural capabilities • Improved teaching and learning for all students

TARAWERA HIGH SCHOOL- Annual Plan 2023



GOAL

1

STRATEGIC GOAL

Expand integrated curriculum through a Te Ao Māori lens, focusing on literacy and numeracy for all.

TARGETS:

Initiatives

- Build teacher capability, through PLD
- Develop learning programmes that reflect Mātauranga Māori across the school
- Implement structured literacy across the school

Initiative 3-

Implement structured literacy across the school

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Identify a lead teacher to implement structured literacy across the school	DP Learning Pathways AP	Time Teacher release time / funding		<ul style="list-style-type: none"> • Lead teacher identified • PLD provided • Programmes to be implemented as part of Structured Literacy approach to be identified • Plan established for implementation across the school
Provide PLD to all teachers to support the delivery of structured literacy across the school	DP Learning Pathways	Time PLD sessions Teacher release Time / funding		<ul style="list-style-type: none"> • Programmes identified and resourced for inclusion in structured literacy programme • Teachers upskilled and confident in delivering the identified programmes
Support teachers and students to prepare students for the corequisite literacy requirements in 2024.	DP Learning Pathways			<ul style="list-style-type: none"> • Teachers confident in their knowledge of corequisite requirements • Programmes reflect student learning needs • Students understand co requisite requirements and their learning needs to meet the standard required • Students achieve success in corequisite assessments

TARAWERA HIGH SCHOOL- Annual Plan 2023



GOAL

2

STRATEGIC GOAL

To provide a learning environment that is inclusive of Mana Ōrite mo te Mātauranga Māori.

TARGETS:

Initiatives

- Using Whare Tapa Whā to address barriers to hauora – attendance, health, learning needs
- Increase pride in Kaupapa Māori
- Wider exposure of vertical Te Reo Whānau class

Initiative 1-

Using Whare Tapa Whā to address barriers to hauora – attendance, health, learning needs

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Relationships and ways of working with external supports are well established and assist with effective preventative programmes, referrals and follow up that provide wrap-around support for students.	DP LBC Lead Counsellor Hauora Team LSC Ed Psych Kaitiaki	MOE Funding KAMAR RTLb OT, ASA	Term 1 Term1	<ul style="list-style-type: none"> • Agencies and schools provide examples of Te Whare Tapawhā in their area of work. • Reflect and review 2022-2023 attendance data • Use Te Whare Tapawhā model to identify what barriers may be evident, what works well and what next steps are needed.
Wellbeing values are consistently actioned throughout the school and are evident in: > curriculum priorities and delivery > relationships and celebrations > co-curricular delivery	DP LBC Kaitiaki Teachers	Minutes/ PLD meetings MANA focus Te Kura Tapawhā Book and recordings	Term 1 Term 2 Term 3 Term 4	<ul style="list-style-type: none"> • Te Kura Tapawhā - needs assessment, review of what is being done and identify potential opportunities. • Google form/ Survey- Staff Voice/ Student Voice • Development of the schools locatives and building on the concept of Te Kura Tapawhā model- PLD • Review of how Te Whare Tapawhā is used in various areas- Team meetings.
Systematic processes for induction, professional learning and development (PLD) and performance management support all leaders and teachers so they have the skills to effectively support student wellbeing	DP LBC Lead Counsellor Kaitiaki Staff SCT	PLD Calendar Staff Handbooks THS Teacher Site PB4L & Restorative practice workshops UBRS training	Ongoing Term 1	<ul style="list-style-type: none"> • Regular staff voice- PLD • Professional readings

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GOAL

2

STRATEGIC GOAL

To provide a learning environment that is inclusive of Mana Ōrite mo te Mātauranga Māori.

TARGETS:

Initiatives

- Using Whare Tapa Whā to address barriers to hauora – attendance, health, learning needs
- Increase pride in Kaupapa Māori
- Wider exposure of vertical Te Reo Whānau class

Initiative 2-

Increase pride in Kaupapa Māori

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
The school will provide opportunities for kaupapa Māori to be seen, heard and regularly celebrated.	Cultural Leader Teachers	Iwi/ Kaumātua Local Marae	Ongoing Term 2 Ongoing Term 2 Ongoing	<ul style="list-style-type: none"> • Increased student engagement in kapa haka, school haka • The school kapa participate in the regional Kapa Haka Events • An increase in student participation in regional Māori kaupapa such as Ngā Manu Kōrero, MWWL speeches. • THS Manu Kōrero for Years 7-13 • Staff and students acknowledge Te Tiriti o Waitangi, Te Wiki o Te Reo Māori, • Increased attendance at significant kaupapa Māori events on behalf of the school- pōwhiri, tangihanga, hui, wānanga
Students and staff have the opportunity to learn and explore kaupapa Māori through local contexts.	Cultural Leader Staff	PE Dept Art Dept	Ongoing	<ul style="list-style-type: none"> • Extra curricular activities extend beyond kapa haka to Kī o Rahi, Waka Ama, Mau Rākau, Whakairo, Raranga, Dance • Promotion of Māori Arts, Rongoā workshops • PLD for Te Tiriti o Waitangi, local stories • Staff visits to significant Māori sites with kaumātua (Te Waiū, Te Tatau Pounamu o Hape) • Student noho- Year 7-8 local marae, Year 9-10 at a marae within the Kāhui Ako area.
Students will be active kaitiaki within a kaupapa Māori context.	Cultural Leader Science Dept			<ul style="list-style-type: none"> • Establish links with local iwi authorities • Identify kaitiakitanga in the taiao with the Science Dept and Ag Hort. • Student work displayed and shared with the whānau and community.

TARAWERA HIGH SCHOOL- *Annual Plan 2023*

GOAL

2

STRATEGIC GOAL

To provide a learning environment that is inclusive of Mana Ōrite mo te Mātauranga Māori.

TARGETS:

Initiatives

- Using Whare Tapa Whā to address barriers to hauora – attendance, health, learning needs
- Increase pride in Kaupapa Māori
- Wider exposure of vertical Te Reo Whānau class

Initiative 3-

Wider exposure of vertical Te Reo Whānau class

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Regularly promote the Te Reo Whānau class throughout the school and the community.	Cultural Leader TRM Teacher	Printing/ Prospectus Google Site Te Whare Tapere	Term 1 Ongoing Term 3 Term 4	<ul style="list-style-type: none"> • Regular meetings with the contributing schools to identify students and their whānau who would like to come to the TRM whānau class. • TRM to lead karakia and waiata at assemblies. • TRM whānau class information for enrolments- pamphlet/ prospectus for 2024. • TRM whānau class information evening for new enrolments.
The Te Reo Māori Whānau class Te Ruruanga develops a three year action plan.	Cultural Leader TRM teacher	Te Whare Tapere Whānau Guitar Recordings	Ongoing Term 1 Term 1 Term 2	<ul style="list-style-type: none"> • Regular monthly hui • Goals are set with an action plan for each term. • Karakia/ Waiata are relevant to the kaupapa of the whānau class. • TRM Whānau class expectations are collaboratively developed with whānau input. • Shared action plan with the BOT

TARAWERA HIGH SCHOOL- Annual Plan 2023



GOAL

3

STRATEGIC GOAL

To create a sense of belonging through visible partnerships.

TARGETS:

Initiatives

- Develop a Cultural narrative with Iwi
- Collaborate with community to ensure positive relationships
- Provide leadership opportunities for ākonga

Initiative 1-

Develop a cultural narrative with Iwi

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Speakers coming into classrooms or to Assembly- Kawa discussed and ready to practice.	AP, Cultural Ldr, WST	Koha, IWI Relief staff Donations money	Term 4, previous year	Hapū/Iwi engagement visible in classrooms Students comfortable and actively engaged in marae-based learning opportunities
Students to research local area, history, legends etc	Whanau tchrs Cultural Ldr	Textbooks, digital platforms Fluent Te Reo speakers	Term 1-2-3	Presentations of PowerPoints, reports, whaikorero Enactments of legends
Overnight at Marae- Rautahi or Hahuru	Whanau tchrs Cultural Ldr WST, AP	Koha, IWI Relief staff Donations money	Term 4	Student engagement on marae, roles they played Feedback from Kaumatua

TARAWERA HIGH SCHOOL- Annual Plan 2023



GOAL

3

STRATEGIC GOAL

To create a sense of belonging through visible partnerships.

TARGETS:

Initiatives

- Develop a Cultural narrative with Iwi
- Collaborate with community to ensure positive relationships
- Provide leadership opportunities for ākonga

Initiative 2-

Collaborate with community to ensure positive relationships

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Communication with Kawerau District Council so we know how we can be involved in community events especially with the Kawerau Youth Council.	WST, AP Prefects KYC	Relief staff Non-contact time	Term 3-4	Increased involvement in community events, public profile Photographic proof – Facebook, website, ECHO
Develop relationships with the contributing primary schools through events, transition days, assemblies, class work, sports days	Principals, Contributing schools, Kaitiaki WST, AP	Relief staff Non-contact time Van - transport	Throughout year	Student participation numbers Enrolment numbers following year increased Feedback survey to contributing schools
Maintain participation in current events such as Woodskills, ANZAC day, Kura Kai- Kawerau Rotary to include the Interact club - Student volunteer group	Kaitiaki Yr 7 WST AP Whanau tchrs Prefects	Time commitment Relief staff	Term 3-4 Term 1-2 following year	Students volunteering, engagement, SVA milestones being earnt Use of community volunteers with students- defence, prefects

TARAWERA HIGH SCHOOL- Annual Plan 2023



GOAL

3

STRATEGIC GOAL

To create a sense of belonging through visible partnerships.

TARGETS:

Initiatives

- Develop a Cultural narrative with Iwi
- Collaborate with community to ensure positive relationships
- Provide leadership opportunities for ākonga

Initiative 3-

Provide leadership opportunities for ākonga

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Junior leaders to be more visible - have speaking responsibilities at assemblies, active participation in student events, attend GRIP conference, Year 9 and 10 camps, Digital tech team, prefects, lunches, hauora team.	WST Tuakana/Tein a AP	BOT funding, sponsorship - Rotary	Term 1-2-3	More confident leaders emerging in the junior school. Will collect numbers of participation Regular communication with staff and students
Leadership opportunities outside of school– assisting with daffodil day, food bank drives, community gardens, Matariki. Links to be made to classroom programmes where possible.	WST, AP Whanau teachers	Time out of class Relief staff	Throughout year	Student Leadership committee to meet regularly to support and promote student leadership and community initiatives. Student leaders to meet regularly with WST to report on progress and next steps.
Investigate local leadership mentorship programmes available or speakers to come and work with groups - Tuwharetoa Ki Kawerau Hauora	Prefects, AP IWI, Hauora WST	BOT funding Speakers- koha Relief staff- cover	Term 1-2-3	Reports back to SLT, BOT Presentations to Hauora, whanau

TARAWERA HIGH SCHOOL- Annual Plan 2023



Te Tari Ako Matua Taiohi STRATEGIC GOALS

To Provide for educational, social, cultural, and emotional needs of both mama and pepe.

TARGETS:

Initiatives

1. Address Hauora issues for Mama and Pepe - using Te Whare Tapawhā and support agencies.
2. Provide learning/employment opportunities.
3. Install Te Ao Māori practices.

Outcomes:

Mama will have accessed an identified pathway, gained the necessary qualifications and support this with a transition plan.

Initiative 1- Address Hauora issues for Mama and Pepe - using Te Whare Tapa Whā and support agencies.

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Relationships with external support agencies are established.	Kylie TPEC support staff	records of agency hui. TPU indicators THS Hauora Department. Social Media Webpage	ongoing Termly reflections	<ul style="list-style-type: none"> ● feedback from external agencies ● Students feel confident in accessing external support. ● The Te Whare Tapawhā model of health (TPU indicators) is used to reflect on, identify barriers and ways to improve relationships. ● Support agencies are included in ILP's
Programmes to support the well-being of Mama and Pepe are evident.	Kylie TPEC support staff	External agencies used to provide workshops and support. TPU indicators. ILP's Regular hui with TPEC support staff- allocate time for this.	ongoing termly reflections	<ul style="list-style-type: none"> ● Reflective hui with external providers and ākonga. ● Measure of TPU indicators. ● M.A.N.A self reflections ● Programmes of learning reflect student needs (ILP's) ● Students feel confident in their parenting role.
Wellbeing values that are linked with M.A.N.A, and Te Whare Tapawhā (TPU indicators) are evident within the culture of TPEC.	Kylie TPEC support staff	M.A.N.A self reflection sheet. TPU indicators Staff hui	ongoing. termly reflections	<ul style="list-style-type: none"> ● The Te Whare Tapawhā model of health (TPU indicators) is used to reflect on, identify barriers and ways to improve outcomes. ● Students are awarded M.A.N.A points ● Students are able to self-manage and communicate with others.

TARAWERA HIGH SCHOOL- *Annual Plan 2023*



Te Tari Ako Matua Taiohi

STRATEGIC GOALS

To Provide for educational, social, cultural, and emotional needs of both mama and pepe.

TARGETS:

Initiatives

1. Address Hauora issues for Mama and Pepe - using Te Whare Tapawhā and support agencies.
2. Provide learning/employment opportunities.
3. Install Te Ao Māori practices.

Outcomes:

Mama will have accessed an identified pathway, gained the necessary qualifications and support this with a transition plan.

Initiative 2- Provide learning/employment opportunities.

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Students are exposed to a wide variety of tertiary and employment opportunities.	Kylie, TPEC Support Staff	THS Careers advisor. EOTC to providers, MoE Transition Fund. Local speakers, Industry visits	ongoing	<ul style="list-style-type: none"> Students have a number of valuable experiences to make an informed decision of a career pathway. Measures from NZ Career Benchmarks.
A variety of learning programmes are offered to support student interests.	Kylie, TPEC Support Staff	External Course providers. TPEC support staff- allocate hui time for this. ILP's MoE transition and loss of learning fund,	ongoing	<ul style="list-style-type: none"> Students have increased achievements Students are able to access learning material based on their learning and employment needs.
Students have a transition plan that reflects their needs and interests.	Kylie, TPEC support staff,	Support Agencies. Career Benchmarks. MoE transition and loss of learning fund. THS Careers Advisor.	Ongoing.Termlly reflections/hui	<ul style="list-style-type: none"> Each student has a transition plan Each student that transitions out of TPEC, transitions with confidence and ongoing support networks. Student ILP's demonstrate successful transition using the NZ Career Benchmarks. All barriers to a successful transition are identified and addressed. Student ILP's include transitional needs.

TARAWERA HIGH SCHOOL- Annual Plan 2023



Te Tari Ako Matua Taiohi STRATEGIC GOALS

To Provide for educational, social, cultural, and emotional needs of both mama and pepe.

TARGETS:

Initiatives

1. Address Hauora issues for Mama and Pepe - using Te Whare Tapa Whā and support agencies.
2. Provide learning/employment opportunities.
3. Instil Te Ao Māori practices.

Outcomes:

Mama will have accessed an identified pathway, gained the necessary qualifications and support this with a transition plan.

Initiative 3 - Instil Te Ao Māori practices.

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Kaupapa Maori will be evident in the culture of TPEC,	Kylie, Support staff, Students	Outside agencies and community members	ongoing. Termly reflections.	<ul style="list-style-type: none"> • Students feel confident with their identity and culture. • Increased use of Te Reo • Karakia can be recited • Students and staff are confident in sharing their mihimihi.
Ākonga will be provided with opportunities to engage with Tikanga; local history, and traditional practices.	Kylie TPEC Support Staff	EOTC's TPEC Whanau		<ul style="list-style-type: none"> • Students are able to describe a variety of historical events, places and people that helped shape NZ today. • Staff and students acknowledge Te Tiriti o Waitangi, Te Wiki o Te Reo Māori. • EOTC visits to significant Māori sites
Increase cultural capabilities among TPEC staff to provide a holistic learning environment that supports our young mama	Kylie TPEC support staff	Online learning tools, Pathways Awarua, maramataka, Te Whare Tapawhā.		<ul style="list-style-type: none"> • TPEC teaching staff are able to develop and support student learning programmes that are reflective of kaupapa māori and Te Whare Tapawhā. • Increased cultural capabilities