



TARAWERA
HIGH SCHOOL

Charter Strategic Plan 2023- 2025



Annual

Attendance, Engagement, Pathways

Contents

	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 Growth Cycle	17
	Te Aka Toitu- connectivity/Vocational Pathways
	18
MANA- Positive Behaviour for Learning	19
Strategic Goals for the Future: (2023-2025)	20 - 23
Annual Plans 2024	24 - 41

The School Charter

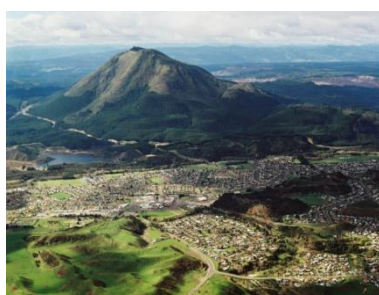


This School Charter is an integral part of our school's self-management because it reflects the vision of parents, staff, and the community for their school in the next three years in the life of the school. As such it is available for perusal and input at any time from the school office by interested 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 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.

The School & Our Community

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 fifth cohort of students complete their whole educational journey at Tarawera High School, 2013-2019, 2020, 2021, 2022 and 2023. 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
 Education-AE) DRIVE Tarawera- vehicle education program

Te Kur



Staff

39 Teaching Staff
 2 Teaching staff- Teen Parent Education Centre
 7 Admin Support Staff (including 2 ASA)
 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

2,879,021

Principal:

Marissa Peters

Board of Trustees:

Ebony Tipene (Presiding Member),
 Carol Dyer, Jeneane Chandler, Rachael Savage, Nicky Nuku, Matt Metcalf (Staff Trustee), Sidney
 Waiari (Student Trustee)

Kaumātua:

Rev George Raerino

Kaitohutohu Kaumātua: Luvi Ngaheu



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 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 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.



Values

*“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 whakawhanau ngatanga and manaakitanga that recognises Tangata-whenua but still valuing all knowledge, language and cultures. These operate in a partnership environment between the school, ākongā and the community.

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

MANAAKITANGA –

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

AKO –

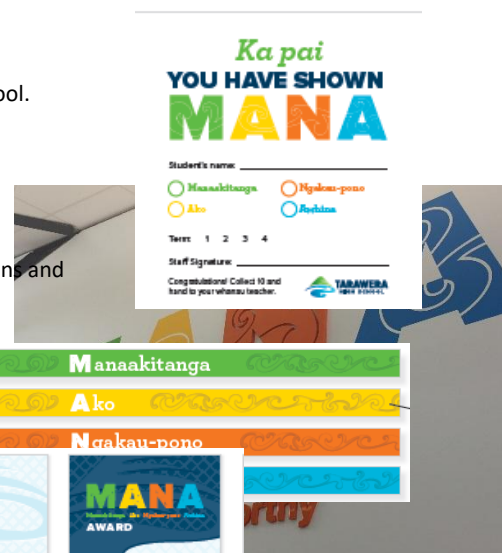
- To learn, study, instruct, teach and advise.

NGĀKAU 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 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.





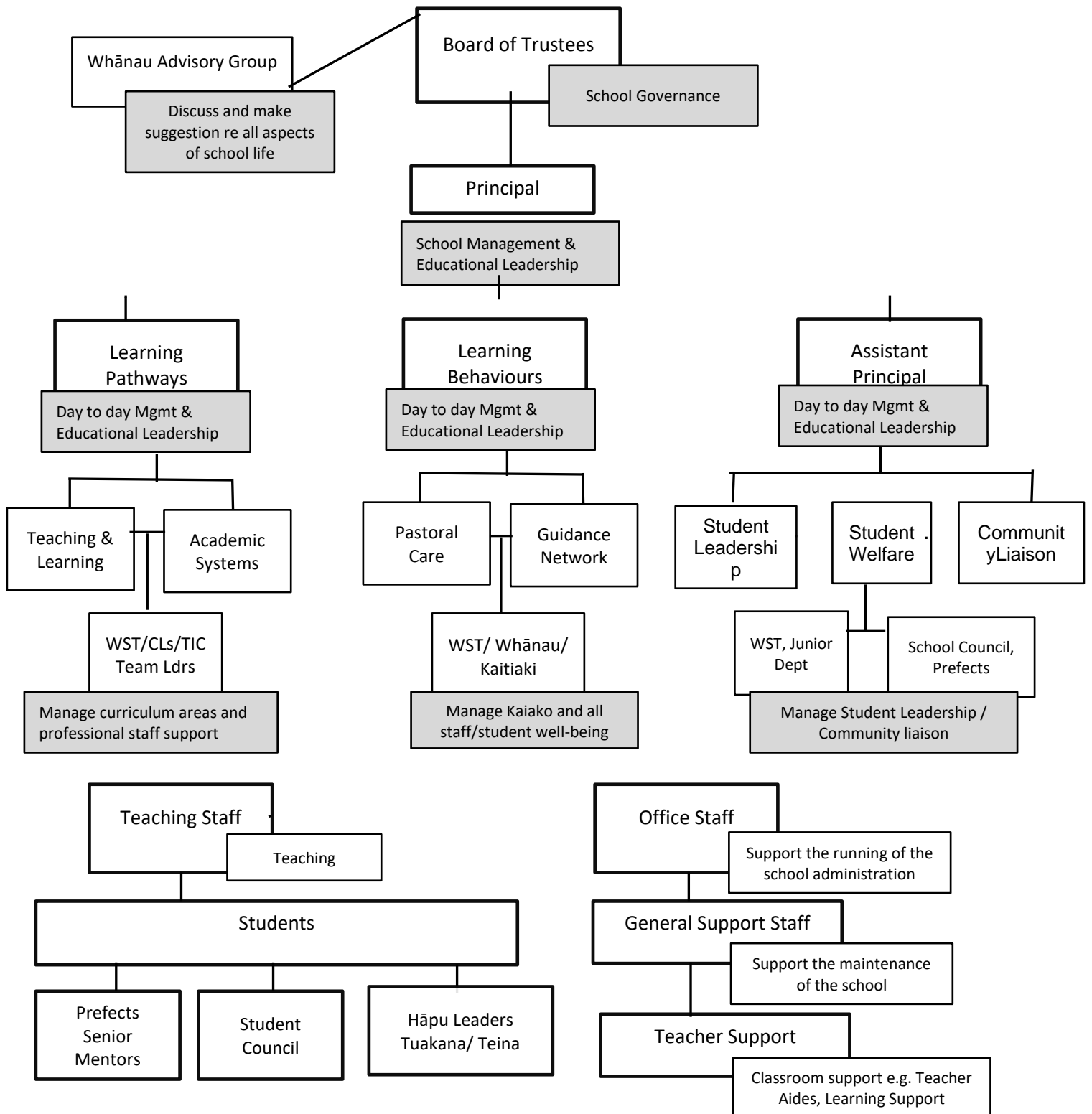
WHAKAOHITI ATTENTION

Please make sure you are wearing appropriate footwear before proceeding to the river walk.



WHERE MANA flows

Structure of Tarawera High School



Our Education Vision

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 ki te āki i a tātou rangatahi taiohi kia tutuki pai ō rātou wawata kia eke panuku, Hei whakangungu hoki i ngā pukenga kia kanapū ki te ao mātauranga, 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, and opening up future pathways to further learning (Trades Academy, Gateway, Work Ready). The positive connections made with our main industry provider, see students visiting our timber yards and paper machines, becoming engaged in using this natural, local resource, with real-life examples and credits in chainsawing.

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, kuia, 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 2024 we will be introducing a combination of contemporary Māori performing arts and Te Ao Haka, dance, and theatre through Autaia.

TE AO MĀŌRI

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.



‘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, RTLB, 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 well-being needs of teen parents, leading to improved educational and well-being outcomes. We provide all students with high-quality educational opportunities that will meet the academic, social, physical and emotional needs of māmā and pēpē within our community.

We offer:

- A safe supported learning environment
- Babies can 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 licence
- 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

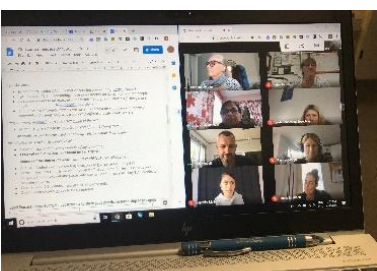
Linked to our strategic plan, we have set up to build sustainable school-wide inquiry-based teaching practices inclusive of parents, whānau, iwi and communities. Our commitment is to; use the best practices in e-learning and inquiry-based teaching and use all the knowledge and technology at our disposal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



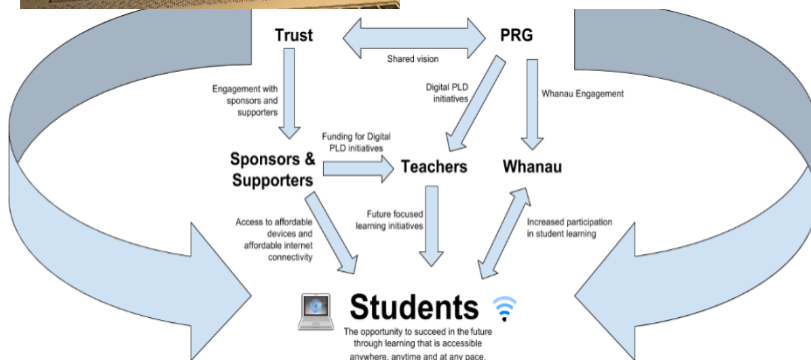
These beliefs underpin what we teach, why we teach a particular content, and how we teach.

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 the Teachers Council as a tool using peer observations and professional discussion (including online discussion), where staff will generate naturally occurring evidence that 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 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.

Te Aka Toitu- Digital Connectivity

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:

- 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/>



MANA – Positive Behaviour for Learning

“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 create 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 the 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 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.**

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 school's 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 underpins 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, and learning needs. (Ako)
- Increases pride in Kaupapa Māori (Manaakitanga)
- Wider exposure of vertical Te Reo Whānau Class. (Āwhina)

Strategic Goal Three:

To create a sense of belonging through visible partnerships

- Develop a cultural narrative with Iwi. (Ngākau Pono)
- Collaborate with the 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 māmā and pēpē

Strategic Goals for 2023-2025

- Address Hauora issues of māmā and pēpē 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 Ngūkau 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 embedded	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	Ākonga 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 2024



GOAL 1 <i>Initiative 1-</i>	STRATEGIC GOAL Expand integrated curriculum through a Te Ao Māori lens, focusing on literacy and numeracy for all. Build teacher capability, through PLD	TARGETS	Initiatives Build teacher capability, through PLD Develop learning programmes that reflect Mātauranga Māori across the school Implement structured literacy across the school		
Strategies / Actions		Responsible	Resources / Personnel - Finances	Timeframe	Measures
Align our PLD to our strategic goals, ensure the chosen focus is given the time for staff to engage with it, implement and review. <ol style="list-style-type: none"> 1. UDL / AKo 2. Mātauranga Māori / Localised Curriculum (Matt) 3. Literacy/ Numeracy 4. Wellbeing - Whare Tapa wha (Teresa) 		DP Learning Pathways CL/ TL's All teachers	Time MoE Resources	2024 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.
Literacy and numeracy across the curriculum, departments to develop common practices to ensure deliberate acts of teaching relating to literacy and numeracy. To raise exposure to lit /num opportunities across the curriculum.		DP Learning Pathways AP Teachers	Time MoE Resources/facilitators	2024 Term 1-3	<ul style="list-style-type: none"> ● Teachers confident in their own capability to deliver learning outcomes for all students. ● Teachers are confident in their own ability to raise student achievement ● Improve exposure to deliberate acts of teaching literacy and numeracy across the curriculum.
Implementation of block week to enable teachers to trial future courses that enable integration. Teachers to trial integration within their own programmes & cross-curricular.		DP Learning Pathways AP Lead Teacher All Teachers	Time Budget /staffing STAR funding	2024 Term 1-4	<ul style="list-style-type: none"> ● Lead Teacher to facilitate planning and resourcing ● Block week programmes are reflective of student interests. ● Student engagement and achievement

TARAWERA HIGH SCHOOL- Annual Plan 2024



<p>GOAL 1</p> <p>STRATEGIC GOAL</p> <p>Expand integrated curriculum through a Te Ao Māori lens, focusing on literacy and numeracy for all. <i>Develop learning programmes that reflect Mātauranga Maori across the school.</i></p> <p><i>Initiative 2-</i></p>	<p>Initiatives</p> <p>Build teacher capability, through PLD Develop learning programmes that reflect Mātauranga Māori across the school Implement structured literacy across the school</p> <p>TARGETS:</p>			
Strategies / Actions	Responsible	Resources / Personnel - Finances	Timeframe	Measures
NCEA Level 1, new standards reflect Mātauranga Māori, teachers will implement these throughout the year.	DP Learning Pathways Cultural Leader Teachers MoE	Time PLD sessions Online resources		<ul style="list-style-type: none"> Teachers are confident in their own understanding, planning and delivery of curriculum content which reflects Mātauranga Māori Increased cultural capabilities Students can see themselves and the relevance of their learning
Review of current teaching practice is ongoing, ensuring it is fit for purpose.	DP Learning Pathways CL / TL's Teachers AP	Time Department time		<ul style="list-style-type: none"> Improved teaching and learning for all students

**GOAL
1**

STRATEGIC GOAL

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

Initiative 3-

Implement structured literacy across the school

TARGETS:

Initiatives

Build teacher capability, through PLD

Develop learning programmes that reflect Mātauranga Māori across the school

Implement structured literacy across the school

Strategies / Actions	Responsible	Resources / Personnel - Finances	Timeframe	Measures
<p>Continue to support junior teachers to identify relevant programmes and to create a structured literacy plan across the junior school, to raise student outcomes. A structured literacy approach provides explicit, systematic, and sequential teaching of literacy at multiple levels – phonemes, letter-sound relationships, syllable patterns, morphemes, vocabulary, sentence structure, paragraph structure, and text structure. Identify systems throughout the school that promote structured literacy</p>	<p>DP Learning Pathways AP ME / wls</p>	<p>Time Teacher release time/funding</p>		<ul style="list-style-type: none"> ● Lead teachers identified ● PLD provided ● Programmes identified and resourced for inclusion in structured literacy programme ● Teachers upskilled and confident in delivering the identified programmes ● Programmes to be implemented as part of Structured Literacy approach to be identified ● Plan established for implementation across the school
<p>Unpack the big ideas in Reading, writing and numeracy to establish subject norms to promote literacy and numeracy. Teachers are familiar with the corequisite requirements.</p>	<p>DP Learning Pathways / AP CL / TL's WiS MoE Facilitators Teachers</p>	<p>Time PLD sessions Teacher release Time/funding</p>		<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 2024



GOAL
2

STRATEGIC GOAL

To provide a learning environment that is inclusive of

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

TARGETS:

Initiative 1-

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

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
Work collaboratively with external supports to assist with effective referrals, preventative programs and wrap-around support for ākongā.	DP LBC Lead Counsellor Hauora Team LSC Ed Psych Kaitiaki	MOE Funding KAMAR RTLB OT ASA	Term 1 Ongoing	<ul style="list-style-type: none"> • Reflect and review 2023 attendance data. • Incorporate Te Whare Tapawhā checklist into interagency and KEY forum minutes. • Kaitiaki has a wide range of strategies to support ākongā and allow all four dimensions of Te Whare Tapa Whā to be influenced.
Appoint a Kāhui Ako Within School Teacher (WST) to support the implementation of Trauma Informed Practice (TIP) and Te Whare Tapawhā.	DP LBC WST Teachers TIP Champion AST	CoL Funding Time PLD Sessions Te Kura Tapawhā Book and recordings	Term 1 Term 2 Term 4	<ul style="list-style-type: none"> • WST to finalise TIP school policy and create an action plan. • Introduce GoodSpace as part of the Kāhui Ako strat plan to support TIP and student wellbeing. • Use GoodSpaces to help with data collection through surveys, analytics dashboard training & implementation (inclusive of the wellbeing team and counsellor). • Teachers are confident in their understanding of TIP and Te Whare Tapawhā. • TIP workshops for Kahui Ako and TIP Champions.
Effective and well-supported professional learning development for staff to support ākongā learning needs.	DP LBC Kaitiaki WST Staff SCT	PLD Sessions Time Staff Handbooks THS Teacher Site	Term 3 Ongoing Term 1	<ul style="list-style-type: none"> • Professional Learning Group focusing Te Whare Tapawhā model. PLG to share back to all staff on learning. • Review Te Kura Tapawhā and identify potential ongoing opportunities through the PLG. • Teachers are confident using restorative practices, PB4L, Te Whare Tapa Whā and TIP to support student wellbeing. • All staff have to complete physical restraint online training by February

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TARAWERA HIGH SCHOOL- Annual Plan 2024



GOAL
2

STRATEGIC GOAL
To provide a learning environment that is inclusive of Mana Ōrite mo te Mātauranga

- 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
- TARGETS:**

Initiative 2-

Increase pride in Kaupapa Māori

Strategies / Actions	Responsible	Resources / Personnel - Finances	Timeframe	Measures
Support staff to increase understanding and implementation of Kaupapa Māori so it is incorporated authentically in school settings.	DP LBC WST Cultural Leader Teachers BoT Kaumātua Kaitohutohu	Iwi/ Kaumātua Local Marae PLD Sessions Karakia Cards	Ongoing Term 1	<ul style="list-style-type: none"> Increased activity for Te wiki o te reo Māori. Continue to build on participation in events such as Ngā Manu Kōrero and Kapa Haka Events. Staff capacity increased with the use of Karakia cards and more specific teaching of Karakia. Staff comfortable using karakia daily in class. Students will have more opportunity and time for waiata in assemblies throughout the year. Staff will learn actions for school waiata. Waiata at Friday Morning Meetings
Students and staff have the opportunity to learn and explore kaupapa Māori through local contexts.	Cultural Leader WST Staff BoT Kaumātua Kaitohutohu	Iwi/ Kaumātua Local Marae PLD Sessions Time Funding for ākongā trips	Ongoing	<ul style="list-style-type: none"> Extracurricular 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 DP LBC AP		Term 1 Ongoing	<ul style="list-style-type: none"> ● Establish a student kaupapa group to lead karakia, waiata and activities so that kaupapa Māori is seen, heard and regularly celebrated in school. ● Student work displayed and shared with the whānau and community.
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TARAWERA HIGH SCHOOL- Annual Plan 2024

GOAL
2

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

Initiative 3-

Wider exposure of vertical Te Reo Whānau class

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**

Strategies / Actions	Responsible	Resources / Personnel - Finances	Timeframe	Measures
Look to develop and re-establish the Te Reo Whānau class with consultation in the community and with ākongā.	Cultural Leader TRM Teacher BoT Kaumatua Kaitohutohu	Printing/ Prospectus Google Forms Time	Ongoing Term 3	<ul style="list-style-type: none"> • Meet with students to get student voice on how the Te Reo Whānau Class will be implemented. • Establish an action plan for the Te Reo whānau class • Te Reo whānau class information for enrolments- pamphlet/ prospectus for 2024.
Develop an action plan for the implementation of the Te Reo whānau class and continue to strengthen the use of waiata and karakia across the school.	Cultural Leader TRM teacher	Te Whare Tapere Whānau Time	Term 2 Term 1 Ongoing	<ul style="list-style-type: none"> • Meeting to reestablish goals and create an action plan. • Action plan shared with BOT. • Karakia/ Waiata are shared with all staff and students. • Staff are empowered to memorise a wider range of waiata and karakia. • TRM Whānau class expectations are collaboratively developed with whānau input and consultation.

TARAWERA HIGH SCHOOL - Annual Plan 2024



GOAL
3

STRATEGIC GOAL
To create a sense of belonging through visible partnerships.

TARGETS:

- Initiatives**
- Develop a Cultural narrative with Iwi
 - Collaborate with the community to ensure positive relationships
 - Provide leadership opportunities for ākongā

Initiative 1 - Develop a cultural narrative with Iwi

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
<p>Strategic Goal: Upskill staff to deepen their knowledge of pūrākau for sharing, enhancing cultural understanding and integration within the curriculum.</p> <p>Initiative: Engage Year 7, 8, and 9 students in activities that explore and document local history and legends, aligning with the ANZ curriculum. This initiative builds upon the existing 2023 resources, such as podcasts and other media, through our newly created Local Histories Hub website.</p> <p>Action: Designate a teacher to manage and enhance the Local Histories Hub website, ensuring it accurately reflects students' research and promotes collaboration with Iwi and the community. This role will include curating content that showcases the integration of pūrākau into student learning, and facilitating connections between educational materials and local cultural narratives.</p>	AP, WST (Local Curriculum), Whanau teachers, Junior team	Local kaumātua, Google Sites,	Term 2 - 4	<p>Integration into Curriculum: We will review lesson plans and conduct classroom observations to quantify the frequency and effectiveness of pūrākau integration. The number of units or lessons incorporating pūrākau will be tracked as a key performance indicator.</p> <p>Staff Feedback: We will collect feedback from staff through surveys and interviews regarding the training process, their confidence in sharing pūrākau, and its impact on their teaching practices. This feedback will inform ongoing improvements and adjustments to the upskilling program</p>
<p>Strategic Goal: Enhance students' learning experience and cultural understanding through direct engagement with experts and community leaders.</p> <p>Initiative: Invite local speakers to classrooms and assemblies to provide students with diverse perspectives and knowledge that are from Tuwharetoa and Ngāti Awa.</p> <p>Action: Coordinate with local experts and community leaders to speak at classrooms and assemblies.</p>	AP, WST (Local Curriculum)	Koha, IWI Relief staff Donations money	Term 2- 4	<p>Speaker Engagement Tracking: Hapū/Iwi engagement visible in classrooms. Record the variety and number of speakers invited, focusing on their expertise and relevance to our local curriculum.</p> <p>Student Feedback: Gather student feedback on the speaker sessions to measure engagement and learning impact.</p>

<p>Strategic Goal: Strengthen ākonga engagement with Rautahi Marae, enhancing their understanding of local history and cultural heritage.</p> <p>Initiative: Implement targeted programs that connect students with Rautahi Marae, including integrating Marae visits into the junior curriculum and engaging senior digital classes in collaborative website projects for the Marae.</p> <p>Actions: Senior Digital Class Project: Collaborate on the design and development of a website for Rautahi Marae, highlighting its cultural significance and activities. This project will involve students directly in preserving and sharing cultural knowledge through digital media.</p> <p>Year 7 Marae Visit: Organise an educational visit to the Marae for Year 7 students, incorporating this experience into the local curriculum to provide a tangible cultural learning opportunity.</p>	<p>Whanau tchrs</p> <p>Cultural Ldr</p> <p>WST, AP</p>	<p>Koha, IWI</p> <p>Relief staff</p> <p>Koha, Rautahi Marae</p>	<p>Term 2 - 4</p>	<p>Website Project Impact: Evaluate the website project's effectiveness in showcasing Rautahi Marae's cultural importance. Metrics include project completion rate by students, achievement data, and feedback from the Marae community and school.</p> <p>Student Engagement and Learning: Assess the impact of the Year 7 Marae visit on students' cultural understanding and engagement. Use pre- and post-visit surveys to measure changes in students' knowledge and attitudes towards local history and culture.</p>
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TARAWERA HIGH SCHOOL- Annual Plan 2024



GOAL
3

STRATEGIC GOAL
To create a sense of belonging through visible partnerships.

Initiatives
TARGETS:

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

Initiative 2-

Collaborate with community to ensure positive relationships

Strategies / Actions	Responsible	Resources / Personnel - Finances	Timeframe	Measures
<p>Strategic Goal: Enhance communication and collaboration with Kawerau District Council to actively participate in community events, with a special focus on engaging with the Kawerau Youth Council.</p> <p>Action: Assistant principal to liaise with Kawerau District Council, ensuring regular updates and collaboration on community events, particularly with the Kawerau Youth Council. This role includes organising quarterly meetings to explore participation opportunities in upcoming events and support for youth initiatives.</p>	<p>WST, AP Prefects KYC</p>	<p>Relief staff Non-contact time</p>	<p>Term 3-4</p>	<p>Community Event Involvement and Public Profile: Monitor the number of community events the school participates in and track the increase in the school's public profile through mentions in local media and on social platforms.</p> <p>Social Media Documentation: Maintain photographic evidence of participation in community events, shared on the school's Facebook page, website, and ECHO, to visually demonstrate engagement and impact.</p>
<p>Strategic Goal: Foster strong relationships with contributing primary schools through collaborative events and activities.</p> <p>Action: Coordinate events, transition days, assemblies, classwork, and sports days that involve students and staff from contributing primary schools, facilitated by a designated staff member.</p>	<p>Principals, Contributing schools, Kaitiaki WST, AP</p>	<p>Relief staff Non-contact time Van - transport</p>	<p>Throughout year</p>	<p>Event and Activity Participation: Track the number and variety of collaborative activities held with contributing primary schools, focusing on attendance and engagement levels.</p> <p>Feedback from Primary Schools: Collect feedback from primary school staff and students on the effectiveness of these activities in strengthening relationships and supporting transitions.</p>

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
<p>Strategic Goal: Increase the visibility and leadership roles of junior leaders in school activities and events.</p> <p>Action: Assign speaking roles at assemblies, leadership in lunchtime activities, active roles in student events, participation in the GRIP conference, involvement in Year 9 and 10 camps, prefect duties, lunchtime supervision, and participation in the hauora (well-being) team to junior leaders.</p>	WST AP	BOT funding, sponsorship -Rotary	Term 1-4	<p>Leadership Engagement: Monitor the number and variety of activities junior leaders are involved in, focusing on their roles and contributions across events.</p> <p>Feedback on Leadership Impact: Collect feedback from the school community on the visibility and effectiveness of junior leaders, assessing how their roles enhance school events and student engagement.</p>
<p>Strategic Goal: Expand leadership opportunities for students through involvement in external community service activities, including Daffodil Day, food bank drives, community gardens, and Matariki celebrations.</p> <p>Action: Facilitate student participation in external community service projects, linking these activities to classroom programmes where feasible, to enhance learning and leadership development.</p>	WST, AP Whanau teachers	Time out of class Relief staff, Funds from SL budget	throughout the year	<p>Community Service Participation: Track student involvement in external community service activities, documenting the range and impact of their contributions.</p>
<p>Strategic Goal: Establish a sustainable senior prefect team through leadership mentoring and service opportunities, such as involvement in the breakfast club.</p> <p>Action: Implement a leadership mentoring program for senior prefects and provide them with opportunities to serve in roles like the breakfast club, enhancing their leadership skills and community involvement.</p>	WST, AP, Counsellor Yr 13 Whanau teacher	N/A	Term 1 - 4	<p>Leadership Development: Monitor the participation of senior prefects in the mentoring program and their service contributions, assessing the growth in their leadership capabilities.</p> <p>Service Impact: Evaluate the effectiveness and impact of the senior prefects' service activities, such as the breakfast club, on both the prefects and the school community.</p>

TARAWERA HIGH SCHOOL- Annual Plan 2024



Te Tari Ako Matua Taiohi

STRATEGIC GOALS

To provide for the educational, social, cultural, and emotional needs of māmā and pēpē.

TARGETS:

Initiatives

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

Outcomes:

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

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

Strategies / Actions	Responsible	Resources / Personnel - Finances	Timeframe	Measures
Implement a nutritional programme to support the hauora of māmā and pēpē.	Kylie TPEC support staff	Steve Cameron (DHB) Plunket Nutritionist ECE Nutrition Unit Standards	ongoing Termly reflections	<ul style="list-style-type: none"> ● pre-test and post-test ● student evaluations and reflections ● anecdotal and observational evidence ● Achievement of ECE Nutrition US
Introduce tools to improve the mental health of young māmās . E.g. Maramataka, journal writing, self-reflections, self-management strategies, and goal setting using Te Whare Tapa Whā.	Kylie TPEC support staff	TPEC student diaries Maramataka journals. Tuwharetoa Hauora. PLD. Diamonds in the Rough. ILP's	ongoing Termly reflections	<ul style="list-style-type: none"> ● Student's voice ● Observations of student well-being and engagement with the tools used to enhance well-being ● Measures against Key Competencies.
Increase staff capabilities when interacting with students affected by past trauma . Create a safe, calming space for students to use.	Kylie Ellen	Safe Children Staff PLD Trauma-informed THS hui. Hauora posters well-being resources	PLD to be completed Term 1. Feedback and feed-forward between staff throughout the year	<ul style="list-style-type: none"> ● anecdotal and observational evidence ● student voice



Te Tari Ako Matua Taiohi

STRATEGIC GOALS

To Provide for the educational, social, cultural, and emotional needs of māmā and pēpē.

TARGETS:

Initiatives

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

Outcomes:

māmā 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
Expose students to career pathways that meet their interests;	Kylie, TPEC Support Staff	THS Careers advisor. Local speakers Industry visits Career Benchmarks THS Careers Advisor. My Mahi External providers ILP's Work/study US's	Termly reviews ongoing	<ul style="list-style-type: none"> ● Progress against the Career Benchmarks ● Students can make informed decisions regarding their chosen career pathway. ● Student Leavers data. ● More students involved in Gateway Placements ● Achievement of US's ● Attendance at careers open day. ● Engagement with THS careers adviser ● Visits to local industry visits. ● Students have met with local mentors to assist them in developing and maintaining career goals and transitional goals. ● Student interests and progress toward chosen pathways are regularly reviewed during ILP interviews. ● Increased gateway experiences ● Include local guest speakers promoting various career pathways. ● Include in our learning programme several external courses that meet student pathway needs, e.g., Beauty and Barista. ● Access barriers for students accessing pathways and strategies to overcome these. ● Utilise the MyMahi App for career planning, CV development and monitoring progress toward goals.

<p>Implement a deliberate Literacy and Numeracy programme that is cohesive with students' needs.</p>	<p>Kylie TPEC Support Staff</p>	<p>THS Math and English Departments. Key into inference and re-organisation. Awarua Pathways. Service IQ Adult Lit and Num tips. Unit and Achievement Standards. Daily snip-its, fun facts. LNAAT</p>	<p>On-Going Termly reflections.</p>	<ul style="list-style-type: none"> ● Unit Planning ● Increased Num and Lit skills ● Increased achievement
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Te Tari Ako Matua Taiohi
STRATEGIC GOALS

To provide for the educational, social, cultural, and emotional needs of māmā and pēpē.

TARGETS:

Initiatives

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

Outcomes:

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

Initiative 3 - Install Te Ao Māori practices.

Strategies / Actions	Responsible	Resources / Personnel - Finances	Timeframe	Measures
Embed Te Ao Māori practices in TPEC <ul style="list-style-type: none"> • Have a well-structured day that includes karakia timatanga, karakia kai, whakamutunga • Engage with local iwi. • Learn about significant events, places and people that have shaped Māori, e.g. Te Tiriti o Waitangi, Te Wiki o Te Reo, Matariki, Land wars, Tarawera Eruption, etc. • Rongoa workshop • Poi Atua workshop • Local curriculum - people, places, events • Practice using Maramataka to guide the year 	Kylie, TPEC support staff, BOT and kaitohutohu kaumātua	EOTC's Karakia PLD Local Kaumatua Maramataka Journal Calendar of local/National events, people and places. Maori Tourism Unit standards Whakapapa Unit Standards Tuwharetoa Hauora. External PLD Daily Snippets, Fun facts	ongoing. Termly reflections.	<ul style="list-style-type: none"> • Increased knowledge of NZ history and tikanga • Evidence in planning • Karakia is recited confidently and regularly