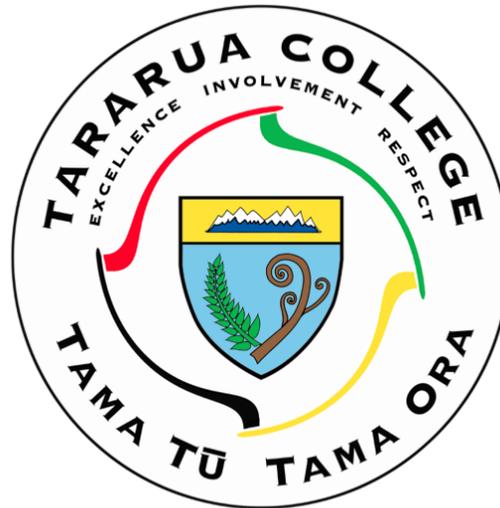


TARARUA COLLEGE

CHARTER 2017



Purpose Statement

To provide a safe, healthy and caring environment in which students achieve individual excellence so that they can be fully involved in the academic, sporting, cultural and social life of the school and our community.

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DESCRIPTION OF SCHOOL

Tararua College is a co-educational rural high school of 337 students catering for students from years 9 to 13. It is situated in Pahiatua and serves an area from Mt Bruce in the south to Papatawa and Kumeroa Hopelands in the north east. The College is classified as Decile 3 with a 35% Maori, NZ European 61%, Pasifika 2% and Asian 2% role distribution..

For a small school, Tararua students have access to a broad range of learning opportunities, both within the school and with learning partners beyond the school gate. We have an Alternative Education programme and a growing bi-cultural and whanau approach to education.

Tararua College students are enthusiastic and enjoy the benefits of closer relationships within a smaller school. They are viewed as talented individuals who have the ability to become positive, responsible and constructive citizens.

Our foci are raising achievement for priority learners (including Maori), engagement and achievement in the junior school; we are a PB4LSW school, which includes using Restorative Practises. Communicating with our whanau is already giving us positive feedback.

Curriculum

Students are encouraged to follow courses of study designed to promote and foster individual needs, strengths and skills, and possible career paths, whilst also keeping their future options open.

Some courses are highly academic, for students intending to go on to tertiary study; some are more practically based; other programmes focus on skills students need to make the transition from school to the work-place.

Tararua College's curriculum is developed under the guidelines and philosophy of the New Zealand Curriculum Framework which is based on the principle that the individual student is at the centre of all teaching and learning.

In the Junior School, The Junior Diploma is offered at Year 9 & 10. Students must gain 80 credits in order to achieve. This can also be endorsed with either merit or excellence.

Year 9 Programme:

Year 9 students study a course of work that covers the essential learning areas of English, Mathematics, Science, Social Studies, Physical Education and Health, Technology, Te Reo, Visual Art and Performing Arts (Music and Drama). These areas provide the contexts within which knowledge, key competencies and values are developed.

Year 10 Programme:

Year 10 students study a course of work that covers the essential learning areas of English, Mathematics, Science, Social Studies, Physical Education, Health. Students also select three option subjects to complete their programme from Drama, Digital Technology, Food Technology, Materials Technology, Music, Primary Industries, Te Reo, Technical Drawing and Visual Art.

Year 11 Programme:

There are a range of programmes available at the Year 11 level. Students will take programmes which lead to towards a Level 1 Certificate in the National Certificate of Educational Achievement (NCEA). Students are able to take subjects that include Achievement Standards, Unit Standards or selected subject specific certificates. All students must achieve Literacy and Numeracy. Recognition of these two essential elements is made available across a range of subjects. Students take six subjects. Currently

English or Te Reo, Mathematics and a Science are compulsory at Year 11.

Year 12 Programme:

There are a range of programmes available at the Year 12 level. Most of these programmes lead towards Level 2 NCEA (National Certificate of Educational Achievement). For some students this may be a mixture of Level 1 and Level 2 subjects. Some courses can be started for the first time at this level. Students take six subjects at this level. Currently, English or Te Reo is compulsory at Year 12.

Year 13 Programme:

Year 13 is the final year of study at Tararua College. Most students undertake a programme of NCEA standards that may lead towards tertiary study. Students will take five subjects at this level. The most able students have the opportunity to enter Scholarship examinations. Other students, who do not wish to undertake tertiary study, can take a programme that will prepare them for their future career.

Other Programmes:

The College offers tertiary linked courses; for example, in Hospitality, Retail, Travel and Tourism, Automotive Engineering, Building and Construction and Primary Industries.

Some Year 12 and 13 students also have the opportunity to join the Gateway programme. This provides opportunities for structured learning in the workplace where they can achieve Unit Standards, in addition to their studies at College.

Tararua College is part of WELCom (Wairarapa e-learning community) which has joined other educational groups throughout the country to provide on-line courses for subjects that are not offered at Tararua College.

In 2017 we are significantly developing the role of Primary Industries within the College. This will be fully integrated with our 32 acre school farm.

Gifted and Talented students are able to join students from Wairarapa schools in a range of activities to extend their thinking as part of the Secondary Curriculum Enrichment, Extension and Development Programme.

Support and Guidance of Students

Tararua College endeavours to provide a safe and supportive environment where emphasis is placed on positive relationships. Students are encouraged to take responsibility for their behaviour using restorative practices. Tararua College has a strong support and guidance network. It is designed to meet the academic, emotional and social needs of all students.

The network begins with the Mentor Teachers. At Year 9 it is the Mentor Teachers who care for the individual students and support them in their transition into College. This is also supported by Year 13 Peer Support Leaders. They meet with their Mentor Classes five times a week and monitor the academic progress and social development of their students. They also contact caregivers to discuss issues or concerns related to their children.

Academic support is provided by the classroom teachers who set a learning environment that encourages academic achievement and create a positive classroom atmosphere. Classroom teachers are available to be contacted, or may contact caregivers about the learning and progress of individual students. Further advice and support regarding academic achievement can be obtained from subject Heads of Department.

Pastoral support is provided by Year Level Deans, who oversee the progress, behaviour and welfare of students of a specific year levels. Specialised help for individual students is offered by the Guidance Counsellor. The Guidance Counsellor works with students and families to support students' social and emotional needs. The counsellor may also access outside agencies to ensure the best possible outcomes for students e.g. Health Nurses and Clinical Psychologist.

Further course and careers counselling is offered by the Careers Advisor.

The Student Support Centre caters for a variety of students' individual needs by providing one-on-one academic and social support by specially trained staff. The Student Support Centre runs a Homework Club once a week, and staff provide extra tuition, either after school or during the lunch hour, as requested by students.

The last part of the support and guidance network is the Senior Leadership Team. The team works with all of the staff mentioned, in order to ensure Tararua College has the best possible environment for the development of young people. This will enable each student to reach their potential and become a good citizen.

Transition into school

There is an extensive Transition programme for all students at Tararua College. This begins in Year 7 and 8 when the students come to the College for Technology classes.

The programme continues with the SENCO and Year 9 dean visiting all primary schools, meeting all prospective students and making comprehensive notes from their primary teachers.

All students come in for three visits, which include four workshops in four curriculum areas, a tour of the college using student guides and testing. Other students will have extra visits in small groups, spending time in the Student Support Centre, walking around and meeting key staff.

Special Needs

We believe in an inclusive practice for all students and as a result, over the past few years, the college has made several improvements to access for wheelchair users and now caters for a range of needs across the school. A strong AWD (Athletes with Disabilities) group runs throughout the year.

Transition out of school

Gateway is provided for Year 12 and 13 students with 38 places available organised by the Gateway administrator and also supported through STAR funding. Other students go out on work experience and a variety of courses to help them decide on a future career.

Finance

The college is moving through a series of property upgrades in 2017 to develop facilities which meet the needs of a 21st century curriculum. This will result in the planned drawdown on financial reserves throughout the 2017 financial year. The financial oversight is monitored by the Board of Trustees and the school's Finance Committee and prepared by Openbook Solutions and audited by Auditlink on behalf of the Auditor General..

Tararua College Educational Trust provides further limited funding opportunities beyond the School Operational Grant.

Assets are all recorded on the Asset Register and depreciated over time.

Reporting to Parents

Mentor teachers meet with parents three times during the year to report back on student progress. All Reports comment on student progress and what the next steps are to improve their learning and fully engage students in the process through planned Learning Conversations.

Community Profile

The school is working hard to develop a strong community profile, actively rebranding in 2017 and developing links with community organisations to drive opportunities for our students. This enhancement of Community Profile forms a key focus and one of our school goals for 2017.

Staffing

In 2017 the staffing complement of the College 30.56 FTE teachers.

Board of Trustees

The Board of Trustees meets monthly and has five elected members, one co-opted member concerning Health & Safety, one staff representative, a student representative and the Principal. The Board secretary contact is mbrown@tararuacollege.school.nz

Community of Learning Affiliation

In 2017 we are part of the Bush Community of Learning. Our aim is to accelerate the educational achievement of all students in the Bush area. We are committed to ensuring the development and completion of Phase One, having established a stewardship group composing of member principals and BoT members.

VISION

Curriculum Delivery:

Our pedagogy will reflect collaborative approaches that drive innovative learning practises within our classrooms and beyond.
Technology development will be core to on-going pedagogical refinement.

Pastoral Support:

Our College will operate using positive behavioural modelling. We will praise and celebrate student actions and success and refrain from engaging in deficit modelling. Restorative practice will underpin our disciplinary systems with an emphasis on proactive rather than punitive approaches.

College Environment:

We are consistently proud of our school and our environment.
Our school is outwardly focussed, engaging and welcoming our community at every opportunity.
We are at the centre of our community and our college is the school of choice.

Cultural & Sporting Support:

We will actively support all our learners to engage in sporting and cultural activities. Students learn by example and as a staff we will engage in activities beyond our classrooms. Strategic plans will be developed to support priority learners.

Values

The school community of Tararua College believe the following values are an important contribution to the wellbeing of our community (whanau/iwi/hapu)

<p style="text-align: center;">RESPECT Whakaute</p>	<p style="text-align: center;">INVOLVEMENT Whakawhāiti</p>	<p style="text-align: center;">EXCELLENCE Kairangi</p>
<ul style="list-style-type: none"> ● value for self, others & environment ● positive relationships using manners ● celebrating differences ● showing understanding ● value cultural differences ● having pride in the school 	<ul style="list-style-type: none"> ● being inclusive and supportive ● taking responsibility ● participating and contributing ● make positive contributions 	<ul style="list-style-type: none"> ● perseverance ● being prepared ● being accountable ● making the right decisions ● attendance ● being positive ● having a can-do attitude ● being and doing the best in everything you do

STRATEGIC AIMS

- To provide an education that allows our students choice, flexibility and sustainability in their future pathways
- For Tararua College to become a centre of excellence for community learning
- To provide a safe and supportive environment that engages students in learning.

These strategic aims will deliver the core objectives of Achievement, Engagement & Retention

Tararua College Strategic 3 year plan

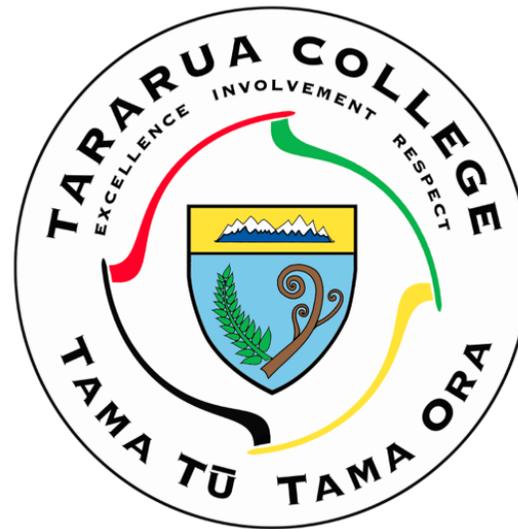
Strategic Aim	Annual Objectives 2017	Annual Objectives 2018	Annual Objectives 2019
<p>To provide an education that allows our students choice flexibility and sustainability in their future pathways</p>	<p>To improve student achievement by developing visible learning approaches and collaborative practices</p> <ul style="list-style-type: none"> ● Development of Collaborative Practices ● Embedding Visible learning throughout the College ● Further development of Teaching As Inquiry method ● Maori Strategic Plan: Ensure Māori students are enjoying and achieving education success as Māori ● Departments undertake Curriculum review to develop strategies to increase student engagement ● Further develop tracking processes to include individual plans through discussion with students 	<p>Collaborative Practice</p> <ul style="list-style-type: none"> ● Community collaboration ● All year 10 students to have achieved NCEA level 1 lit / num by end of year 10 ● Adjustments to timetable to allow further rollout/trialling of collaborative projects ● Redesigned whole school PLD ● TAI will be based around Collaborative practice ● Remove the label of ‘visible learning’ and redefine the underlying principles within collaborative practices. (Creativity, Collaboration, Critical thinking & Communication) <p>Maori Strategic Plan: Ensure Māori students are enjoying and achieving education success as Māori</p> <p>Review and embed the tracking procedures set up in 2017 - targeted support & LC</p>	<p>Redeveloped timetable to allow collaborative/flexible practices</p> <p>Defined interdisciplinary projects</p>

<p>For Tararua College to become a centre of excellence for community learning</p>	<p>To drive community engagement in Tararua College</p> <ul style="list-style-type: none"> ● Develop parent/whanau engagement ● Engage with Community groups to enhance Learning Opportunities ● Enhancing links with all feeder Primary Schools ● Improve community perceptions of Tararua College through enhanced school profile ● Develop stronger sporting links with the communities 	<ul style="list-style-type: none"> ● Continued parental discussion and taking account of viewpoints re. school day structure, curriculum, pedagogy, collaborative opportunities ● Continue development of hui/roopu ● Develop parent/community forums to discuss learning opportunities ● Investigate possible joint staffing ventures with CoL ● Strategically develop CoL partnerships ● Secondary depts working in collaboration with Primary schools 	<p>Review (survey) of parental views on new structures etc.</p> <p>Embed hui/roopu</p>
<p>To provide a safe and supportive environment that engages students in learning.</p>	<p>To implement PB4L-SW and PB4L-RP throughout the college</p> <ul style="list-style-type: none"> ● Consolidate PB4L-SW tier 1 implementation ● Develop and introduce Positive Recognition System ● Develop and explicitly teach the school broad behaviour expectations to the students ● Align both the Pastoral/Guidance and the PB4L systems together ● Further engagement in training for both PB4L-SW and PB4L-RP ● Develop explicit signage across the school ● Develop wider community understanding of PB4L approaches 	<ul style="list-style-type: none"> ● Consolidate and review PB4L-SW tier 1 across the school ● Review new staff/induction processes to reflect PB4L approaches ● Discuss the use of SWIS as a recording & monitoring system of PB4L ● Focus on development of PB4L-RP 	<p>Evaluation of PB4L-SW to determine whether we move to tier 2</p>



Tararua College

Annual Plan 2017



Tararua Annual Plan 2017 - Summary

ERO School Evaluation Indicators 2016		Tararua College Annual Objectives 2017	NAGs
Learner Focussed Outcome Indicator	A successful lifelong learner		<p style="text-align: center;"><i>To improve student achievement by developing visible learning approaches and collaborative practices</i></p> <p>NAG 1 NAG 2 NAG 3 NAG 6 NAG 8</p>
Process Indicators	Domain 2	Leadership for equity and excellence	
	Domain 3	Educationally powerful connections and relationships	
	Domain 4	Responsive curriculum, effective teaching and opportunity to learn	
	Domain 6	Evaluation, inquiry and knowledge building for improvement and innovation	
Learner Focussed Outcome Indicator	Confident in their identity, language and culture as citizens of Aotearoa New Zealand		<p style="text-align: center;"><i>To drive community engagement in Tararua College</i></p> <p>NAG 1 NAG 2 NAG 3 NAG 4 NAG 7</p>
	Participates and contributes confidently in a range of contexts - cultural, local, national and global		
Process Indicators	Domain 1	Stewardship	
	Domain 3	Educationally powerful connections and relationships	
Learner Focussed Outcome Indicator	Socially and emotionally competent, resilient and optimistic about the future		<p style="text-align: center;"><i>To implement PB4L-SW and PB4L-RP throughout the college</i></p> <p>NAG 2 NAG 3 NAG 5 NAG 6</p>
Process Indicators	Domain 5	Professional capability and collective capacity	
	Domain 3	Educationally powerful connections and relationships	

CONTEXTUAL ISSUES (including KAMAR attainment data):

We need to consider

From ERO Report 3/12/2015

- Improved assessment practice is required to increase student engagement in learning, inform review and accelerate individual progress and raise achievement levels.
- Since 2012, student achievement in the National Certificates Educational Achievement (NCEAs) has generally shown decline. Qualifications gained by students in 2014 were below national levels. Literacy and numeracy achievement at NCEA Level 1 and outcomes for boys are of concern.
- Student retention at school has increased since the previous ERO review. School leaver data in 2014 was comparable to schools of similar type, with many students taking more than one year to complete NCEA Levels 1 and 2.
- Leaders undertake useful schoolwide and department analysis to review NCEA outcomes. However, improved practice across departments is required. Senior leaders should provide appropriate support and feedback to improve the capability of department leaders to effectively review and evaluate achievement outcomes.
- School leaders, teachers and trustees recognise that raising achievement is a priority. In response, they have increased tracking of student progress and provide daily mentoring to all students. Learning conversations are undertaken termly between teachers engaged in mentoring, students and parents to discuss progress and achievement.
- Teachers are beginning to use literacy data to consider the progress of students in Year 9 and 10. Increasingly, this data has the potential for leaders and teachers to better understand the factors that impact on achievement. Providing a deeper analysis of literacy and mathematics data should also assist leaders to evaluate the impact of their recently introduced junior diploma on increasing student engagement and achievement at Year 9 and 10.
- The college has made changes to its curriculum and assessment practice as staff seek to improve student engagement in learning and raise achievement. To strengthen the use of assessment information leaders, teachers and trustees should:
 - set sharper school and department targets
 - align targets with actions that include reporting of progress during the year
 - monitor and support the use of data by teachers to ensure learning in the classroom is closely matched to student need, especially in Year 9 and 10
 - evaluate and further develop the provision of student mentoring.
- Curriculum changes have been introduced to improve student engagement in learning and raise achievement. Some changes are relatively recent and the impact is yet to be evaluated.
- The college has a clear vision aimed at fostering student academic, social, cultural and sporting achievement. The recently developed effective learner profile has defined shared values and desired characteristics for student success.

- Staff recognise that engaging students meaningfully at school, supporting their pastoral needs and promoting their active involvement in learning are critical to improving outcomes. Changes have been undertaken to strengthen practices and expectations for teaching, learning and to promote the positive inclusion of students at school.
- However, the attendance of some students and a significant increase in the number of stand-downs and suspensions are of concern. Comprehensive review of the school's curriculum changes and delivery is required to inform improvement that addresses the barriers to student engagement, progress and achievement.
- The junior curriculum provides a suitable range of subject options. Senior students are offered appropriate vocational and academic pathways.
- Collaborative involvement of staff in professional learning groups provides a useful framework for teachers to share and reflect on practice. Developing a deeper knowledge of effective teaching and engagement strategies is likely to assist in promoting the consistency and quality of practice.
- A clear vision is aimed at fostering student academic, social, cultural and sporting achievement. A wide range of curriculum options provides for students' educational pathways. NCEA achievement is of concern. Improved review and evaluation practice is required to ensure decision making and curriculum change are well considered and fully implemented to raise achievement.
- Senior leaders require improved review and evaluation practice to ensure changes are well considered and fully implemented to raise student achievement.
- Trustees' strategic goals are well aligned to school priorities, including the promotion of Māori students' language, culture and identity. Increased achievement information about student progress is required to better inform trustees' decision making. Annual planning should be strengthened through the addition of expected outcomes and development of relevant implementation plans to guide and monitor improvement.
- Māori leadership in the school is raising the profile and meaningfully including te reo Māori across the curriculum. Learning te reo Māori from Year 9 and opportunities to gain NCEA qualifications contribute meaningfully to students' curriculum experiences.

Strategic Aim

To provide an education that allows our students choice flexibility and sustainability in their future pathways

Annual Objective:

To improve student achievement by developing visible learning approaches and collaborative practices

2017 Targets:

- 75% (75.4% National average) of students achieve 80 credits or more at Level 1 by the end of year 11
- 75% (78.1% National average) of students achieve 60 credits or more at Level 2 by the end of year 12
- 65% (65% National average) of students achieve 60 credits or more at Level 3 by the end of year 13
- 90% (91.2% National average) of students achieve Level 1 Literacy in year 11
- 85% (89.6% National average) of students achieve Level 1 Numeracy in year 11

National goals of Ka Hikitia

- 85% of Māori students will be achieving at or above their appropriate National Standards in Literacy and Numeracy
- 85% of Māori students will achieve at least NCEA level 2 by the end of year 13
- 22% of students will participate in Māori language education
- Māori school leavers achieving University Entrance will be on par with non-Māori school leavers

Baseline Data:

NZQA attainment data
2016 Roll based figures

Level	Year 11		Year 12		Year 13	
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	52.1%	68.7%	95%	91.2%	98.1%	98.1%
Level 2	-	-	70%	75.4%	83.3%	93.8%
Level 3	-	-	-	-	44.4%	58.4%
Literacy	84.5%	88.6%	96.9%	94.9%	98.2%	96.6%
Numeracy	74.6%	85.9%	95.2%	94.1%	94.6%	96.6%

- UE entry = 24.1% (33.7%)

2016 Participation based figures

Level	Year 11		Year 12		Year 13	
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	68.5%	78.4%	98.3%	93.9%	100%	97.1%
Level 2	-	-	93.3%	83.6%	93.8%	94.3%
Level 3	-	-	-	-	80%	74.2%

- UE entry = 43.3% (42.8%)

NCEA Endorsements

Level	Endorsement	Year 11		Year 12		Year 13	
		Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	Merit	21.6%	26.3%	22.8%	22.6%	20.8%	22.5%
	Excellence	2.7%	11.3%	3.5%	7.1%	1.9%	8.5%
Level 2	Merit	-	-	19%	18.3%	22.2%	16.6%
	Excellence	-	-	4.8%	7.5%	2.2%	7.5%
Level 3	Merit	-	-	-	-	20.8%	20.2%
	Excellence	-	-	-	-	8.3%	9.1%

NCEA attainment data (for Māori learners only)
2016 Roll based figures

Level	Year 11		Year 12		Year 13	
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	37.9%	63.1%	95%	93.6%	104.8%	105%
Level 2	-	-	65%	76.5%	85.7%	99.7%
Level 3	-	-	-	-	38.1%	55.8%
Literacy	77.8%	85%	95.5%	95.7%	100%	97.7%
Numeracy	63%	81.3%	95.5%	94.8%	95.7%	97.5%

- UE entry = 23.8% (23.4%)

2016 Participation based figures

Level	Year 11		Year 12		Year 13	
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	57.9%	75.5%	100%	93.9%	100%	97.7%
Level 2	-	-	92.9%	84.7%	90%	95.4%
Level 3	-	-	-	-	61.5%	74.8%

- UE entry = 38.5% (31.3%)

Action Plan:

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Development of Collaborative Practices	<ul style="list-style-type: none"> A shared definition of collaborative practice agreed by all staff. 	Principal DP (T&L) Teaching & Learning Committee All Staff	End of term 1 2017	Teaching & Learning Committee meetings Staff meetings PLD Good Practice observation & visits	Departmental meeting minutes Staff meeting minutes Tracking of student achievement
	<ul style="list-style-type: none"> Staff trialling programmes in a safe and supportive collegial environment 		Term 2 onwards		
	<ul style="list-style-type: none"> Students develop connections between topics, subjects and wider school environment Multiple achievement outcomes achieved from single teaching experiences 		On-going throughout 2017		
Embedding Visible learning throughout the College	<ul style="list-style-type: none"> Physical evidence of visible learning approaches displayed within classrooms 	SLT HODs Subject teachers	End of Term 1 2017	PLD HOD meetings Staff meetings Observations and good practice visits Walk-throughs	Departmental Minutes Physical displays Student surveys Tataiako Surveys Observation records PLG feedback
	<ul style="list-style-type: none"> Students understand the processes Learning Intentions, Success Criteria and Next Steps in their learning Staff are cognisant of Visible Learning theory and it is applied in their learning spaces 		On-going throughout 2017		

<p>Further development of Teaching As Inquiry method</p>	<ul style="list-style-type: none"> • Teacher inquiry based on the identification of target students using a wide range of data • Plans prepared for each targeted student to raise their achievement • Plans implemented for each student • 70% of the targeted students have accelerated their progress • Minimum 0.4 effect size - 0.0 being the expected annual improvement without additional support if data available to calculate 	<p>SLT HODs Subject teachers PLG Julia Scott</p>	<p>On-going throughout 2017</p>	<p>PLG time PLD Staff Meetings Preparation Time Data tracking</p>	<p>PLG meeting minutes Record of Teachers Appraisal / Professional Learning Stories</p>
<p>Maori Strategic Plan: Ensure Māori students are enjoying and achieving education success as Māori</p>	<ul style="list-style-type: none"> • Curriculum teaching and learning reflect students' ethnicity, identity, language and culture • Maori Strategic Plan fully developed ready for implementation in 2018 • Maori Performing Arts are integral part of College Culture. • Commitment to bicultural partnership in Aotearoa New Zealand emphasised with our wider community • Student achievement data is used to target resources for optimal effect • Early, intensive support is provided for those students who are at risk of falling behind • Productive partnerships are created with parents, whanau, hapu, iwi and communities that are focussed on educational success • There is high expectations of students to succeed in education as Māori 	<p>SLT Maori Strategic Planning Group All staff Parents / Whanau / Hapu / Iwi</p>	<p>On-going throughout 2016</p>	<p>Te Reo Māori class time KAMAR data NCEA Tracking sheets Mentor time Deans interviews</p>	<p>Monthly KAMAR reports to SLT Monthly monitoring of attainment of all "at risk" students Regular reports to BOT</p>

Departments undertake Curriculum review to develop strategies to increase student engagement	<ul style="list-style-type: none"> • Departments identify methods to improve the teaching and learning to increase student engagement in the learning process, including the use of online learning environments • The majority of learning experiences follow a student inquiry process rather than didactic formats • Student feedback on teaching and learning is sought to inform future developments • Students feel involved in their learning 	SLT HOD Teachers BOT oversight	On-going throughout 2017	Access to suitable modern technologies Departmental development time Class teaching	Schemes of work Departmental meeting minutes Student feedback Board reports
	<ul style="list-style-type: none"> • Schemes of work reviewed to meet modern curricular approaches including embedding modern technology e.g. web links etc. 		Term 4 2017		
Further develop tracking processes to include individual plans through discussion with students	<ul style="list-style-type: none"> • Parents of identified at risk students contacted • Regular learning conversations with students implemented with classroom teachers and mentors • Collaborative development of plans with students leading to improved student outcomes • Students provided with support to implement plans e.g. extra targeted teaching • Relationships strengthened between staff, students and whanau • Regular reflective conversations between mentors, mentees and whanau 	SLT (Pastoral) HOD's All teachers Students Parents/Whanau Guidance Team	Term 1/2 - Plans developed/ shared with students Term 2 - Learning Conversations share plans with parents/whanau Term 2 onwards - monitoring progress Term 4 - Further support offered to those students not tracking positively	Mentor time Departmental development time Academic data - NCEA (HOD responsible for dissemination) Learning Conversations Parent Portal Communication with parents (letters)	Tracking data (NCEA) Record of learning conversations Student plans Student feedback Parent evaluation

Strategic Aim:

For Tararua College to become a centre of excellence for community learning

Annual Objective:

To drive community engagement in Tararua College

2017 Targets:

Engage with 100% parents in positive conversations, either on or off site throughout the year.
To have the majority of Maori whanau represented or actively engaged in the Roopu
An increase in the community use of school facilities
An increase in school/student involvement on community events including sports and cultural
An increase in positive community perception

(Empirical values to be added once baseline data has been developed)

Baseline data:

From ERO Report 3/12/2015

How effectively does the school promote educational success for Māori, as Māori?

- Māori leadership is usefully developing teacher capability and extending curriculum opportunities to meaningfully include the culture, language and identity of Māori learners coherently across the curriculum.
- Aspects of curriculum design, performance and experiences draw upon knowledge of the local area and meaningfully include cultural contexts reflecting Māori learners and their whānau. Partnership between local schools, the marae and community have been established to acknowledge the cultural connections shared with community and whanau

Percentage of parents/whanau engaged in Learning Conversations

Number of events where community have the opportunity to engage positively with the school

Survey data on community perception

Percentage of students/staff roll involved in community based activities and events e.g. ANZAC, Friday night touch, charity collections etc.

Action Plan:

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Develop parent/whanau engagement	<ul style="list-style-type: none"> Regular Hui of Māori parents 	DA BoT SLT Whanau Maori students Roopu members	1 per term starting term 2	Staff Whare Hapu/Iwi contacts Kai Whanau Maori student AREA data	Record of Hui Feedback from whanau Maori student AREA data
	<ul style="list-style-type: none"> Roopu (Maori community) formed and tasked with supporting Te Reo teacher to develop achievement opportunities for Maori students 	DA BoT SLT Maori students Whanau	2 meetings per term starting term 2	Committee officers Hapu/Iwi contacts Kai Whanau Staff time School and community Kaumātua	Record of committee meetings and elections Community & whanau feedback Maori student AREA data
	<ul style="list-style-type: none"> KAMAR parent portal open and accessed by parents Open information evenings held to explain KAMAR portal to parents 	HD Staff IT Support	Start Term 1	Parent evening Instructional letters	Parental feedback Usage data if available
	<ul style="list-style-type: none"> BoT Community chats continue to gather parental voice 	BoT	Termly/Yearly	BoT meetings Parental meetings	Data analysis Feedback to SLT
	<ul style="list-style-type: none"> Parents and whanau engaged in discussions on improving teaching and learning at Tararua College 	JW SLT Mentors All staff	On-going throughout 2017 Subject info evening - week 6 term 3	Subject Pathways meetings Informal discussions Learning Conversations PLD	Analysis of student engagement Parent feedback Retention of students

Engage with Community groups to enhance Learning Opportunities	<ul style="list-style-type: none"> Interact (Junior Rotary) group established and meeting regularly providing links to Pahiatua Rotary Club 	HD / EM Rotary (Ken) Students Deputy Head student leaders	Start term 2 Monthly meetings	Access to Rotary funding Student/staff time	Record of meetings with Rotary Project outcomes
	<ul style="list-style-type: none"> Students actively involved in community events and supporting community activities and groups 	SR Student Leaders Student Forum	On-going throughout 2017	Forum meetings Student Leader meetings	Community Feedback Forum meeting minutes Student leader meeting minutes
	<ul style="list-style-type: none"> Deputy Head students engaging with community as per post description 	JW SR Student Leaders		Student Leader meetings	Weekly/termly reports to Principal Community feedback
	<ul style="list-style-type: none"> School facilities and grounds are actively promoted for the use of the community e.g. swimming pool, sporting facilities, assembly hall, whare nui etc. 	AR Bridget Bailey Student Leaders (Sports captains)		School facilities as appropriate	Community Feedback Sports Coordinator reports
Enhancing links with all feeder Primary Schools	<ul style="list-style-type: none"> Roadshows, open evenings and open days and learning expos promote college to all relevant primary students 	JW ZM Year 9 Dean Student Leaders Year 9 students		Termly/Yearly	Technical equipment PR Material Parent invites
	<ul style="list-style-type: none"> Primary technology driving positive experiences 	SW MQ Primary school staff and pupils	Daily	School facilities Transport	Evaluation from Primary schools staff, parents and pupils
	<ul style="list-style-type: none"> students developing a seamless transition from year 0 to year 13 utilising CoL partnerships 	CoL SLT Year 9 Dean	On-going throughout 2017	CoL Principals meetings Liaison with CoL facilitator	CoL minutes MoE reports on Achievement Challenge progress
	<ul style="list-style-type: none"> PLD opportunities where staff visit examples of collaborative practice 	Local Primary schools Teachers	On-going throughout 2017	PLD budget Primary schools	Feedback to whole staff PLG discussions

	<ul style="list-style-type: none"> Primary/Secondary liaison between teachers of both sectors initiated 	HODs Dept staff	Term 3/4	Departmental time Primary school staff Collaborative Learning practices	New Schemes of work Student feedback Teacher feedback
Improve community perceptions of Tararua College through enhanced school profile	<ul style="list-style-type: none"> Tararua College becomes the school of choice for all potential college students 	JW Primary schools All college staff	On-going throughout 2017	Meeting time	% of available cohort enrolments Community feedback
	<ul style="list-style-type: none"> The school has a modern rebranded image that encapsulates the school's values and culture 	JW HR External agencies BoT	Rebranding agreed by end of term . Implemented throughout 2017	Bot approved funding Sponsorship	Community feedback
	<ul style="list-style-type: none"> Pride in the school has been developed by the whole school community through the high standard of facilities and opportunities offered at the college 	JW Darrel Lester & ground staff BoT Whole staff and students Parent working bees	On-going throughout 2017 as part of 5YA	BoT approved funding 5YA grant Ops Grant External funding as available	Community, staff and student feedback
	<ul style="list-style-type: none"> Regular positive news coverage appear in the local media (e.g. Bush Telegraph) 	JW All staff Mandy Brown Bridget Bailey Student leaders / forum	On-going throughout 2017	Local media outlets	Media publications and inclusion Feedback from community
Develop stronger sporting links with the communities	<ul style="list-style-type: none"> Increased student/staff participation in community sporting events e.g. Friday night Touch rugby 	Bridget Bailey Staff Students External community organisations	On-going throughout 2017	Bush Stadium School facilities e.g. swimming pool	Record of involvement in local sporting events Community feedback

Strategic Aim:

To provide a safe and supportive environment that engages students in learning

Annual Objective:

To implement PB4L-SW and PB4L-RP throughout the college

Targets:

- 50% reduction in stand-downs and suspensions especially amongst priority learners
- Stand down & suspensions figures reflect the ethnicity make up of the college
- 80% free and frequent positive recognitions issued weekly
- Create baseline data for behaviour across the college, tracking the impact of restorative practice.
- Reduction in the number of demerits (negative PB4L behaviors)

Baseline data:

CONTEXTUAL ISSUES (including KAMAR attainment data):

We need to consider

From ERO Report 3/12/2015

- Senior leaders express a clear understanding of teacher practice that facilitates positive learning in the classroom.
- 52 Stand downs in 2016 of which 38 were Maori
- 33 Suspensions in 2016 of which 24 were Maori (based on a 40% Maori role)
- Number of de-merits in 2016 broken down by type, year group, ethnicity etc.

Action Plan:

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Consolidate PB4L-SW tier 1 implementation	<ul style="list-style-type: none"> All staff are following PB4L practices. Students fully aware of and engagement in the PB4L processes School community supportive of PB4L behaviour management approaches 	SLT PB4L team Guidance Team All staff / Mentors School Community Ministry contacts	Implementation by end of term 1. Embedding throughout 2017	Team meetings Signage PB4L budget PLD budget Mentor time Assemblies	Monitoring of Big 5 data Stand-downs and Suspension data Community feedback
Develop and introduce Positive Recognition System	<ul style="list-style-type: none"> 80% of students receive a positive recognition daily Forum members agree the format / structure of recognition system 80% of all students receive positive recognition on stage during 2017 	All staff Community			
Develop and explicitly teach the school broad behaviour expectations to the students	<ul style="list-style-type: none"> All students fully aware of expected behaviours for different school settings All signage visible in all areas clearly indicating expected behaviours Active positive reinforcement when negative behaviours identified 	SLT PB4L team Guidance Team All staff / Mentors Student Leaders			

Align both the Pastoral/Guidance and the PB4L systems together	Clear lines of communication / shared expectations between the PB4L team and Guidance Team	PB4L team Guidance Team	Term 1 2017		
	PB4L team and Guidance team to integrate fully into a single support structure		End 2017 / beginning 2018		
Further engagement in training for both PB4L-SW and PB4L-RP	All new staff trained & PCTs attend refresher training in both PB4L-SW and RP	PCT coordinator All new staff MOE trainers	As required		
BoT members receive training on PB4L-SW	All BoT members have raised their awareness of PB4L-SW and re fully committed to the development of these processes in Tararua College	BoT MOE trainers	TBA in 2017	BoT members	Feedback from BoT
Develop wider community understanding of PB4L approaches	Community awareness has been raised through hui and other gatherings Community perceptions of pastoral consequences is in line with PB4L expectations	PB4L team SLT MOE trainers BOT	Initial meeting first half of term 3 continuing into term 4	<ul style="list-style-type: none"> • Marketing campaign in paper and facebook • Clear messages to parents • Full community Hui • Small group discussions 	Feedback from community members

**TARARUA COLLEGE
ANALYSIS OF VARIANCE
Year ended 31st December 2016**

The Strategic Goals for 2016 were...

- **To enhance learning through dynamic and responsive teaching programmes**
- **To recognise and respond to individual and group needs**
- **To foster and maintain an effective working partnership with the community ***
- **To develop and manage resources in a positive and fiscally responsible manner ***
- **To foster a safe environment that promotes personal development and leadership***

* These goals had no baseline evidence to report against. There was a general focus on these areas which saw a maintenance or development of the strategic goal area.

School Strategic Goal	School Goals and Targets	2015 / 2016 Results	Goal Achieved/ Not Achieved	Evaluation / Reason for Variance	Next steps																		
<p>To enhance learning through dynamic and responsive teaching programmes</p>	<ul style="list-style-type: none"> 75% (75.4% National average) of students achieve 80 credits or more at Level 1 by the end of year 11 	<table border="1" data-bbox="611 391 1104 794"> <thead> <tr> <th colspan="3">2015</th> </tr> <tr> <th>Tararua College</th> <th>Decile 3</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>62.3%</td> <td>67.3%</td> <td>75%</td> </tr> <tr> <th colspan="3">2016</th> </tr> <tr> <th>Tararua College</th> <th>Decile 3</th> <th>National</th> </tr> <tr> <td>52.1%</td> <td>68.7%</td> <td>74.7%</td> </tr> </tbody> </table> <p>Figures are roll-based</p>	2015			Tararua College	Decile 3	National	62.3%	67.3%	75%	2016			Tararua College	Decile 3	National	52.1%	68.7%	74.7%	<p>Not Achieved</p>	<ul style="list-style-type: none"> Staff worked hard to track student results and improve student outcomes. Converting this tracking data into planned interventions for at risk students was not fully developed. The goal set to increase achievement by 13% was perhaps unrealistic in a single year. Student engagement became a bigger issue which is why we believe focussing on roll-based figures rather than participation based figures is more appropriate, as they indicate more about student retention and engagement. Efficiency in maintaining accurate roll based figures impacted on results based on July 1 return. Global changes to curriculum delivery need to be addressed, embedding changes to teaching and learning strategies. 	<ul style="list-style-type: none"> Develop clear plans and pathways to support student learning. Ensure changes being developed in pedagogy are embedded and understood by all students, staff and wider community. Develop more immediate contact with parents through parent portal and NCEA tracking evenings. Invest in developing modern learning pedagogical approaches and collaborative approaches to share best practice.
2015																							
Tararua College	Decile 3	National																					
62.3%	67.3%	75%																					
2016																							
Tararua College	Decile 3	National																					
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	<ul style="list-style-type: none"> 82% (78.1% National average) of students achieve 60 credits or more at Level 2 by the end of year 12 	<table border="1" data-bbox="611 209 1106 435"> <thead> <tr> <th colspan="3">2015</th> <th colspan="3">2016</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>58.3 %</td> <td>73.7 %</td> <td>77.7 %</td> <td>70%</td> <td>75.4 %</td> <td>78.9 %</td> </tr> </tbody> </table> <p>Figures are roll-based</p>	2015			2016			TC	Dec 3	Nat	TC	Dec 3	Nat	58.3 %	73.7 %	77.7 %	70%	75.4 %	78.9 %	Not Achieved	<ul style="list-style-type: none"> The results showed a positive increase in attainment but again a targeted increase of 24% was perhaps unrealistic. The college supports the aim of at least 85% of students achieving Level 2 but see this as a phased process from the start of 2017. Engagement of students is crucial to achieving this target and PLD will invest in developing approaches that support student involvement in their learning pathway. Again, tracking of student data did not necessarily convert into planned interventions to develop student outcomes. 	
2015			2016																				
TC	Dec 3	Nat	TC	Dec 3	Nat																		
58.3 %	73.7 %	77.7 %	70%	75.4 %	78.9 %																		
	<ul style="list-style-type: none"> 70% (65% National average) of students achieve 60 credits or more at Level 3 by the end of year 13 	<table border="1" data-bbox="611 754 1106 981"> <thead> <tr> <th colspan="3">2015</th> <th colspan="3">2016</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>43.2 %</td> <td>55.8 %</td> <td>64.4 %</td> <td>44.45</td> <td>58.4 %</td> <td>65.1 %</td> </tr> </tbody> </table> <p>Figures are roll-based</p>	2015			2016			TC	Dec 3	Nat	TC	Dec 3	Nat	43.2 %	55.8 %	64.4 %	44.45	58.4 %	65.1 %	Not Achieved	<ul style="list-style-type: none"> Inappropriate targets for a single year intervention. No associated changes in pedagogy to develop student outcomes in 2016. Improvements are needed in clear strategic direction for all staff to develop a unified approach. 	
2015			2016																				
TC	Dec 3	Nat	TC	Dec 3	Nat																		
43.2 %	55.8 %	64.4 %	44.45	58.4 %	65.1 %																		
	<ul style="list-style-type: none"> 90% (91.2% National average) of students achieve Level 1 Literacy in year 11 	<table border="1" data-bbox="611 1082 1106 1308"> <thead> <tr> <th colspan="3">2015</th> <th colspan="3">2016</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>85.1 %</td> <td>87.7 %</td> <td>91.3 %</td> <td>84.5 %</td> <td>88.6 %</td> <td>91.2 %</td> </tr> </tbody> </table> <p>Figures are roll-based</p>	2015			2016			TC	Dec 3	Nat	TC	Dec 3	Nat	85.1 %	87.7 %	91.3 %	84.5 %	88.6 %	91.2 %	Not Achieved	<ul style="list-style-type: none"> Lack of effective approaches to engage students were implemented. The cohort who were failing in Literacy directly correlated to those students who were disengaged. 	<ul style="list-style-type: none"> Cross-curricular working groups instigated to develop literacy in NCEA classes.
2015			2016																				
TC	Dec 3	Nat	TC	Dec 3	Nat																		
85.1 %	87.7 %	91.3 %	84.5 %	88.6 %	91.2 %																		

	<ul style="list-style-type: none"> 85% (89.6% National average) of students achieve Level 1 Numeracy in year 11 	<table border="1"> <thead> <tr> <th colspan="3">2015</th> <th colspan="3">2016</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>78.1 %</td> <td>84.6 %</td> <td>89.9 %</td> <td>74.6 %</td> <td>85.9 %</td> <td>89.9 %</td> </tr> </tbody> </table> <p>Figures are roll-based</p>	2015			2016			TC	Dec 3	Nat	TC	Dec 3	Nat	78.1 %	84.6 %	89.9 %	74.6 %	85.9 %	89.9 %		<ul style="list-style-type: none"> Ineffective practices utilised with struggling students. 	<ul style="list-style-type: none"> Changes in numeracy approaches being instigated in 2017
2015			2016																				
TC	Dec 3	Nat	TC	Dec 3	Nat																		
78.1 %	84.6 %	89.9 %	74.6 %	85.9 %	89.9 %																		
To recognise and respond to individual and group needs	<p>Goal To retain students from Years 9-13 with emphasis on Maori boys.</p> <p>Target 55% retained from Year 9 – 13.</p>	<p>Baseline data being developed from analysis of MOE roll returns from previous 5 years.</p> <p>This will be updated throughout the year.</p> <p>(n.b. due to change of SMS at the start of 2016 historic roll figures are not in electronic format and therefore it has not been possible to track)</p>	Achieved for entire cohort. (based on higher than 55% retention from Year 9 - 13 in 2016 cohort).	Unable to comment currently due to lack of sufficient baseline data	<ul style="list-style-type: none"> Analyse roll returns on a yearly basis in order to track retention Ensure future goals are set with specific measureable baseline data. All retention data recorded appropriately and analysed using ethnicity data. 																		
	<p>Goal To provide clear pathways within each subject from junior to senior school.</p>	<ul style="list-style-type: none"> Suitable pathways have been developed in some subject areas (supported by subject choice) and will be continued through 2017 and beyond. On going support from WelCOM have provided opportunities for continuation in subjects which the College has been unable to timetable 	Partly achieved	Lack of a clear focus for development	<ul style="list-style-type: none"> Clear subjects pathways developed visible for students and parents Pathway evenings to be held for parents Develop further communication using KAMAR parent portal 																		