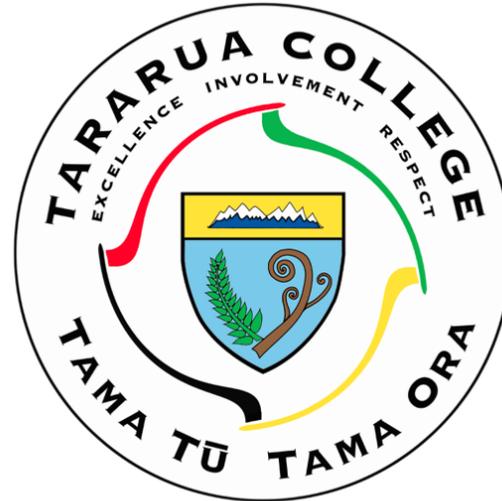


# **TARARUA COLLEGE**

## **CHARTER 2018**



### **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 310 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 36% Māori, NZ European 60%, 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 whānau 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 goals are to raise 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 whānau 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 workplace.

The Tararua College 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.

There is an increasing focus on collaborative practices throughout the College, with trials in 2018 specifically targeting Year 10 teaching programmes. Thematic units are being used to develop students' understanding of subject interactions and reducing the siloing of information.

### **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. Collaboration across these subject areas is being increasingly developed through thematic projects in 2018

### **Year 11 Programme:**

There are a range of programmes available at the Year 11 level. Students will take programmes which lead 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 online courses for subjects that are not offered at Tararua College. This allows a large variety of subjects that can be supported through the College and offer extended choice to our students.

In 2018 we are continuing to significantly develop the role of Primary Industries within the College. This will be fully integrated with our 25 acre school farm. Students are also involved in the Taratahi Programmes through dual pathways.

In 2018 we are launching the High Performance Academy (HPA), which will support talented students in Academic, Cultural and Sporting areas to reach Excellence. Gifted and Talented students are also 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 College then visits our contributing schools in a Roadshow that gives students and parents the opportunity to learn about and ask questions about the College.

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. Our philosophy is to integrate and support our students with special needs in mainstream environments where possible. We also offer specific support within our Student Support Centre.

## **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. We also offer Dual Pathways courses allowing students to work in an industry and tertiary setting for parts of the week.

## **Finance**

The college is moving through a series of property upgrades in 2017/18 to develop facilities which meet the needs of a 21st century curriculum. This will result in the planned drawdown on financial reserves throughout the 2017/18 financial years. 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 twice during the year to report back on student progress. Subject teachers meet with parents for a subject specific interview halfway through the year. 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. The KAMAR Parent Portal is being increasingly developed in 2018 to allow parents immediate access to data for their child.

### **Community Profile**

The school is working hard to develop a strong community profile. It actively rebranded in 2017 and continues to develop links with community organisations to drive opportunities for our students into 2018. This enhancement of Community Profile formed a key focus and one of our school goals for 2017. This continues in 2018.

### **Staffing**

In 2018 the staffing complement of the College is 30.78 FTE teachers.

### **Board of Trustees**

The Board of Trustees meets regularly on published dates 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](mailto:mbrown@tararuacollege.school.nz)

### **Community of Learning Affiliation**

In 2018 we are part of the Tararua Kahui Ako, formerly known as the Bush Community of Learning. Our aim is to accelerate the educational achievement of all students in the Tararua area. With Achievement Challenges signed off in 2017 and across and in school teachers appointed, we are committed to ensuring the development of the Kahui Ako throughout 2018, under the auspices of the stewardship and management groups. Students in our care will be supported from Year zero through to Year thirteen and beyond.

# **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 ongoing 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 actively support all our learners to engage and excel in sporting and cultural activities. Students learn by example and staff will engage in activities beyond the 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 (whānau/iwi/hapu)

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

## 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

## Taranua College Strategic 3 year plan

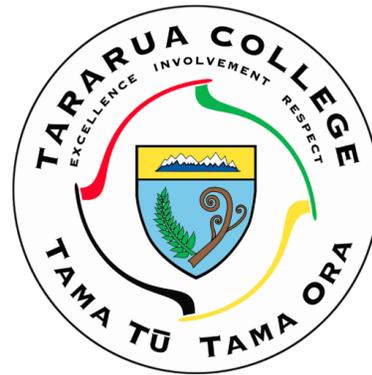
Strategic Aim	Annual Objectives 2018	Annual Objectives 2019	Annual Objectives 2020
<p>To provide an education that allows our students choice flexibility and sustainability in their future pathways</p>	<p>To improve student achievement by developing collaborative practices &amp; Teaching as Inquiry.</p> <ul style="list-style-type: none"> <li>● Community collaboration</li> <li>● All year 10 students to have achieved NCEA level 1 lit / num by end of year 10</li> <li>● Adjustments to timetable to allow further rollout/trialling of collaborative projects</li> <li>● Redesigned whole school PLD to ensure inquiry process is focussed on school strategic goals.</li> <li>● Teaching As Inquiry will be based around Collaborative practice</li> <li>● Remove the label of ‘visible learning’ and redefine the underlying principles within collaborative practices. (Creativity, Collaboration, Critical thinking &amp; Communication)</li> </ul> <p>Māori Strategic Plan: Ensure Māori students are enjoying and achieving education success as Māori. BoT to develop feedback and Marae visits as part of Plan.</p> <p>Review and embed the tracking procedures set up in 2017</p> <ul style="list-style-type: none"> <li>● Establish strong tracking mechanism for Years 9 and 10</li> </ul> <p>Restructure Dual Pathways approaches to ensure all students are engaged in appropriate programmes for 2018 and beyond.</p> <p>Enhance the use of Virtual Learning Network (WeLCom) to offer course choice and flexibility.</p> <p>Development of College Farm to provide students with a wider range of Primary Industries opportunities in line with the TC Farm Strategic Plan</p>	<p>Review of Collaborative Teaching Practices to inform redevelopment of timetable.</p> <p>Defined interdisciplinary projects for Juniors</p> <p>Māori Strategic Plan embedded and practices understood and developed in all areas of the College</p> <p>Review whole school tracking and monitoring to ensure consistent procedures followed throughout the school.</p> <p>Review impact of Talent Central as a Dual Pathways partner to inform future investment</p> <p>Develop and review VLN approaches using Google Meeting Space to ensure student needs are being met</p> <p>Redevelopment of Horticulture space on the School Farm.</p>	<p>Have a clearly developed structure that allows junior students to be taught in a collaborative flexible learning environment.</p> <p>Continue investigation into Senior School collaboration in line with NCEA provision</p> <p>Review implementation of Māori Strategic Plan</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"> <li>● Implement redesign of school day structure, curriculum, pedagogy, collaborative opportunities</li> <li>● Development of hui/roopu</li> <li>● Develop parent/community forums to discuss learning opportunities</li> <li>● Develop joint staffing ventures with Tararua Kahui Ako (COL) - particularly cultural</li> <li>● Strategically develop CoL partnerships</li> <li>● Develop Secondary depts working in collaboration with Primary schools utilising Across school and within school Kahui Ako teachers</li> <li>● Development of High Performance Academy (HPA) to drive Sporting, Cultural and Academic excellence.</li> <li>● Upgrade school facilities to ensure community needs and aspirations are met <ul style="list-style-type: none"> <li>○ Replacement of Teaching &amp; Sporting facilities to deliver Flexible Learning Environments in consultation with Ministry of Education</li> </ul> </li> <li>● Market and promote the College to our community and beyond to raise awareness of student success and increase retention from primary to secondary of students within our community</li> <li>● Review and develop attraction of and support for international students</li> </ul>	<p>Review (survey) of parental views on new structures.</p> <p>Embed hui/roopu</p> <p>Excellence will continue to be promoted through liaison with our feeder schools in the Kahui Ako</p> <p>Review STEP to ensure investment is appropriately delivered to maximise student achievement and set achievement targets around Academic, Sporting and Cultural areas.</p> <p>Continue discussions and plan for building upgrades</p> <p>Continue positive promotion of College</p> <p>Market and promote Tararua College internationally.</p>	<p>Continue community consultation</p> <p>Teaching practices are aligned between Primary and Secondary to ensure continuity between Years 6 - 10.</p> <p>Initial upgrade of College facilities in line with FLE approaches.</p>
<p>To provide a safe and supportive environment that</p>	<p>To implement PB4L-SW throughout the college</p> <ul style="list-style-type: none"> <li>● Consolidate and review PB4L-SW tier 1 across the school</li> </ul>	<p>Evaluation of PB4L-SW to determine whether we move to tier 2</p>	<p>The culture of the College reflects PB4L-SW being fully embedded in our practices.</p>

<p>engages students in learning.</p>	<ul style="list-style-type: none"> <li>● Review new staff/induction processes to reflect PB4L approaches</li> <li>● Discuss the use of SWIS as a recording &amp; monitoring system of PB4L</li> <li>● Ensure Student Management Systems are being effectively utilised to communicate, track and inform support for positive student behaviour</li> <li>● Develop explicit signage across the school</li> <li>● Board and community development of understanding on PB4L <ul style="list-style-type: none"> <li>○ BoT Training</li> <li>○ Community communication</li> </ul> </li> <li>● Redeveloping the Mentor system to ensure collaborative processes support student learning and wellbeing.</li> <li>● College communication will be aligned with the school values of Respect, Involvement &amp; Excellence.</li> <li>● Enhance feedback mechanisms from staff to students to support learning using Assessment for Learning approaches.</li> <li>● Expand the Boys Excellence &amp; Engagement Programme (BEEP) to include a wider range of students to become the TEP - Tararua Engagement Programme.</li> </ul>	<p>Focus on development of PB4L-RP</p> <p>Develop understanding and use of SOLO taxonomy by students to drive NCEA performance and creates engagement</p>	<p>Further development of PB4L Tier 2 for specialist groups.</p> <p>PB4L-RP embedded with guidance staff.</p> <p>Student understanding of SOLO taxonomy leads to greater understanding of independent learning.</p>
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# Tararua College

## Annual Plan 2018



**The Annual Objectives for 2018 are**

To improve student achievement by developing collaborative practices & Teaching as Inquiry

To drive community engagement in Tararua College

To implement PB4L-SW throughout the college

These goals were identified to develop our **Ongoing 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.

## Tararua Annual Plan 2018 - Summary

ERO School Evaluation Indicators 2016			Tararua College Annual Objectives 2018	NAGs
Learner Focussed Outcome Indicator	A successful lifelong learner		<i>To improve student achievement by developing collaborative approaches and practices &amp; Teaching as Inquiry</i>	NAG 1 NAG 2 NAG 3 NAG 6 NAG 8
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		<i>To drive community engagement in Tararua College</i>	NAG 1 NAG 2 NAG 3 NAG 4 NAG 7
	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		<i>To implement PB4L-SW throughout the college</i>	NAG 2 NAG 3 NAG 5 NAG 6
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 1:

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

### Annual Objective:

To improve student achievement by developing collaborative practices & Teaching as Inquiry

### 2018 Targets:

- 90% (75.4% National average) of students achieve 80 credits or more at Level 1 by the end of year 11
- 80% (78.1% National average) of students achieve 60 credits or more at Level 2 by the end of year 12
- 70% (65% National average) of students achieve 60 credits or more at Level 3 by the end of year 13
- 95% (91.2% National average) of students achieve Level 1 Literacy in year 11
- 95% (89.6% National average) of students achieve Level 1 Numeracy in year 11
- Focus on Certificate Endorsements in NCEA Level 1,2,3 to meet targets of Decile Average (2017)

#### 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  
2017 Roll based figures

Level	Year 11		Year 12		Year 13	
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	85.1%	62.8%				
Level 2	-	-	69.0%	70.8%		
Level 3	-	-	-	-	65.9%	55.0%
Literacy	94.5%	84.9%	94.9%	93.9%	100%	96.7%
Numeracy	93.2%	83.0%	86.4%	93.0%	97.8%	96.3%

- TC UE entry = 31.8% (Decile 3 UE entry 26.8%)

2017 Participation based figures

Level	Year 11		Year 12		Year 13	
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	95.5%	74.5%				
Level 2	-	-	94.1%	83.8%		
Level 3	-	-	-	-	89.5%	77.1%

- TC UE entry = 42.4% (Decile 3 UE entry 35.2%)

2017 NCEA Endorsements

Level	Endorsement	Year 11		Year 12		Year 13	
		Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	Merit	17.5%	26.5%				
	Excellence	0%	9.1%				
Level 2	Merit	-	-	5%	16.9%		
	Excellence	-	-	2.5%	6.8%		
Level 3	Merit	-	-	-	-	6.9%	16.9%
	Excellence	-	-	-	-	6.9%	6.9%

NCEA attainment data (for Māori learners only)  
2017 Roll based figures

Level	Year 11		Year 12		Year 13	
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	75.0%	55.6%				
Level 2	-	-	68.0%	66.6%		
Level 3	-	-	-	-	71.4%	49.4%
Literacy	77.8%	85%	95.5%	95.7%	100%	97.7%
Numeracy	63%	81.3%	95.5%	94.8%	95.7%	97.5%

- TC UE entry = 28.6% (Decile 3 UE entry = 19.2%)

2017 Participation based figures

Level	Year 11		Year 12		Year 13	
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	100%	70.6%				
Level 2	-	-	81.0%	80.7%	90%	95.4%
Level 3	-	-	-	-	90.9%	71.9%

- TC UE entry = 36.4% (Decile 3 UE entry 27.1%)

**Action Plans To Achieve Annual Objective:**

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"> <li>A shared definition of collaborative practice revisited and agreed by all staff.</li> </ul>	Principal DP (T&L) Teaching & Learning Committee All Staff	End of Wk 4 Term 1 2018	Teaching & Learning Committee meetings Staff meetings PLD Good Practice observation & visits PLG development in collaborative groups	Departmental meeting minutes Staff meeting minutes Tracking of student achievement PLG feedback sessions
	<ul style="list-style-type: none"> <li>Staff trialling programmes in a safe and supportive collegial environment through PLG inquiry approaches</li> </ul>		Term 1 onwards		
	<ul style="list-style-type: none"> <li>Students develop connections between topics, subjects and wider school environment</li> <li>Multiple achievement outcomes achieved from single teaching experiences</li> </ul>		On-going throughout 2018		
	<ul style="list-style-type: none"> <li>Year 10 programme developed to introduce thematic project based teaching and collaborative pedagogy.</li> </ul>		Development Term 1 for Term 2 launch		
	<ul style="list-style-type: none"> <li>Tararua Engagement Programme supports and develops identified 'At Risk' students through mentor role and alternative programmes.</li> </ul>	TEP Mentor DP DA Deans	Throughout 2018		

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
Further development of Teaching As Inquiry method	<ul style="list-style-type: none"> <li>Teacher inquiry based on the identification of target students using a wide range of data</li> <li>Plans prepared for each targeted student to raise their achievement</li> <li>Plans implemented for each student</li> <li>70% of the targeted students have accelerated their progress</li> <li>Collaborative practices identified to deliver accelerated progress</li> </ul>	SLT HODs Subject teachers PLG Kahui Ako Within School teachers	On-going throughout 2018	PLG time PLD Staff Meetings Preparation Time Data tracking	PLG meeting minutes Record of Teachers Appraisal / Professional Learning Stories

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
Maori Strategic Plan:  Ensure Māori students are enjoying and achieving education success as Māori	<ul style="list-style-type: none"> <li>Curriculum teaching and learning reflect students' ethnicity, identity, language and culture</li> <li>Māori Strategic Plan fully developed and implementation begun in 2018</li> <li>Māori Performing Arts are integral part of College Culture.</li> <li>Commitment to bicultural partnership in Aotearoa New Zealand emphasised with our wider community</li> <li>Student achievement data is used to target resources for optimal effect</li> <li>Early, intensive support is provided for those students who are at risk of falling behind</li> <li>Productive partnerships are created with parents, whānau, hapu, iwi and communities that are focussed on educational success</li> <li>There is high expectations of students to succeed in education as Māori</li> </ul>	SLT Māori Strategic Planning Group All staff Parents / Whānau / Hapu / Iwi	On-going throughout 2018	Te Reo Māori class time KAMAR data NCEA Tracking sheets Mentor time Deans interviews	Monthly KAMAR reports to SLT Monthly monitoring of attainment of all "at risk" students Regular reports to BOT

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
Departments continue Curriculum review to develop strategies to increase student engagement	<ul style="list-style-type: none"> <li>Departments identify methods to improve the teaching and learning to increase student engagement in the learning process, including the use of online learning environments</li> <li>The majority of learning experiences follow a student inquiry process rather than didactic formats</li> <li>Student feedback on teaching and learning is sought to inform future developments</li> <li>Students feel involved in their learning</li> </ul>	SLT HOD Teachers BOT oversight	On-going throughout 2018	Access to suitable modern technologies Departmental development time Class teaching	Schemes of work Unit Plans Departmental meeting minutes Student feedback Board reports
	<ul style="list-style-type: none"> <li>Departmental documentation reviewed to meet modern curricular approaches including embedding modern technology e.g. web links etc.</li> </ul>		Term 2 2018		
	<ul style="list-style-type: none"> <li>Launch of High Performance Academy (HPA). Students Identified. Learning Plans developed. Support &amp; tracking in place</li> </ul>	Principal DP AR	Term 1 2018	Staff time, community support	Retain and attract students who perform at the highest national level in sport, cultural and academic areas.
	<ul style="list-style-type: none"> <li>Development of College Farm and Horticulture in line with strategy document.</li> </ul>	DG, HD Farm Committee	2018 ongoing	Enviroschools Farm Manager	Action points in Strategy doc will be met.
	<ul style="list-style-type: none"> <li>International Student Programme reviewed and redeveloped with marketing material for launch in 2019</li> </ul>	Principal, ZM	Term 2, 2018	Active Planet media Masterton Schools International initiative	A robust and coherent programme will be in place for launch in 2019

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
Further develop tracking processes to include learning plans through discussion with students	<ul style="list-style-type: none"> <li>Parents of identified at risk students contacted</li> <li>Regular learning conversations with students implemented with classroom teachers and mentors</li> <li>Collaborative development of plans with students leading to improved student outcomes</li> <li>Students provided with support to implement plans e.g. extra targeted teaching</li> <li>Relationships strengthened between staff, students and whānau</li> <li>Regular reflective conversations between mentors, mentees and whānau</li> </ul>	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
	<ul style="list-style-type: none"> <li>L1 Literacy &amp; Numeracy targeted in Y10. All students will have had the opportunity to gain 10 Literacy and 10 Numeracy credits through cross curricular approaches gathering evidence throughout the year.</li> </ul>	AN HOD English HOD Maths SR/GR/GI/MF All Staff	Throughout 2018 End of Year 10.	HOD Meeting Student Tracking	Tracking mechanism established for Level 1 Literacy & Numeracy End of Term 1 (MF, WT, HOD ENG/MAT)

## 2018 Annual Plan

### Strategic Aim 2:

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

### Annual Objective:

To drive community engagement in Tararua College

### 2018 Targets:

Engage with 100% parents in positive conversations, either on or off site throughout the year.  
To have the majority of Maori whānau represented or actively engaged in the Rōopu  
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

In 2017 Learning Conversations achieved 60% attendance. Target for 2018 is 75% attendance.

(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 To achieve Annual Objective:**

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/whānau engagement	<ul style="list-style-type: none"> <li>Regular Hui of Māori parents</li> </ul>	DA BoT SLT Whānau Māori students Roopu members	1 per term starting term 2	Staff Whare Hapu/Iwi contacts Kai Whānau Māori student AREA data	Record of Hui Feedback from whānau Māori student AREA data
	<ul style="list-style-type: none"> <li>Roopu (Māori community) formed and tasked with supporting Te Reo teacher to develop achievement opportunities for Māori students</li> </ul>	DA BoT SLT Māori students Whānau	2 meetings per term starting term 2	Committee officers Hapu/Iwi contacts Kai Whānau Staff time School and community Kaumātua	Record of committee meetings and elections Community & whānau feedback Māori student AREA data
	<ul style="list-style-type: none"> <li>KAMAR parent portal open and accessed by parents</li> <li>Open information evenings held to explain KAMAR portal to parents</li> </ul>	HD Staff IT Support	Start Term 1	Parent evening Instructional letters	Parental feedback Usage data if available
	<ul style="list-style-type: none"> <li>BoT Community chats continue to gather parental voice</li> </ul>	BoT	Termly/Yearly	BoT meetings Parental meetings	Data analysis Feedback to SLT
	<ul style="list-style-type: none"> <li>Parents and whānau engaged in discussions on improving teaching and learning at Tararua College</li> </ul>	JW SLT Mentors All staff	On-going throughout 2018 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"> <li>Interact (Junior Rotary) group established and meeting regularly providing links to Pahiatua Rotary Club</li> </ul>	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"> <li>Students actively involved in community events and supporting community activities and groups</li> </ul>	SR Student Leaders Student Forum	On-going throughout 2018	Forum meetings Student Leader meetings	Community Feedback Forum meeting minutes Student leader meeting minutes
	<ul style="list-style-type: none"> <li>Deputy Head students engaging with community as per post description</li> </ul>	JW SR Student Leaders		Student Leader meetings	Weekly/termly reports to Principal Community feedback
	<ul style="list-style-type: none"> <li>School facilities and grounds are actively promoted for the use of the community e.g. swimming pool, sporting facilities, assembly hall, wharenui etc.</li> </ul>	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"> <li>Roadshows, open evenings and open days and learning expos promote college to all relevant primary students</li> </ul>	JW ZM Year 9 Dean Student Leaders Year 9 students	Termly/Yearly	Technical equipment PR Material Parent invites	Feedback from primaries % of available cohort enrolments
	<ul style="list-style-type: none"> <li>Primary technology driving positive experiences</li> </ul>	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"> <li>students developing a seamless transition from year 0 to year 13 utilising CoL partnerships</li> </ul>	CoL SLT Year 9 Dean	On-going throughout 2018	CoL Principals meetings Liaison with CoL facilitator	CoL minutes MoE reports on Achievement Challenge progress
	<ul style="list-style-type: none"> <li>PLD opportunities where staff visit examples of collaborative practice</li> </ul>	Local Primary schools Teachers	On-going throughout 2018	PLD budget Primary schools	Feedback to whole staff PLG discussions
	<ul style="list-style-type: none"> <li>Primary/Secondary liaison between teachers of both sectors initiated using Kahui Ako Within School Teachers as Framework</li> </ul>	WSTs HODs Dept staff	Throughout 2018	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"> <li>Tararua College becomes the school of choice for all potential college students</li> </ul>	JW Primary schools All college staff	On-going throughout 2018	Meeting time	% of available cohort enrolments Community feedback
	<ul style="list-style-type: none"> <li>The school continues to rebrand with an image that encapsulates the school's values and culture</li> </ul>	JW HR External agencies BoT	Implemented throughout 2018	BoT approved funding Sponsorship	Community feedback

	<ul style="list-style-type: none"> <li>Pride in the school has been developed by the whole school community through the high standard of facilities and opportunities offered at the college</li> </ul>	<p>JW Darrel Lester &amp; ground staff BoT Whole staff and students Parent working bees</p>	<p>On-going throughout 2018 as part of 5YA</p>	<p>BoT approved funding 5YA grant Ops Grant External funding as available</p>	<p>Community, staff and student feedback</p>
	<ul style="list-style-type: none"> <li>Regular positive news coverage appear in the local media (e.g. Bush Telegraph)</li> </ul>	<p>JW All staff Mandy Brown Bridget Bailey Student leaders / forum</p>	<p>On-going throughout 2018</p>	<p>Local media outlets</p>	<p>Media publications and inclusion Feedback from community</p>
<p>Develop stronger sporting links with the communities</p>	<ul style="list-style-type: none"> <li>Increased student/staff participation in community sporting events e.g. Friday night Touch rugby</li> </ul>	<p>Bridget Bailey Staff Students External community organisations</p>	<p>On-going throughout 2018</p>	<p>Bush Stadium School facilities e.g. swimming pool</p>	<p>Record of involvement in local sporting events Community feedback</p>

## 2018 Annual Plan

### Strategic Aim 3:

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

### Annual Objective:

To implement PB4L-SW throughout the college

### Targets:

- Stand-downs and suspensions especially amongst priority learners reflect typical Decile 3 School data
- Stand down & suspensions figures reflect the ethnicity makeup 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 behavioural incidents (negative PB4L behaviours)

### 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 roll)

2017

- 21 Stand downs in 2017 of which 12 were Māori, (8 were NZ European and 1 Pacific)
- 9 Suspensions in 2017 of which 6 were Māori, (2 were NZE and 1 Pacific) (based on 37% Māori roll)

**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"> <li>All staff are following PB4L practices.</li> <li>Students fully aware of and engagement in the PB4L processes</li> <li>School community supportive of PB4L behaviour management approaches</li> </ul>	SLT PB4L team Guidance Team All staff / Mentors School Community Ministry contacts	Embedding throughout 2018	Team meetings Signage PB4L budget PLD budget Mentor time Assemblies	Monitoring of Big 5 data Stand-downs and Suspension data Community feedback
Continue to develop and introduce Positive Recognition System	<ul style="list-style-type: none"> <li>80% of students receive a positive recognition daily</li> <li>Forum members agree the format / structure of recognition system</li> <li>80% of all students receive positive recognition on stage during 2018</li> </ul>	All staff Community			
Develop and explicitly teach the school broad behaviour expectations of Respect, Involvement & Excellence to the students	<ul style="list-style-type: none"> <li>All students fully aware of expected behaviours for different school settings</li> <li>All signage visible in all areas clearly indicating expected behaviours</li> <li>Active positive reinforcement when negative behaviours identified</li> </ul>	SLT PB4L team Guidance Team All staff / Mentors Student Leaders			
Continue to align both the Pastoral/Guidance and the PB4L systems together	PB4L team and Guidance team to integrate fully into a single support structure	PB4L team Guidance Team	2018		
Further engagement in training for both PB4L-SW	All new staff trained & PCTs attend refresher training in both PB4L-SW	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 2018	BoT members	Feedback from BoT

<p>Develop wider community understanding of PB4L approaches</p>	<p>Community awareness has been raised through hui and other gatherings Community perceptions of pastoral consequences is in line with PB4L expectations</p>	<p>PB4L team SLT MOE trainers BOT</p>	<p>Throughout 2018</p>	<ul style="list-style-type: none"> <li>● Marketing campaign in paper and facebook</li> <li>● Clear messages to parents</li> <li>● Full community Hui</li> <li>● Small group discussions</li> </ul>	<p>Feedback from community members</p>
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## Appendix 1

### Specific Action Plan for Collaborative Practice Development

2018	Term 1	Term 2	Term 3	Term 4
Collaborative Practice in the Classroom	<p>Review Feedback from E<sup>3</sup> Hub</p> <p>Develop Collaborative Units of Work and themed projects</p> <p>Teaching inquiries based on Collaborative Practice initiated</p> <p>Support staff to develop Teaching as Inquiry to deliver gains in student achievement using collaborative techniques.</p>	<p>PLGs initiate Collaborative strategies in the classroom (Co-Teaching/Co-Planning/Cross-curricular/Inter Year Level etc)</p> <p>Thematic Units for Year 10 started.</p> <p>Reflection and review</p>	<p>Thematic Units ongoing for Yr 10 and other groups as appropriate</p> <p>Reflection and review as PLGs</p> <p>Review of Term 2 as whole staff</p>	<p>Planning for 2019 Collaborative approaches</p>
PLD Time for Collaborative Practice	<p>PLGs formed &amp; identify Common Needs Based Goal that provides Inquiry. These will form the basis of Collaborative Teaching Approaches in the classroom</p> <p>Termly review cycle for PLG feedback</p> <p>Develop Matrix of Needs and PLD provision to address them</p> <p>Within School Teachers and SCT working with staff to develop collaborative approaches</p>	<p>Ongoing PLGs with morning feedback group sessions on Tuesday/Thursday</p> <p>External PLD provision as required identified from Matrix of Needs</p> <p>Termly review cycle for PLG feedback</p> <p>Within School Teachers and SCT working with staff to develop collaborative approaches</p>	<p>Ongoing PLGs with morning feedback group sessions on Tuesday/Thursday</p> <p>External PLD provision as required identified from Matrix of Needs</p> <p>Termly review cycle for PLG feedback</p> <p>Within School Teachers and SCT working with staff to develop collaborative approaches</p>	<p>Ongoing PLGs with morning feedback group sessions on Tuesday/Thursday</p> <p>External PLD provision as required identified from Matrix of Needs</p> <p>Termly review cycle for PLG feedback</p> <p>Within School Teachers and SCT working with staff to develop collaborative approaches</p>
Collaborative Practice Technology	<p>Tech expertise matrix identified and staff run workshops organised</p> <p>Work closely with New Era IT as a champion school to develop</p>	<p>Ongoing tech workshops</p> <p>Development of Staff understanding of SAMR model and ITL (IT for Learning) design rubrics.</p>	<p>Ongoing tech workshops</p> <p>Sharing sessions of Tech usage by staff</p>	<p>Ongoing tech workshops</p>

	technology pedagogy use.	Work closely with New Era IT as a champion school to develop technology pedagogy use.		
Collaborative Practice outside the classroom	<p>Set Up Enviro-school team and identify interested students</p> <p>Liaise with Young Enterprise to develop structure for possible start T2</p> <p>Develop Co-mentoring capacity and lessons</p> <p>Learning Plan developed for mentor students in KAMAR</p> <p>Identify students for the High Performance Academy (HPA)</p>	<p>Launch Enviro-school projects</p> <p>Investigate Starting Young Enterprise (YE)</p> <p>Teach clearly defined lessons/projects as part of mentoring time</p> <p>Track Learning Plans with mentor students in KAMAR</p> <p>Launch HPA</p>	<p>Continue Enviro-school projects</p> <p>Possible development of YE businesses</p> <p>Teach clearly defined lessons/projects as part of mentoring time</p> <p>Track Learning Plans with mentor students in KAMAR</p> <p>Develop HPA</p>	Develop and review collaborative projects to improve student learning