



**TARARUA
COLLEGE**
Te Kāreti o Tararua

Haere mai!



Charter 2023-2025

Annual Implementation Plan 2022

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Contents

Our Mission

Provide a safe, caring and respectful environment in which learners achieve individual excellence so they can be fully involved in all areas of the school and community.

Our Vision / Te Pae Tāwhiti

To be at the centre of our community and the college of choice in our district.

Ko te pae tawhiti

Whāia kia tata, Ko te pae tata

Whakamaua kia tina

Seek out the distant horizons,

While cherishing

Those achievements at hand.



Mission Statement

Vision Statement

The Tararua District

The Tararua Mountains that divide the Wellington Region from east to west are named after our Māori ancestor Whātonga.

Whātonga captained the Kurahaupo waka that is said to have landed at Nukutaurua on Mahia Peninsula.

Whātonga had two sons, Tara and Tautoki, whose descendants migrated to, and settled throughout, the lower North Island. Their descendants include the tribes of Ngai Tara, Rangitāne, Muaupoko, Ngāti Apa, and Ngāti Ira.

The name Tararua is derived from the saying "Ngā waewae e rua a Tara" or "the spanned legs of Tara", meaning that his people had a foothold on either side of these ranges.



Tararua College
Te Kāreti O Tararua

Our School

Opened on 2nd February 1960, Tararua College is a co-educational rural high school of around 400 students catering from years 9 to 13. Situated in Pahiatua, Tararua College students enjoy the benefits of close relationships within a smaller school, along with access to a broad range of learning opportunities. There is an Alternative Education programme and a growing bicultural and whānau approach to education.

Students are encouraged to follow courses of study designed to promote and foster individual needs, strengths and possible career paths, whilst also keeping their future options open. They are viewed as talented individuals who have the ability to become positive, responsible and constructive citizens.

There is an increasing focus on integrated learning throughout the College. Project based learning is being used to develop students' understanding of subject interactions and skills such as managing self, relating to others and group participation.

Gateway is provided for Senior students. Other students enjoy work experience and a variety of courses to help them decide on a future career. Dual Pathways courses are also offered allowing students to work in industry or tertiary settings for part of the week.

There is continued focus 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 Primary Industries Training Organisation (PITO) programmes through dual pathways.

The High Performance Academy supports talented students in academic, cultural and sporting areas to reach excellence. Gifted and talented students are also able to join students from Wairarapa schools as part of the Secondary Curriculum Enrichment, Extension and Development Programme.

Tararua College is part of the Tararua Kāhui Ako. This Community of Learning aims to accelerate the educational achievements of all students in the wider Tararua district.



Tararua College
Te Kāreti O Tararua

Akoranga / Learning

- The way we teach will reflect collaborative approaches that drive innovative learning practises within our classrooms and beyond.
- Development of digital use and creativity will be central to the ongoing improvement teaching and learning.
- We will ensure that the needs of all our learners are met by providing a diverse range of teaching and learning opportunities

Whanaungatanga / Relationships and Connection

- Our college is outwardly focussed, engaging and welcoming our community at every opportunity.
- Students learn by example and staff will engage in activities beyond the classrooms.
- We are consistently proud of our college and our environment and actively promote environmental sustainability through learning and actions.

Hauora / Wellbeing:

- Our college celebrates success by engaging in positive behavioural modelling.
- Restorative practice underpins our disciplinary systems with an emphasis on proactive rather than punitive approaches.
- We promote engagement and excellence in academic, sporting and cultural activities within the school and the community.
- We actively support all our learners to embrace the multicultural nature of our community



Our Guiding Principles



Our Values
Whanonga Pono

WHAKAUTE / RESPECT

- value for self, others & environment
- positive relationships using manners
- celebrating differences
- showing understanding
- value cultural differences
- having pride in the school

WHAKAWHĀITI / INVOLVEMENT

- being inclusive and supportive
- taking responsibility
- participating and contributing
- make positive contributions
- demonstrating dedication and commitment

KAIRANGI / EXCELLENCE

- 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



Our Values
Whanonga Pono

Our Commitment to Te Tiriti O Waitangi

Tararua College values the bi-cultural heritage of Aotearoa and the role it has to play in developing the school and its community.

We recognise the importance of working together with mana whenua (whānau, hapū¹ and iwi²) in developing our plans and policies. While developing our local curriculum, we aim to reflect local tikanga Māori, mātauranga Māori and te ao Māori to ensure equitable outcomes for our ākonga.

We are committed to supporting the preservation and development of te reo Māori within our community and provide opportunities to make instruction available in tikanga Māori and te reo Māori.

We are strengthening our use Te Whare Tapa Rima – the five sided house model, as an approach to support the Hauora of our whole school community.

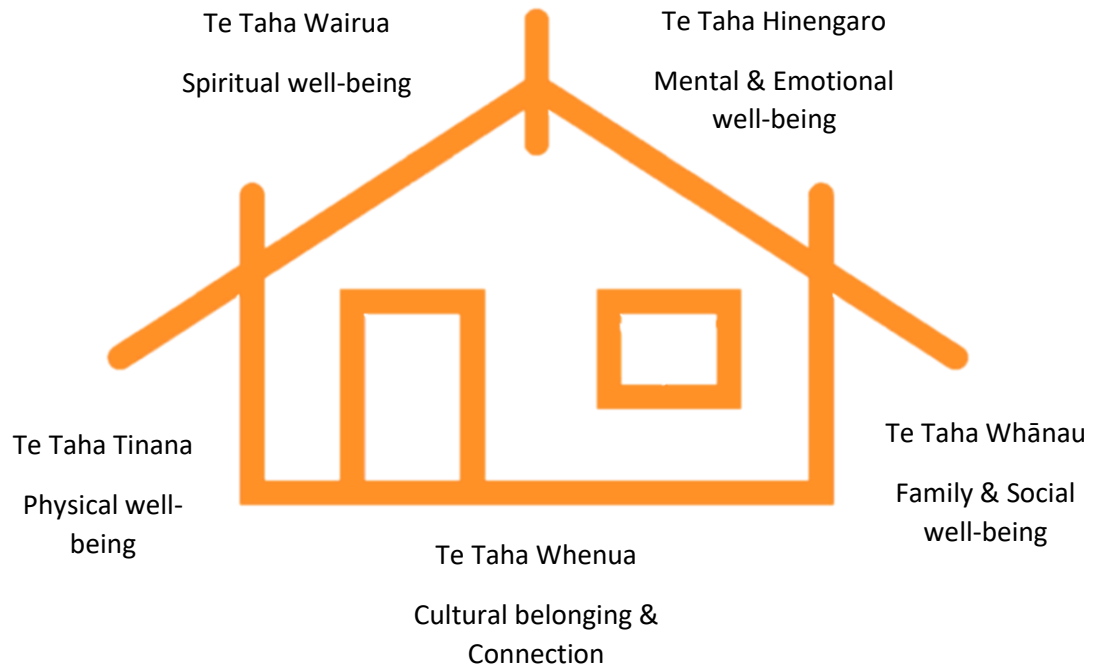
- Taha Whenua – Cultural belonging and connection
- Taha Tinana – Physical well-being
- Taha Whānau – Family and social well-being
- Taha Wairua – Spiritual well-being
- Taha Hinengaro – Mental and emotional well-being

1. Ngāti Hamua, Ngāti Mutuahi, Ngāti Pakapaka, Ngāti Te Koro, Ngāti Te Rangiwakaewa, Te Hika a Pāpāuma, Te Kapuārangi
2. Rangitāne, Ngāti Kahungunu



Te Tiriti O Waitangi
Treaty of Waitangi

Te Whare Tapa Rima – the Five-Sided house



Underpinning student supports with the Whare Tapa Rima – Five Sided Home Model has been found to

- a) improve student achievement through enhancing empathy and openness to forming supportive and student needs addressing; individual, community, national and global relationships
- b) foster constructive inter-ethnic/cultural dialogue and
- c) support the valuing of diverse students and their perspectives.

The Whare Tapa Rima model is a metaphor to support understandings of human well-being by representing it as an ancestral whare, house or home. A typical whare has five distinct dimensions when viewed from in front, the foundation side, two walls and the two pitched sides of the roof. The WTR-FSH Model views each of these sides as representative of the five human dimensions that impact well-being/health and optimal functioning.



Te Whare Tapa Rima

Taha Whenua / Cultural belonging and connection

- Belonging
- Foundation
- Connection to land / school
- Life source (Natural environment)
- Diverse cultures

Taha Whānau / Family and social wellbeing

- Belonging
- Relationships
- Support systems
- Everyone has a place

Taha Tinana / Physical Wellbeing

- How your body grows, feels and moves
- Physical space and safety
- Adequate sleep
- Nourishing food for your body

Taha Wairua / Spiritual wellbeing

- Who you are
- What you believe
- Where you belong
- Where you are going

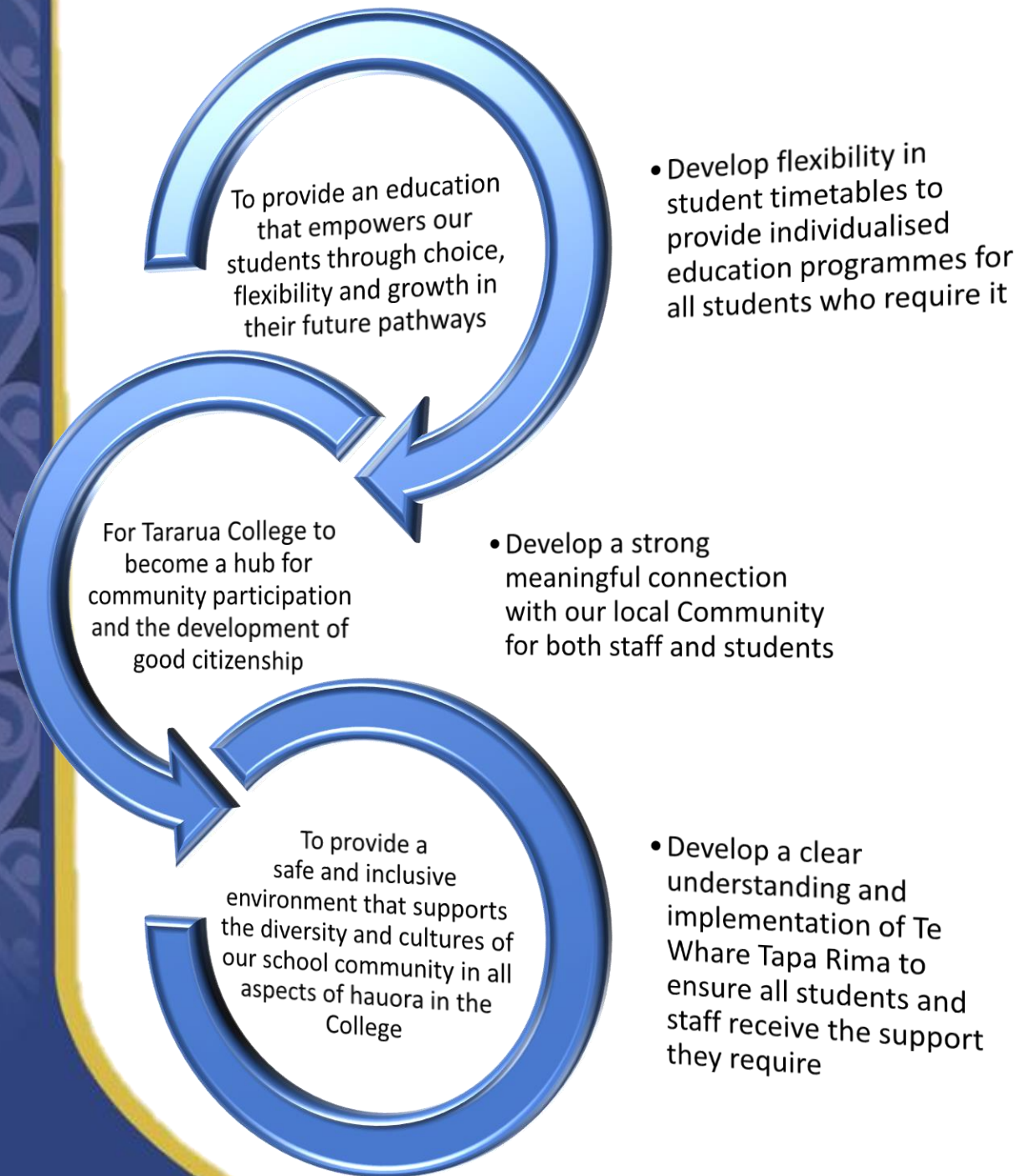
Taha Hinengaro / Mental and emotional wellbeing

- emotions
- mind, heart, conscience
- thoughts and feelings.
- Communication
- Student agency



Strategic Aims

Annual Objectives





**TARARUA
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Te Kāreti o Tararua

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Annual Implementation Plan 2023

Strategic Goal One	To provide an education that empowers our students through choice, flexibility, and growth in their future pathways		
Annual objective	Develop flexibility in student timetables to provide individualised education programmes for all students who require it	Annual target	<ul style="list-style-type: none"> • Maintain NCEA attainment above National levels • All students receive a timetable which supports their future pathways
Baseline data	<ul style="list-style-type: none"> • 2022 NCEA attainment data • Number of students with IEPs • Number of students with individualised Timetables • Number of students leaving school into a positive destination (further education, training or employment) 		



Strategic Aim 1

Key Improvement Strategies			
When (Timescales)	What (Action/Task)	Who (People responsible)	Indicators of progress (Expected outcomes)
Developed Term 1 Implementation throughout 2023	Pathways programme pilot	Careers Advisor, Gateway teachers, Gateway Coordinator	<ul style="list-style-type: none"> All students on IEPs, individualised TT's and external provider courses are supported to achieve positive outcomes toward career pathways. Evaluated by Careers Advisor
Term 1	Encourage the use of OLC	Deputy Principal (e-Dean)	<ul style="list-style-type: none"> Greater uptake of OLC courses by students
Ongoing throughout 2023	Enhance the work placement and industry visits	Careers Advisor, Gateway Coordinator	<ul style="list-style-type: none"> Positive links with local business Local work placement programme underway
Ongoing throughout 2023	Identify and develop a personal growth profile for students to achieve	All staff	<ul style="list-style-type: none"> Students can identify their skills and abilities which help them achieve their goals Personal profiles developed as part of Whanau time
Ongoing throughout 2023	Develop teaching practices to support students learning e.g. UDL etc.	SCT All staff	<ul style="list-style-type: none"> Teachers feel more able and comfortable teaching a wide range of students across all ability levels All students feel supported in their learning
Monitoring (Evaluation strategies)	<ul style="list-style-type: none"> Regular and ongoing monitoring of My Mahi & whanau programme Surveys and questionnaires of students Regular review of IEP & tracking and monitoring of all student attainment 		
Resourcing	<ul style="list-style-type: none"> Time for development of programmes and resources Community involvement Funding to support resourcing and travel costs 		



Strategic Aim 1

Strategic Goal Two	For Tararua College to become a hub for community participation and the development of good citizenship		
Annual objective	Develop a strong meaningful connection with our local Community for both staff and students	Annual target	<ul style="list-style-type: none"> • Development of local community links to support student involvement and leadership • Local community supporting localised curriculum developments as part of NZC refresh
Baseline data	<ul style="list-style-type: none"> • Community feedback and evaluation of College involvement • Record of Community involvement in curriculum design and delivery 		



Strategic Aim 2

Key Improvement Strategies			
When (Timescales)	What (Action/Task)	Who (People responsible)	Indicators of progress (Expected outcomes)
Developed Term 1 Implementation throughout 2023	Develop student community service programme	Leadership Coordinator, Whanau Teachers, Deans & SLT	<ul style="list-style-type: none"> Students are actively involved in supporting local community
Developed Term 1 Implementation throughout 2023	Develop leadership opportunities from Year 9	Leadership Coordinator & SLT	<ul style="list-style-type: none"> Students from all years groups actively involved in leadership opportunities
Developed Term 1 Implementation throughout 2023	Develop community involvement strategy in conjunction with community groups, iwi and hapu	SLT Community groups/organisations Kaihoutu Group	<ul style="list-style-type: none"> Strategy developed Community groups and organisations linking with school Stranger links with iwi, hapu & local marae
Ongoing throughout 2023	School attendance and involvement at local community and school events	All staff	<ul style="list-style-type: none"> Record of community events Staff and students participate and attend community events
Monitoring (Evaluation strategies)	<ul style="list-style-type: none"> Community feedback Evaluation by Leadership coordinator Surveys and questionnaires of students 		
Resourcing	<ul style="list-style-type: none"> Time for development of programmes and resources Community involvement & engagement Funding to support resourcing and travel costs 		



Strategic Aim 2

Strategic Goal Three	To provide a safe and inclusive environment that supports the diversity and cultures of our school community in all aspects of hauora/holistic wellbeing in the College		
Annual objective	Develop a clear understanding and implementation of Te Whare Tapa Rima to ensure all students receive the support they require	Annual target	<ul style="list-style-type: none"> Majority of students feel supported and have a strong sense of belonging and pride toward Tararua College
Baseline data	<ul style="list-style-type: none"> PB4L pastoral record statistics Support agency feedback and evaluations Student evaluation of whanau time Staff wellbeing survey results 		



Strategic Aim 3

Key Improvement Strategies			
When (Timescales)	What (Action/Task)	Who (People responsible)	Indicators of progress (Expected outcomes)
Ongoing throughout 2023	Continue to focus on and further develop consistent PB4L practice for the benefit of all	PB4L team Whole staff	<ul style="list-style-type: none"> • PB4L relaunched as “Te Mana O Tararua” • Students displaying the school values • Recognitions being seen positively by students
Ongoing throughout 2023	Further develop links to support agencies and services	Deans, Pastoral DP, Guidance Councillor, LSC, SENCO	<ul style="list-style-type: none"> • Database of service providers produced and updated • College participates in Agency Support Forum
Developed Term 1 Implementation Term 2 & 3	Enhancement of Peer Support programme into Whanau time and throughout the year	Peer Support, Coordinator, Literacy & numeracy Coordinators, Whanau Teachers	<ul style="list-style-type: none"> • Peer Support and whanau time used to develop year 9 support mechanisms • Whanau plan updated and delivered by all whanau teachers
Term 1	Ensure all staff have a clear understanding of all the support needs of their students	All staff SENCO & LSC Deans	<ul style="list-style-type: none"> • Standardised Learning Support register • Student profiles and learning needs collated and clearly shared with all staff
Developed Term 1 Implementation throughout 2023	Wellbeing Action plan co-constructed by and for staff	SLT Whole Staff	<ul style="list-style-type: none"> • Wellbeing activities delivered to support wellbeing of staff
Monitoring (Evaluation strategies)	<ul style="list-style-type: none"> • Student & staff feedback • Evaluation of PB4L & whanau time • Surveys and questionnaires of students & staff 		
Resourcing	<ul style="list-style-type: none"> • Time for development of programmes and resources • Support agencies and services fully engaged as part of pastoral support of students • Funding to support resourcing and travel costs 		



Strategic Aim 3



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Analysis of Variance 2022

Strategic Goal One	To provide an education that empowers our students through choice, flexibility and growth in their future pathways																																																								
Annual objective	1. All students develop flexible pathways which allow them to reach their potential																																																								
	2. All students are supported in their learning through differentiated teaching and UDL strategies																																																								
Annual targets	<ul style="list-style-type: none"> • Maintain NCEA attainment • All students have positive transition from school • Increased level of NCEA endorsements • Increased level of junior Diploma Endorsements 																																																								
Data evidence	<p>NCEA attainment 2022</p> <table border="1"> <thead> <tr> <th rowspan="2">Level</th> <th>Year 11</th> <th></th> <th>Year 12</th> <th></th> <th>Year 13</th> <th></th> </tr> <tr> <th>Tararua</th> <th>National</th> <th>Tararua</th> <th>National</th> <th>Tararua</th> <th>Natioanl</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>77.1%</td> <td>64.0%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Level 2</td> <td></td> <td></td> <td>84.4%</td> <td>74.2%</td> <td></td> <td></td> </tr> <tr> <td>Level 3</td> <td></td> <td></td> <td></td> <td></td> <td>81.0%</td> <td>67.6%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Tararua</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>86.5%</td> <td>81.5%</td> </tr> <tr> <td>Numeracy</td> <td>84.4%</td> <td>80.5%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>Tararua</th> <th>Decile 3</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>UE entry</td> <td>45.2%</td> <td>31.6%</td> <td>49.1%</td> </tr> </tbody> </table>						Level	Year 11		Year 12		Year 13		Tararua	National	Tararua	National	Tararua	Natioanl	Level 1	77.1%	64.0%					Level 2			84.4%	74.2%			Level 3					81.0%	67.6%		Tararua	National	Literacy	86.5%	81.5%	Numeracy	84.4%	80.5%		Tararua	Decile 3	National	UE entry	45.2%	31.6%	49.1%
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NCEA attainment 2022

Level	Endorsement	Year 11		Year 12		Year 13	
		Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3
Level 1	Merit	20.3%	24.9%				
	Excellence	8.1%	11.3%				
Level 2	Merit			14.5%	15.6%		
	Excellence			5.3%	7.3%		
Level 3	Merit					5.9%	16.6%
	Excellence					8.8%	8.5%

Data evidence**NCEA Literacy & Numeracy Co-requisite January 2019 iandersonpilots****Year 10**

Numeracy - 41.6%

Literacy – 22.5% (10 Credits) / 31.5% (5 Credits)

Year 9

Numeracy – 21%

Literacy – 5% (10 Credits) / 10% (5 Credits)

Junior Diploma

Year	Achieved		Merit		Excellence	
	2021	2022	2021	2022	2021	2022
Year 9	70%	81%	55%	54%	14%	9%
Year 10	69%	76%	51%	61%	13%	19%



Data evidence

Attendance

	2021	2022
Overall	52.3%	75.6%
Year 9	51.2%	74.6%
Year 10	51.8%	70.7%
Year 11	54.2%	79.2%
Year 12	51.3%	78.4%
Year 13	63.7%	79.3%
NZ European	52.9%	77.5%
Māori	50.8%	71.9%
Male	52.8%	75.3%
Female	51.8%	75.9%



Key Improvement Strategies			
What (Action/Task)	Outcomes	Reasons for the variance	Evaluation
<p>Career planning lessons delivered to all whanau classes</p>	<ul style="list-style-type: none"> Talent Central funding driving lessons to support students to gain their Restricted Driving Licences Careers planning lessons now part of Whanau time being delivered and supported by Rachel Ireland Vocational courses being offered through Gateway programme – Barista, Forklift, First Aid, Health & Safety (ProMed) etc. Industry Visits organised to Fonterra, JLN, UCOL, Mastercraft, Tararua vet services, Laskeys Auto, Total Truck Spray, Tararua Refrigeration, MacDougalls Careers Expo in UCOL – all year 11 students attended University Open Days – Massey & Victoria UCOL taster day – Masterton (Year 10) 	<ul style="list-style-type: none"> Achieved successfully 	<ul style="list-style-type: none"> Career advisor was able to deliver career planning lessons to all classes. Number of industry visits were increased substantially across the year. Talent Central funding driving lessons and Work Ready programme to the value of \$81,000 2023 will see the continuation of this programme and enhancement to include “Growth Profiles” for all students



Key Improvement Strategies			
What (Action/Task)	Outcomes	Reasons for the variance	Evaluation
Further develop opportunities for HPA	<ul style="list-style-type: none"> Guest speakers and University visits provided to all HPA students 	<ul style="list-style-type: none"> COVID 19 impacted on a number of guests speakers meaning the programme did not achieve its full potential 	<ul style="list-style-type: none"> Programme of speakers and visits will be redeveloped for 2023 in an attempt to enhance the HPA experience. HPA Dean working with several organisations to provide further learning and experiences for the students
Staff PLD on differentiation and UDL strategies	<ul style="list-style-type: none"> All students are supported in their learning through differentiated teaching and UDL strategies PLD planned (online) delivered by LSC & SENCO 	<ul style="list-style-type: none"> Partially achieved. Full PLD programme was not completed 	<ul style="list-style-type: none"> Use of https://Inclusive.tki.org.nz will enhance and promote the use of strategies to meet the needs of all students. New SENCO will be working with all staff to develop their teaching pedagogies in order to meet these needs
IEPs developed for students as and when required e.g. life skills classes	<ul style="list-style-type: none"> Shelley Arends (WST) focus now on developing strategies and opportunities to provide flexibility in timetable etc. Several students now with IEPs and individualised timetables which provide opportunities for students to work part time etc. 	<ul style="list-style-type: none"> Partially Achieved There is still a lack of flexibility in the structure of the timetable 	<ul style="list-style-type: none"> More Gateway / study lines will be created in 2023 to give more flexibility in the curriculum Custom timetables will continue. Students will be identified early, and support put in place to allow this flexibility (e.g. this e on UCOL, PITO, Work experience placements)



Strategic Goal Two	For Tararua College to become a hub for community participation and the development of good citizenship
Annual objective	Students learning incorporates localised curriculum with links to local businesses and the community
Annual targets	<ul style="list-style-type: none"> • Development of local community business links • All junior course plans incorporate an aspect of localised curriculum
Data evidence	<ul style="list-style-type: none"> • Review of community links across the school (Gateway and subjects) • Junior Curriculum plans • https://tararuacollegeschoolnz.sharepoint.com/:f:/s/TCStaffTeam658/EkDsOI6WFqBKizF6V0hb_jABA6J9NqovJ4ZWHZNYbVKHUQ?e=iMYIKF



Key Improvement Strategies			
What (Action/Task)	Outcomes	Reasons for the variance	Evaluation
Subjects incorporate local community and places in Localised Curriculum planning	<ul style="list-style-type: none"> All departments developed localised curriculum into their planning 	<ul style="list-style-type: none"> Achieved 	<ul style="list-style-type: none"> All departments developed their localised curriculum Further developments will continue in 2023 as we increase our staff PLD of local area and NZ Histories
Local businesses supporting delivery of curriculum, work experience and mock interviews	<ul style="list-style-type: none"> TC now part of Pahiatua Business group Developing links with Regent Cinema to provide a Film School – initially with Year 10's with the aim to develop into NCEA standards next year Developing links with Food Secure Communities project to develop the use of the Enviro-schools Garden area Mayor's Task Force For Jobs provided an In-Zone careers kiosk in school library Several industry visits organised throughout the year 	<ul style="list-style-type: none"> Progress towards businesses supporting curriculum delivery has not been successful. This is mainly due to lack of capacity and financial pressures in business community 	<ul style="list-style-type: none"> Expectation of business capacity was over estimated. We will continue trying to develop better and stranger links with local businesses finding innovative ways in which they can enhance and contribute to curriculum delivery e.g. engaging with 5ya building projects and Te Ahu a Turanga, Manawatu Tararua Highway project to support BCATS,



Strategic Goal Three	To provide a safe and inclusive environment that supports the diversity and cultures of our school community in all aspects of hauora/holistic wellbeing in the College
Annual objective	All students are supported through culturally responsive pedagogy and relationships
Annual targets	<ul style="list-style-type: none"> • All staff improve their use of Te reo in class • Increase in numbers of students feeling culturally respected
Data evidence	<ul style="list-style-type: none"> • Feedback from Rongohia Te Hau toolkit – surveys and observations • Tararua College RtH 2021 Survey GRAPHS.pdf



Key Improvement Strategies			
What (Action/Task)	Outcomes	Reasons for the variance	Evaluation
Continued staff PLD on Te Reo, Tātaiako, Tapasā etc.	<ul style="list-style-type: none"> • Links with Rangitāne being developed • Action Plan to be developed from Rongohia Te Hau feedback • Lesson plans being developed around the Te Whare Tapa Rima model • Kāhui Ako PLD provided by Alex Hotere-Barnes and TupuOra • TupuOra providing training for staff on Cultural Capability as part of Kāhui Ako PLD. 	<ul style="list-style-type: none"> • Feedback from Rongohia Te Hau was minimal and not useful in moving forward. 	<ul style="list-style-type: none"> • Due to the lack of evidence produced from Rongohia Te Hau and poor delivery of PLD, the college has now moved its focus to working with TupuOra for Cultural PLD
Continued involvement with Poutama Poutamu to develop a whole school plan to develop cultural responsiveness	<ul style="list-style-type: none"> • TOD dedicated to TupuOra Cultural Capability training – Mā te Ahu, ka rea • TupuOra providing free Te Reo course online for all staff. • Kaihoutu group re-established – working with school to develop local iwi/hapu support • Staff PLD – Local Histories (Marae, Pahiatua Hill, Nireaha) • Te Whare Tapa Rima used as the basis of Year 8 Interview process 	<ul style="list-style-type: none"> • College moved to using TupuOra to support staff development on Tikanga, Te Reo and Cultural Responsiveness 	<ul style="list-style-type: none"> • We will continue to provide TOD dedicated to Mā te Ahu, ka rea • Additional staff PLD focused on local histories (visits and local tours) will continue to be delivered on TODs to enhance Localised Curriculum. • Need to continue to develop the staff use and understanding of Te Whare Tapa Rima as a planning tool for curriculum developments

