



**TARARUA  
COLLEGE**  
Te Kāreti o Tararua

*Haere mai!*



Strategic Plan 2024-2025  
Mahere Rautaki

Contents	page 2
Vision	page 3
Description of School	page 4
Guiding principles	page 6
Values	page 7
Commitment to Te Tiriti O Waitangi	page 9
Te Whare Tapa Rima	page 10
Consultation & Engagement process	page 12
Strategic Goals	page 13
Annual Implementation Plan	page 16
Analysis of Variance	page 21



## Contents

## Our Vision / Te Pae Tāwhiti

*“We aim to instil, within our students, the knowledge of Respect, Active Involvement, and the pursuit of Excellence in a safe and flexible environment”*

*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.*



Our Vision

Te Pae Tāwhiti

## 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 2<sup>nd</sup> 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**

- Our teaching 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  
Ngā Mātapono Whānui**



Whakautu  
Respect

TARARUA COLLEGE  
EXCELLENCE INVOLVEMENT RESPECT  
TAMA TU TAMA ORA

Kairangi  
Excellence

Involvement



Our Values  
Ngā Uaratanga

## 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  
Ngā Uaratanga



## 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, hapū<sup>1</sup> and iwi<sup>2</sup>) as te tiriti partners in developing our plans and policies. While developing our local curriculum, we aim to reflect local tikanga Māori, mātauranga Māori and te ao Māori as taonga 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.

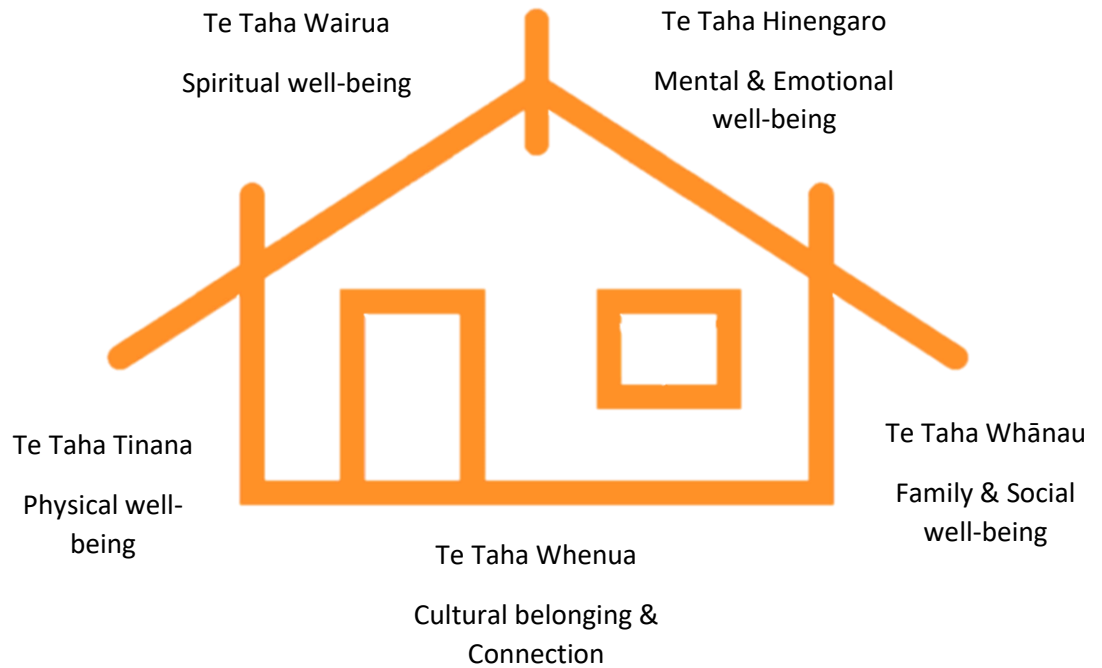
- Taha Whenua – Cultural belonging and connection
- Taha Tinana – Physical well-being
- Taha Whānau – Family and social well-being
- Taha Wairua – Spiritual well-being
- Taha Hinengaro – Mental and emotional well-being

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

- improve student achievement through enhancing empathy and openness to forming supportive and student needs addressing; individual, community, national and global relationships
- foster constructive inter-ethnic/cultural dialogue and
- 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 / acknowledge Mana Whenua
- Foundation
- Connection to land / school
- Life source (Natural environment)
- Diverse cultures

### **Taha Whānau / Family and social wellbeing**

- Belonging / Heritage
- 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



## Consultation And Engagement Process

As part of our ongoing efforts to engage with our local community, including whānau Māori, tangata whenua, iwi and hapū the college Board have utilised several methods in order to gather feedback on the school priorities for the next two years.

Paper and online survey were distributed to various community groups including:

- Students
- Staff
- School Community
- Te Ohu Māori o Tama Tū Tama Ora Society (School marae)

A further feedback session was arranged with our local Tararua Kahui Ako Kaihautu group.

A summary of the main issues raised falls under two main headings:

### Life Skills

- Literacy
- Numeracy
- Flexible pathways
- Leadership

### Environment

- Wellbeing
- Accountability
- Attendance and Engagement
- Behaviour
- Classroom management



Consultation  
Whiriwhiringa

# Strategic Goals

## Goal 1

To prepare our students with the skills to help them succeed in life

## Goal 2

To provide flexible environment that is inclusive and safe for ākonga



Strategic Overview  
Mahere Rautaki

Strategic Goal	Link to Board Primary Objective	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals	How will you measure success?
To prepare our students with the skills to help them succeed in life	<p>Section 127 of the Education and Training Act 2020.</p> <p>a) Every student at the school is able to attain their highest possible standard in educational achievement</p> <p>c) The school is inclusive of, and caters for, students with differing needs</p> <p>d) The school gives effect to <a href="#">Te Tiriti o Waitangi</a></p>	<p>NELP Priorities</p> <ol style="list-style-type: none"> <li>1. Learner at the Centre</li> <li>2. Barrier Free Access</li> <li>3. Quality Teaching &amp; Leadership</li> <li>4. Future of Learning &amp; Work</li> <li>5. World Class Public education</li> </ol> <ul style="list-style-type: none"> <li>• Te Mātaiaho and the Common Practice Model</li> <li>• The Te Mātaiaho Implementation supports pack</li> <li>• The Literacy and Communication and Maths Strategy</li> <li>• Attendance and Engagement Strategy</li> <li>• Wellbeing in Education Strategy</li> <li>• The New Zealand Child and Wellbeing Strategy</li> <li>• Ka Hikitia - Ka Hāpaitia</li> <li>• Tau Mai te Reo</li> <li>• The Action Plan for Pacific Education 2020-2030</li> <li>• NZSTA's guidance for giving effect to Te Tiriti o Waitangi</li> </ul>	<ul style="list-style-type: none"> <li>• Our curricula will reflect the curriculum documents and our communities priorities for their tamariki and our school</li> <li>• Students feel prepared for life beyond school and have the skills required by future employers</li> <li>• Our students literacy and numeracy levels will increase with an aspirational goal of 90% of student's achieve the CAA by the end of year 10</li> </ul>	<ul style="list-style-type: none"> <li>• We will start implementing the Curriculum refresh following the timeline established within Te Mātaiaho and the new NCEA level 1 courses</li> <li>• We will ensure local Māori whanau are included in the development of Matauranga Māori in these curriculum developments</li> <li>• We will develop literacy and numeracy and financial literacy across the school utilising tools such as Lexia and Writers Toolbox, Banqer</li> <li>• We will continue to develop flexible pathways and Vocational course development</li> <li>• We will foster leadership within our students at all year levels</li> </ul>	<ul style="list-style-type: none"> <li>• Annual tracking of curricular development against national guidance</li> <li>• Positive feedback from Tangata whenua on integration of Matauranga Māori</li> <li>• Annual satisfaction surveys to measure engagement and understanding</li> <li>• Annual achievement data analysis</li> <li>• Annual analysis of pathway data to show progression and retention</li> </ul>



Strategic Goal	Link to Board Primary Objective	Links to Education Requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals	How will you measure success?
<p>To provide flexible environment that is inclusive and safe for ākonga</p>	<p>Section 127 of the Education and Training Act 2020.  b) the school—  i. is a physically and emotionally safe place for all students and staff; and  ii. gives effect to relevant student rights set out in this Act, the <a href="#">New Zealand Bill of Rights Act 1990</a>, and the <a href="#">Human Rights Act 1993</a>; and  iii. takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school  d) The school gives effect to <a href="#">Te Tiriti o Waitangi</a></p>	<p>NELP Priorities  6. Learner at the Centre  7. Barrier Free Access  8. Quality Teaching &amp; Leadership  9. Future of Learning &amp; Work  10. World Class Public education</p> <ul style="list-style-type: none"> <li>• Te Mātaiaho and the Common Practice Model</li> <li>• The Te Mātaiaho Implementation supports pack</li> <li>• The Literacy and Communication and Maths Strategy</li> <li>• Attendance and Engagement Strategy</li> <li>• Wellbeing in Education Strategy</li> <li>• The New Zealand Child and Wellbeing Strategy</li> <li>• Ka Hikitia - Ka Hāpaitia</li> <li>• Tau Mai te Reo</li> <li>• The Action Plan for Pacific Education 2020-2030</li> </ul> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi</p>	<ul style="list-style-type: none"> <li>• ākonga are attending, participating and progressing in their learning</li> <li>• ākonga have developed a sense of belonging and pride in the school</li> <li>• Educationally powerful relationships are developed across the school</li> <li>• Attendance data will show an improvement towards school and National targets</li> <li>• Behaviour referrals, stand down and suspension data will all reduce.</li> <li>• Engagement in learning will increase at all year levels.</li> </ul>	<p>We will implement the Attendance and engagement strategy through:</p> <ul style="list-style-type: none"> <li>• Engaging with whanau to ensure students attend every day</li> <li>• Set high expectations for attendance and engagement, behaviour and learning</li> <li>• Providing a welcoming and positive environment where ākonga feel safe</li> <li>• Providing an engaging curriculum that reflects the identity, language and culture of our ākonga</li> <li>• Provide flexible curriculum which meets the needs of individual ākonga</li> <li>• Support student wellbeing through engagement in Ka Ora Ka Ako, Mental health education and hauora resources and counselling services</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, weekly, termly and annual analysis of attendance data</li> <li>• Feedback and satisfaction surveys with students and whanau</li> <li>• Annual review of curriculum design and provision</li> <li>• Regular feedback from support agencies, guidance counsellor and school Deans</li> <li>• Regular analysis of pastoral note referrals</li> </ul>



## Strategic Plan Mahere Rautaki



**TARARUA  
COLLEGE**  
Te Kāreti o Tararua

*Haere mai!*



Annual Implementation Plan 2024  
Te Māhere-ā-Tau



<b>Strategic Goal One</b>	To prepare our students with the skills to help them succeed in life
<b>Annual Target/Goal</b>	Build awareness and grow understanding of Te Mātaiaho, refreshed NCEA Level 1 and the new Literacy & Numeracy standards with Kaiako, ākonga and whānau
<b>What do we expect to see by the end of the year?</b>	
<ul style="list-style-type: none"> <li>• Kaiako have developed in depth knowledge of the refreshed learning areas within Te Mātaiaho, NCEA level 1 and Literacy &amp; Numeracy standards. This will include ākonga and whānau having had opportunities to engage in understanding of the changes</li> <li>• Kaiako will continue to develop their knowledge and confidence in cultural capability</li> <li>• We understand our communities' priorities for their tamariki</li> <li>• We have a developing relationship with tangata whenua to ensure we can reflect their aspirations for our students and give effect to Te Tiriti o Waitangi and its principles in our local school curriculum</li> </ul>	



## Strategic Goal 1

### Whāinga rautaki kotahi

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p><b>Action 1</b> Establish and deliver our professional learning development program for all kaiako</p>	<ul style="list-style-type: none"> <li>School Board</li> <li>Principals</li> <li>Senior Leadership Team</li> <li>SCT</li> <li>WST</li> </ul>	<ul style="list-style-type: none"> <li>PLD Budget</li> <li>Te Mātaiaho Curriculum Documents and support</li> <li>Refreshed NCEA Level 1 curriculum documents and resources</li> <li>Tararua Kahui Ako Achievement Challenges</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – term 4</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of PLD provided to staff</li> <li>Professional Growth Cycles identifying current focus, progress and next steps</li> </ul>
<p><b>Action 2</b> Partner with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of Te Mātaiaho and the school curriculum,</p>	<ul style="list-style-type: none"> <li>School Board</li> <li>Principals</li> <li>Senior Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>PLD Budget</li> <li>Te Mātaiaho Curriculum Documents and support</li> <li>Refreshed NCEA Level 1 curriculum documents and resources</li> <li>Tararua Kahui Ako Achievement Challenges</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – term 4</li> </ul>	<ul style="list-style-type: none"> <li>Whanau feedback on their understanding of both Te Mātaiaho and NCEA</li> </ul>
<p><b>Action 3</b> Develop our Literacy &amp; Numeracy Strategy across the school to support the students achieve their Literacy &amp; Numeracy standards</p>	<ul style="list-style-type: none"> <li>Senior Leadership Team</li> <li>HOD English &amp; Maths</li> <li>Whanau Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Literacy &amp; Communication and Maths Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – term 4</li> </ul>	<ul style="list-style-type: none"> <li>Literacy &amp; Numeracy strategy has been implemented with clear understanding across all stakeholders.</li> <li>Lit/Num achievement goals achieved.</li> </ul>
<p><b>Action 4</b> Identify and promote leadership opportunities for students at all year levels</p>	<ul style="list-style-type: none"> <li>Principal</li> <li>School Leadership Team</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Unit Allocation</li> <li>Operations Budget</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – term 4</li> </ul>	<ul style="list-style-type: none"> <li>Students take on leadership opportunities</li> <li>Feedback from students and teachers</li> </ul>



## Strategic Goal 1

### Whāinga rautaki kotahi

<b>Strategic Goal One</b>	To provide flexible environment that is inclusive and safe for ākonga
<b>Annual Target/Goal</b>	Implement the MOE Attendance and Engagement Strategy
<b>What do we expect to see by the end of the year?</b>	
<ul style="list-style-type: none"> <li>• Attendance levels of our ākonga have improved to meet Ministry targets</li> <li>• Ākonga show a willingness to attend school and enjoy learning</li> <li>• Engagement in learning is improved which results in increased achievement for all ākonga</li> <li>• All ākonga feel supported in their learning</li> <li>• Whanau support attendance at school and their children's learning</li> <li>• All ākonga have a clear understanding of possible career pathways (Use of Tahatū to enhance career aspirations)</li> <li>• There is a sense of belonging for whole school community</li> </ul>	



## Strategic Goal 2

### Whāinga rautaki rua

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<b>Action 1</b> Implement new attendance procedures across the school	<ul style="list-style-type: none"> <li>Principal</li> <li>School Leadership Team</li> <li>All teachers</li> <li>Admin support staff</li> </ul>	<ul style="list-style-type: none"> <li>Admin support time to manage communication with Whanau</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – term 4</li> </ul>	<ul style="list-style-type: none"> <li>Attendance tracking</li> <li>Every Day Matters reporting</li> <li>Whanau feedback on new procedures</li> </ul>
<b>Action 2</b> Develop a clear understanding with students and whanau of the expectations to attend school	<ul style="list-style-type: none"> <li>Principal</li> <li>School Leadership team</li> <li>Whanau Teachers</li> <li>Admin support staff</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Education's Attendance and Engagement Strategy</li> <li>Assemblies with students</li> <li>Whanau hui</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – term 4</li> </ul>	<ul style="list-style-type: none"> <li>Whanau feedback regarding attendance and their understanding</li> <li>Student feedback</li> </ul>
<b>Action 3</b> Partner with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of Te Mātaiaho and NCEA	<ul style="list-style-type: none"> <li>School Board</li> <li>Principal</li> <li>School Leadership Team</li> <li>Deans</li> </ul>	<ul style="list-style-type: none"> <li>Te Mātaiaho Curriculum Document</li> <li>Refreshed NCEA standards.</li> <li>Literacy &amp; numeracy Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – term 4</li> </ul>	<ul style="list-style-type: none"> <li>Whanau feedback on their understanding of both Te Mātaiaho and NCEA</li> </ul>
<b>Action 4</b> Continue to provide a supportive and caring environment	<ul style="list-style-type: none"> <li>Principal</li> <li>School Leadership Team</li> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ka Ora Ka Ako</li> <li>Counselling services</li> <li>Hauora resources</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 – term 4</li> </ul>	<ul style="list-style-type: none"> <li>Student &amp; Whanau feedback that they feel part of the college, well supported and cared for</li> </ul>



## Strategic Goal 2

### Whāinga rautaki rua



**TARARUA  
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Te Kāreti o Tararua

*Haere mai!*



Analysis of Variance 2023  
Tātaritanga o te rereketanga

<b>Strategic Goal One</b>	To provide an education that empowers our students through choice, flexibility and growth in their future pathways
<b>Annual objective</b>	Develop flexibility in student timetables to provide individualised education programmes for all students who require it
<b>Annual targets</b>	<ul style="list-style-type: none"> <li>• Maintain NCEA attainment above National levels</li> <li>• All students receive a timetable which supports their future pathways</li> </ul>
<b>Baseline data:</b>	<ul style="list-style-type: none"> <li>• 2022 NCEA attainment data</li> <li>• Number of students with IEPs</li> <li>• Number of students with individualised Timetables</li> <li>• Number of students leaving school into a positive destination (further education, training or employment)</li> </ul>
<b>Analysis of the data indicates</b>	<ul style="list-style-type: none"> <li>• Level 1 attainment increased once again (79.1%), well above both EQI Band and national average.</li> <li>• Level 2 attainment dropped to 67.8%, still above EQI band but now below national average</li> <li>• Level 3 attainment fell to 58%, equal with EQI band</li> <li>• The number of students with individualised timetables to recognise the flexibility of our curriculum increased</li> <li>• Our UE levels dropped to 18.8%, however most of our school leavers left with positive destination (i.e. employment or further training)</li> <li>• A few students who fell into the NEET category were referred to MTFJ</li> <li>• Level 1 Literacy &amp; Numeracy attainment remains above National levels at 90.7% and 91.9% respectively.</li> </ul>



## Analysis of Variance 2023

### Tātaritanga o te rereketanga

Key Improvement Strategies			
What (Action/Task)	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>• Pathways programme pilot</li> <li>• Encourage the use of OLC</li> <li>• Enhance the work placement and industry visits</li> <li>• Identify and develop a personal growth profile for students to achieve</li> <li>• Develop teaching practices to support students learning e.g. UDL etc.</li> </ul>	<ul style="list-style-type: none"> <li>• 6 lines of Gateway/UCOL/Study to allow increased options in all lines</li> <li>• Several students have individualised timetables</li> <li>• Programme of industry visits planned throughout the year</li> <li>• UDL and other teaching strategies planned into PLD programme</li> <li>• WST now focused on supporting the development of UDL in the classroom</li> <li>• Additional courses offered to identified students – ProMed, Forklift</li> <li>• Tracking of student attainment in progress – reviewing IEPs</li> <li>• Support packs issued to at risk NCEA students</li> <li>• Further De-streaming of teaching and learning into senior school</li> <li>• Expression of interest submitted for Services Academy in 2024 (unsuccessful)</li> <li>• Year 10 Health &amp; Safety Course for Term 4</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on supporting students into options/courses which suit their individual needs</li> <li>• Teachers embraced the need to de-stream and develop innovative ways of working with mixed ability classes</li> </ul>	<ul style="list-style-type: none"> <li>• Pathways programme offered choice to students but at a risk of taking them out of subject teaching</li> <li>• OLC update was still minimal</li> <li>• Work placements were very successful.</li> <li>• Funding for further UDL training was not received from MOE</li> </ul>
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>• More focused Pathways programme with clear rationale and clear outcomes</li> <li>• Continue to encourage the use of OLC</li> <li>• Continue to develop course/placements for all students</li> <li>• Apply for further PLD funding from MOE</li> </ul>			



<b>Strategic Goal Two</b>	For Tararua College to become a hub for community participation and the development of good citizenship
<b>Annual objective</b>	Develop a strong meaningful connection with our local Community for both staff and students
<b>Annual targets</b>	<ul style="list-style-type: none"> <li>• Development of local community links to support student involvement and leadership</li> <li>• Local community supporting localised curriculum developments as part of NZC refresh</li> </ul>
<b>Baseline data:</b>	<ul style="list-style-type: none"> <li>• Community feedback and evaluation of College involvement</li> <li>• Record of Community involvement in curriculum design and delivery</li> </ul>
<b>Analysis of the data indicates</b>	<ul style="list-style-type: none"> <li>• Community feedback on the whole has been positive.</li> <li>• Regular inclusion in local press and social media promoting the colleges involvement in our community.</li> <li>• Community very invested in our new build classrooms which received very positive feedback from all sectors of our community</li> <li>• College students at all levels involved in local school, community and Kahui Ako events throughout the year</li> <li>• Development of Localised Curriculum and knowledge of the history of our direct continues to be a focus for our staff (PLD, local kaumatua led hikoi of sites of importance)</li> </ul>





Key Improvement Strategies			
What (Action/Task)	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>Develop student community service programme</li> <li>Develop leadership opportunities from Year 9</li> <li>Develop community involvement strategy in conjunction with community groups, iwi and hapu</li> <li>School attendance and involvement at local community and school events</li> </ul>	<ul style="list-style-type: none"> <li>Forum and subject captains appointed.</li> <li>Student Leader involvement in Children’s Day, Relay for life etc.</li> <li>Environmental Area in development alongside community involvement led by Emma Elliot and our Environmental leaders</li> <li>Community Hui held on 17<sup>th</sup> May</li> <li>Signed up to Pare Kore with Sam Te Tau</li> <li>Student participation in Pahiatua Road Race</li> <li>Kapa Haka group continues to attend local/community events, powhiri, tangi etc.</li> <li>Senior students assisted police in painting out graffiti in town</li> <li>Enviro leaders have attended two Enviro-schools Hui at PNGHS and also one at Pahiatua Primary School</li> <li>New senior team participation in Armistice Day</li> <li>Students supporting Kāhui Ako schools sports events</li> </ul>	<ul style="list-style-type: none"> <li>Several staff members and students embraced the opportunities that were presented.</li> <li>More opportunities arose especially around sustainability and environmental issues</li> <li>Primary schools have requested support from Secondary students at their sports events.</li> </ul>	<ul style="list-style-type: none"> <li>More consultation and planning with community groups will be needed to fully develop a community service programme.</li> <li>Further encouragement with staff to take responsibility to develop opportunities – at the moment it is left to a very small select few</li> <li>Students need to feel valued and have a reasons to participate</li> </ul>
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>Look to develop awards/recognition for “involvement” in community service</li> <li>Continue to explore ways of increasing school participation in community events (especially at planning stages)</li> </ul>			



<b>Strategic Goal Three</b>	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
<b>Annual objective</b>	Develop a clear understanding and implementation of Te Whare Tapa Rima to ensure all students receive the support they require
<b>Annual targets</b>	<ul style="list-style-type: none"> <li>• Majority of students feel supported and have a strong sense of belonging and pride toward Tararua College</li> </ul>
<b>Baseline data:</b>	<ul style="list-style-type: none"> <li>• PB4L pastoral record statistics</li> <li>• Support agency feedback and evaluations</li> <li>• Student evaluation of whanau time</li> <li>• Staff wellbeing survey results</li> </ul>
<b>Analysis of the data indicates</b>	<p>Analysis of PISA Report</p> <ul style="list-style-type: none"> <li>• Students report a good sense of belonging at school</li> <li>• Students report very high levels of feeling of safety at school.</li> <li>• Students report very positive student-teacher relationships with very high levels of respect, well being and interest in their welfare</li> <li>• Students report they are well supported and see the school helping them to make decisions about their future</li> <li>• Students report high levels of opportunity to explore their future pathways</li> </ul>



## Analysis of Variance 2023

### Tātaritanga o te rereketanga

Key Improvement Strategies			
What (Action/Task)	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>Continue to focus on and further develop consistent PB4L practice for the benefit of all</li> <li>Further develop links to support agencies and services</li> <li>Enhancement of Peer Support programme into Whanau time and throughout the year</li> <li>Ensure all staff have a clear understanding of all the support needs of their students</li> <li>Wellbeing Action plan co-constructed by and for staff</li> </ul>	<ul style="list-style-type: none"> <li>Further development of Te Mana O Tararua</li> <li>Te Whare Tapa Rima used as basis for Year 8 Interviews</li> <li>Further development of Peer Support Programme</li> <li>Investigating various CRARP (Cultural Responsiveness and Relational Pedagogy) training and PLD providers - Evaluation Associates (Niho Taniwha), Te Puna Reo Māori (Te Reo Tuatahi Programme), TupuOra</li> <li>Staff Wellbeing Committee formed</li> <li>Staff wellbeing – Murder Mystery Evening , gifts and meal out (MOE funded as part of A Block redevelopment)</li> <li>Xmas gift for staff</li> <li>Grace &amp; Favour days continue in term 4</li> <li>Redevelopment of PB4L rewards – new cards and stamps</li> <li>Rewards now count toward Junior activities at the end of the year</li> <li>Activities organised for last 4 weeks of Term</li> </ul>	<ul style="list-style-type: none"> <li>Staff committed to developing their use of Te Reo as part of their Professional Growth Cycle</li> <li>With issues caused with the redevelopment work in school, staff and students have been stressed with the disruption this has caused.</li> <li>PB4L rewards system has been adopted by all staff across the school</li> </ul>	<ul style="list-style-type: none"> <li>Staff have continued to develop their Te Reo and tikanga and the school is seeing the progress people have made.</li> <li>Staff have felt very stressed and pressured this year working in unsuitable environments etc.</li> <li>PB4L rewards system now working well</li> </ul>
<p>Planning for next year:</p> <ul style="list-style-type: none"> <li>Continue to offer Te Reo courses and further matauranga Māori education to staff</li> <li>With the new classrooms now open, it is hoped that the staff will be less stressed. Support staff during this transition</li> <li>Continue to promote and develop PB4L rewards system as a method of improving behaviour</li> </ul>			

