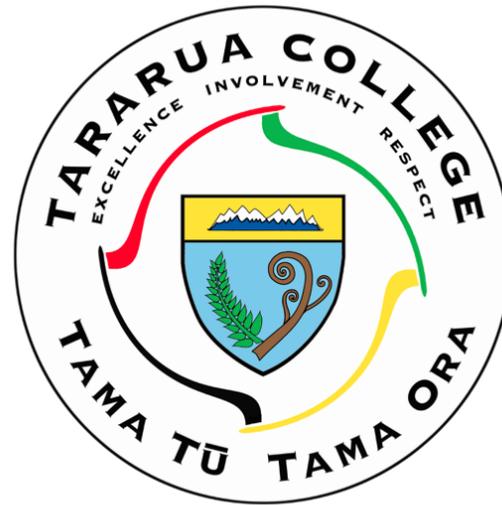


TARARUA COLLEGE

CHARTER 2019



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.

CONTENTS

| | |
|---------------------------|------------|
| Contents | page 2 |
| Description of School | page 3-9 |
| Vision | page 10 |
| Values | page 11 |
| Strategic Aims | page 12 |
| Strategic 3 Year Plan | page 13-15 |
| Annual Plan 2019 | page 16-34 |
| 2018 Analysis of Variance | page 35-55 |

DESCRIPTION OF SCHOOL

Tararua College is a co-educational rural high school of 350 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 40% Māori, NZ European 58%, Pasifika 1% and Asian 1% 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 Māori), 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 the Junior School in 2019 having combined Yr 9 & 10 cohorts to form collaborative class and subject groupings. Thematic units are being used to develop students' understanding of subject interactions and reducing the siloing of information.

Year 9 & 10 Programme:

Year 9 & 10 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. All core subjects (Maths, English, Social Sciences and Science) are combined in a collaborative trimester course approach with other subjects and taught in a combined Yr 9 & 10 cohort. The Year levels also receive specific Year level skills tuition in Literacy and Numeracy and Health. Option courses are also taught on a trimester rotation.

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, Infrastructure 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 2019 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 Primary Industries Training Organisation (PITO) through dual pathways.

In 2019 we continue to develop the High Performance Academy (HPA), which 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 in a range of activities to extend their thinking as part of the Secondary Curriculum Enrichment, Extension and Development Programme.

Māori Performing Arts and Mau Rakau classes are also a part of the timetable. This class is in collaboration with Tai Wananga Tu Toa and involves Mau Rakau on a wider forum with Te Ikaroa. This is a region wide collaboration with a series of wananga throughout the year building on student learning and assessment, collaboration and leadership.

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 Whānau Teachers. Whānau classes are being redeveloped in 2019 into Year Level classes to support student Wellbeing. At Year 9 it is the Whānau 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 Whānau 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 22 places available in 2019 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 2017/18/19 to develop facilities which meet the needs of a 21st century curriculum. This resulted in the planned drawdown on financial reserves throughout the 2017/18 financial years. A new 10 Yr Property Plan was signed off by the Tararua College Board of Trustees at the end of 2018 and passed over to the Ministry of Education for final sign off. 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

Whānau 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 2019 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.

Staffing

In 2019 the staffing complement of the College is 28.61 FTE teachers.

Board of Trustees

The Board of Trustees meets regularly on published dates and has five elected members, one staff representative, a student representative and the Principal. The Board secretary contact is mbrown@tararuacollege.school.nz

Community of Learning Affiliation

In 2019 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 2019, 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)

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

STRATEGIC AIMS

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

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

Taranua College Strategic 3 year plan

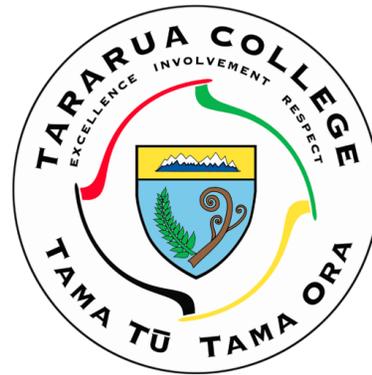
| Strategic Aim | Annual Objectives 2019 | Annual Objectives 2020 | Annual Objectives 2021 |
|--|---|---|--|
| <p>To provide an education that allows our students choice flexibility and sustainability in their future pathways</p> | <p>To improve student achievement by developing collaborative practices & Teaching as Inquiry.</p> <ul style="list-style-type: none"> ● Review of Collaborative Teaching Practices to inform embedding of redeveloped timetable. ● Deliver interdisciplinary courses for Juniors. ● Coherent Pathways developed within College and Kahui Ako with defined subject capabilities. ● SOLO Taxonomy and common language developed for all courses within the College. ● Māori Strategic Plan further developed in all areas of the College. ● Review whole school tracking and monitoring to ensure consistent procedures followed throughout the school. (Focus on Juniors). ● Review impact of Talent Central as a Dual Pathways partner to inform future investment. ● Work closely with Manfield to develop appropriate skills based training for regional infra-structural redevelopment. ● Develop and review VLN approaches using Google Meeting Space to ensure student needs are being met. ● Redevelopment of Horticulture space on the School Farm. ● NEET and ARONA data reviewed by SLT to ensure students are leaving school with viable pathways. | <p>Have a clearly developed structure that allows junior students to be taught in a collaborative flexible learning environment.</p> <p>SOLO Taxonomy Matrices developed to assess student progression and clearly communicated to students.</p> <p>Continue investigation into Senior School collaboration in line with NCEA provision.</p> <p>Develop Senior courses that allow for interdisciplinary collaboration between subject areas.</p> <p>Review implementation of Māori Strategic Plan and ensure implementation is in place..</p> | <p>The whole school community will have a full understanding of the SOLO taxonomy which will form the basis of assessment protocols and provide a common language of learning and progression.</p> <p>Based on internal and external reviews of NCEA Collaborative senior courses will be trialled which combine subject teaching areas.</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"> ● Review (survey) of parental views on new school day and Junior curriculum structures. ● Embed hui/roopu and support development of Incorporated Society for Tama Tu Marae. ● Work with Kahui Ako schools to ensure seamless pathways and transitions. ● Work with Kahui Ako to redesign Primary Technology Yr 7 & 8 Course. ● Further develop and embed High Performance Academy (HPA) to ensure investment is appropriately delivered to maximise student achievement and set achievement targets around Academic, Sporting and Cultural areas. ● Continue discussions and plan for building upgrades ● Continue positive promotion of College ● Market and promote Tararua College internationally. ● Encourage community to engage in Board of Trustees elections to attract strong candidates with appropriate skills to provide relevant governance for the College. ● Develop school based specialist Alternative Education facility funded through sale of Victoria St property. | <p>Continue community consultation on learning pathways and curriculum development.</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 so that classroom spaces reflect underlying pedagogy.</p> <p>A-Block replaced with modern classroom spaces.</p> <p>Introduction of International student programme to college.</p> | <p>Continued consultation with Community about developing College facilities and curriculum.</p> <p>Work with other schools within the Tararua Kahui Ako to develop seamless pathways of education from Yr 1 - Yr 13.</p> <p>Development of International student programmes in line with current MoE directives.</p> |
|--|--|--|---|

| | | | |
|---|--|---|--|
| <p>To provide a safe and supportive environment that engages students in all aspects of learning.</p> | <p>To develop mechanisms and processes to support the wellbeing of our school community</p> <ul style="list-style-type: none"> ● Implement Employee Assistance Programme to support all staff. ● Engage in Wellbeing PLD for all staff who wish to participate. ● Evaluation of PB4L-SW to determine whether we move to tier 2. ● Focus on development of PB4L-RP. ● To develop specific student Wellbeing focus through whānau classes. ● To develop strategies which positively impact on student attendance throughout all Year groups and ethnicities. ● Facilitate the TKA Within School Teachers to support and develop staff practice. ● Promote practices which develop relational trust and open to learning conversations between staff. | <p>The culture of the College reflects PB4L-SW being fully embedded in our practices.</p> <p>Further development of PB4L Tier 2 for specialist groups.</p> <p>PB4L-RP embedded with guidance staff.</p> <p>Continue to consult with staff regarding student and staff wellbeing.</p> <p>Track and target student attendance rates. 85% target across all year levels.</p> | <p>College will be 'healthy' workplace which promotes staff and student wellbeing.</p> |
|---|--|---|--|

Tararua College

Annual Plan 2019



The Annual Objectives for 2019 are

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

To drive community engagement in Tararua College

To develop mechanisms and processes to support the wellbeing of our school community

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 all aspects of learning.

Taranua College Annual Plan 2019 - Summary

| ERO School Evaluation Indicators 2016 | | | Taranua College Annual Objectives 2019 | NAGs |
|---------------------------------------|--|---|--|---|
| Learner Focussed Outcome Indicator | A successful lifelong learner | | <i>To improve student achievement by developing collaborative approaches and practices & 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 Taranua 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 develop mechanisms and processes to support the wellbeing of our school community</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 25th May 2018

- The number of students achieving National Certificates in Educational Achievement (NCEAs) has increased at Levels 1, 2 and 3. In 2017, there was a significant increase in the number of Māori students and males achieving qualifications, particularly at Levels 1 and 3.
- Assessment processes are used more effectively to identify students who require their achievement accelerated, or respond to learners with additional needs. Improved tracking, monitoring and reporting systems are increasingly used more effectively and collaboratively by leaders, trustees and teachers to respond to the needs of students.
- Assessment tools in reading, writing and mathematics have been introduced to better identify, monitor and inform teaching and learning in Years 9 and 10. Reported achievement in 2017 showed many Year 9 students accelerated their achievement in writing.
- Purposeful changes to the design and delivery of the school curriculum have led to improved student outcomes. Teaching in Years 9 and 10 is increasingly more responsive to student interests by collaborative planning through a similar context.
- The senior curriculum offers a wide range of suitable options for students. Courses provide academic, practical and relevant work-based opportunities to meet the aspirational needs of individuals. Involvement of students, parents and whānau in learning focused discussions supports collective decisions in relation to options for individuals.
- Teacher participation in well-planned professional learning and development has impacted positively on their practice, leading to better outcomes for students. Expectations for teaching and learning identify agreed strategies to be used in promoting successful classroom practice. Professional learning groups foster the collective development of teacher capability aligned to shared expectations. Appraisal and teaching inquiry processes are being strengthened to fully monitor and build the professional capability of teachers.
- continue to target achievement, including increasing certificate endorsements, in the NCEAs especially for males in Levels 2 and 3, and Māori learners
- revise and set achievement targets that clearly identify those students requiring accelerated achievement in Year 9 and 10
- make further improvements in the use of assessments in the junior school and moderation of practice at NCEA Levels 1 to 3
- continue to strengthen teaching and learning aligned to the school's effective teacher profile
- review and further promote planned curriculum changes, including revision and development of the junior curriculum.

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

2019 Targets:

NCEA results will reflect National targets:

- Maintain an NCEA Level 1 rate of 85% of students (70.1% National average 2018) achieving 80 credits or more at Level 1 by the end of Year 11
- Maintain an NCEA Level 2 rate of 85% of students (76.1% National average 2018) achieving 60 credits or more at Level 2 by the end of Year 12
- Maintain an NCEA Level 3 rate of above 70% of students (63.7% National average 2018) achieving 60 credits or more at Level 3 by the end of Year 13
- 95% (84.8% National average 2018) of students achieve Level 1 Literacy in year 11
- 95% (82.4% National average 2018) 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 (2018)

National goals of Ka Hikitia - Phase 3

- 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
2018 Enrolment based figures

| Level | Year 11 | | Year 12 | | Year 13 | |
|----------|---------|----------|---------|----------|---------|----------|
| | Tararua | Decile 3 | Tararua | Decile 3 | Tararua | Decile 3 |
| Level 1 | 83.4% | 54.3% | 98.3% | 89.3% | 94.9% | 92.1% |
| Level 2 | | | 89.9% | 66.8% | 92.3% | 90.6% |
| Level 3 | | | | | 61.6% | 54.1% |
| Literacy | 90% | 76.5% | 98.3% | 90.9% | 100% | 95.1% |
| Numeracy | 93.3% | 82.4% | 100% | 89.9% | 94.9% | 94.5% |

- TC UE entry = 12.5% (Decile 3 UE entry 26.8%)

2018 NCEA Endorsements

| Level | Endorsement | Year 11 | | Year 12 | | Year 13 | |
|---------|-------------|---------|----------|---------|----------|---------|----------|
| | | Tararua | Decile 3 | Tararua | Decile 3 | Tararua | Decile 3 |
| Level 1 | Merit | 18.4% | 24.9% | | | | |
| | Excellence | 14.3% | 10.0% | | | | |
| Level 2 | Merit | - | - | 15.4% | 16.7% | | |
| | Excellence | - | - | 3.8% | 6.8% | | |
| Level 3 | Merit | - | - | - | - | 9.1% | 15.5% |
| | Excellence | - | - | - | - | 4.5% | 8.4% |

NCEA attainment data (for Māori ethnicity learners only)
2018 Enrolment based figures

| Level | Year 11 | | Year 12 | | Year 13 | |
|---------|---------|----------|---------|----------|---------|----------|
| | Tararua | Decile 3 | Tararua | Decile 3 | Tararua | Decile 3 |
| Level 1 | 75.0% | 47.0% | | | | |
| Level 2 | - | - | 80% | 60.9% | | |
| Level 3 | - | - | - | - | 52.9% | 47.1% |

| | Tararua | National | Tararua | National | Tararua | National |
|----------|---------|----------|---------|----------|---------|----------|
| Literacy | 83.3% | 76.1% | 95% | 91.5% | 100% | 94.5% |
| Numeracy | 87.5% | 71.9% | 100% | 90.0% | 100% | 93.5% |

- TC Māori UE entry =17.6% (Decile 3 Māori UE entry =17.1%)

Action Plans To Achieve Annual Objective: To improve student achievement by developing collaborative practices & Teaching as Inquiry

| 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 |
|---|--|--|------------------------------|--|---|
| Review of Collaborative Teaching Practices to inform embedding of redeveloped timetable. | <ul style="list-style-type: none"> Parents will be surveyed at the beginning and end of the year. | Principal DP (T&L) Curriculum Review Group All Teaching Staff | Term 1 & Term 4 2019 | On-line surveys All relevant meetings PLD Good Practice observation & visits Junior course groupings planning and inquiry sessions | Departmental meeting minutes Staff meeting minutes Tracking of student achievement Collaborative inquiry review and feedback |
| | <ul style="list-style-type: none"> Students are surveyed on regular basis | | Ongoing throughout 2019 | | |
| | <ul style="list-style-type: none"> All comments will be reviewed and appropriate changes implemented. | | | | |
| | <ul style="list-style-type: none"> Junior curriculum is updated within collaborative groups and departments to reflect feedback | | Term 4 2019 | | |
| Deliver interdisciplinary courses for Juniors. | <ul style="list-style-type: none"> All Junior courses (except Literacy, Numeracy, PE and Health) are developed as interdisciplinary courses and implemented | SLT HOD's | End 2018 and throughout 2019 | PLD Collaborative Pairings | Course outlines developed Spiral review process followed and changes developed |
| | <ul style="list-style-type: none"> collaboratively planned and reviewed on an ongoing basis | HOD's Teachers | Throughout 2019 | Inter-department meetings | Collaborative pairings working on iterative improvements through Trimester courses |
| Coherent Pathways developed within College and Kahui Ako with defined subject capabilities. | <ul style="list-style-type: none"> Subject EOY capabilities developed by subject area | SLT HOD's Teachers | Throughout 2019 | Within School Teachers PLD Kahui Ako Pathways Capability documentation | Reviews between HOD's and SLT Termly meetings |
| | <ul style="list-style-type: none"> Assessment Matrices developed using SOLO Taxonomy for each subject pathway | SLT HOD's Teachers | Throughout 2019 | PLD | HOD reviews with SLT |
| | <ul style="list-style-type: none"> Clear progressions developed between Primary Year Levels and Secondary | WSTs Primary Yr 8 and Yr 9 Teachers | Throughout 2019 | Kahui Ako Pathways documentation PLD Meeting time | Termly HOD reviews with SLT |

| 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 |
|---|---|---|-------------------------|--|--|
| SOLO Taxonomy and common language developed for all courses within the College. | <ul style="list-style-type: none"> Staff will have a full understanding of SOLO Taxonomy | SLT HOD's External Provider Teachers | Throughout 2019 | PLD Meeting Time | Use of SOLO Taxonomy in classrooms |
| | <ul style="list-style-type: none"> Course and assessment matrices will be developed in line with Unistructural, Multi-structural, Relational and Extended Abstract concepts (N,A,M,E) | HOD's | Throughout 2019 | SOLO Subject Matrices PLD | Course & Assessment matrices presented to SLT by HODs |
| | <ul style="list-style-type: none"> Language will be initiated in classroom practices | Teachers HOD's Students | Throughout 2019 | SOLO Rubrics and matrices PLD | Walk throughs HOD Feedback |
| | <ul style="list-style-type: none"> Students will understand the differences between the levels of SOLO Taxonomy | Teachers Students | Throughout 2019 | Teachers HOD's SLT PLD | Student surveys Departmental Feedback |
| <p>Māori Strategic Plan embedded and practices understood and developed in all areas of the College.</p> <p>Ensure Māori students are enjoying and achieving education success as Māori</p> | <ul style="list-style-type: none"> Curriculum teaching and learning reflect students' ethnicity, identity, language and culture Māori Strategic Plan fully developed and implementation begun in 2018 Māori Performing Arts are integral part of College Culture. Commitment to bicultural partnership in Aotearoa New Zealand emphasised with our wider community Student achievement data is used to target resources for optimal effect Early, intensive support is provided for those students who are at risk of falling behind Productive partnerships are created with parents, whānau, hapu, iwi and communities that are focussed on educational success There is high expectations of students to succeed in education as Māori | SLT Māori Strategic Planning Group All staff Parents / Whānau / Hapu / Iwi | Ongoing throughout 2019 | Te Reo Māori class time KAMAR data NCEA Tracking sheets Whānau 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 |
|---|--|--|--------------------|---|--|
| Review whole school tracking and monitoring to ensure consistent procedures followed throughout the school. | <ul style="list-style-type: none"> At Risk Year 9 & 10 students have same support as Yrs 11-13 All At risk students will have clear plans to support their development Students will be supported in their learning whenever they are ready to engage Clear support pathways will be developed and followed for all students | Deans Teachers SLT (Pastoral and Curriculum) | Throughout 2019 | Meeting Time KAMAR data PB4L Tracking data Whānau Time | Academic Tracking Pastoral Tracking PB4L Meeting reviews Deans Meeting reviews |
| Review impact of Talent Central as a Dual Pathways partner to inform future investment. Work closely with Manfield to develop appropriate skills based training for regional infra-structural redevelopment. | <ul style="list-style-type: none"> TC will have positive relations with external providers which facilitate ongoing funding and pathways for our students All students will have the opportunity to access infrastructural and driver qualifications Decision made as to whether to continue partnership with Talent Central or focus on developing independent approaches. | SLT (Curriculum) Gateway supervisor Principal Board | Term 1 2019 | External Provider resources My Mahi App PLD | Report back to SLT Implementation and review of eternal courses |
| Develop and review VLN approaches using Google Meeting Space to ensure student needs are being met. | <ul style="list-style-type: none"> Students will have a seamless approach to learning whether in class or online VLN provides a powerful learning tool to supplement school based courses Students partaking in VLN courses will attain the same levels of success as school based courses | SLT (Curriculum) Principal IT Director VLN Principal | Throughout 2019 | VLN Platform VLN Principal | Review meeting between Principal and VLN Principal termly Review by Curriculum review committee on termly basis |
| Redevelopment of Horticulture space on the School Farm. | <ul style="list-style-type: none"> Horticulture space will be utilised fully and have a planned development that supports the school curriculum Direct links will be formed with Enviroschools approaches Student 'ownership' of Hort space | DG, HD Farm Committee Enviroschools liaison officer Environmental Prefect | Throughout 2019 | Farm budget Enviroschool support | Farm Strategy Doc will be updated. Action points in Farm Strategy Document will be met. |

| 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 |
|---|---|---|----------------------------|---|---|
| NEET and ARONA data reviewed by SLT to ensure students are leaving school with viable pathways. | <ul style="list-style-type: none"> • Pathways for leaving students are tracked • Ex-students attain successful employment/ongoing education 1 year after leaving TC | Principal SLT (Curriculum) BoT Oversight | End Term 1 2019 Ongoing | MoE Data Demographic data and statistics | Data will be reviewed at SLT and Board meetings |

2019 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

2019 Targets:

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

In 2017 Learning Conversations achieved 60% attendance. In 2018 Learning Conversations achieved 60% attendance. Target for 2019 is 75% attendance.

Baseline data:

From ERO Report 25/5/2018

- Involvement of students, parents and whānau in learning focused discussions supports collective decisions in relation to options for individuals.
- There is a strong focus on developing positive relationships and supportive partnerships between students, staff and the wider school community.

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: To drive community engagement in Tararua College

| 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 |
|---|---|--|-------------------------------------|---|---|
| Review (survey) of school community views on new school day and Junior curriculum structures. | <ul style="list-style-type: none"> Parents will be surveyed at the beginning and end of the year. | Principal DP (T&L) Curriculum Review Group All Teaching Staff | Term 1 & Term 4 2019 | On line surveys All relevant meetings PLD Good Practice observation & visits Junior course groupings planning and inquiry sessions PISA indicators | Departmental meeting minutes Staff meeting minutes Tracking of student achievement Collaborative inquiry review and feedback |
| | <ul style="list-style-type: none"> Students are surveyed on regular basis | | On-going throughout 2019 | | |
| | <ul style="list-style-type: none"> All comments will be reviewed and appropriate changes implemented. | | | | |
| | <ul style="list-style-type: none"> Junior curriculum is updated within collaborative groups and departments to reflect feedback | | Term 4 2019 | | |
| Embed hui/roopu and support development of Incorporated Society for Tama Tū Marae. | <ul style="list-style-type: none"> Develop parent/whānau engagement BoT Community chats continue to gather parental voice | BoT Principal | Throughout 2019 | | |
| | <ul style="list-style-type: none"> Regular Hui of Māori parents | 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"> Roopu (Māori community) tasked with supporting Te Reo teacher to develop achievement opportunities for Māori students | 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"> KAMAR parent portal open and accessed by parents Open information evenings held to explain KAMAR portal to parents | HD Staff IT Support | Start Term 1 | Parent evening Instructional letters | Parental feedback Usage data if available |

| 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 |
|--|---|--|--|--|--|
| Embed hui/roopu and support development of Incorporated Society for Tama Tu Marae. | <ul style="list-style-type: none"> Parents and whānau engaged in discussions on improving teaching and learning at Tararua College | JW SLT Mentors All staff | On-going throughout 2019 Subject info evening - week 6 term 3 | Subject Pathways meetings Informal discussions Learning Conversations PLD | Analysis of student engagement Parent feedback Retention of students |
| Work with Kahui Ako schools to ensure seamless pathways and transitions. | <ul style="list-style-type: none"> Develop subject curriculum capabilities for each year | HODs TKA WSTs Teachers | Throughout 2019 | Kahui Ako Website | |
| | <ul style="list-style-type: none"> Working with TKA Across School Teacher to develop strong pathways | DP - Pastoral WSTs Guidance Counsellor SENCO | Term 4 2018 and Term 1 2019 | Ministry Liaison AST WSTs School Forum Meetings | |
| Work with Kahui Ako to redesign Primary Technology Yr 7 & 8 Course. | <ul style="list-style-type: none"> Form Management liaison group to work with Primary Tech Teachers | TC Principal Prim Tech Teachers Primary Yr 7,8 Teachers | Term 1 2019 and ongoing | External Advisor Meeting Time PLD for PT Teachers | |
| | <ul style="list-style-type: none"> Continue Governance group review to deliver pathway forwards | Principal Primary Board members | Report Back End Term 1 2019 | Ministry Advisory External Advisor | |
| Further develop and embed High Performance Academy (HPA) to ensure investment is appropriately delivered to maximise student achievement and set achievement targets around Academic, Sporting and Cultural areas. | <ul style="list-style-type: none"> Resource HPA to financially meet commitments | Principal BoT HPA Director | Throughout 2019 | Budget Trust Applications | |
| | <ul style="list-style-type: none"> Regular report meetings with SLT | HPA Director HPA Staff SLT | Throughout 2019 | Meeting Time | |
| | <ul style="list-style-type: none"> Termly Parent and student meetings | HPA Staff | Termly | Meeting Time Reflection docs for students | |
| | <ul style="list-style-type: none"> Develop Annual and 3 year HPA plan to focus activities. | HPA Director Principal DP-Curriculum | Term 1 | Management Time Planning meetings | |

| 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 |
|---|---|---|--------------------|---|---|
| Continue discussions and plan for building upgrades | <ul style="list-style-type: none"> Ensure school pool is remediated and opened as quickly as possible | Principal BoT Executive Officer Property Manager | Term 1 | School Resourcing MoE support | Pool is refurbished |
| | <ul style="list-style-type: none"> Follow through with Ministry on 10YPP Sign off | Principal BoT Property Committee | Term 1 Wk 3 | Ministry Property Advisory | Report on Project Managers (OCTA) Track sign off with Ministry |
| | <ul style="list-style-type: none"> Complete hub information space in Library | Property Manager Principal Library Information Officer | Term 1 Wk 3 | Budget Time | Property Meeting reporting to Board |
| | <ul style="list-style-type: none"> Develop and sign off plans for A-Block building replacement | MoE BoT Property Committee Principal | Throughout 2019 | Meeting Time | Regular reporting to BoT |
| | <ul style="list-style-type: none"> Further investigate heating of school pool and developing as a community facility. | Principal MoE BoT | Throughout 2019 | Regional Development Fund Trust Applications School Resourcing | |
| Continue positive promotion of College | <ul style="list-style-type: none"> All marketing materials and advertising up to date with current uniform and signage | Principal's PA (BRO) | Term 1 2019 | | |
| | <ul style="list-style-type: none"> Contact sponsors for regular media coverage | Principal Principal's PA (BRO) | Term 1 2019 | | |
| | <ul style="list-style-type: none"> Regular positive media features & positive social media | Principal Principal's PA (BRO) | Throughout 2019 | | |
| | <ul style="list-style-type: none"> All staff promote College in positive light in our community and beyond | All Staff | Throughout 2019 | | |

| 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 |
|--|--|--|--------------------|---|---|
| Market and promote Tararua College internationally. | <ul style="list-style-type: none"> 3 Year plan developed for supporting international students, including homestay requirements, costings and budgets, support requirements | DP - Pastoral (ZM) | Term 2 2019 | External facilitators Wairarapa schools | Plan completed to present to BoT. |
| Ensure Board of Trustees elections attract strong candidates with appropriate skills to provide relevant governance for the College. | <ul style="list-style-type: none"> Identify skill bases required | BoT Chair Principal | Term 1 2019 | School Community School Trustees Association | Meetings between Principal & BoT Chair |
| | <ul style="list-style-type: none"> Identify possible candidates and approach | | | | Strong school governance continued |
| Develop school based specialist Alternative Education facility funded through sale of Victoria St property. | <ul style="list-style-type: none"> Develop costings with architect/builders to assess full viability | BoT Property Committee Principal | Term 1 2019 | Sale of Victoria St BoT Property Committee meetings | Cost of build is covered by sale of Victoria St |
| | <ul style="list-style-type: none"> Liaise with Marae committee regarding location and design | Principal BoT Chair | Term 1 2019 | | Hui with Marae Committee completed |
| | <ul style="list-style-type: none"> Appoint builder and complete build | BoT Property Committee | Term 3 2019 | | Building complete |

2019 Annual Plan

Strategic Aim 3:

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

Annual Objective:

To develop mechanisms and processes to support the wellbeing of our school community

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
- School community survey data reflects mostly positive perspectives of the school
- Create baseline data for behaviour across the college, tracking the impact of restorative practice.
- Reduction in the number of behavioural incidents (negative PB4L behaviours)
- Increase workplace satisfaction survey results throughout 2019

Baseline data:

CONTEXTUAL ISSUES (including KAMAR attainment and attendance data):

We need to consider

From ERO Report 25/5/2018

- Leaders and teachers have suitably strengthened their response to meet the pastoral needs of learners. There is a strong focus on developing positive relationships and supportive partnerships between students, staff and the wider school community. PB4L increasingly fosters shared expectations and practices aligned to the school values. Through guidance and mentoring teachers work purposefully to support the academic, social and emotional needs of learners. Mentoring is beginning to foster purposeful connections between learners and teachers to facilitate improved outcomes.
- Leaders and trustees acknowledge that raising levels of student attendance remains a priority. Appropriate processes are used to track, record and regularly report student attendance to trustees. A range of well-considered initiatives suitably supports and follows up students with low attendance patterns.

PISA Data 2018

Kamar and Assay 3 Attendance and Pastoral data

| Year Level | Attendance <75% | Attendance 75-85% | Attendance >85% |
|------------|-----------------|-------------------|-----------------|
| 9 | 13% | 24% | 63% |
| 10 | 19% | 17% | 64% |

| | | | |
|----|-----|------|----|
| 11 | 44% | 54% | 2% |
| 12 | 64% | 30% | 6% |
| 13 | 0% | 100% | 0% |

NB. Data for Yrs 11,12 & 13 includes students out for Dual Pathways and STP & Exam Leave

2016

- 52 Stand downs in 2016 of which 38 were Māori
- 33 Suspensions in 2016 of which 24 were Māori (based on a 40% Māori 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)

2018

- 51 Stand downs in 2018 of which 21 were Māori, (18 were NZ European and 2 Other)
- 5 Suspensions in 2018 of which 5 were Māori (based on 40% Māori role)

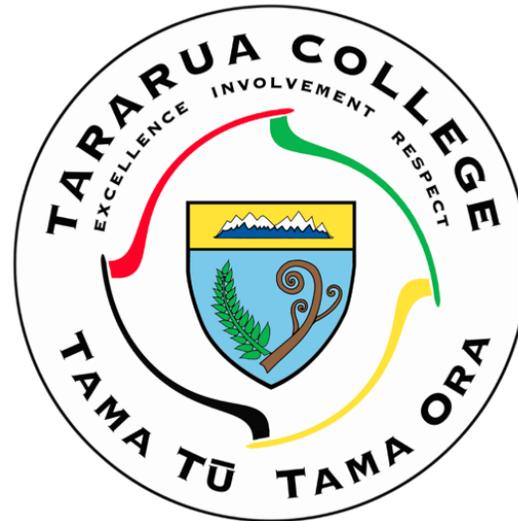
Action Plan: To develop mechanisms and processes to support the wellbeing of our school community

| 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 |
|---|--|--|--------------------|--|---|
| Implement Employee Assistance Programme to support all staff. | <ul style="list-style-type: none"> Programme implemented and available to all staff | Principal BoT Executive Officer (BLE) | Term 1 and ongoing | Financial budget based on similar schools | Reporting of anonymous data to school management and BoT |
| Engage in Wellbeing PLD for all staff who wish to participate. | <ul style="list-style-type: none"> Identify which staff wish to participate Contact provider and initiate programme | PLD Coordinator Principal Guidance Counsellor | Term 1 and ongoing | Budget Staff Meeting Time | Survey of staff attitudes towards workplace at end of 2019 |
| Evaluation of PB4L-SW to determine whether we move to tier 2. | <ul style="list-style-type: none"> Review and maintain current practices All staff are following PB4L practices. Students fully aware of and engagement in the PB4L processes School community supportive of PB4L behaviour management approaches | DP- Pastoral (ZM) Deans' Team PB4L Team Principal Whānau Teachers | Term 1 | Meeting time Time to implement surveys PB4L Budget | Monitoring of Big 5 data Stand-downs and Suspension data Community feedback |
| Focus on development of PB4L-RP. | <ul style="list-style-type: none"> Guidance Team continues training Deans support whānau and subject teachers to use restorative approaches Lateness detentions and school lunchtime callbacks replaced with teacher callbacks and escalating to Deans withdrawal as needed. | | Throughout 2019 | Deans duty time Whanau time | |
| To develop specific student Wellbeing focus through whānau classes. | <ul style="list-style-type: none"> Work with student leaders and whānau teachers to develop strong support processes Work with small groups of a range of students to find out what works/doesn't work for student - student voice. Students will report significant increase in wellbeing scores against survey data for 'Me & My School' and 'PISA' | Whānau Development Team Whānau Teachers DP - Pastoral (ZM) Guidance Counsellor (BF) | Throughout 2019 | Whānau Teacher resources Meeting Time PLD Time | Student & Community surveys Whānau Teacher feedback |

| 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 |
|---|---|---|--------------------|--|--|
| To develop strategies which positively impact on student attendance throughout all Year groups and ethnicities. | <ul style="list-style-type: none"> Student attendance data for all year levels will exceed 75% for >75% of students Support plans will be put in place for any student falling below 75% attendance - firstly this will be a meeting with the Dean/SLT, caregivers and student | DP - Pastoral (ZM) SLT Deans' Team Guidance Counsellor Whanau Teachers | Throughout 2019 | Assay 3 and KAMAR attendance data | Tracking attendance data SLT Meetings Agenda item Deans Meetings Agenda item |
| Facilitate the TKA Within School Teachers (WSTs) to support and develop staff practice. | <ul style="list-style-type: none"> WSTs act as support for staff to develop collaborative practices Staff feel confident to trial teaching practices Best practice is shared effectively throughout staff | WSTs DP - Curriculum TKA Across School Teacher (AST) Principal Subject Teachers | Throughout 2019 | TKA Meeting time Release time to support teachers | Walk throughs Feedback from WSTs to SLT |
| Promote practices which develop relational trust and open to learning conversations between staff. | <ul style="list-style-type: none"> All staff use Open to Learning conversations to scaffold collegial communication Any and all difficult conversations will be held in private away from staff meeting formats Staff will openly share their views with each other and relate respectfully to those they disagree with As a staff we will strongly demonstrate the value of Respect to all other members of our school community | Principal SLT Teachers Support staff Wider school community | Throughout 2019 | Staff meetings All communication | Staff and school community surveys |

Tararua College

Analysis of Variance 2018



TARARUA COLLEGE
ANALYSIS OF VARIANCE AGAINST ANNUAL OBJECTIVES
Year ended 31st December 2018

The Annual Objectives for 2018 were...

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.

2018 Variance Report Against Annual Objective 1

| Annual Objective | 2018 Action Points | Status | Variance evaluation/discussion |
|--|--|-------------------|---|
| To improve student achievement by developing collaborative practices & Teaching as Inquiry | Development of Collaborative Practices | Achieved/ Ongoing | This has been a significant focus for the College over the past 18 months as we launch into multi level, collaborative groupings in our Junior school curriculum in 2019. We are in a positive place to continue this pathway and will be reviewing implementation and gaining community feedback throughout 2019. |
| | Further development of Teaching As Inquiry method | Achieved/ Ongoing | In conjunction with the Kahui Ako this has been an area that we have continued to develop within the College. This approach has been the basis of much of our development of collaborative teaching methods throughout 2018. |
| | Māori Strategic Plan: Ensure Māori students are enjoying and achieving education success as Māori | Achieved/ Ongoing | Although a finalised plan has not been completed, there has been significant progress in this area. Cultural responsiveness as a whole has been a major focus for all staff, developing environments that reflect the capabilities and needs of our Māori akonga. Whole staff PLD and development of Māori Performing Arts such as Maurakau, use of waiata and karikia, awareness of appropriate protocols have all contributed to a shift in culture at the College to better reflect Te Ao Māori. |
| | Departments continue Curriculum review to develop strategies to increase student engagement | Ongoing | As we develop SOLO taxonomy usage in 2019 this will continue to evolve. Department heads have been tasked to review curriculum areas and much of this work was the genesis for changes we have made in 2019 to our Junior curriculum. Student centred practice is at the forefront of our pedagogy. |
| | Further develop tracking processes to include learning plans through discussion with students | Achieved | Tracking processes in the senior school has been significantly enhanced in 2018. This has supported the continued positive NCEA results. The work in this area has lead to the revamping of mentor time into whanau time in 2019 where there is greater focus on developing future pathways with students in a one to one discussion. HPA meetings with students and parents have also extended this approach. |

Evidence analysis for status of Annual Objective

2018 Targets:

- 90% (75.4% National average) of students achieve 80 credits or more at Level 1 by the end of year 11 - Partial
- 80% (78.1% National average) of students achieve 60 credits or more at Level 2 by the end of year 12 - Achieved
- 70% (65% National average) of students achieve 60 credits or more at Level 3 by the end of year 13 - Not Achieved
- 95% (91.2% National average) of students achieve Level 1 Literacy in year 11 - Partial
- 95% (89.6% National average) of students achieve Level 1 Numeracy in year 11 - Partial
- Focus on Certificate Endorsements in NCEA Level 1,2,3 to meet targets of Decile Average (2017) - Not Achieved

National goals of Ka Hikitia

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

NZQA attainment data

2018 Enrolment based figures

| Level | Year 11 | | Year 12 | | Year 13 | |
|----------|---------|----------|---------|----------|---------|----------|
| | Tararua | Decile 3 | Tararua | Decile 3 | Tararua | Decile 3 |
| Level 1 | 83.4% | 54.3% | | | | |
| Level 2 | | | 89.9% | 66.8% | | |
| Level 3 | | | | | 61.6% | 54.1% |
| Literacy | 90% | 76.5% | 98.3% | 90.9% | 100% | 95.1% |
| Numeracy | 93.3% | 82.4% | 100% | 89.9% | 94.9% | 94.5% |

- TC UE entry = 17.9% (Decile 1-3 24.9%)

2018 NCEA Endorsements

| Level | Endorsement | Year 11 | | Year 12 | | Year 13 | |
|---------|-------------|---------|----------|---------|----------|---------|----------|
| | | Tararua | Decile 3 | Tararua | Decile 3 | Tararua | Decile 3 |
| Level 1 | Merit | 18.4 | 24.9 | | | | |
| | Excellence | 14.3 | 10 | | | | |
| Level 2 | Merit | - | - | 15.4 | 16.7 | | |
| | Excellence | - | - | 3.8 | 6.8 | | |
| Level 3 | Merit | - | - | - | - | 9.1 | 15.5 |
| | Excellence | - | - | - | - | 4.5 | 8.4 |

NCEA attainment data (for Māori ethnicity learners only)
2018 Enrolment based figures

| Level | Year 11 | | Year 12 | | Year 13 | |
|----------|---------|----------|---------|----------|---------|----------|
| | Tararua | Decile 3 | Tararua | Decile 3 | Tararua | Decile 3 |
| Level 1 | 75.0 | 47.0 | | | | |
| Level 2 | - | - | 80.0 | 60.9 | | |
| Level 3 | - | - | - | - | 52.9 | 17.1 |
| Literacy | 83.3% | 76.1% | 95% | 91.5% | 100% | 94.5% |
| Numeracy | 87.5% | 71.9% | 100% | 90.0% | 100% | 93.5% |

- TC Māori UE entry = 17.6% (Decile 1-3 Māori 17.1%)

Evaluation of NCEA Results against Targets

Overview of Key points derived from data:

- Maintenance of strong NCEA L1 results with very positive improvement in NCEA L2 results in 2018
- Level 3 results remained consistent with 2017 and whilst better than Decile 3 comparisons, remains a focus for 2019
- With a small roll (<500) school results will always be vulnerable to significant fluctuations as each student in Y13 for example accounts for 2.6% change in result. Now based on enrolment data results will be significantly adversely affected by students enrolled in our SSC (for example) for whom our aim is to support them to reach their goals but may be limited to achieving NCEA L1 over a 3 year time frame. It is frustrating for these students and the College that such results are viewed as a failure in the statistics, whilst in fact they are a significant personal achievement for the individual.
- Literacy and Numeracy achievement levels were strong across the board and will remain a focus in 2019
- Māori learners are performing well in comparison with other schools although in our stretching goals we were only partially successful. Working with whanau and changing perceptions to education is an ongoing process. The gap between Māori learners and others is decreasing but still is not comparable. Further continuing focus is required.
- Endorsements at all levels are disappointing and need significant continued focus. This also reflects a culture change that we are developing to stress not just settling for the minimum needed.
- UE results show that our Māori learners are on a par with others, however, the figure is significantly lower than wanted or required. Mainly this is due to the fact that UE has not been a focus for 2018 but rather developing appropriate pathways for all students. Every student who chose University or tertiary education as a pathway was successful in their goal. This is probably a better measure of success.

Evidence analysis for status of Annual Objective (continued)

| School Annual Objective | School Goals and Targets | 2015 / 2016 / 2017 Results | Goal Achieved/ Not Achieved | Evaluation / Reason for Variance | Next steps | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----------------------------|----------------------------------|------------|-----------------|----------|----------|-------|-------|-------|------|--|--|-----------------|----------|----------|-------|-------|-------|------|--|--|-----------------|----------|----------|-------|-------|-------|------|--|--|-----------------|----------|----------|-------|-------|-------|---------|---|---|
| Development of Collaborative Practices | <ul style="list-style-type: none"> 90% (75.4% National average) of students achieve 80 credits or more at Level 1 by the end of year 11 | <table border="1"> <thead> <tr> <th colspan="3">2015</th> </tr> <tr> <th>Tararua College</th> <th>Decile 3</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>63.2%</td> <td>61.7%</td> <td>74.5%</td> </tr> <tr> <th colspan="3">2016</th> </tr> <tr> <th>Tararua College</th> <th>Decile 3</th> <th>National</th> </tr> <tr> <td>53.5%</td> <td>63.3%</td> <td>75.3%</td> </tr> <tr> <th colspan="3">2017</th> </tr> <tr> <th>Tararua College</th> <th>Decile 3</th> <th>National</th> </tr> <tr> <td>86.7%</td> <td>62.9%</td> <td>74.5%</td> </tr> <tr> <th colspan="3">2018</th> </tr> <tr> <th>Tararua College</th> <th>Decile 3</th> <th>National</th> </tr> <tr> <td>83.4%</td> <td>54.3%</td> <td>70.1%</td> </tr> </tbody> </table> | 2015 | | | Tararua College | Decile 3 | National | 63.2% | 61.7% | 74.5% | 2016 | | | Tararua College | Decile 3 | National | 53.5% | 63.3% | 75.3% | 2017 | | | Tararua College | Decile 3 | National | 86.7% | 62.9% | 74.5% | 2018 | | | Tararua College | Decile 3 | National | 83.4% | 54.3% | 70.1% | Partial | <p>Although not hitting our stretching 90% target we have significantly outperformed other similar schools and the national average. We have maintained last year's strong results (remember every student accounts for 1.6% variation in result).</p> <ul style="list-style-type: none"> Staff worked hard to track student results and improve student outcomes. Tracking was converted into a strong programme for 'At Risk' students once identified. This goal was stretching, given the previous year's positive development of student performance. Student engagement throughout the year was an issue but identifying students who were 'At Risk' and then developing individual support programmes for them helped many to get over the line. Global changes to curriculum delivery continue to be addressed, embedding changes to teaching and learning strategies. Whilst initial strategies have focussed on systemic changes to support student learning, there is an ongoing | <ul style="list-style-type: none"> Continue to develop clear plans and pathways to support student learning. Continue to ensure changes being developed in pedagogy are embedded and understood by all students, staff and wider community. This will focus initially on the Junior school to filter through to learning practices in the senior school over time. Continue to develop more immediate contact with parents through parent portal and NCEA tracking evenings. Continue to invest in developing modern learning pedagogical approaches and collaborative approaches to share best practice. Focus on endorsement levels across all courses in 2019 |
| 2015 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tararua College | Decile 3 | National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 63.2% | 61.7% | 74.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tararua College | Decile 3 | National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 53.5% | 63.3% | 75.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tararua College | Decile 3 | National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 86.7% | 62.9% | 74.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tararua College | Decile 3 | National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 83.4% | 54.3% | 70.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | need to develop pedagogical practices within the staff to ensure that future focus skills are developed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|--|--|--------|---|--------|------|--|--|----|-------|-----|----|-------|-----|--------|--------|--------|--------|--------|--------|--------------|---|--|----|-------|-----|-------|-------|-------|------|--|--|----|-------|-----|-------|-------|-------|----------|--|--|
| | <ul style="list-style-type: none"> 80% (78.1% National average) of students achieve 60 credits or more at Level 2 by the end of year 12 | <table border="1"> <thead> <tr> <th colspan="3">2015</th> <th colspan="3">2016</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>58.8 %</td> <td>67.9 %</td> <td>76.3 %</td> <td>71.0 %</td> <td>70.7 %</td> <td>78.4 %</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">2017</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>69.0%</td> <td>70.7%</td> <td>78.0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">2018</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>89.9%</td> <td>66.8%</td> <td>76.1%</td> </tr> </tbody> </table> | 2015 | | | 2016 | | | TC | Dec 3 | Nat | TC | Dec 3 | Nat | 58.8 % | 67.9 % | 76.3 % | 71.0 % | 70.7 % | 78.4 % | 2017 | | | TC | Dec 3 | Nat | 69.0% | 70.7% | 78.0% | 2018 | | | TC | Dec 3 | Nat | 89.9% | 66.8% | 76.1% | Achieved | <ul style="list-style-type: none"> These are very positive results reflecting the hard work put in by many members of our school community. Suitable dual pathways approaches with Talent Central/UCOL were developed and utilised in 2018 to support those that needed them. Engagement of students is crucial to achieving this target and PLD will invest in developing approaches that support student involvement in their learning pathway. | |
| 2015 | | | 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC | Dec 3 | Nat | TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 58.8 % | 67.9 % | 76.3 % | 71.0 % | 70.7 % | 78.4 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 69.0% | 70.7% | 78.0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 89.9% | 66.8% | 76.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> 70% (65% National average) of students achieve 60 credits or more at Level 3 by the end of year 13 | <table border="1"> <thead> <tr> <th colspan="3">2015</th> <th colspan="3">2016</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>53.8 %</td> <td>49.9 %</td> <td>62.5 %</td> <td>43.3 %</td> <td>53.7 %</td> <td>64.0 %</td> </tr> </tbody> </table> | 2015 | | | 2016 | | | TC | Dec 3 | Nat | TC | Dec 3 | Nat | 53.8 % | 49.9 % | 62.5 % | 43.3 % | 53.7 % | 64.0 % | Not Achieved | <ul style="list-style-type: none"> The new enrolment based reporting structure significantly worked against us in this area as students left the College once attaining L2 and securing external pathways, but without getting L3. Every student counted for 2.6% so | | | | | | | | | | | | | | | | | | | |
| 2015 | | | 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC | Dec 3 | Nat | TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 53.8 % | 49.9 % | 62.5 % | 43.3 % | 53.7 % | 64.0 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--------|--|--|--------|--------|--------|------|-------|-----|-------|-------|-------|------|-------|-----|--------|--------|--------|--------|--------|--------|------|--|--|----|-------|-----|-------|-------|-------|------|--|--|----|-------|-----|-------|-------|-------|---------------------------|--|---|
| 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 65.2% | 55.3% | 65.2% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61.6% | 54.1% | 63.7% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> 95% (91.2% National average) of students achieve Level 1 Literacy in year 11 | <table border="1"> <thead> <tr><th colspan="3">2015</th><th colspan="3">2016</th></tr> <tr><th>TC</th><th>Dec 3</th><th>Nat</th><th>TC</th><th>Dec 3</th><th>Nat</th></tr> </thead> <tbody> <tr><td>88.2 %</td><td>79.3 %</td><td>85.9 %</td><td>80.3 %</td><td>79.6 %</td><td>85.8 %</td></tr> </tbody> </table> <table border="1"> <thead> <tr><th colspan="3">2017</th></tr> <tr><th>TC</th><th>Dec 3</th><th>Nat</th></tr> </thead> <tbody> <tr><td>92.0%</td><td>79.3%</td><td>86.4%</td></tr> </tbody> </table> <table border="1"> <thead> <tr><th colspan="3">2018</th></tr> <tr><th>TC</th><th>Dec 3</th><th>Nat</th></tr> </thead> <tbody> <tr><td>90.0%</td><td>76.5%</td><td>84.8%</td></tr> </tbody> </table> <p>Figures are enrolment based</p> | 2015 | | | 2016 | | | TC | Dec 3 | Nat | TC | Dec 3 | Nat | 88.2 % | 79.3 % | 85.9 % | 80.3 % | 79.6 % | 85.8 % | 2017 | | | TC | Dec 3 | Nat | 92.0% | 79.3% | 86.4% | 2018 | | | TC | Dec 3 | Nat | 90.0% | 76.5% | 84.8% | <p>Partially Achieved</p> | <ul style="list-style-type: none"> Literacy at Level 1 was specifically targeted for At Risk students significantly improving results. Tracking of students and regular planning meetings between staff and deans identified where credits were coming from and which staff were leading for which students. Although not quite achieving our stretching target of 95% ew performed better than both Decile 3 and national average. The target was set against roll based data rather than enrolment based data. Given the changes in previous years figures it would suggest that under the previous measure the target would have been achieved. | <ul style="list-style-type: none"> Cross-curricular working groups instigated to develop literacy in NCEA classes. Literacy focus in Junior school. |
| 2015 | | | 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC | Dec 3 | Nat | TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 88.2 % | 79.3 % | 85.9 % | 80.3 % | 79.6 % | 85.8 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 92.0% | 79.3% | 86.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <ul style="list-style-type: none"> 95% (89.6% National average) of students achieve Level 1 Numeracy in year 11 | <table border="1"> <thead> <tr> <th colspan="3">2015</th> <th colspan="3">2016</th> </tr> <tr> <th>TC</th> <th>Dec 3</th> <th>Nat</th> <th>TC</th> <th>Dec 3</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>78.1 %</td> <td>84.6 %</td> <td>89.9 %</td> <td>74.6 %</td> <td>85.9 %</td> <td>89.9 %</td> </tr> </tbody> </table> | | | | | | 2015 | | | 2016 | | | TC | Dec 3 | Nat | TC | Dec 3 | Nat | 78.1 % | 84.6 % | 89.9 % | 74.6 % | 85.9 % | 89.9 % | Achieved | <ul style="list-style-type: none"> Although we did not quite meet our target, again this was set against roll based rather than enrolment based figures. Changes in previous years results are indicative that we would have achieved the result under previous measures. The National and Decile 3 figures trended downwards whilst TC figures continued an upward trend. At Risk Students were identified by the Dean and given opportunities outside of Maths to gain numeracy credits. | <ul style="list-style-type: none"> Changes in numeracy approaches were instigated in 2018. Numeracy will now be driven using cross curricular approaches rather than focussing specifically on the Maths Dept. This will continue in 2019. |
|------------------------------------|--|--|--------|--------|--------|--------|--------|------|--|--|------|-------|-----|-------|-------|-------|----|-------|-----|--------|--------|--------|--------|--------|--------|----------|---|---|
| | | 2015 | | | 2016 | | | | | | | | | | | | | | | | | | | | | | | |
| | | TC | Dec 3 | Nat | TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | |
| | | 78.1 % | 84.6 % | 89.9 % | 74.6 % | 85.9 % | 89.9 % | | | | | | | | | | | | | | | | | | | | | |
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| TC | Dec 3 | Nat | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 93.3% | 73.1% | 82.4% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Figures are enrolment based</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Evidence against Annual Action Plan:

| Action / Task | Criteria for Success / Expected Outcome Indicators of Progress | Status | Comment | Next Steps |
|--|--|----------|--|--|
| Development of Collaborative Practices | <ul style="list-style-type: none"> A shared definition of collaborative practice agreed by all staff. | Achieved | Developed in several staff sessions with ongoing review. This is constantly being reviewed as we develop new practices. | Continue to review in 2019 |
| | <ul style="list-style-type: none"> Staff trialling programmes in a safe and supportive collegial environment through PLG inquiry approaches | Achieved | Trials occurred throughout 2018 preparing for Junior collaborative programme in 2019. | Embed Junior collaborative programmes |
| | <ul style="list-style-type: none"> Students develop connections between topics, subjects and wider school environment | Partial | This will be a focus ongoing in 2019 | Cross-curricular programmes initiated in 2019 to deliver connections of subjects and content. |
| | <ul style="list-style-type: none"> Multiple achievement outcomes achieved from single teaching experiences | Achieved | Demonstrated in Literacy and Numeracy approaches in NCEA L1. Also other curriculum areas (eg Science and Social studies have generated cross curricular assessments. | Further investigation in 2019 |
| | <ul style="list-style-type: none"> Year 10 programme developed to introduce thematic project based teaching and collaborative pedagogy. | Achieved | This has been a precursor to developing the junior collaborative projects in 2019 | Take learnings from project based learning work and develop in 2019 collaborative environment. |
| | <ul style="list-style-type: none"> Tararua Engagement Programme supports and develops identified 'At Risk' students through mentor role and alternative programmes. | Achieved | This programme was successful and the support offered widened to a whole school approach. Students, especially in the senior school were supported to achieve personal goals. Attendance and achievement tracking were continuous throughout 2018. | TEP will not run in 2019 but the processes will be adopted within the whanau class structure. |

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| <p>Further development of Teaching As Inquiry method</p> | <ul style="list-style-type: none"> Teacher inquiry based on the identification of target students using a wide range of data Plans prepared for each targeted student to raise their achievement Plans implemented for each student 70% of the targeted students have accelerated their progress Collaborative practices identified to deliver accelerated progress | <p>Partial</p> | <p>The PLG focus on TAI was developed over Terms 1 and 2. In Terms 3 and 4 the focus was widened to developing collaborative teaching and developing the courses for 2019. Initial results from the PLGs indicated that students were being accelerated, although baseline data was still not being gathered appropriately at the start of the year.</p> <p>Literacy and Numeracy effect size gains do not demonstrate significant acceleration although NCEA results show positive Literacy and Numeracy tracking.</p> | <p>2019 will see the introduction of collaborative teaching in the junior school. It is expected that TAI practices will form a key component of tracking and developing how these courses evolve.</p> |
| <p>Māori Strategic Plan:</p> <p>Ensure Māori students are enjoying and achieving education success as Māori</p> | <ul style="list-style-type: none"> Curriculum teaching and learning reflect students' ethnicity, identity, language and culture | <p>Ongoing</p> | <p>Ongoing PLD with staff to support culturally responsive practices.</p> | <p>This will remain a key focus for 2019 and beyond.</p> |
| | <ul style="list-style-type: none"> Māori Strategic Plan fully developed and implemented in 2018 | <p>Not Achieved</p> | <p>Further development needed</p> | |
| | <ul style="list-style-type: none"> Māori Performing Arts are integral part of College Culture. | <p>Achieved and ongoing</p> | <p>Raised profile of Kapa Haka and Mau Rakau. Cultural Protocols developing and followed. Staff and majority of community accepting and supportive of developments</p> | |
| | <ul style="list-style-type: none"> Commitment to bicultural partnership in Aotearoa New Zealand emphasised with our wider community | <p>Ongoing</p> | <p>Frequent discussions with community members and parents about the importance of biculturalism and what it means in our community.</p> | |
| | <ul style="list-style-type: none"> Student achievement data is used to target resources for optimal effect | <p>Achieved and Ongoing</p> | <p>Targeted pathways have been identified for Māori Akonga to ensure success</p> | <p>Working closely with whanau in 2019 to improve attendance data and in turn achievement data</p> |
| | <ul style="list-style-type: none"> Early, intensive support is provided for those students who are at risk of falling behind | <p>Ongoing</p> | | <p>SSC support identified in 2019 to target students below L3 of curriculum in literacy and numeracy.</p> |
| | <ul style="list-style-type: none"> Productive partnerships are created with parents, whānau, hapu, iwi and communities that are focussed on educational success | <p>Ongoing</p> | <p>Redevelopment of Tama Tu committee to work more closely with the school.</p> <p>PLD support visiting Te Kohanga Whakawhaiti Marae</p> | <p>Continue approaches in 2019</p> |

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|---|--|----------------------|--|---|
| | | | | |
| | <ul style="list-style-type: none"> There are high expectations of students to succeed in education as Māori | Ongoing | Our Māori results were significantly above decile and national average although still behind pakeha figures | Ongoing development of Māori Strategic plan |
| Departments continue Curriculum review to develop strategies to increase student engagement | <ul style="list-style-type: none"> Departments identify methods to improve the teaching and learning to increase student engagement in the learning process, including the use of online learning environments The majority of learning experiences follow a student inquiry process rather than didactic formats Student feedback on teaching and learning is sought to inform future developments Students feel involved in their learning | Achieved and Ongoing | This was a core area of development in 2018 as we developed more deep seated pedagogical changes in the way we approach Teaching and Learning. | Departments to continue curriculum mapping and development of compatible schemes of work and embed SOLO taxonomic structures into teaching practices. |
| | <ul style="list-style-type: none"> Departmental documentation reviewed to meet modern curricular approaches including embedding modern technology e.g. web links etc. | | | |
| | <ul style="list-style-type: none"> Launch of High Performance Academy (HPA). Students Identified. Learning Plans developed. Support & tracking in place | Achieved | The HPA has made a positive start to support students in all areas of Sport, Culture and Academic success. | Ongoing development of strategic support and direction |
| | <ul style="list-style-type: none"> Development of College Farm and Horticulture in line with strategy document. | Achieved and Ongoing | This is becoming a strong pathway for our students. Changes in farm personnel have simplified the structure but this in turn has added workload to the Agriculture Teacher | Continue to develop Farm processes and practices in 2019 to diversify from ovine only farming. Work with strategic partners to develop Agribusiness approaches and horticulture in Junior school. |
| | <ul style="list-style-type: none"> International Student Programme reviewed and redeveloped with marketing material for launch in 2019 | Ongoing | | A key focus to develop a sustainable a robust program for delivery in 2019 with recommendations made to Principal and BoT start of Term 3 2019. |

| | | | | |
|---|--|--------------------|--|--|
| Further develop tracking processes to include individual plans through discussion with students | <ul style="list-style-type: none"> • Parents of identified at risk students contacted • Regular learning conversations with students implemented with classroom teachers and mentors • Collaborative development of plans with students leading to improved student outcomes • Students provided with support to implement plans e.g. extra targeted teaching • Relationships strengthened between staff, students and whānau • Regular reflective conversations between mentors, mentees and whānau | Achieved | <ul style="list-style-type: none"> • All NCEA At Risk students identified and parents contacted • Learning conversations implemented with mentors, deans and classroom teachers • Student Plans developed to ensure students gained NCEA certificates | <ul style="list-style-type: none"> • Further develop tracking in the Junior School to sit alongside Junior Diploma • Contact home to include whānau in planning meetings |
| | <ul style="list-style-type: none"> • L1 Literacy & 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. | Partially Achieved | Processes were developed throughout the year to track Numeracy and Literacy attainment. All students had the opportunity to gain 10 Literacy and 10 Numeracy credits within 2018, however not all students were able to reach the standards needed. | Literacy and Numeracy development will be tracked through the Junior Collaborative courses to meet the requirements for NCEA standards. |

2018 Variance Report Against Annual Objective 2

| Annual Objective | 2018 Action Points | Status | Variance evaluation/discussion |
|--|--|------------------|---|
| To drive community engagement in Tararua College | Develop parent/whānau engagement | Achieved/Ongoing | <p>Multiple strategies have been continued throughout 2018 to ensure that parents and whānau have increasing engagement. These include:</p> <ul style="list-style-type: none"> ● Use of parent portal ● Direct messaging with Student Management System ● Multiple parents evenings with differing formats ● Further meetings with focus groups of parents to gain feedback ● Focus on increased parental communication by mentor teachers and subject teachers |
| | Engage with Community groups to enhance Learning Opportunities | Achieved/Ongoing | <p>Work with iwi has been undertaken in the Carnival Park stream study project. Menzshed has worked on several projects within the College liaising with staff and students. Sporting links to local coaches have been developed. Continued focus on Gateway placements has ensured students have opportunities to trial different employment environments. Development of pathways approaches with community based partners e.g. Downers, Mansfield</p> |
| | Enhancing links with all feeder Primary Schools | Achieved/Ongoing | <p>The College continued its Roadshows to Primary Schools in 2017. The Principal continues regular meetings with Primary Principals in the Tararua Area both informally and at Kahui Ako meetings. Conversion of Yr 8 cohort 2018 to Yr 9 at the College is 78%. This has increased from 70% in 2017 and 66% in 2016. There is significant concern regarding the ongoing status of Primary Technology and the likelihood of one of the larger schools to withdraw. While we will do everything we can to maintain Primary Technology as a positive format for our whole region, this will depend on all schools working together to develop a format that meets their requirements and maintains staffing as a central function.</p> |
| | Improve community perceptions of Tararua College through enhanced school profile | Achieved/Ongoing | <p>Again, much of the feedback in this area is anecdotal, but there has been a raft of positive feedback about community perceptions regarding the College and where we are heading. Visible ‘quick wins’ were focused on in 2017/18 to ensure that our community was aware of changes occurring. These included:</p> <ul style="list-style-type: none"> ● Development of College grounds and physical environment ● Systemic changes to student release for NCEA to ensure students had every opportunity to gain their certificates ● Trialling and advertising collaborative initiatives throughout 2018 ● Continuous positive media campaign in local press sponsored by local businesses |

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|--|--|----------------------------|---|
| | | | <ul style="list-style-type: none"> • Rebranding of the College and changes in Uniform. • Reinvigoration of Parent Teacher Association which is positively supporting the College and its development • Continued positive publicity through Facebook and online media. |
| | Develop stronger sporting links with the communities | Partially achieved/ongoing | As we develop the High Performance Academy we are developing stronger coaching links with community members e.g. Basketball. Ongoing events such as the Community Duathlon continue to promote positive interactions with our community. |

2018 Variance Report Against Annual Objective 3

| Annual Objective | 2018 Action Points | Status | Variance evaluation/discussion |
|---|---|--|--|
| To implement PB4L-SW throughout the college | Consolidate PB4L-SW tier 1 implementation | Achieved - ongoing | Signage to go up, school expectations to be taught, and recognitions need to be embedded. |
| | Continue to develop and introduce Positive Recognition System | Partially achieved | Recognitions/TC Tokens were trialled in Term 4 of 2017 with the junior school. Staff started well but lost the momentum. Each staff member needs to give out 80% of the tokens |
| | Develop and explicitly teach the school broad behaviour expectations to the students | Partially achieved | The first expectation from Respect (Being on Time) was rolled out in Term 4 2017. We noticed that the juniors with the highest rate of poor punctuality improved by 50% when the recognitions started to be given out. |
| | Continue to align both the Pastoral/Guidance and the PB4L systems together | Partially achieved | Deans now fully part of the PB4L team rather than being separated. Approaches such as call backs to be phased out in 2018. Josh Couperus will be brought in to help plan the alignment. |
| | Further engagement in training for PB4L-SW | Achieved | All new staff up to the end of 2017 had received PB4L training. |
| | BoT members receive training on PB4L-SW | Achieved | Board training was arranged and implemented to provide Board with an understanding of PB4L school wide and restorative approaches |
| | Develop wider community understanding of PB4L approaches | Partially achieved | The plan to have a community hui to explain and publicise PB4L approaches was put on hold due to changes in personnel at the MoE. All conversations with our community involve discussions around restorative practice and rewarding positive behaviour. |
| | Enhance feedback mechanisms from staff to students to support learning using Assessment for Learning approaches | Partially achieved | The PLD occurred for this to happen but our focus on Collaborative practices and tracking student data took precedence. The data tracking for PB4L was effectively used to support mentor teachers to have conversations with students about positive and negative behaviours. This data was shared widely with deans and mentor teachers throughout 2018. |
| | Expand the Boys Excellence & Engagement Programme (BEEP) to include a wider range of students to become the TEP - Tararua Engagement Programme. | Initially Achieved but then developed into whole school approach | The BEEP programme served a very positive purpose in 2017 and its expansion in 2018 allowed us to develop school wide approaches for targeted students. Changes to the funding model and staffing availability impacted on our ability to continue with a stand alone programme. |

Evidence against Annual Action Plan

| School Annual Objective | School Goals and Targets | 2016 / 2017/18 Results | Goal Achieved /Not Achieved | Evaluation / Reason for Variance | Next steps |
|---|---|--|-----------------------------|--|---|
| To implement PB4L-SW throughout the college | Stand-downs and suspensions especially amongst priority learners reflect typical Decile 3 School data | Our target - below 26 stand-downs, and below 16 Suspensions. 2017 Results - 21 Stand-downs and 9 Suspensions (based on 37% Māori Roll) Stand downs - 60% reduction Suspensions - 44% reduction 2018 Results: 51 Stand downs and 5 suspensions (based on 40% Māori roll) 41% of Stand downs were Māori which reflects our ethnicity breakdown. 100% of suspensions were Māori. | Partially Achieved | The stand down rate in 2018 increased. This reflects the fact that there were numerous medium level activities by students which required a clear message and were nominally for one day to provide space for staff and students to reflect and be able to participate in a restorative conversation. More importantly, the suspension rate to the board decreased significantly, showing that the high level violations are decreasing. Whilst stand down stats reflect our ethnicity breakdown, the suspensions figure does not. | Whilst stand down and suspension data is a very crude guide, it is still important to see this trending downwards. It is positive that some of the high level negative behaviours have decreased but there are still a number of medium level incidents and recidivist offenders who are skewing the stats. |
| | Stand down & suspensions figures reflect the ethnicity makeup of the college | 2016 - 40% Māori roll 2017 - 37% Māori roll 2018 - 40% Māori roll 2018 Stand-downs - 41% Māori 2018 suspensions - 100% Māori 2017 Stand-downs - 57% Māori 2016 Suspensions - 67% Māori | Partially Achieved | Stand downs reflect the overall population base but suspensions do not. | |
| | 80% free and frequent positive recognitions issued weekly | There was significant focus on this during periods of the year | Partially Achieved | During the periods of focus this was achieved, however overall this has failed to meet the targets set. | Review the tokens process with the PB4L team to decide how to develop it to be more manageable for staff and students. |
| | Create baseline data for behaviour across the college, tracking the impact of restorative practice. | Some baseline data created for Yr 9 & 10 Term 4 lateness to class. | Inconclusive | Lesson plans were developed around lateness to class. | Attendance remains a significant focus for 2019 as all year levels have poor attendance stats. |
| | Reduction in the number of behavioural | | Inconclusive | Recidivist lateness reduced number of late events but overall numbers not significantly reduced. Data skewed by project based | Carry on tracking data and report back to PB4L committee. |

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| | incidents (negative PB4L behaviours) | | | learning where absence was recorded in different manner | |
|--|--|--|--|--|--|

Appendix 1

Specific Action Plan for Collaborative Practice Development & Variance against targets

| 2018 | Term 1 | Term 2 | Term 3 | Term 4 | Achieved/Not Achieved |
|---|--|---|--|--|--|
| Collaborative Practice in the Classroom | <p>Review Feedback from E³ 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> | <p>Yr 9 & 10 Collaborative courses developed and initiated in 2019</p> |
| PLD Time for Collaborative Practice | <p>PLGs formed & 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</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</p> | <p>Achieved</p> <p>Achieved</p> <p>Ongoing</p> <p>Achieved</p> |

| | | | approaches | approaches | |
|--|---|--|--|--|---|
| 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 technology pedagogy use.</p> | <p>Ongoing tech workshops</p> <p>Development of Staff understanding of SAMR model and ITL (IT for Learning) design rubrics.</p> <p>Work closely with New Era IT as a champion school to develop technology pedagogy use.</p> | <p>Ongoing tech workshops</p> <p>Sharing sessions of Tech usage by staff</p> | Ongoing tech workshops | Achieved |
| 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> | <p>Develop and review collaborative projects to improve student learning</p> | <p>Achieved but more work required</p> <p>Still developing</p> <p>Achieved</p> <p>My Mahi app used to deliver this capacity</p> <p>Achieved</p> |