



# TAMATEEA

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## HIGH SCHOOL

### Annual Goals 2023

Domain	Strategic Goal	Target	Short Report
<b>Students' Learning</b>	<p>Improve learning in the junior school.</p> <p>Ensure that all school leavers have meaningful pathway.</p>	<p>Accelerate the progress of our Year 9 and 10 students who are currently at level 2 and early level 3 of the curriculum at least two sub-levels.</p> <p>All school-leavers have a career plan that they can implement.</p>	
<b>Te Tiriti o Waitangi</b>	<p>Ensure we are giving practical effect to te Tiriti o Waitangi</p>	<p>Each curriculum area has mātauranga Māori authentically woven throughout.</p> <p>Teacher pedagogy is relational and culturally responsive – teachers at lower levels are supported to improve</p>	

## Improvement Plan - Domain: Te Tiriti o Waitangi

### Strategic Goal

Ensure we are giving practical effect to te Tiriti o Waitangi

### Annual Goal

To find ways to ensure that our Māori students can be strong in te ao Māori, te ao whānui as well as being healthy and prosperous.

### Annual Target

By the end of the year 15 junior students will be engaged in rumaki education.  
The numbers of students choosing to learn te reo and tikanga Māori will increase.  
All year levels will experience mātauranga Māori learning contexts in their learning.

### Baseline data

Rongohia te hau data shows that there is variability in the use of te reo and tikanga across our classrooms.

Staff are largely willing to be involved in learning in mātauranga Māori contexts

Senior and junior teachers are being expected to increase mātauranga Māori contexts and content across their curriculum areas.

### Key Improvement Strategies

- Staff are given opportunities to develop their te reo Māori ability
- Modelling the daily use of te reo, karakia, waiata and tikanga Māori and helping staff to learn this so that their confidence develops
- Giving support to staff in the developing use of mātauranga Māori in their classrooms
- Ensuring that outside providers and staff are hired who can support the pursuit of this goal.

When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> <li>• Junior rumaki class is established</li> <li>• Staff are surveyed to establish needs for improving te reo</li> <li>• Staff are reminded to start and finish the day with karakia</li> <li>• Briefing, assemblies and formal situations incorp te reo me ōna tikanga.</li> </ul>	<ul style="list-style-type: none"> <li>• MR/FH</li> <li>• Beth/FH</li> <li>• FH</li> <li>• FH</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom space refurbished and blessed</li> <li>• 12 students are enrolled</li> <li>• Kaitautoko Rumaki employed</li> <li>• Te reo Māori only heard in classroom visits</li> <li>• Needs identified and first class planned</li> <li>• Te ao Māori is seen and heard on a daily basis by all in our school</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Beginner te reo Māori course</li> <li>• Advanced te reo speakers class</li> <li>• Coaching with select HODs regarding mātauranga Māori</li> <li>• Departments share mātauranga Māori learning in PL</li> </ul>	<ul style="list-style-type: none"> <li>• Beth</li> <li>• FH/Beth</li> <li>• FH &amp; DP</li> <li>• FH/HODs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback is positive</li> <li>• 6 week advanced te reo class held a/s</li> <li>• Mātauranga Māori contexts in dept plans</li> <li>• Speed dating type event in PL to share MM</li> </ul>

	<ul style="list-style-type: none"> <li>• Kāhui Mātauranga hui</li> <li>• School house competition for school waiata – tūtira mai</li> <li>• Reinforce staff knowledge of karakia and waiata</li> <li>• Rumaki learning in authentic contexts</li> <li>• Matariki Production of Pānia me te Iwi Ponaturi</li> <li>• Explore establishment of Kōhanga reo at THS</li> <li>• CRRP review and development</li> </ul>	<ul style="list-style-type: none"> <li>• FH</li> <li>• ME/BN</li> <li>• FH/ME/BN</li> <li>• MR/Tipene Cottrell</li> <li>• FH/BN/Rāwiri</li> <li>• FH/Yvonne/Alan</li> <li>• FH/ZA</li> </ul>	<ul style="list-style-type: none"> <li>• Representatives from Ahuriri marae share thoughts and ideas for strategic direction to tumuaki of Ahuriri schools.</li> <li>• All students develop confidence in Tūtira</li> <li>• Tū tawa, Kia tau, Unuhia, Te Karoro, Tūtira, Tīrama, Waiata ki a Maria.</li> <li>• Rumaki have been to practice tikanga and reo in Hinepare context.</li> <li>• Matariki celebration with whānau</li> <li>• Kohanga running interim classes on site.</li> <li>• Review key concepts of CRRP</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Level 2 te reo Māori course</li> <li>• Kāhui Mātauranga hui</li> <li>• Coaching with select HODs regarding mātauranga Māori.</li> <li>• Departments share mātauranga Māori learning in PL</li> <li>• School house competition for school haka</li> <li>• Reinforce staff knowledge of karakia and waiata</li> <li>• Rumaki learning in authentic contexts</li> <li>• Next steps establishment of Kōhanga reo at THS</li> <li>• Support Kāhui Ako schools to establish Rumaki</li> <li>• Kāhui Ako Kapa Haka Ahurei</li> <li>• CRRP review and development</li> </ul>	<ul style="list-style-type: none"> <li>• Beth</li> <li>• FH</li> <li>• FH &amp; DP</li> <li>• FH/HODs</li> <li>• ME/BN</li> <li>• FH/ME/BN</li> <li>• MR/Tipene Cottrell</li> <li>• FH/Yvonne/Alan</li> <li>• FH/MR</li> <li>• FH/Maaka</li> <li>• FH/ZA</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback is positive</li> <li>• Representatives from Ahuriri marae share thoughts and ideas for strategic direction to tumuaki of Ahuriri schools.</li> <li>• Mātauranga Māori contexts in dept plans</li> <li>• Speed dating type event in PL to share MM</li> <li>• All students develop confidence in haka</li> <li>• Kia tau, Unuhia, Te Karoro, Tūtira, Tīrama, Kōtiro Māori, Tika Tonu.</li> <li>• Rumaki have been to practice tikanga and reo in Hinepare context.</li> <li>• Kohanga continue interim classes on site.</li> <li>• Porritt and TIS commit to one rumaki class</li> <li>• Strong participation from THS staff &amp; ākonga</li> <li>• Ākonga and kaiako teach KA teachers</li> <li>• Obs and CRRP Learning conversations</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Leavers graduation underpinned with tikanga Māori</li> <li>• Prizegivings with strong tikanga foundation</li> <li>• Expanded rumaki programme for 2024 planned</li> </ul>	<ul style="list-style-type: none"> <li>• BN/ME/FH/HY</li> <li>• FH/MR</li> </ul>	<ul style="list-style-type: none"> <li>• School haka</li> <li>• Tutira &amp; Tīrama</li> <li>• Additional rumaki class – Yr 11 option</li> </ul>

<p><b>Monitoring</b></p> <p>Termly review with SLT and report to the BOT and staff. Have we done what we said we would do?</p>
<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• Time during professional learning, HOD and department meetings.</li> <li>• Resources – relief for PD sessions, Teacher resources, PLD provider</li> <li>• Māori factor funding allocated to rumaki, te reo and MPA.</li> <li>• Funding – creatives in schools, Kapa Haka Ahurei</li> </ul>

Improvement Plan - Domain: Learning			
<b>Strategic Goal</b>			
To improve learning in the junior and senior school.			
<b>Annual Goal</b>		<b>Annual Target</b>	
To inquire into how we can accelerate the literacy and numeracy results of our Year 9 and 10 students.		By the end of 2023 we will accelerate the learning of Year 9 and 10 students who are at level 2 and early level 3 (NZC) by at least 2 sub levels.	
<b>Baseline data</b>			
There are large numbers of students who are coming to us at level 2/3 of the NZC. Some teachers are using numeracy and literacy data, plus formative assessment practices effectively. Others are not.			
<b>Key Improvement Strategies</b>			
<ul style="list-style-type: none"> <li>• Staff will continue to develop and use literacy strategies that support the improvement of writing.</li> <li>• Staff will learn how to use numeracy strategies to support learning across their curriculum areas.</li> <li>• Development of formative assessment skills will be a focus for all teachers.</li> </ul>			
When	What (examples)	Who	Indicators of Progress
Term 2	<ul style="list-style-type: none"> <li>• Complete e-asttle testing for Yr 9 reading and writing.</li> <li>• Moderate writing samples using the learning progressions</li> <li>• Data interrogation of literacy samples to establish targets</li> </ul>	<ul style="list-style-type: none"> <li>• DP/FF/EM</li> <li>• All teachers</li> <li>• DP/EM/FF</li> </ul>	<ul style="list-style-type: none"> <li>• All Yr 9 students complete writing tests.</li> <li>• All teachers take part in the process.</li> <li>• Target students named</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete e-asttle testing for Yr 9 numeracy</li> <li>• Numeracy results shared in PL</li> <li>• Data interrogation to numeracy results establish inquiries</li> <li>• Identify formative assessment provider - plan coaching</li> </ul>	<ul style="list-style-type: none"> <li>• DP/KR</li> <li>• All teachers</li> <li>• DP/FH/EM/KR/FF</li> </ul>	<ul style="list-style-type: none"> <li>• All Yr 9 students complete numeracy tests.</li> <li>• Data interrogated.</li> <li>• Target students named</li> <li>• PLD journal &amp; plan complete</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• PLD about numeracy and literacy improvement.</li> <li>• Teachers implement strategies</li> <li>• In class coaching for pedagogy, formative assessment</li> <li>• Teachers sharing activities and results</li> </ul>	<ul style="list-style-type: none"> <li>• All tcrs</li> <li>• HODs</li> <li>• PLD provider</li> <li>• All tcrs</li> </ul>	<ul style="list-style-type: none"> <li>• Provider conducted PL sessions. Tcrs trialing in class.</li> <li>• Classroom observations of num/lit practice</li> <li>• Teachers changing their practice to support the learning of targeted students.</li> <li>• A variety of literacy and numeracy approaches - used in appropriate ways.</li> <li>• Reflection and discussion about practice and outcomes.</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Re-testing of numeracy and literacy</li> <li>• Evaluation of numeracy and literacy improvement</li> <li>• Evaluation of pedagogical changes</li> </ul>	<ul style="list-style-type: none"> <li>• DP/KR/FF</li> </ul>	<ul style="list-style-type: none"> <li>• Data interrogation</li> <li>• Next steps identified</li> </ul>
<b>Monitoring</b> Termly review with SLT and report to the BOT and staff. Have we done what we said we would do?			
<b>Resourcing</b> <ul style="list-style-type: none"> <li>• Time during professional learning, HOD and department meetings.</li> <li>• Resources – relief for PD sessions, Teacher text books, PLD provider</li> </ul>			

Improvement Plan - Domain: Learning			
<b>Strategic Goal</b> To improve student leaver pathways.			
<b>Annual Goal</b> To improve the quality of careers guidance and coaching that our students get at school.		<b>Annual Target</b> All students have a meaningful plan that they can implement when they leave school	
<b>Baseline data</b> Leaver data shows many are going into employment and further training and very few are NEETs. Absence of long-term data.			
<b>Key Improvement Strategies</b> <ul style="list-style-type: none"> <li>• Staff and students continue to use hui whāinga as goalsetting tool.</li> <li>• Continue to develop business community partnerships</li> <li>• Increasing student exposure to careers opportunities</li> <li>• Student academic goals are aligned with careers goals and students are supported in their achievement</li> <li>• A focus on key competencies, values and work readiness</li> </ul>			
When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> <li>• Ensure leavers destinations are recorded</li> <li>• Share new goalsetting process with teachers.</li> <li>• Hui Whāinga – goalsetting completed</li> <li>• Current leavers data is reviewed</li> <li>• Employer Partnership progressed</li> <li>• Alumni members contacted for support</li> <li>• Building Academy plans progressed</li> </ul>	<ul style="list-style-type: none"> <li>• Cindy/Theresa</li> <li>• Cindy/Josie</li> <li>• All teachers</li> <li>• All teachers</li> <li>• FH</li> <li>• FH/Lara</li> <li>• FH</li> </ul>	<ul style="list-style-type: none"> <li>• Leaver destinations are recorded</li> <li>• Kamar profiles updated after IDP day</li> <li>• Leavers data is interrogated in PL</li> <li>• Hui whāinga goals are reviewed in PL</li> <li>• Action plan developed from review</li> <li>• Database of employers reviewed</li> <li>• Workplace visit plans shared at dept level</li> <li>• New Alumni co-ordinator appointed.</li> <li>• Industry partner and teaching staff identified.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Speed dating careers session arranged</li> <li>• Hui Whāinga repeats end of Term</li> <li>• Student visits to workplaces</li> <li>• Tracking of NCEA/UE progress</li> </ul>	<ul style="list-style-type: none"> <li>• Cindy</li> <li>• WGT</li> <li>• Cindy</li> <li>• FH</li> </ul>	<ul style="list-style-type: none"> <li>• Two of year groups have met with employers</li> <li>• Updates on Kamar</li> <li>• 3 visits completed for groups</li> <li>• Tcr interrogation of data</li> </ul>

	<ul style="list-style-type: none"> <li>Alumni driven visits of employers</li> </ul>	<ul style="list-style-type: none"> <li>Lara</li> </ul>	<ul style="list-style-type: none"> <li>3 alumni visit small groups of students</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>Speed dating careers session arranged</li> <li>Hui Whāinga repeats end of Term</li> <li>Student visits to workplaces</li> <li>Tracking of NCEA/UE progress</li> <li>Alumni driven visits of employers</li> </ul>	<ul style="list-style-type: none"> <li>Cindy</li> <li>WGT</li> <li>Cindy</li> <li>FH</li> <li>Lara</li> </ul>	<ul style="list-style-type: none"> <li>Two of year groups have met with employers</li> <li>Updates on Kamar</li> <li>3 visits completed for groups</li> <li>Tcr interrogation of data</li> <li>3 alumni visit small groups of students</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Careers for juniors explored</li> <li>Tracking of NCEA/UE progress</li> <li>Review of initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Cindy</li> <li>FH</li> <li>FH</li> </ul>	<ul style="list-style-type: none"> <li>Workplace/employer visits organized</li> <li>HOD interrogation of data</li> <li>Start/Stop/Keep completed</li> </ul>
<b>Monitoring</b> Termly reviews with BOT, SLT and staff.			
<b>Resourcing</b> <ul style="list-style-type: none"> <li>Time allocated during PL</li> <li>Pay for Alumni co-ordinator</li> <li>Teaching time</li> <li>Travel budgets</li> </ul>			

Other 2023 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> <li>• Roof replacement – Mataruahou, Ōtātara and Gym.</li> <li>• Auditorium kitchen/toilets</li> <li>• New signage</li> <li>• School painting continues</li> </ul>		<ul style="list-style-type: none"> <li>• Achieve budget surplus</li> <li>• Increase International</li> <li>• Funding for increased pastoral support</li> </ul>	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> <li>• Increase te reo and tikanga capacity of staff</li> </ul>		<ul style="list-style-type: none"> <li>• Whānau hui</li> <li>• Hui Whāinga</li> <li>• Business/employer development</li> <li>• School Alumni development</li> </ul>	