



The University of Auckland

Centre for Educational Leadership

Te Pokapū Mātanga Ako Mātauranga



TAMATEIA
HIGH SCHOOL

School Charter
Strategic and Annual Plan for
Tamateia High School

2021 - 2023

Principals' endorsement:	Robin Fabish
Board of Trustees' endorsement:	Rewa Dawson
Submission date to Ministry of Education:	1 st March 2022

Tamatea High School 2021-2023
Introductory Section - Strategic Intentions

Mission Statement	We use cultural responsiveness, collaboration and creativity to maximise student learning. We actively build relationships with families and the community to support our ākonga. We develop the confidence, capabilities and citizenship of our ākonga to live a successful life.
Vision	Growing Good People for a Changing World E tipu e rea, ka tipu koe hei tangata
Values	<p>PRIDE</p> <p>Kia whakauru. Participation – Having a go and doing our best</p> <p>Kia whai aroha. Respect – Speaking nicely, caring for each other and the environment.</p> <p>Kia ngākau pono. Integrity – Being honest and taking responsibility for what we say and do – even when no one is watching.</p> <p>He kura kanorau. Diversity – Include and accept everyone so we all feel safe.</p> <p>Kia tū angitu. Excellence – Setting challenging goals for ourselves and striving to achieve them.</p>
Principles	<p>High expectations – Adults and students alike must have high expectations of themselves and each other to achieve their own individual excellence.</p> <p>Treaty of Waitangi – We actively embody the partnership established between tauiwi and Māori in the Treaty.</p> <p>Cultural Diversity – we honour the different cultures within our school and community.</p> <p>Inclusion – our school is non-sexist, non-racist and non-discriminatory. Priority learners (Māori, Pasifika and Special Needs students) are supported to be successful. We embrace our LGBTQ community.</p> <p>Learning to learn – we support our students to reflect on their learning process and learn how they learn best.</p> <p>Community engagement – we make efforts to ensure our school and curriculum links to the wider lives of our students. We seek to create partnerships with the whānau and community. We work to ensure that our curriculum is locally focused.</p> <p>Coherence – learning is meaningful. We support transitions and develop authentic pathways for our students.</p> <p>Future focus – we explore issues of sustainability, citizenship, enterprise and globalisation.</p>
Māori Dimensions and Cultural Diversity	<ul style="list-style-type: none"> • 56% of our students identify as Māori, 37% of our teaching and support staff are Māori (11 of 30 teachers and 8 of 21 support staff). Our librarian is Samoan and supporting our Pasifika students. • Our current Board of Trustees make up is 4 Māori and 3 Pākehā members. • Te Reo Māori is provided at all levels of the school, Kapa Haka is a timetabled option for juniors and seniors. Tikanga-ā-iwi is a senior subject, • Waka Ama and Ki-o-rahi are sports promoted by our kura. • Tikanga Māori is followed in all formal situations – karakia and hīmene are sung in assemblies, Mauri tau are recited at the start of P1 and end of P5 each day. • Pōwhiri is an integrated part of our culture, we have house Haka and Waiata competitions each year • Culturally Responsive and Relational Pedagogies are a key element of our annual goals • Māori iconography is a purposeful part of our school environment – we have renamed our school blocks with the names of local Pā.

- We have established a Kāhui Mātauranga which comprises representatives from local marae to give strategic direction in the realisation of our Treaty Obligations, the inclusion of mātauranga Māori in our curriculum and support on tikanga issues.
- We are working with the Ministry of Education to establish a rumaki (immersion in te reo Māori) or reo rua (bilingual) option for 2023.

Baseline Data or School Context

Students' Learning

Yr 11 Leavers	2019		2020		2021	
Returned	50	68%	54	72%	44	68%
Working	3	4%	8	11%	6	9%
Course	10	14%	1	1%	3	5%
NEET	5	7%	3	4%	4	6%
Other School	6	8%	9	12%	8	12%
	74		75		65	

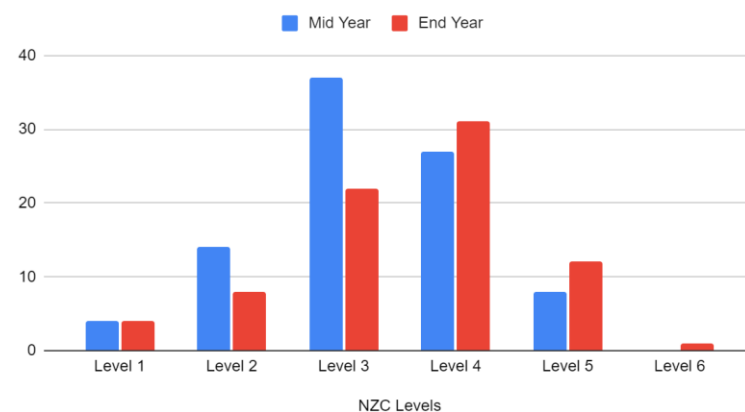
Yr 12 Leavers	2019		2020		2021	
Returned	27	55%	41	79%	42	65%
Working	8	16%	8	15%	11	17%
Course	10	20%	3	6%	5	8%
NEET	3	6%	0	0%	4	6%
Other School	1	2%	0	0%	2	3%
Jobseeking					1	
	49		52		65	

YR 13 Leavers	2019		2020		2021	
Returned	0	0%	1	3%	0	0%
Working	24	44%	16	52%	24	45%
Course	12	22%	6	19%	12	23%
NEET	9	17%	2	6%	6	11%
Other School	0	0%	1	3%	2	4%
University	9	17%	5	16%	5	9%
Jobseeking					4	8%
	54		31		53	

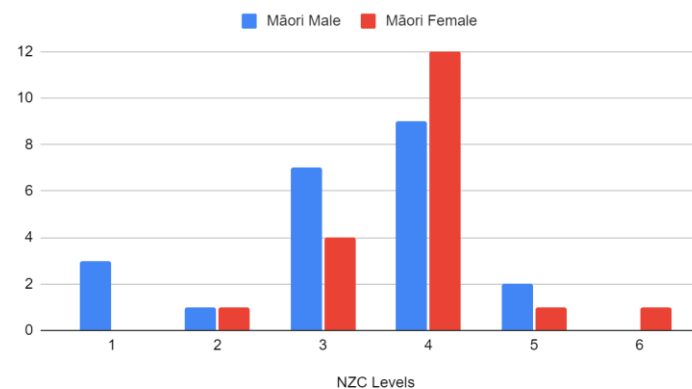
- Year 11 data is pleasing – two thirds of our students have returned for a Yr 12 programme. It is also good to see that around 10% again are working. It is still a concern that 4 of our Yr 11 students have not returned, are not working or in further education. We need to ensure that we are doing everything possible to prevent this. Two of these students have been problematic students but the other two have just opted out and we must be certain that we exhaust all avenues for supporting them. Even going back 6 months after they have left to offer transition support.
- It is pleasing that the Year 12 data shows two thirds of our students returning and a slight increase in the numbers leaving for work. It also shows a slight drop in those returning and a slight increase in numbers working or on a course. Our NEET numbers have increased from zero in 2019. Of the four students who are currently not working, one is not vaccinated, and her employment options are limited. She has also worn out the patience of teachers who have worked hard to support her for 18 months without her own contributions. Another of the four suffered terribly from eczema and was embarrassed to continue coming to school. The other two were low level learners. Once again, we cannot necessarily succeed with everyone, but we do need to be sure that we have no other options.
- Our Year 13 data shows consistent numbers working and attending courses. We have had an increase in the number of NEETS. Of these 6 students we expect 4 of them to find work placements or to enroll in an EIT course because they are capable. One student is having a baby and the other student is a very shy student who would need greater support to find the perfect job.
- Overall, we are doing a good job of retaining students and helping them to transition from school to further education or employment.
- For the handful who are NEETs we need to look at options to address this so we have 100% of students on meaningful pathways.

Year 10 Writing 2022

2021 Year 9 Writing Data



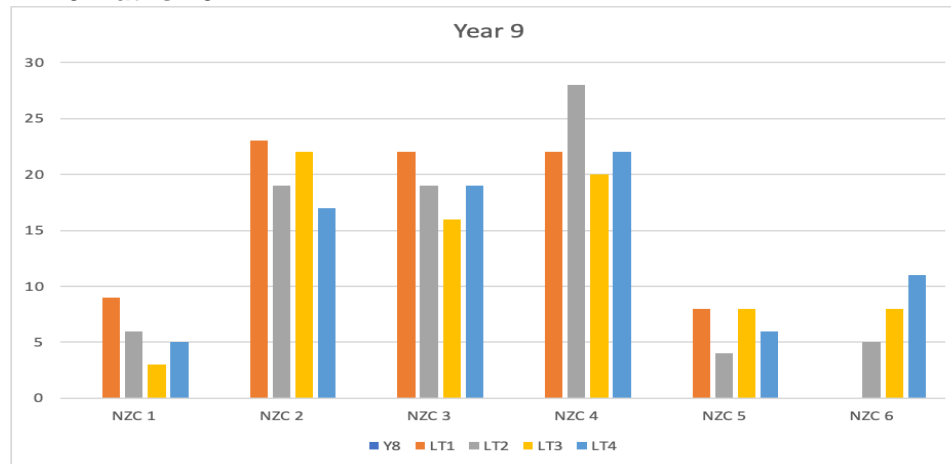
Ākonga Māori Y9



- We place a strong focus on writing at Year 10 because we know that Level 1 NCEA students need to be working at Level 5/6 on the NZ Curriculum (NZC) to be able to engage and succeed.
- Our current year 10 students showed good progression in 2021. It is pleasing to see that the number at NZC level 2 & 3 has reduced and those at level 4 & 5 have increased. The movement of one student to Level 6 is great and we will need to continue to extend them.

- This is a real tribute to the work that our Yr 9 Homeroom Hub teachers did last year.
- Our analysis of Māori student writing at the end of the year shows that vast majority are at level 3 & 4 with some at 5 and one at 6. There is a smattering of Māori students at level 1 and 2 of the NZC.
- In general our Māori girls are achieving at a higher level than our Māori boys.
- We expect that another year of accelerated learning for our Māori students at level 3 & 4 will see them well placed to engage with NCEA L1 in 2024. This is especially so for our Māori boys at level 3.
- We plan to continue the momentum gained in 2021 with our focus on accelerating students at Level 3 NZC.

Yr 10 Maths 2022



- Cohort made the expected 0.5 NZC level improvement moving from NZC 2.96 to NZC 3.5 and improved the %Mult levels to 50%.
- This is a very good position to be and will set up these students for strong achievement in Year 10.
- The Homeroom approach probably caused the steady increase in both NZC and %Mult.
- The cohort graph sees characteristic stepping down in NZC L1 and 2, steady L3 and 4 as students move through, and increasing L5 and L6.
- There is a strong group at NZC L5 and L6 and these students will need to be extended in Year 10.
- Advise & monitor. These are our top students and they have been identified.

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2021 - 2023
<p>Students' Learning</p>	<p>Accelerate junior literacy and numeracy results</p> <p>Ensure that all school-leavers have a meaningful post school pathway</p>	<ul style="list-style-type: none"> • Respond to and manage the implications of COVID in our community. • Continue to develop our teacher's ability to support literacy and numeracy improvement. • Ensure that data is being used effectively to inform teaching practice. • Grow the skills of teachers to use formative assessment in combination with using e-asTTle to measure junior learning progress and inform next steps. • Continue to improve learning support interventions. Junior lit & num classes. • Continue to focus on primary school partnerships through COL to improve junior learning • Continue to track junior achievement & NCEA progress with whānau/caregiver follow ups & problem-solving. • Ensure that NCEA and UE goals are consistent with post-school pathways and goals • Ensure we have robust school leaver data to interrogate and inform decisions • DP and Careers to develop staff ability in careers counselling, goalsetting and coaching. • Work with Career Navigator programme to strengthen pathways. • Continue to strengthen the IDP hui and whānau partnership in the goalsetting and coaching process.
<p>Pedagogy and Curriculum</p>	<p>Ensure that our programmes and pedagogies enhance engagement.</p>	<ul style="list-style-type: none"> • Expand homeroom learning across all Yr 9s & support the Yr 10 transition. • Continue to develop and implement the 'Realisation of the Te Tiriti o Waitangi' plan • Lay foundation for establishing a rumaki (immersion) or reo rua (bilingual) stream • Continue to review curriculum areas on a regular basis – Science & Social Science 2022 • Support staff engagement with Ahuriri Kāhui Ako strategies to realise the challenges: Cultural Connectedness, Transitions and Hauora/Wellbeing. • Continue to use concept-based planning with juniors to develop cross curricular links. Prioritizing mātauranga Māori. • Continue to seek and use student voice to inform our decision making. • Continue to support Project Based Learning as an option at all levels of the school • Develop careers exposure programmes • Maintain a strong focus on restorative approaches. • Place a strong emphasis on our school values and expectations - link to life readiness. • Emphasise Deans and WGT partnership to address pastoral issues. Review WGT role. • Ensure we use Culturally Responsive and Relational Pedagogies.

School Organisation and Structures	Strengthen the Governance and leadership of the school.	<ul style="list-style-type: none"> • Continue to nurture the relationship between the Principal and BOT Chair. • Ensure Trustees are well trained. • Ensure the School Docs programme is used effectively. • Create a Kāhui Mātauranga to give advice and direction on mātauranga Māori and realisation of Te Tiriti. • Continue to strengthen the leadership of middle leaders in the school to improve departmental results and interdepartmental collaboration. • Continue to use the Support Staff coaching programme and review its effectiveness. • Continue to use the Internal Review process for action planning.
Personnel	Improve the ability of teachers to engage students in their learning.	<ul style="list-style-type: none"> • Ensure that all teachers are constantly improving their practice. • Learn how to differentiate learning in classrooms. • Build teachers' capabilities in the use of Restorative Practices. • Support teachers in the development of their te reo and tikanga Māori abilities. • Ensure CRRP is embedded in school-wide practice. • Be purposeful in the recruitment of new staff. • NZCER Teacher Wellbeing survey to inform next steps for staff wellbeing (T3?). • Continue to use staff voice to inform reviews and decision making.
Property	Continue to maintain and develop our facilities to maximise the learning of our students.	<ul style="list-style-type: none"> • Renovation of 301 and 302 classrooms. • Replace egress doors in Mataruahou and Ōtātara blocks. • Complete Auditorium kitchen and toilets refit. • Resource the Hard Materials workshop – refit, plus health and safety compliance. • School re-paint continues. • Replace Fluorescent lights with LEDs throughout the school. • Re-concrete areas of deterioration and provide increased outdoor furniture areas. • Rename all school buildings. Bilingual Signage and iconography • Implement 10YPP.
Finance	Manage our school finances prudently in accordance with the approved budget.	<ul style="list-style-type: none"> • Financial priorities driven by school goals. • Continue to follow robust processes for monitoring financial progress. • Ensure monitoring and budgeting processes are robust. • Continue to develop fundraising capacity of the school. • When boarders reopen, reinvigorate the school International Student programme.

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Students' Learning	<p>Improve learning in the junior school.</p> <p>Ensure that all school leavers have NCEA and UE goals that are consistent with their pathway.</p>	<p>Maths Due to COVID pressures this term we have decided to set targets in T2.</p> <p>Writing Due to COVID pressures this term we have decided to set targets in T2.</p> <p>All school-leavers have a career plan that they can implement.</p>	
Student Engagement	Inquire into how we can improve our school curriculum and pedagogy	<p>Curriculum development in Social Sciences and Science.</p> <p>PLD programme to support CRRP, Formative Assessment Practises, Digital Tech, Mathematics in the junior school.</p> <p>Prioritising Mātauranga Māori</p>	
Other 2022 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • 10YPP • 301/3012 refurbishment • Auditorium kitchen • Refit of Hard Materials room • Outdoor furniture • School repaint 		<ul style="list-style-type: none"> • Achieve budget surplus • Increase additional funding ops 	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> • Develop leadership in HODs and DPs 		<ul style="list-style-type: none"> • Matariki – dinner, exhibition and planting programme. 	

		<ul style="list-style-type: none">• Whānau hui• IDP day conferences• Business/employer development• School Alumni establishment• Kāhui Mātauranga	
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