

*School Charter*  
*Strategic and Annual Plan for*  
*Tauraroa Area School*

*2018*

<i>Principal's' endorsement:</i>	
<i>Board of Trustees' endorsement:</i>	
<i>Submission date to Ministry of Education:</i>	

**Tauraroa Area School 2017 - 19**  
**Strategic Plan**

<b>Vision</b>	<p>Whaia te iti kahurangi, ki te tuohu koe me he maunga teite</p> <p><i>To be the best we can be</i></p>
<b>Mission Statement</b>	<p>All students and staff are challenged and supported to reach and extend their potential.</p> <p>Our goal is for learners who are:</p> <p>He ākongā ako mutunga kore/ Lifelong learners</p> <ul style="list-style-type: none"> <li>● Literate and numerate</li> <li>● Critical, curious and creative thinkers</li> <li>● Active seekers, users and creators of a wide range of knowledge</li> <li>● Informed decision makers</li> </ul> <p>Tū Māia / Confident</p> <ul style="list-style-type: none"> <li>● Positive in their own identity</li> <li>● Motivated, reliable, resourceful, resilient and responsible</li> </ul> <p>Whakawhanaungatanga / Connected</p> <ul style="list-style-type: none"> <li>● Able to relate well and communicate effectively with others</li> <li>● Connected to and responsible for the land and environment</li> <li>● Contributing members of whānau, communities and NZ, now and in the future</li> <li>● Global citizens</li> </ul>
<b>Values</b>	<p>Tauraroa Area School upholds and promotes the Cornerstone Values of</p> <p><b>2018</b> Term 1: Kawe-nga / Responsibility: To be trustworthy and accountable for your own actions          Term 2: Pa-te-aroha / Compassion: To help, empathise with, or show understanding and support to those who suffer          Term 3: Whakarongo / Obedience: To comply with rightful authority          Term 4: Aaro-nui / Consideration and Concern for Others: To be kind, thoughtful, and to consider the interests of others</p> <p><b>2019:</b> Whai Tika / Duty: To do what is right or what a person ought to do          Whaka ute / Respect: To treat with courtesy; to hold in high regard, to honour, to care about yourself, others and our</p>

	<p>environment  Ngakau Atawhai / Kindness: To help, show concern for and be friendly to others  Pono-nga / Honesty and truthfulness: To show integrity by not lying, stealing or being unfair</p> <p>In 2013 the school won a 'NZ School of Character Award' from the NZ Character Foundation recognising its work with Cornerstone Values.</p> <p>In 2016, the Board of Trustees surveyed the school community (parents, students and staff) and found strong support for each of our values ranging from 82% support for Honesty &amp; Truthfulness and Respect to 54% for Duty.</p>
<b>Principles</b>	<p>The school curriculum is built upon the Principles of the New Zealand Curriculum:</p> <ul style="list-style-type: none"> <li>● High expectations are held of all students and staff</li> <li>● The Treaty of Waitangi is acknowledged, ensuring all students have the opportunity to acquire knowledge of te reo Māori me ona tikanga</li> <li>● Recognising and responding to the cultural diversity of our school community and nation</li> <li>● Inclusive and non-discriminatory, ensuring the learning needs of all students are met</li> <li>● Encouraging all students to reflect on their own learning processes and learn how to learn</li> <li>● Engaging with students' families, Whānau and communities</li> <li>● Ensuring coherence within and across learning areas, with pathways to further learning</li> <li>● Maintaining a future focus for students as they grow in awareness of sustainability, citizenship, globalisation and enterprise.</li> </ul>
<b>Māori Dimensions and Cultural Diversity</b>	<p style="text-align: center;"><b>'To be the best we can be - Whaia te iti kahurangi, ki te tuohu koe me maunga teitei'</b></p> <p>In recent years, the number and proportion of Māori students on the roll has increased to 30%. Data reveal that Māori students at Tauraroa AS achieve at levels above NZ and Northland averages in NCEA.</p> <p>Learning focussed relationships, encompassing the principles of Whānaungatanga,, Manaakitanga, Ako and Mahi Tahī* underpin learning and teaching practices in the school.</p> <p>The Ministry of Education's <u>'Ka Hikitia – Accelerating Success 2013-17'</u> informs the <b>Tauraroa Area School Success for Māori Plan 2017-2019</b></p> <p>A Whānau advisory group (Te Whānau O Tauraroa) consisting of staff, parent and board of trustees representatives actively</p>

	<p>promotes the needs and interests of Māori in the school community, in addition to providing practical support for special events.</p> <p>Junior and senior kapa haka groups have grown in numbers and confidence in 2017, under the leadership of senior students and paid tutors.</p> <p>A dedicated whare nui, Kia Piri, is the base for teaching of Te Reo and akonga within the school.</p> <p>Te Reo is taught at all levels in Years 1 to 8 and offered as an option in Years 9-13 (taken through Te Kura or Far Net in Y12 and 13, if numbers are insufficient to run a full class).</p> <p>The unique position of Māori culture is acknowledged through whakatau and mihi, which are held (as appropriate) for visitors and new staff. Waiata are sung at assemblies and other occasions. A school community hangi is held in Term 1 each year as a chance for Whānau to meet teachers and the school's vision for the year to be explained. A school haka is used by sports teams and other groups.</p> <p>Karakia are used as part of junior assemblies, staff meetings and Board meetings.</p> <p>* Whanaungatanga = 1. A sense of belonging to the TAS family/Whānau and 2. Strong links between TAS and students' families/Whānau.</p> <p>Manaakitanga = Acknowledging that every student is culturally located, therefore the use of te reo and tikanga as a natural aspect of school culture is promoted.</p> <p>Ako = Students and teachers learning in a reciprocal partnership</p> <p>Mahi Tahi = Unity of purpose. At TAS this is student achievement; 'Being the best we can be'.</p>
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**Baseline Data**

**Students' Learning**

**2017 NCEA Achievement Summary** Participation-based data: Gender (2016 figures in brackets)

	LEVEL 1			LEVEL 2			LEVEL 3	
	All n=58	Male	Female	All n= 60	Male	Female	All n=17	Male
NAn	(11) 2			6			(0) 3	
NA%	(16) 2%*	3%	0%	(3) 8%	9%	7%	(0) 18%	0%
An	(29) 30			(26) 39			(12) 16	
A%	(30) 47%	53%	39%	(74) 62%	76%	44%	(55) 53%	50%
Mn	(22) 19			(6) 12			(6) 4	
M%	(32) 33%	30%	36%	(17) 20%	15%	26%	(27) 24%	50%
En	(7) 11			(2) 6			(4) 1	
E%	(10) 19%	13%	25%	(6) 10%	0%	22%	(18) 6%	0%
<b>Total A+M+E Total A+M+E %</b>	<b>(58) 60 (84) 98%</b>	<b>96%</b>	<b>100%</b>	<b>(34) 62 (97) 92%</b>	<b>91%</b>	<b>93%</b>	<b>(22) 21 (100) 82%</b>	<b>100%</b>
<b>Roll-based %</b>	<b>(78.4) 95%</b>			<b>(82.9) 83%</b>			<b>(77.3) 61%</b>	

Note: \* 1 student

An additional 7 Year 12 Students (including 4 Maori) gained NCEA L3 through the school's Vocational Primary Industries course

**2017 NCEA Achievement Summary** Participation-based data: Ethnicity (2016 figures in brackets)

	LEVEL 1		LEVEL 2		LEVEL 3	
	Other n=37	Māori n=21	Other n= 43	Māori n= 17	Other n=11	Māori n=11
NAn	(11) 0	(2) 2	4	(0) 1	(0) 2	(0) 1
NA%	(16) 0	(10) 5%	(3) 9%	(0) 6%	(0) 18%	(0) 9%
An	(29) 12	(11) 16	(26) 24	(7) 13	(12) 4	(4) 5
A%	(30) 32%	(52) 71%	(74) 56%	(78) 76%	(55) 37%	(80) 73%
Mn	(22) 15	(8) 4	(6) 9	(2) 3	(6) 4	(0) 0
M%	(32) 41%	(38) 19%	(17) 21%	(22) 18%	(27) 37%	(0) 0
En	(7) 10	(0) 1	(2) 6	(0)	(4) 1	0
E%	(10) 27%	(0) 5%	(6) 14%	(0)	(18) 9%	(20) 18%
<b>Total A+M+E</b>	<b>(58) 37</b>	<b>(19) 19</b>	<b>(34) 39</b>	<b>(9) 16</b>	<b>(22) 9</b>	<b>(5) 5</b>
<b>Total A+M+E %</b>	<b>(84) 100%</b>	<b>(90) 95%</b>	<b>(97) 91%</b>	<b>(100) 94%</b>	<b>(100) 82%</b>	<b>(100) 73%</b>
<b>Roll-based %</b>	<b>(78.4) 95%</b>	<b>91%</b>	<b>(82.9) 83%</b>	<b>84%</b>	<b>(77.3) 61%</b>	<b>56%</b>

*2017 National Standards data summary  
(2015/16 data in brackets) all figures %*

%	1 <sup>st</sup> Year n= 14	2 <sup>nd</sup> Year n=17	3 <sup>rd</sup> Year n= 16	Year 4 n=22	Year 5 n=27	Year 6 n=46	Year 7 n=54	Year 8 n=48
<b>Maths: Above</b>	(0/0)	(4/5) 24	(23/5) 19	(18/28) 14	(25/14)	(32/33) 9	(26/16) 28	(33/50) 23
<b>Maths: At</b>	(82/75)	(73/59) 71	(54/47) 56	(67/61) 77	(54/54) 70	(50/56)	(33/36) 35	(36/25) 33

		100					43		
	<b>Maths: below</b>	(18/25) xx	(23/36) 6	(23/47) 25	(15/11) 9	(21/31) 30	(18/11) 48	(41/49) 37	(3/25) 44
	<b>Writing: above</b>	(0/4)	(0/9)	(8/11) 6	(18/17) 5	(25/8) 7	(29/28) 28	(33/24) 25	(19/27) 17
	<b>Writing: at</b>	(65/67) 100	(86/73) 100	(62/47) 63	(67/39)86	(57/60) 56	(68/50) 41	(26/36) 29	(36/39) 38
	<b>Writing: below</b>	(35/29)	(14/18)	(31/42) 31	(15/45) 9	(18/33) 37	(4/22) 30	(42/40) 46	(45/34) 46
	<b>Reading: above</b>	(8/17)	(14/27) 29	(46/42) 25	(21/17) 45	(25/22) 15	(36/33) 28	(42/47) 38	(31/46) 21
	<b>Reading: at</b>	(67/38) 100	(73/41) 35	(31/32) 50	(67/33) 41	(57/62) 56	(64/56) 59	(21/18) 31	(55/23) 46
	<b>Reading: below</b>	(35/46)	(14/32) 35	(23/36) 25	(12/50) 14	(18/16) 30	(0/11) 13	(37/35) 31	(14/32) 33
<b>Student Engagement</b>	Overall attendance: 90.81%; Boys: 90.59%; Girls: 91.01%								
<b>School Organisation and Structures</b>	<p>As a NZ state school, a Board of Trustees consisting of parent, staff and student representatives and the principal governs TAS. The management structure of the school includes the principal, three deputy principals (Years 0-8, 9-13 and Director of Learning and Teaching), year-level deans and heads of departments.</p> <p>The school has a teaching staff of approximately 40 full time equivalent teachers (49 individuals), supported by 11 Teacher Aides, guidance counsellors, an Executive Officer, Caretaker, 2 office staff, computer technician, Gateway coordinator, librarians and cleaners.</p> <p>The school is located in a rural setting on 3ha of land. Since 2009, a large number of building projects have been undertaken to increase and improve available school facilities. Nearly all classrooms have been renovated during this time with additional construction projects producing a new library, science and technology block, senior block, music rooms and expanded staffroom and administration block. In early 2016, the rebuilding of the 6 classrooms in the junior area (and toilet facilities) was completed. In 2018, the school is to enter into a new Five Year Agreement for school property maintenance and upgrade with the Ministry of Education.</p>								

	<p>The Executive Officer (EO) serves as the school property manager, working closely with the Principal and Caretaker to oversee the development and maintenance of school property (buildings, land, furniture, capital items). The Caretaker, in addition to maintaining the appearance and safety of school property, manages the school cleaners, liaises closely with any tradespeople engaged by the school and assists/advises in the planning and construction of school facilities (including attending all site meetings with builders and project managers when building projects are in planning or construction stages).</p> <p>The EO, Caretaker and Principal attend regular meetings with the school's project managers (Griffiths and Associates) and designer (Simon Mondeno) to monitor and plan building projects.</p> <p>In Years 1-8, students are based in home rooms, with most teaching delivered by a home room teacher. In Years 9-13, students are assigned to a vertical form class, within one of the 4 school 'waka': Tainui, Takitimu, Arawa and Aotea. During the school year students are able to win points for their Waka through a variety of sporting, cultural and academic competitions.</p> <p>Year-level Deans have responsibility for the pastoral care and academic monitoring of students at Years 0-3, 4-6, 7-8, 9, 10, 11 and 12-13. Heads of Departments have responsibility for curriculum and support classroom teachers with student discipline (using restorative practices).</p> <p>Approximately ten Year 13 students serve as prefects. In addition, a student council, with elected representatives from Years 4-13 meets twice a term. Senior students also serve as bus wardens, ensuring safe conduct and good behaviour on buses. Student leadership opportunities also exist within Waka and Waka Classes.</p> <p>A School and Community library based at the school is open to members of the public. The library receives funding from the Whangarei District Council for maintaining this service.</p>
<p><b><i>Kahui Ako (Community of Learning)</i></b></p>	<p>Tauraroa Area School is a member of Nga Kura mo te ako o Whangarei Kahui Ako - Group 4. In 2018, this group will be working towards establishing its Achievement Challenges. This Kahui Ako is a member of the Whangarei Hub of schools.</p>
<p><b><i>Review of Charter and Consultation</i></b></p>	<p>A mid-year review of progress towards Annual Goals was undertaken and presented to the Board of Trustees in August 2017 with a further review at the end of the year for the 2017 Annual Report. Input into the 2018 Charter was invited from staff and Board during Term 4 2017. Annual Goals were discussed with Heads of Departments at their regular meetings with the</p>



Principal.

The Mission Statement in this document was reviewed and refined in 2017.

Community input is welcome at all times, with the Term 1 hangi, Whānau hui and PTA meetings providing direct opportunity for consultation and engagement. Comprehensive reports from Heads of Departments provided opportunities for input from all teachers. The Senior Management Team and Board used this data and information to further develop the 2018 Charter. The school's Facebook page is continuing to be a popular way to interact with the school community.

## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017-19
<p><b>Students' Learning</b></p> <p>At least 85% of school leavers to achieve NCEA L2.</p> <p>Increased equity in student achievement</p> <p>33% of NCEA candidates to achieve Merit or Excellence endorsement at Levels 1, 2 and 3.</p> <p>Students of all year levels and abilities to progress at their full potential.</p> <p>Students to be supported to develop strong and positive personal values.</p> <p>Māori students enjoy success as Māori, developing the skills to navigate 'both worlds' (mana tangatarua) with the learning and social experiences of all students</p>	<ul style="list-style-type: none"> <li>● Clear, challenging, achievable and relevant learning pathways for all students</li> <li>● Maintain highly skilled and motivated teaching staff, working collaboratively in an environment where learning-focused relationships are established and teaching as inquiry processes are authentically embedded</li>   <li>● Priority and At Risk learners given all necessary support to succeed</li> <li>● Strong literacy skills are developed by all student as a foundation for learning</li> <li>● Accelerating progress of boys and Māori through increased engagement and learning success</li> <li>● Strategies to increase the engagement and learning success of Māori and boys will continue to be implemented</li> <li>● Eight Cornerstone Values are to be integrated, as far as practicable, into all aspects of school life: Consideration, Responsibility, Duty, Compassion, Obedience, Honesty, Kindness, Respect. These underpin our school vision of 'being the best we can be'</li> <li>● Learning at TAS is linked more closely with our community, history, locality and environment</li> <li>● The recognition and study of positive Māori role models in appropriate contexts</li> <li>● Māori success strategies, as outlined in Ka Hikitia are adopted and practiced in</li> </ul>	

	<p>being enhanced by this.</p> <p>75% of Year 4 to 8 students to be at National Standards in Writing</p>	<p>the school.</p> <ul style="list-style-type: none"> <li>● Offer learning experiences and opportunities through Gateway, STAR and Vocational Pathways courses to engage students of all abilities and interests</li> </ul>
<b>Student Engagement</b>	<p>Students are motivated, self-managing and actively involved in their own learning. They each contribute positively to the school community.</p> <p>Average attendance of at least 93%</p> <p>At least 70% of students participate in a significant extra- or co-curricular activity</p>	<ul style="list-style-type: none"> <li>● Students contribute to goal setting, planning and assessment of learning</li> <li>● Strong pastoral care systems, encompassing a restorative approach to student discipline</li> <li>● Effective use of ICT in learning and teaching, supported by a reliable and high quality infrastructure.</li> <li>● Participation in co- and extra-curricular activities is encouraged, supported and recognised</li> <li>● A very high rate of attendance is highlighted as essential to students and their families/Whānau.</li> <li>● Extra-curricular opportunities are effectively publicised and promoted to students</li> <li>● Participation costs are kept to a minimum</li> <li>● Student successes are celebrated and publicised</li> </ul>
<b>School Organisation and Structures</b>	<p>Maintain and improve clear lines of communication, consultation and decision making.</p> <p>The quality of teaching and learning to be uniformly excellent across the school</p> <p>Improve collaboration with other schools, sharing good practice and</p>	<ul style="list-style-type: none"> <li>● Review effectiveness of Vertical Forms/Waka Classes (Y9-13) (implemented 2016)</li> <li>● Further develop IT-based communications with students, family / Whānau and the community through 'Edge' portal, Facebook, school website and online Daily Notices</li> <li>● Provide opportunities for students, staff, parents, Whānau and community to contribute to school decision making and direction</li> <li>● Increased level of professional collaboration among teachers</li> <li>● Further adoption of Teaching as Inquiry strategies (as per NZC)</li> </ul>

	supporting each other to reach common goals	<ul style="list-style-type: none"> <li>● Participate in and contribute to a Community of Learning / Kahui Ako</li> </ul>
<b>Personnel</b>	Maintain a high quality professional teaching and support workforce	<ul style="list-style-type: none"> <li>● Foster a strong sense of teamwork and commitment based on a shared vision for the school, within an enjoyable, collegial and ambitious environment</li> <li>● Provide high quality and relevant professional development opportunities</li> <li>● Appoint staff of the highest quality</li> </ul>
<b>Property</b>	Maintain and improve existing property infrastructure Develop new facilities	<ul style="list-style-type: none"> <li>● Carefully monitor (and if necessary, amend) 10 Year Property Plan and 5 Year Agreement.</li> <li>● Gymnasium renovation and extension</li> <li>● Upgrading of learning environments as required and resources allow</li> </ul>
<b>Finance</b>	Operate school within available funding while minimising costs to parents and complying with legislative requirements	<ul style="list-style-type: none"> <li>● Rigorous planning, careful spending and clear accountability for all school spending.</li> <li>● Careful management of banked staffing</li> <li>● Maintain or grow school roll</li> <li>● Attract fee paying international students</li> </ul>

## 2018 Annual Goals

In whole school context, DH supports dev of core knowledge books for each subject, more consistency of discipline by all staff, teaching for memory.

1. Māori achievement - Māori to achieve Merit or Excellence NCEA endorsement at a comparative rate to non-Māori (being at least 25%)
2. Writing - 75% of Year 5 to 8 students to working at or above expected curriculum levels

<b>Strategic Goal</b> <i>At least 85% of school leavers to achieve NCEA L2.</i>				<b>Annual Goal</b> Māori to achieve Merit or Excellence endorsement at a comparative rate to non-Māori (being at least 25%)				
<b>Baseline data</b> – <i>Since 2013, Maori have achieved Merit and Excellence endorsements at a lower rate than non-Maori (%)</i>								
	<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
<b>Endorsements</b>	<b>M</b>	<b>E</b>	<b>M</b>	<b>E</b>	<b>M</b>	<b>E</b>	<b>M</b>	<b>E</b>
<b>Māori</b>	<i>18</i>	<i>5</i>	<i>33</i>	<i>6</i>	<i>22</i>	<i>3</i>	<i>16</i>	<i>2</i>
<b>Non-Māori</b>	<i>30</i>	<i>11</i>	<i>32</i>	<i>8</i>	<i>23</i>	<i>12</i>	<i>23</i>	<i>12</i>
<b>Key Improvement Strategies</b>								
<ul style="list-style-type: none"> <li>• Success for Māori Plan implemented, embedding principles of Ka Hikitia and Tātaiako to support Māori achievement</li> <li>• Continue to increase student voice and attendance</li> <li>• Hold high expectations for student progress</li> <li>• <i>Literacy skills reinforced in all areas</i></li> <li>• Offer courses accessible to students of all abilities</li> <li>• Study and career pathway options are clear to students to make informed decisions</li> </ul>								

What (examples)	Who	Indicators of Progress
<p>Refer to Success for Māori Plan (Refer Appendix 1)</p> <p>Increase student agency – using their input in decision making about curriculum provision and learning pathways</p> <p>High expectations for the progress and learning of all students.</p> <p>Learning tasks to be varied and relevant, including learning experiences through STAR and Gateway enhancing achievement; Offer courses accessible to students of all abilities</p> <p>Literacy skills reinforced in all learning areas</p> <p>Ensure Achievement Standard and Unit Standard credits are entered on MUSAC Edge and internal summary records ('Secondary Student Achievement') updated promptly and accurately throughout the year</p> <p>Embed principles of Ka Hikitia to support Māori achievement at all levels</p> <p>Identify students at risk of leaving school without NCEA L2 and implement personalised strategies identified through Academic Counselling.</p> <p>.</p> <p>Students are supported in choosing courses of study that match their abilities, aspirations and interests</p> <p>Effective pedagogy and well-organised course delivery and effective</p>	<p>Teachers</p> <p>Teachers / students</p> <p>HODs / Teachers</p>	<p>Target students are individually identified; strategies are implemented, regularly monitored and supported by all teachers.</p> <p>Student voice and reflections informs next steps for learning, curriculum and provides feedback to teachers on effective pedagogy. Students are motivated and confident to meet learning challenges.</p> <p>Teachers inquire into student motivation. Expectations are clearly articulated by students and teachers. Community resources/settings/people are used to increase the relevance of classroom learning and teaching.</p> <p>All students meet NCEA Literacy requirements.</p> <p>Students, caregivers and teachers have access to an ongoing summary of achievement through school records</p> <p>Māori students' progress and achievement meets goals. Māori culture is valued and embedded in school practices</p> <p>All teachers actively developing pedagogical strategies to strengthen learning focused relationships, improved use of formative assessment and increased levels student engagement. Ongoing curriculum review and development will ensure students learning needs are being met. Academic counselling to be provided as required, to clarify goals, deadlines, course requirements and strategies to enable success.</p> <p>All students are mentored and advised as to the most</p>

<p>assessment engage students and support their preparation to meet NCEA requirements.</p> <p>Achievement pathways and strategies needed by students to achieve at this level be clearly identified and promoted by teachers. Interventions put in place prior to Year 11 (and through Y11-13) to identify and support priority and 'at risk' students.</p> <p>Cornerstone Values are articulated and integrated into all school programmes</p>		<p>suitable courses of study. Year 10 students demonstrate understanding of NCEA courses and assessment methods</p> <p>Students are motivated and well supported in meeting all assessment requirements in a timely manner. Students demonstrate increasing responsibility for their own learning and assessment. Ongoing, high quality feedback is provided to students. Student achievement information – reporting shifts in students' learning outcomes throughout the year, address students' learning needs and accelerate their progress.</p> <p>Academic excellence is a valued aspect of school culture; all students work to their potential in academic endeavours.</p> <p>Students enter Y11 well prepared for the demands of NCEA and with necessary support (eg Special Conditions Assessment, Counselling). Timely results are available to Waka teachers, deans, parents</p> <p>Students demonstrate Cornerstone Values in their interactions with others</p>
<p><b>Monitoring</b> Teachers complete assessment and load results in SSA spreadsheet and into Edge in a timely manner. Teacher reflection – including student feedback – recorded on unit plans to inform next steps and future use of unit. Emerging knowledge of students and their progress is shared across departments. 'Academic Counselling' (and/or other strategies) implemented as required. HODs report progress and achievement data (and responses to it) to principal. Mid year report and end of year analysis of variance from principal to board</p>		

<b>Strategic Goal</b> - 75% of Year 4 to 8 students to be at National Standards in Writing				<b>Annual Goal</b> 70%+ of students (including sub-groups) in Year 0-8 will be At or Above the NS in Writing by the end of 2017				
<b>Baseline data:</b> National Standards Writing 2017 National Standards data summary (2015/16 data in brackets) all figures %:								
%	<b>1<sup>st</sup> Year</b> n= 14	<b>2<sup>nd</sup> Year</b> n=17	<b>3<sup>rd</sup> Year</b> n= 16	<b>Year 4</b> n=22	<b>Year 5</b> n=27	<b>Year 6</b> n=46	<b>Year 7</b> n=54	<b>Year 8</b> n=48
<b>Writing: above</b>	(0/4)	(0/9)	(8/11) 6	(18/17) 5	(25/8) 7	(29/28) 28	(33/24) 25	(19/27) 17
<b>Writing: at</b>	(65/67) 100	(86/73) 100	(62/47) 63	(67/39)86	(57/60) 56	(68/50) 41	(26/36) 29	(36/39) 38
<b>Writing: below</b>	(35/29)	(14/18)	(31/42) 31	(15/45) 9	(18/33) 37	(4/22) 30	(42/40) 46	(45/34) 46
<b>At + Above</b>	100%	100%	69%	91%	63%	70%	54%	55%
<b>Key Improvement Strategies</b>								
<ul style="list-style-type: none"> <li>• A clear and sustained focus on student progress will be prioritised over attainment.</li> <li>• Rubrics (for narrative, recount and report writing) used in Y0-8, to guide students' achievement against NZ Curriculum levels</li> <li>• Professional development focus for teachers with strategies and resources shared with team</li> <li>• Accelerated Learning In Literacy (ALL) strategy implemented in Y7/8</li> </ul>								
	<b>What (examples)</b>			<b>Who</b>	<b>Indicators of Progress</b>			
	Student progress is acknowledged and celebrated			Teachers	Student are recognised for progress in writing within class, wider school and communication with home			
	Rubrics (for narrative, recount and report writing) used in 0-6 will be extended to Year 7-8 (i.e from NZC Level 1 to Level 4). A progression of the				An emphasis on surface features, vocabulary and idea generation will be evident in the teaching and learning of			



<p>rubric into Level 5 (and possibly Level 6) will be written (useful for Year 7-10).</p> <p>Individual and peer editing strategies to be used</p> <p>Collaborative teaching practices</p> <p>Teachers are committed to ensuring the progressions from Year to Year in Writing are well understood and clearly articulated.</p> <p>Students will be aware of their levels of achievement and have specific goals for progression and improvement.</p> <p>The development and demonstration of good quality writing skills will be a priority for all subject areas.</p> <p>Innovative strategies and programmes will be used to motivate and extend students of all abilities.</p> <p>An extra emphasis will be placed on supporting writing, including using diagnostic assessment and teacher observation to identify students with learning disabilities. Data and knowledge of students from previous teachers will also be shared.</p> <p>Teachers will share best practice and participate in professional development in this area.</p> <p>Resourcing (included Professional Development) will be made available as required.</p>	<p>Principal / BOT</p>	<p>writing in all subjects. This includes spelling, punctuation, grammar, editing and handwriting</p> <p>Students will proof read and share ideas on the next steps in their own and peers' writing efforts.</p> <p>Teachers will share student achievement information and respond to this by jointly developing strategies to maximise student progress.</p> <p>All students will demonstrate at least one year's improvement in their writing skills of at least 1 year</p> <p>Students will be able to describe their progress, achievement and next steps to teachers and parents.</p> <p>Improved writing practices in all subject areas will be evident.</p> <p>Professional Development ideas/best practice will be shared, developed, implemented and impact reviewed.</p> <p>Students will be supported by teachers to produce portfolios of writing from across the curriculum and using many genres. Students will receive feedback about their writing, including next steps.</p> <p>Teachers will collaborate to identify weaknesses in student performance, suggest useful approaches to address these, trial them and report back to colleagues. Ideas from 'The Writing Workshop' PD (2016) will be embedded</p> <p>Teachers will have opportunities for ongoing professional development</p>
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**Monitoring** How are we going – check student outcomes every term  
Where are the gaps? What needs to change if this is not working?

<b>2018 Goals</b>	<b>Strategies</b>	<b>Personnel</b>	<b>Indicators of Progress</b>
All students supported to achieve their full learning potential through participation in a consistently excellent learning community and environment.	<p>Increase teacher collaboration.</p> <p>Teaching as Inquiry (as per NZC) practice is embedded in classroom pedagogy.</p> <p>Student progress to be prioritised over achievement data.</p> <p>Departmental reports to focus more closely on the scrutiny and evaluation of achievement information.</p> <p>The quality and impact of the curriculum will be continually monitored.</p> <p>More evaluation and use of pastoral data Improve inductions of new students, particularly during the school year.</p> <p>Professional Development to support the raising of achievement of boys and Māori.</p>		<p>All teachers working together to share expertise and improve practice.</p> <p>All teachers incorporate inquiry processes in teaching practice. Assessment information is used to inform teaching practice to accelerate student progress and enhance the quality of decision making and resourcing.</p> <p>At least one year's progress is made by students in every subject. Reports to caregivers emphasise progress where possible.</p> <p>Effective evaluation and reporting on the impact of programmes and initiatives on students.</p> <p>Students are able to identify areas of strength and areas for further development</p> <p>New student induction process is developed.</p> <p>Strengthen evaluation capability across all levels, including evaluation of student engagement</p> <p>Increased engagement and progress by boys and Māori</p>
Average attendance to be at least 92%	<p>Full attendance to be actively promoted by staff.</p> <p>Teachers comply with Handbook procedures, including timely follow up of absent students.</p> <p>Incentives and recognition for students with outstanding (95%+) attendance.</p> <p>Support will be quickly targeted when poor attendance is noticed.</p>	All teachers, PWJ	90%+ average attendance in all classes; sustained levels of student engagement and achievement
NCEA attainment of	Students achieving Merit or Excellence NCEA	HODs, teachers	Students and teachers will see Merit and Excellence attainment as a

<p>90% at Levels 1, 2 and 3. At least 25% of students at each level to gain 'Merit' or 'Excellence' certificate endorsement.</p>	<p>endorsement in 2017 to be recognised by school through newsletters, assemblies and 'Academic' badge awards.</p> <p>Meeting 'Excellence' criteria will be the goal of task completion at Levels 1, 2 and 3</p> <p>Deans and waka class teachers to monitor progress of NCEA students and trigger interventions when necessary.</p>	<p>Yrs 10-13</p>	<p>worthwhile goal and high priority. A culture of striving for excellence will exist at all levels of the school.</p> <p>Students will seek to submit high quality work in all assessments, working to their potential and meeting deadlines.</p> <p>Recognition of excellent performance and intervention with students at risk of not achieving will support student achievement</p>
<p>100% of NCEA Level 1 candidates to meet Numeracy and Literacy requirements</p>	<p>Courses offered to NCEA candidates to support them to meet Numeracy and Literacy requirements Course outlines clearly show which credits are available for Numeracy and Literacy requirements in all subjects. Student achievement data to be monitored via SSA spreadsheet, fed back to students, faculty meetings and Waka Class teachers. Academic counselling to be initiated by Y11 Dean for targeted students. Extra support provided where required, including SPEC course for special needs students.</p>	<p>Year 11 teachers, Dean, HODs</p>	<p>Students complete NCEA numeracy requirements successfully. Appropriate Standards are identified in the Year 11 Handbook Students and their parents have a clear understanding of requirements. Support (eg advice, study &amp; time management strategies, attendance, Special Conditions Assessment, extra tuition, Lexia) to be provided as required by students</p>
<p>Parents, Whānau and students to have access to up to date achievement and pastoral information</p>	<p>Implementation and use of MUSAC Edge parent portal</p> <p>Caregivers informed promptly of significant pastoral concerns.</p>	<p>PWJ</p>	<p>Improved communication with, and support from, parents and Whānau for students.</p>
<p>Gifted &amp; Talented Education: Continue and grow strategies to meet the learning, developmental and social needs of gifted and talented students</p>	<p>Identify gifted and talented students and implement appropriate learning and teaching strategies through differentiation and fostering of higher thinking skills.</p> <p>Support identified students to prepare for taking NZ Scholarship exams (pending timetable constraints) and/or gain NCEA 'Excellence' endorsements. Provide opportunities for students to excel through ICAS competition, Science Fair, Wearable Art, Mathex, music exams and performance, sport and other opportunities.</p> <p>Provide accelerated learning pathways for identified</p>	<p>AMK, classroom teachers</p> <p>Teachers</p> <p>HODs, Teachers</p>	<p>Gifted and talented students achieve to their potential in their areas of ability.</p> <p>Gifted &amp; talented students are successfully engaged in learning.</p> <p>Academic, sporting and artistic/cultural excellence to be valued and celebrated within the school culture and wider community. Gifted and Talented students to have opportunities to extend their abilities and express themselves in enjoyable and challenging contexts.</p> <p>To prepare students to undertake Scholarship mathematics papers</p>

	Y9-12 students through an extension Mathematics programme		
Maintain commitment to <b>Cornerstone Values</b> approach to learning and teaching	One Cornerstone Value each term is highlighted. 2018: <b>1. Responsibility; 2. Compassion; 3. Obedience; 4. Consideration and concern for others.</b>	TK, GB all staff	All students and staff to be familiar with the meaning and application of the identified values. The values are to be evident in interactions within the school community. Displays on campus will highlight and promote CVs
Through the use of Gateway, STAR and Youth Guarantee programmes provide vocational learning experiences for senior students, meeting or exceeding TEC agreement requirements	Ensure that VPI and Gateway outcomes reflect meaningful coherent credit course options that enhance opportunities for students' future employment or training  Provide suitable work experience and learning opportunities through Gateway programme. <b>2018 contract 42 students</b> (20 credits each).  Provide agriculture-based 'Vocational Pathway in Primary Industries' programme for appropriate Y12 students. Through liaison with NorthTec (and other providers) provide learning and qualification opportunities for students in other appropriate Vocational Pathways	AM, S Saunt    JK, AM	Contractual obligations with funders met or exceeded. School leavers go onto appropriate employment or further training    Students to gain L2 and L3 qualifications in a range of practice based skills and knowledge.
Career development and education to be included at all year levels (7-13).	Year 10 to have one hour per week timetabled for study pathway and career development. New Y7 – 8 Careers programme to be implemented.  Individual career counselling for all Y11-13 students to be provided.  Youth Guarantee collaboration with other providers to be maintained and further developed.	AM, SMT	Students to optimize flexibility and relevance in courses of study.  Students are well informed about study and career pathways.  To provide students with appropriate information and skills to facilitate entry to tertiary education and/or employment through school-wide careers and transitions programmes.
Continue to provide opportunities for Education Outside the Classroom in a safe environment.	EOTC experiences to be included in programmes at all year levels.  The Duke of Edinburgh Hillary Award Scheme to be offered to students	AWM, all teachers	All students have the opportunity to experience high quality EOTC activities that support self-confidence, appreciation of the environment and social skills.  Student self-confidence and leadership skills are developed

<b>PROPERTY and FINANCE</b>	<b>Action</b>	<b>Personnel</b>	<b>Indicators of progress</b>
To maintain a positive working capital ratio	Sound financial management by budget holders, BOT and senior management avoiding overspending	GB, BOT	School financial position continues to remain sound
2018-22 - 5 Year (property) plan to be actioned	Building and renovation projects to proceed according to developed timeline, following consultation with staff and appropriate planning / consent / MoE approval procedures	GB, DK, BOT	Gym renovation complete advanced; all school facilities maintained to high standards.
School property, including grounds, equipment, rental houses and school buildings to be well maintained	Maintenance and cleaning to be well resourced and carried out in an effective and timely manner. School buildings to be repainted under terms of Programmed Maintenance. School signage to be displayed to reinforce school values and motivation	GB, DK, GW, cleaners, Programmed Property Services	School property is well maintained and continually improved

<b>HEALTH AND SAFETY</b>			
Ensure a safe working environment for all students and staff, fully compliant with Health and Safety legislation	Health and Safety Committee continues to meet regularly to monitor and respond to H & S issues	GB, BOT, NH, DK, GW	A safe school environment is maintained
Electrical equipment tested and maintained NZ3760 standard	Test all electrical equipment and maintain equipment log.	DK, GW	All electrical equipment tested to comply with NZ3760
All staff to be offered the opportunity to hold a current First Aid Certificate	Staff able to undertake first aid training course through accredited provider (certificates valid for 2 years)	SH/MCK	All staff successfully complete First Aid training course. Essential for those involved in EOTC and sporting activities
<b>ADMINISTRATION</b>			
Review NZQA documentation and systems	Review 2017/18 QMS document.	PWJ	Updated document meets all NZQA requirements, including formal MNA audit
To effectively manage school staffing entitlement	Principal and executive officer monitor staff usage through fortnightly 'SUE' reports	GB	School staffing entitlement is fully used (but not significantly over drawn).
All teachers to be competent in the use of MUSAC Edge and related programs	Run school based training sessions for staff. Computer hardware to reliably run the program	PWJ	All staff are competent using MUSAC Edge

Maintain and develop an attractive, informative and up to date school website and Facebook page	Continue development of school web site and updating of Facebook page	PWJ	Reliable, easy to navigate and informative website is maintained.
Maintain accreditation for enrolling International Students.	TAS will remain equipped to cater for the needs of any foreign students.	GB, JB	Maintain links with local agents in the Whangarei area. Ensure any foreign student is well supported and has a positive experience. Keep informed with developments in the International student market. Accreditation documentation to be kept up to date

### ***POLICY AND DOCUMENT REVIEW SCHEDULE – THREE-YEAR CYCLE***

#### **2018**

<i>February</i>	<i>March</i>	<i>May</i>	<i>June</i>
<ul style="list-style-type: none"> <li>• <i>Charter</i></li> <li>• <i>Annual report</i></li> <li>• <i>Appoint BOT Officers</i></li> <li>• <i>Staff handbook</i></li> <li>• <i>Delegation of Principal Authority</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Curriculum</i></li> <li>• <i>Timetable</i></li> <li>• <i>Timetable</i></li> <li>• <i>Policy Appendix</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Moderation</i></li> <li>• <i>Assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Equal Opportunity</i></li> <li>• <i>Digital Technologies</i></li> <li>• <i>Sexual harassment</i></li> <li>• <i>Staff Conduct and Discipline</i></li> </ul>

<p><i>August</i></p> <ul style="list-style-type: none"> <li>• <i>Child Protection</i></li> <li>• <i>Mid-year Review</i></li> </ul>	<p><i>September</i></p> <ul style="list-style-type: none"> <li>• <i>National Standards</i></li> </ul>	<p><i>October</i></p> <ul style="list-style-type: none"> <li>• <i>Occupational Health and Safety</i></li> <li>• <i>Occupational Health and safety procedures</i></li> <li>• <i>Performance appraisal</i></li> </ul>	<p><i>December</i></p> <ul style="list-style-type: none"> <li>• <i>Entertainment</i></li> <li>• <i>Pay</i></li> <li>• <i>Privacy</i></li> </ul>
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**2019**

<p><i>February</i></p> <ul style="list-style-type: none"> <li>• <i>Charter</i></li> <li>• <i>Annual report</i></li> <li>• <i>Appoint BOT officers</i></li> <li>• <i>Staff Handbook</i></li> <li>• <i>Delegation of Principal's Authority</i></li> </ul>	<p><i>March</i></p> <ul style="list-style-type: none"> <li>• <i>Sun smart</i></li> <li>• <i>Finance and Admin procedures</i></li> <li>• <i>Financial Management</i></li> </ul>	<p><i>May</i></p>	<p><i>June</i></p> <ul style="list-style-type: none"> <li>• <i>Education Outside the Classroom</i></li> <li>• <i>Principal's appraisal</i></li> </ul>
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<p><i>August</i></p> <ul style="list-style-type: none"> <li>• <i>Mid-year review</i></li> </ul>	<p><i>September</i></p> <ul style="list-style-type: none"> <li>• <i>Appointments</i></li> <li>• <i>School House</i></li> <li>• <i>Learning Support</i></li> <li>• <i>Student Conduct and behaviour</i></li> <li>• <i>Gifted and Talented Education (GATE)</i></li> </ul>	<p><i>October</i></p> <ul style="list-style-type: none"> <li>• <i>Annual Review of Compliance with the Code of Practice for the Pastoral Care of International Students</i></li> <li>• <i>International Student Fee Protection Policy</i></li> <li>• <i>International Student Policies and Guidelines</i></li> <li>• <i>International Students Strategic Plan</i></li> </ul>	<p><i>December</i></p> <ul style="list-style-type: none"> <li>• <i>Board Governance</i></li> <li>• <i>Board of Trustees meeting</i></li> <li>• <i>Board Induction</i></li> <li>• <i>Reporting to the board</i></li> <li>• <i>Trustees Code of Conduct</i></li> <li>• <i>Board of Trustees Committee</i></li> <li>• <i>Responsibilities of the Principal</i></li> <li>• <i>Chairperson's Role</i></li> <li>• <i>Staff and student Trustees</i></li> <li>• <i>Board of Trustees Expenses</i></li> </ul>
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**2020**

<p><i>February</i></p> <ul style="list-style-type: none"> <li>• <i>Charter</i></li> <li>• <i>Annual report</i></li> <li>• <i>Appoint BOT Officers</i></li> <li>• <i>Staff Handbook</i></li> <li>• <i>Delegation of Principal Authority</i></li> </ul>	<p><i>March</i></p> <ul style="list-style-type: none"> <li>• <i>Passwords and Security</i></li> <li>• <i>Treaty of Waitangi</i></li> </ul>	<p><i>May</i></p> <ul style="list-style-type: none"> <li>• <i>Engagement with the Community</i></li> <li>• <i>Professional Development</i></li> </ul>	<p><i>June</i></p>
<p><i>August</i></p> <ul style="list-style-type: none"> <li>• <i>Code of practice</i></li> <li>• <i>Mid-year review</i></li> </ul>	<p><i>September</i></p> <ul style="list-style-type: none"> <li>• <i>Healthy Eating</i></li> <li>• <i>Protected disclosures</i></li> </ul>	<p><i>October</i></p> <ul style="list-style-type: none"> <li>• <i>Physical restraint and seclusion</i></li> </ul>	<p><i>December</i></p> <ul style="list-style-type: none"> <li>• <i>Complaints</i></li> <li>• <i>Uniform</i></li> <li>• <i>Media</i></li> <li>• <i>Travel</i></li> </ul>



## **Board of Trustees Almanac 2018**

<i>Month</i>	<i>Description</i>	<i>Responsibility</i>
<i>February</i>	12 <i>Finance Committee</i> 19 <b><i>Business Meeting</i></b>	<i>Finance</i> <i>BOT</i>
<i>March</i>	<i>Annual finance report to auditor</i> 13 <i>Finance Committee</i> 19 <b><i>Business Meeting</i></b> ( <i>Returning officer apt</i> )	<i>Finance</i> <i>Finance</i> <i>BOT</i>
<i>May</i>	7 <i>Finance Meeting</i> 14 <b><i>Business Meeting</i></b>	<i>Finance</i> <i>BOT</i>
<i>June</i>	11 <i>Finance committee</i> 18 <b><i>Business Meeting</i></b>	<i>Finance</i> <i>BOT</i>
<i>July</i>	<i>Fix date for student election (Sept)</i> <i>Mid Year Annual Plan Review</i> 30 <i>Finance Committee</i>	<i>BOT</i> <i>Principal</i> <i>Finance</i>
<i>August</i>	6 <b><i>Business Meeting</i></b> 17-19 <i>NZ Area Schools Conference, Auckland</i>	<i>BOT</i>
<i>September</i>	<i>Student representative election</i> 10 <i>Finance Committee</i> 17 <b><i>Business Meeting</i></b>	<i>BOT</i> <i>Finance</i> <i>BOT</i>

October	Budget prep – budget holders’ reports 23 Finance Committee 29 <b>Business Meeting</b>	Finance Finance BOT
November	Draft 2019 budget prep Principal appraisal Annual asset check Support staff agreements reviewed 26 Finance Committee	Finance BOT Chair BOT / EO Principal / BOT Finance
December	<b>3 Business Meeting</b>	BOT

*Note – Discipline, Appointments and Property subcommittees will meet as required throughout the year*

*The following areas will have meetings scheduled as required during the year:*

Policy Review	(Staff / BOT / PTA)
Strategic Planning	(Staff / BOT )
School self review	(Staff / BOT / PTA)
BOT self review	(BOT)
Curriculum development	(Staff / BOT)
Staff appraisal	(Staff / Principal)
Uniform	(Staff / BOT / PTA / Students)

### **Tertiary Charter**

*A Tertiary Charter, Tertiary Profile and Gateway Schedule is held at the school and is updated as required in accordance with TEC criteria.*

### **Appendix**

- *Tauraroa Area School Success for Maori Plan 2017-19*
- *2018 approved budget*

## APPENDIX 1:

### Tauraroa Area School Success for Māori Plan 2017-2019

**‘To be the best we can be – Whaia te iti kahurangi, ki te tuohu koe me he maunga teitei’**

The November 2016 ERO review acknowledged high achievement rates of Māori at Tauraroa Area School, while identifying three areas for further development:

- extending collaborative partnerships with whānau Māori so their goals and aspirations contribute to the school’s Success for Māori plan.
- promoting culturally responsive practices for teaching and leadership.
- evaluating the effectiveness of the school’s Success for Māori Plan to ensure identified actions are achieved.

Since 2007, the number and proportion of Māori students on the roll has increased from 24% to 29% (158/538 in October 2017). Data revealed that Māori students at Tauraroa Area School achieve at levels above NZ and Northland averages on many measures.

*Ka Hikitia – Accelerating Success 2013–2017* is the Government’s strategy to rapidly change how education performs so that all Māori students gain the skills, qualifications, and knowledge they need to enjoy and achieve education success as Māori. When the vision is realised, all Māori students will:

- have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success
- know their potential and feel supported to set goals and take action to achieve success
- experience teaching and learning that is relevant, engaging, rewarding and positive

- have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world

Using the 'teaching as inquiry' model teachers build upon meaningful formative assessment and strong teacher/student learning focussed relationships – as discussed in Absolum's 'Clarity in the Classroom' text (2006, pub Hodder Education), gave a very clear and workable blueprint for TAS to follow.

Using the advantage of smaller classes and long term attendance at the school, we are able to build strong relationships with students and their whānau. This has been enhanced through the introduction of Waka classes (vertical forms) in 2016.

All departments collect and respond to data on Māori student achievement. In 2015 - 2017 this has been supported and developed through the use of Academic Counselling and NCEA credit tracking. Links between Ka Hikitia and TAS Success for Māori Plan:

#### *Culturally responsive effective teaching for Māori learners*

- Learning focussed relationships, encompassing the principles of Whānaungatanga, Manaakitanga, Ako and Mahi Tahi (see below for more details of how these are expressed at TAS)
- Contact is maintained with whānau through waka class teachers. When potential or actual difficulties emerge, phone calls, emails and/or home visits are made as required by school counsellor, waka teacher, subject teacher, year-level dean or deputy principal.

#### *Effective educational leadership that promotes culturally responsive learning contexts and systems*

- Tikanga is embedded in school practices and traditions. For example, in every assembly, the school supports the principal's korero with a waiata (which itself is a sung version of the school mihi). Powhiri are held to welcome new students and visitors to the school.
- The use of te reo is actively encouraged (and expected) in all year levels and learning areas

#### *Effective provision of te reo Māori in and through education*

- Te Reo is taught from Year 5 - 10 (2017), an NCEA Level 1 class will run in 2018 with a view to further NCEA Levels running in future years.
- Kapahaka groups function for senior and junior students

- Te Kupu Māori competition winners announced at every assembly

*Effective engagement with iwi, hapu and Māori communities*

- Many Māori students travel to Tauraroa Area School from the southern suburbs of Whangarei. Teachers establish close links with whānau through phone calls, text messages, Facebook, school webpage, student led conferences and special events. Home visits by staff are made as necessary. Ngapuhi has been identified as the dominant iwi of our students.
- There is no Marae in the vicinity of the school (nearest marae are more than 20km away in Ruakaka [Takahiwai], Whangarei [Porowini], Tangiteroria and Poroti). A dedicated room at school, Kia Piri, serves as a learning space for te reo and tikanga Māori.
- Te Whānau o Tauraroa meets at least once a term as a forum for whānau and as practical support for kapahaka groups and other endeavours (eg visit to our sister school in Mangaia, Cook Islands, this October)
- Ngati Hine mentoring and whānau support for 'at risk' learners
- MoE funded mentoring service for 'at risk' Māori learners born 1999/2000
- School hangi (donated kai) early Term 1 each year
- Significant Matariki celebration event including hangi, kapahaka, 'wearable arts' competition in June, tikanga and stories about Matariki.
- Regular visits to Rawhiti marae (Bay of Islands) for Y7, 9 and 10 students have forged a significant relationship between the marae and TAS.

*Effective Māori learner support and advice and effective and relevant service provision for Māori learners*

- Targeted approach to Academic Counselling in 2017
- A mentoring programme for Y10 Māori was run, including mau rakau, te reo and tikanga Māori.
- Remedial maths support for Year 10 students prior to embarking on NCEA Level 1
- Ngati Hine support for one student and their whānau through Ngati Hine
- Year 9 'Travellers' course involves nine students (revealed through survey) who were identified as needing support with transition and resilience. Five of these students are Māori.

### *Effective pathways and career options*

- Gateway placements, providing workplace experience in a very wide range of careers and industries throughout the Whangarei district
- Vocational Primary Industries course, providing rural-based skills. Participants complete Level 2 and 3 NCEA in Year 12.
- L2 and 3 Trades Academies run through NorthTec
- Support for student placements in apprenticeships, tertiary courses and scholarship applications
- Weekly timetabled Y10 Careers classes for all students
- Evening consultations are held in Term 3 to engage whānau of Y10 students in decisions around NCEA pathways

### *Māori learners connected and engaged with school contexts*

- Junior and senior kapahaka groups
- School-wide Matariki celebrations
- Engagement with visiting international groups – wero, karanga, whakatau, powhiri, hangi
- Y9 Korero evening with all whānau invited each term

### *Māori learners enjoying and achieving educational success as Māori*

- High academic expectations are held for all Māori students, with an emphasis on gaining high quality NCEA qualifications, within the context supporting the language, culture and identity of our māori students.
- In the classroom, our curriculum focuses on relevance and connection with the world beyond school. Learning takes place in a context of ako, with an emphasis on reciprocal learning together with peers, whānau and teachers.
- Top Māori male and female students are recognised in primary, middle and secondary school prize givings for their academic achievements.
- MaoriSpecific awards for Māori (te reo, kapahaka, leadership, citizenship)

Underpinning excellence, equity and success for Māori (and all students) at Tauraroa Area School are the following principles:

*Whānaungatanga* – is seen at TAS as having a dual meaning: a recognition of the importance of a student’s family (whānau) with the subsequent need to engage with them. Secondly, the importance of building a sense of whānau within the school, enhancing connections for learners (learning, home, school, iwi), where students feel secure, grow in confidence and contribute meaningfully. This is supported by our waka classes (vertical forms), waka competitions (sporting, cultural and academic) and significant emphasis on school camps for all year levels – particularly in Term 1.

*Manaakitanga* – the recognition of every student as a ‘culturally located’ person. The Board of Trustees, teachers and support staff work together to support students’ all-round growth and development in their language, culture and identity. The importance and relevance of te reo and tikanga to all New Zealanders is stressed as part of our commitment to Tangata Whenua and the Tiriti of Waitangi partnership in Aotearoa/NZ.

*Ako* – a learning partnership between student and teachers, with each party willing to learn from and with the other. This has been reinforced through work with Carol Dweck’s ‘Growth Mindset’ approach, whereby it is important that teachers show a preparedness to take risks and be genuinely willing to make and accept mistakes as part of their own learning and kgrowth.

*Mahi Tahi* – a unity of purpose is evident in the school through the culture and practices expressed. A genuine and warm sense of collaboration is evident in day to day activity and special projects. Annual ‘TAS Creative’ and ‘Matariki’ shows will continue to celebrate and cement the importance of Tikanga Māori in the life of the school.

Mahi Tahi is also evident in the:

1. number of pakeha students involved in kapahaka.
2. Vision – ‘To be the best we can be’p
3. Cornerstone Values
4. Sports teams

## Māori Achievement and Engagement Data

*Attendance (Full data available upon request)*

- 2017 overall 91.5% Māori female 89.14%, Māori male 88.45%
- 2016 overall 91.5%, Māori female 89.04%. Māori male 86.24%
- 2015 overall 90.8%; Māori female 89.7%, Māori male 88.1%
- 2014 overall 91.5% (Change of SMS made analysis of whole year stats difficult)
- 2013 Overall 91.6%; Māori 86.7%
- 2012 Overall 90%; Māori 85%

Overall school attendance has remained stable 2012-2016, while average Māori attendance rates have shown a trend of improvement.

### **NCEA**

	<b>2014</b> All	<b>2014</b> Māori	<b>2015</b> All	<b>2015</b> Māori	<b>2016</b> All	<b>2016</b> Māori
<i>Level 1</i>	<i>86</i>	<i>67</i>	<i>81</i>	<i>89</i>	<i>78</i>	<i>90</i>
<i>Level 2</i>	<i>90</i>	<i>71</i>	<i>92</i>	<i>100</i>	<i>97</i>	<i>100</i>
<i>Level 3</i>	<i>75</i>	<i>60</i>	<i>86</i>	<i>83</i>	<i>100</i>	<i>100</i>

*National Standards – percentage of students At or Above NS*

	<b>2014</b> All	<b>2014</b> Māori	<b>2015</b> All	<b>2015</b> Māori	<b>2016</b> All	<b>2016</b> Māori
<b>Reading</b>	82.8	x	82.8	69	70.7	63.8



<b>Writing</b>	73.2	x	72.9	60	66.8	59.1
<b>Maths</b>	78.7	64.9	73.8	61.8	69.1	57.8

The success of the school's Success for Māori Plan can be seen in the 'Tauraroa Area School – School Leaver Achievement and Destination Profile 2016' (official MoE data) that highlighted:

- 8 Māori students left school in 2016, indicating a high retention rate. Five of these students gained Level 2 or above. The school had a total of 40 leavers, of whom 81.6% gained Level 2 or above, a slight decrease from our 2015 results at (88.6%).
- Māori are well represented in student leadership roles, such as prefects, Waka leaders, bus monitors and student council.

Professional development undertaken with Melinda Webber on 31 January 2017 addressed the importance of understanding and affirming Māori success and achievement and the importance making connections with local iwi. Melinda suggested staff learn and use their Pepeha as a starting point in lessons - who we are and how we connect to others. Recommendations for teachers were as follows:

1. More local knowledge and utilising this within lessons
2. Identifying positive Māori role models and Māori success (local if possible) in a range of careers/pathways
3. Learning programmes linked to the community
4. Developing a sense of cultural pride within the classroom and around the school/community
5. School leaders provide effective school-wide PD and model learning.

## **Conclusion**

Although Māori students achieve well at Tauraroa Area School in a supportive and nurturing environment, there continues to be disparities in achievement between Māori and non-Māori students in some levels.

Efforts will continue at TAS to further raise levels of engagement and achievement within the strategies and principles described in this document. The school will continue to work towards these goals:

- Strive to close gaps in achievement between Māori and Pakeha students
- Enquire into what works for Māori and every individual student in the school
- Authentically embed tikanga and te reo into school practices
- Express and support continued high expectations for Māori
- Promote and celebrate the success of Māori
- Actively engage with whānau

by implementing a plan of action for Māori Education.

**Action Plan**

Focus Area	Actions	Timeframe	Who is responsible?	Success Criteria
Māori Student Achievement	85% of school leavers achieve NCEA L2. Increase equity in student achievement.	Ongoing	Leadership Teaching staff Support staff Whānau Students	Teachers use student data to target needs. Māori students are achieving at the same levels (or better) as non-Māori across all year levels.

Māori Language in education. Ka Hikitia. All Māori students have access to high quality Maōri language in education.	Primary and Intermediate teachers NE-Y8 implement Level 1 te reo from Te Aho Arataki Marau (TAAM) te reo Maori in classes. All teachers integrate te reo in class.	End of Term 1 2018	Paul Lisa Teaching staff	All primary and intermediate teachers will teach te reo in class. All teachers will integrate aspects of te reo into their classes.
	Review and update te reo Māori programme for Years 1-11	End of Term 1 2018	Paul Lisa	Te reo Māori is planned for with assessment tasks.
	Create a te reo Māori scheme for NE to Year 11	End of Term 3 2018	Paul Lisa	te reo Māori has progressions through the year Levels.
	Plan and implement a teaching and learning programme for NCEA L1 (including internal and external assessment.	February 2018	Paul Lisa	NCEA Level 1 is planned. Relevant internal assessments are planned and scheduled.

Culturally Responsive Pedagogy (Te Tiriti o Waitangi Partnership)	Teacher Only day to be hosted at a local marae. Learning about tikanga and te reo Māori and local history.	25 January 2018	SMT Lisa Paul James Whānau Senior Māori students Staff	Teachers increase their knowledge, confidence and capability to integrate te reo and tikanga Māori in their learning programmes.
	A booklet is published for kaiako and whānau about pōwhiri and tikanga Māori at TAS. Incl waiata, karakia, haka	Term 1 2018	Paul Lisa James Allison Whānau	Staff and whānau have improved knowledge of pōwhiri and tikanga Māori for school kaupapa.
	Teachers implement the cultural competencies from Tātaiako into their practice.	Ongoing	SMT Lisa Staff	Teachers receive feedback about their implementation of the cultural competencies through in class observations and appraisal processes.
Community and whānau engagement	Whānau hui (1-2 per term); start of year hangi	Ongoing	SMT Staff Support staff	
Celebrating success as Māori	Review and update current awards for Māori leadership, success and	Term 2 2018	SMT Paul Lisa Staff	

	achievement for prize giving eg Kapahaka performance, academic, te reo, leadership,			
	Review and enhance school wide celebrations for Matariki and Māori Language week ensuring the focus is celebrating and strengthening learning of tikanga and te reo Māori	Term 2 2018	SMT Paul James Whānau Staff	
	Ngā Manu kōrero. Provide opportunities for Māori students to compete and support the regional Ngā Manu kōrero.	Term 3 2018	Paul Staff interested in oratory	TAS has representation at regional NMK competitions.
	Attend Kapahaka regional competitions.	Term 3 2018	Paul Whānau	TAS experience high level kapahaka performances

### **Student voice from 2017 focus groups:**

*I'd like to see more Māori leadership in school. More Māori students leading things like Matariki, Māori language week, Manu korero, karakia and mihi in assemblies.*

*I'd like to know more about local stories of Tai Tokerau, Māori history, famous Māori people in the North, we want to know the stories of our waka, our tupuna, our history, our reo.*

*I'd like to make the kids feel comfortable about saying their mihi and where they come from and their pepeha and not to be shy about it.*

*I want to see te reo used more in school. I want all teachers to speak te reo. Because if someone comes to school and they've got a nice Māori name and the teachers can't pronounce it, it's embarrassing. Everybody laughs at you. Just say my name properly. Practice Māori names – put a bit of effort into it. Just practice and sound it out. I want to know that people respect our culture like the other cultures, knowing we won't be judged for who we are.*

*We could learn more about Māori stories, Maui stories, Māori books, Māori role models like Willy Apiata, Taika Waititi, Dame Whina Cooper (My nan), go on Māori trips to a marae, in the daily notices have te reo challenges, whakatauki, have a special thing for Māori language week, learn about Matariki in classes, have more te reo in assemblies and pronounce it properly, more Māori games in classes, games at lunchtime and morning tea like Ki-o-rahi, go to Manu korero and kapahaka competitions. Build more te reo in classes, have Māori words on the walls for things. Make te reo more visible. We could learn about Māori politicians and study movies like 'Boy' or 'The wilder people.'*

### **Whanau voice:**

*Whakawhanaungatanga first. Make connections to your students.*

*I want them to know their whakapapa, their pepeha, family history, māori history and background. To speak and understand te reo, to have marae experiences. But I'm not able to give them this from home.  
I'd like the school to do more for building māori students' identity.*

*I want him to be confident to deal with the world and that they feel valued at school.  
Kids are really wanting to learn pepeha. My son wants to have te reo at the end of schooling and understand his bi-cultural background, not just his pakeha side. I want him to be strong in both his cultures.*

*To focus on their (student) potential, not on their negatives. Give kids more māori role models. māori who are doing well and kids can see themselves in these roles. Showing them what the opportunities are.  
Kids need role models to show them to set goals, work hard, persevere and it will pay off.  
Tell them about te ao māori, don't sweep it under the carpet. Tell them how we were great navigators and sailors, scientists, philosophers, story writers, teachers. Give more positive messages about Māori.*