

# **Charter / Strategic – Annual Plan 2020**

**School Name: TOKOROA HIGH SCHOOL**  
**School Id Number 0158**  
**Period: 2020**

The following is to be read with the National Curriculum, Te Marautanga o Aotearoa, Schools Plus, Ka Hikitia, Pasifika Education Plan

**TOKOROA HIGH SCHOOL** is a co-educational, state-owned Secondary School for students in Years 9-15.

## **TOKOROA HIGH SCHOOL**

### **Provides for:**

- \* Quality learning for a wide range of individual student needs
- \* Multi-cultural, multi-level and multi-discipline studies.
- \* Gifted and Talented students through extension, enrichment and acceleration and individual programmes
- \* Students with lower literacy skills through literacy targeted programmes
- \* Students with high and very high needs through “Te Kahui Whetu”
- \* Cultural enhancement
- \* Vocational pathways and careers
- \* Authentic educational learning experiences through SSEP
- \* Young people interested in being part of:
  - Services Academy
  - Trades Academies
  - Gateway
  - Sports academy and professional sports pathways
  - Sport in Education (SiE) initiative
  - Teen parenting unit (*Pa Harakeke*)
  - Yr13 UE Initiative
  - Lighthouse Programme
  - Whanau groups
    - Te Rito
    - Te Manava
    - Fortitudo

## DESCRIPTION OF THE SCHOOL COMMUNITY

The community surrounding Tokoroa High School:

- \* Is an exciting place to be
- \* Has a dual loyalty, i.e. the ability to recognise Tokoroa as home whilst drawing from the experiences of other countries and cultures to enhance the learning of all members of the school community
- \* Has a multi-cultural make-up with strong Maori and Pasifika communities. These groups have strong networks.

## THE SCHOOL VISION

Our vision is to empower young people to stand tall, seize opportunities, overcome obstacles and make a difference.

Our vision is to produce young people who:

### **Value (respect)**

- themselves
- each other
- the school
- and cultural diversity

### **are Confident:**

- positive in their own identity
- motivated and reliable
- entrepreneurial
- resilient
- understand their place and opportunities under the Treaty of Waitangi

### **are Connected**

- by relating well to people
- effective communicators

**are Actively involved**

- participants in a range of life contexts
- contributors to the well being of New Zealand – socially, economically and environmentally
- and engaged with the community
- with a future focus

**are “Life Long Learners” and self motivated**

- literate and numerate
- critical and creative thinkers
- active seekers, users and creators of knowledge
- informed decision makers
- learning to learn
- have high expectations of themselves and others

**THE SCHOOL VALUES**

Aroha	Achievement for all
Kotahitanga	Excellence through Diversity
Manaakitanga	Trust and respect - equity
Whanaungatanga	People first - diversity
He aha te mea nui ki roto i tenei ao?	Honesty – integrity
He tangata, he tangata, he tangata	

**GUIDING PRINCIPLES AND KEY COMPETENCIES**

- **Thinking** plus asking ‘how’ and ‘why’ questions are the basis for deeper learning
- **Using Language, symbols and texts** confidently to broaden their language
- **Managing self** – organising self to be routinised and strive for goals to achieve
- **Relating to others** - embracing individual diversity and adapting to their needs

- Active **participation, contribution** and involvement enrich individuals and the community

## **PARAMOUNT PRINCIPLE**

**Learning and achievement for all is a life long process**

## **MISSION STATEMENT**

“Best and Highest Qualifications for All”

### **Kia Eke Panuku: Building on Success**

The *Kia Eke Panuku: Building on Success* programme aims to raise participation, engagement and equitable achievement levels of Māori students in English medium secondary schools, to ensure that these students enjoy education success as Māori, and develop the competencies and qualifications that enable greater access to tertiary education, work training, and/or employment.

**GENERAL GOALS – Students will be encouraged to value**

- Excellence and personal achievement and become well qualified for work and life
  - to enjoy and succeed in learning and teaching environments
  - diversity and equity
  - vocational pathways – becoming ‘work ready’
- Affirm all types of learning
- Equitable access to knowledge and skills, so students realise their full potential through lifelong learning.
- Defined quality teaching systems to achieve excellence in learning.
- Promote cultural activity to recognise, understand and value their own and others’ cultures.
- Support and inclusion of special needs students in the school
- Sporting participation and excellence
- Community participation and ecological sustainability
- Integrity, and human rights

**Five year goals**

1. Trustees, senior managers and teachers continue to develop their knowledge and use of the school wide self review process by undertaking further training; and
2. Trustees, senior managers and teachers ensure that further objectives set for school improvement are clear and measurable by;
  - continuing to use relevant baseline data;
  - identifying the indicators and actions required to fulfil these objectives;
  - monitoring progress towards the objectives according to the indicators;
  - analysing and reporting on outcomes for students
  - reviewing the effectiveness of their objectives to set goals for further improvement
3. To use our “Charter and Strategic Plans” and achievement and action plans to target and strengthen student NCEA success. In particular, a focus upon priority

learners who are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pasifika learners, students with special education needs and those from low socio-economic backgrounds.

4. To improve literacy and numeracy levels so all students can leave school with stronger independent learning skills.
5. To improve retention levels for students, principally for those students identified as priority learners.
6. Build strong self-management and competitive skills so students can move easily between school and tertiary education and school and work.
7. Maintain and develop a safe and healthy learning environment by annually updating the 10 year Property Plan.
8. Financial planning aimed at full but judicious expenditure while planning for ten year needs.

#### **Education Review Office recommendations (from 2017 visit):**

Further developments are required in the following areas:

- continuing to improve teacher practice
- building the capacity and capability of middle leaders
- improving some board targets to ensure a focus on those students at risk of not achieving
- improving systems for internal evaluation.
- know the learners whose progress and achievement need to be accelerated
- need to develop and implement approaches that effectively meet the needs of each learner
- need to improve the school conditions that support the acceleration of learners' progress and achievement
- need to build teacher capability to accelerate learners' progress and achievement.
- develop more targeted planning to accelerate progress for learners
- monitor targeted planning, improved teaching, and learners' progress
- further embed culturally responsive and relational pedagogy
- target culturally responsive teaching practice within the strategic plan and charter to ensure it continues as a major focus at all levels of the school
- strengthen the use of student voice in internal evaluation
- develop a coherent approach to behaviour management that aligns with the principles of culturally responsive and relational teaching practice
- improve teacher capability in the use of progress and achievement data, particularly at Years 9 and 10 to identify student learning needs and respond to them
- develop students' understanding and use of their levels and next steps in learning at Years 9 and 10
- improve achievement for boys in NCEA Levels 1 and 3 and of Māori and Pacific students in UE and in courses with an academic orientation

### 3. ANNUAL SECTION

The 2020 Charter / Strategic Plan, Achievement Plans, Department action plans and Pastoral action plans will target increased student productivity, student attendance, and **qualifications** outcomes for students.

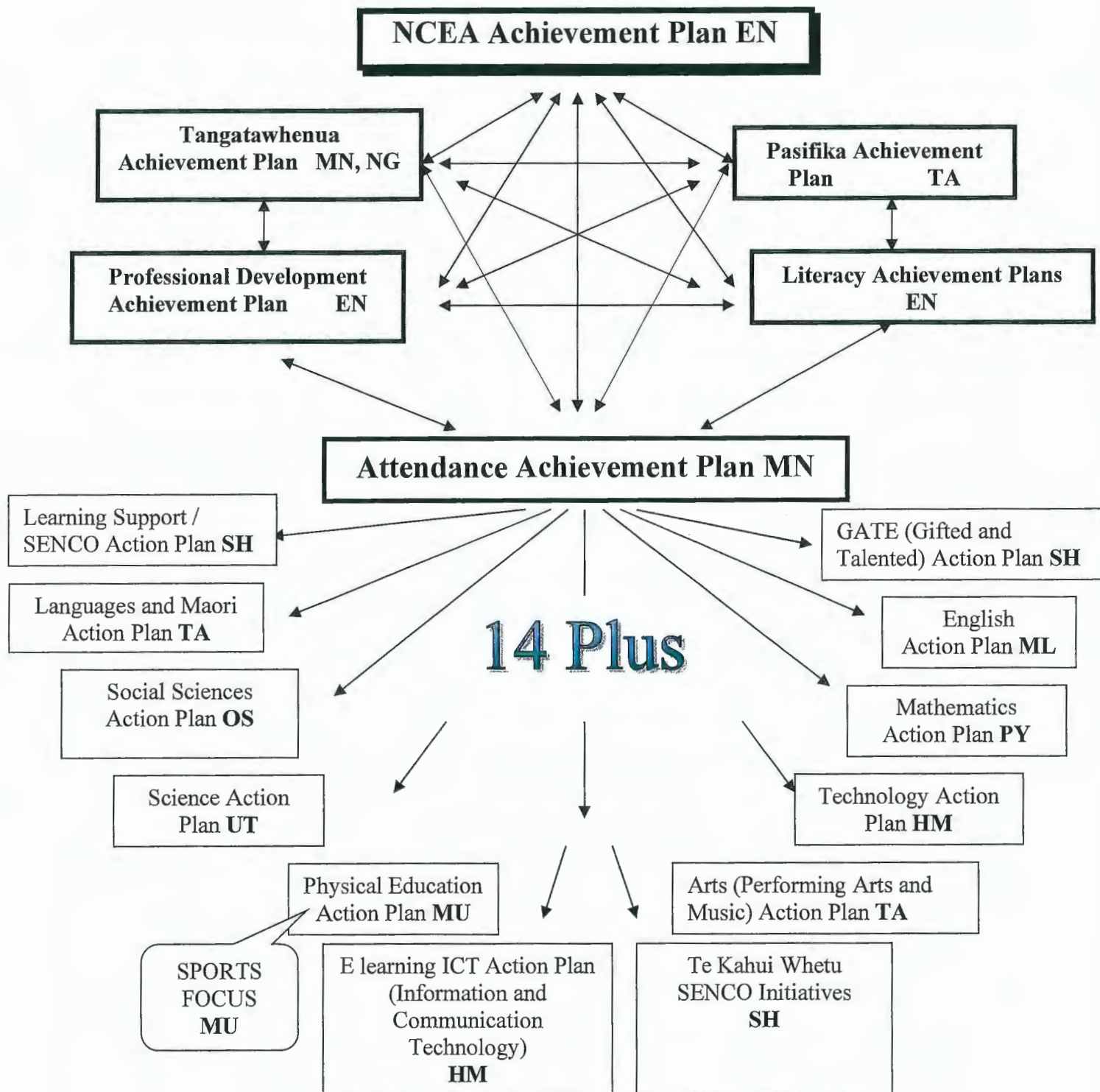
These student qualifications outcomes will be **supported by**

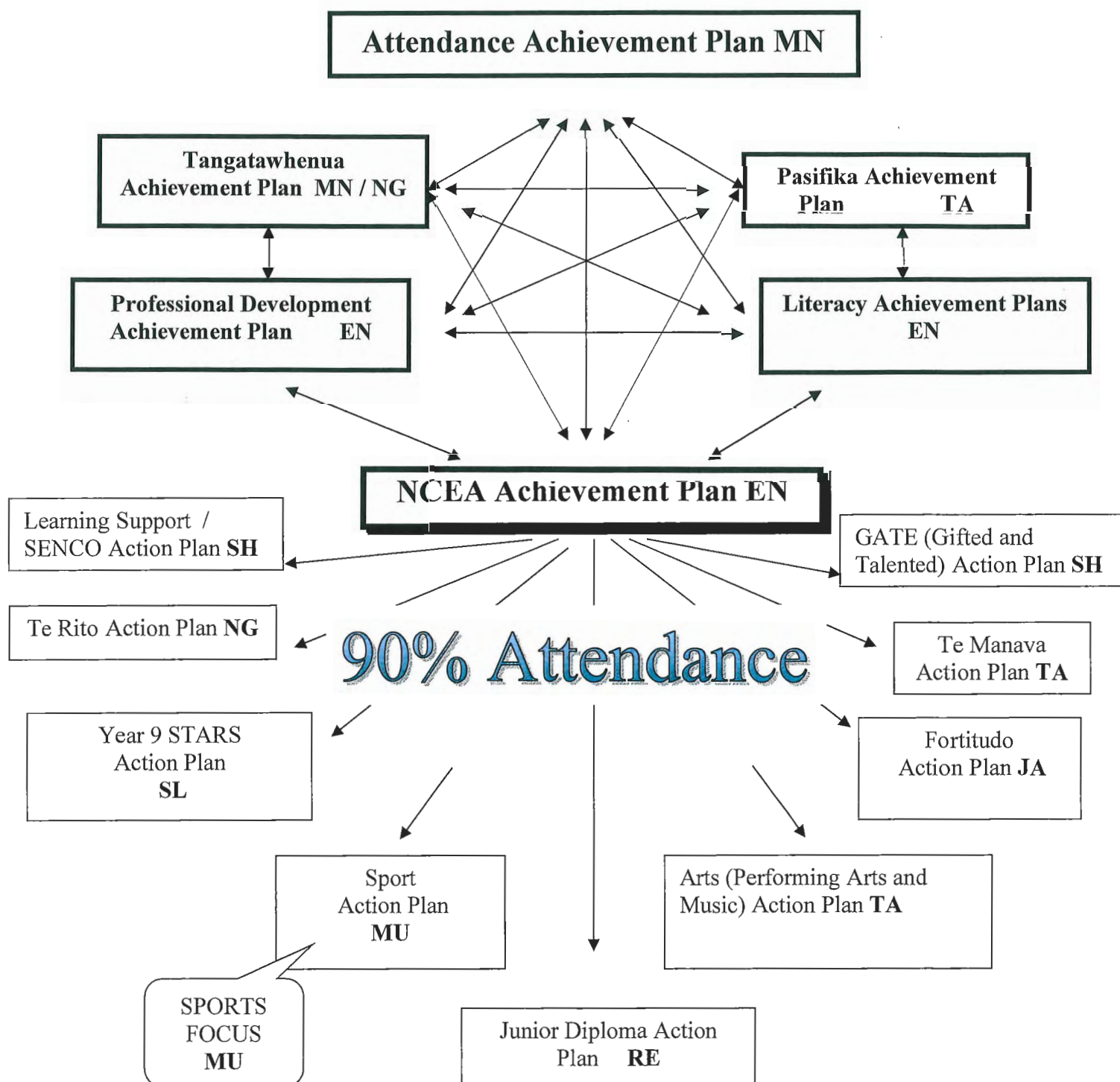
- a Sports Focus
- an Arts Focus
- a Cultural Focus

#### **3.1 STRATEGIC PLANNING (SEE FLOW DIAGRAM**

(See Below )







## 1. PROCEDURAL INFORMATION

There are specific plans for each of the boxes listed in the diagram above with scheduled reports followed by an annual report related to the goals listed in the plans.

## 2. Goals

2020

<b>Strategic Goal:</b>	<b>14 PLUS credits (<i>Long Term Goal for NCEA</i>) levels 1 to 3</b>
Target:	<p>All students will gain 14 Plus credits per subject:  <u>Baseline Data &amp; Targets:</u></p> <ul style="list-style-type: none"> <li>• <b>2020 NCEA Level 1 Targets:</b> <ol style="list-style-type: none"> <li>1]. 85% of year 11 students will achieve NCEA level 1.</li> <li>2]. Eight of thirteen current year 12 students who did not achieve NCEA level 1 on 2019 will do so in 2020.</li> </ol> </li> <li>• <b>2020 NCEA Level 2 Targets:</b> <ol style="list-style-type: none"> <li>1]. 85% of year 12 students will gain NCEA level 2.</li> <li>2]. Five of ten current year 13 students who did not achieve NCEA level 2 in 2019 will do so in 2020.</li> </ol> </li> <li>• <b>2020 NCEA Level 3 Targets:</b> <p>85% of year 13 students will gain NCEA level 3.</p> </li> <li>• <b>University Entrance Literacy:</b> <p>30% of year 12 students and 50% of year 13 students will gain University Entrance Literacy.</p> </li> <li>• <b>University Entrance:</b> <p>35% of year 13 students will gain University Entrance in 2020.</p> </li> <li>• <b>Merit and Excellence Endorsements:</b> <p>2020 – 9% achieving NCEA with a merit endorsement and 6% with excellence</p> </li> </ul>

	<p><i>2021 – 9.5% achieving NCEA with a merit endorsement and 6.5% with excellence</i></p> <p><i>2022 – 10% achieving NCEA with a merit endorsement and 6.5% with excellence</i></p> <p><i>2023 – 10.5% achieving NCEA with a merit endorsement and 7% with excellence</i></p>
Student Level(s):	Y11,12,13
Curriculum Area:	NCEA and attendance.
Student Group(s):	All students
Initiative	<b>NCEA Achievement Plan, Tangatawhenua Achievement Plan, Pasifika Achievement Plan, Department Action Plans, Pastoral Action Plans</b>
Reporting	Termly

## 2020

<b>Strategic Goal:</b>	<b>90 % attendance across the whole school</b>
Targets:	<p><b>90 % attendance:</b></p> <p><i>Baseline Data &amp; Targets:</i></p> <p><i>2020 attendance goal – 90%</i></p> <p><i>2021 – 91%</i></p> <p><i>2022 – 92%</i></p> <p><i>2023 – 93%</i></p>
Student Level(s):	All
Curriculum Area:	School wide
Student Group(s):	All
Initiative	<b>Attendance Achievement Plan, Pasifika Achievement Plan, Tangatawhenua Achievement Plan.</b>

2020

<b>Strategic Goal:</b>	<b>To improve literacy and numeracy skills across the whole school</b>
Target:	<ul style="list-style-type: none"> <li>Year 9 and Year 10 students will show improved progress in Literacy and Numeracy when measured in AsTTLe testing. Introduction of Junior Diploma in 2013 has seen greater monitoring of student progress in Literacy and Numeracy.</li> <li>❖ <i>Specific Junior Diploma Targets for 2020:</i> 75% of year 9 and 10 students will achieve the Junior Diploma. [2] 15% of year 9 &amp; 10 students will achieve the Junior Diploma with merit. [3] 5% of year 9 and 10 students will achieve the Junior Diploma with excellence.</li> <li>• <b>NCEA Literacy &amp; Numeracy Targets 2020:</b> Literacy 91%; Numeracy 94%.  91% of year 11 students achieve literacy credits and 94% achieve numeracy credits: 'NZQA data from 1 February 2020 showed that Achievement rates in 2019 were Literacy (91.3%) and Numeracy (92.1%).</li> <li>❖ <i>Specific Year 12 Literacy targets for 2020:</i> Four of six current year 12 students, who did not attain Literacy level one in 2019, will achieve Literacy Level 1 in 2020.</li> <li>❖ <i>Specific Year 12 Numeracy target for 2020:</i> Three of five current year 12 students, who did not attain Numeracy level one in 2019, will achieve Numeracy Level 1 in 2020.</li> </ul> <p>2020 - literacy 93%; numeracy 96% 2021 - literacy 94%; numeracy 96% 2022 - literacy 95%; numeracy 96% 2023 - literacy 95.5%; numeracy 96.5%</p>

	<p>❖ Year 12 – 30% of students achieve literacy credits for University Entrance:</p> <p>❖ Year 13 – 50% of students achieve literacy credits for University Entrance:</p>
Student Level(s):	Yr9, 10, 11, 12, 13
Curriculum Area:	Cross-Curricular
Student Group(s):	All students
Initiative	<b>School Wide Literacy Achievement Plan</b>

### **Appendices:**

- NCEA Achievement Plan 2020
- Literacy Achievement Plan 2020
- Attendance Achievement Plan 2020
- Tangata Whenua Achievement Plan 2020
- Pasifika Achievement Plan 2020
- Future Pathways Achievement Plan 2020
- Gifted and Talented (GATE) Achievement Plan 2020



# TOKOROA HIGH ATTENDANCE ACHIEVEMENT PLAN 2020

## VISION

*Qualifications for All*

## MISSION STATEMENT

Tokoroa High School exists to launch students on a path of successful life long learning and achievement.

Strength in our diversity

## VALUES

Aroha	Achievement for all
Kotahitanga	Diversity in all things
Manaaki	Trust and respect
He Tangata, He Tangata	People first

**Important goals that will drive this plan**

- Students attend average of 90% of periods
- Statistical analysis at the end of term shows an improvement on the previous year

### ACHIEVEMENT: Goal 1 – students attend 90% of ½-days.

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ol style="list-style-type: none"> <li>1. School-wide approach to attendance</li> <li>2. Responsibilities of tutors and deans to be clearly defined and communicated.</li> <li>3. Deans to oversee the follow-up of absences by tutors.</li> <li>4. Raising the awareness of the positive relationship between regular attendance and academic success.</li> <li>5. IPP is reviewed and updated.</li> </ol>	<ol style="list-style-type: none"> <li>1. Responsibilities of all parties are explained.</li> <li>2. Parents informed of goals and expectations in Newslines and at hui.</li> <li>3. Students informed of goals and expectations outlined to them.</li> <li>4. Attendance officer to maintain the follow-up procedure i.e. phoning twice daily and making use of the truancy service South Waikato Attendance Service (SWAS).</li> </ol>	<ol style="list-style-type: none"> <li>1. Deans meet fortnightly with DP and discuss students at risk.</li> <li>2. CRRP's are a part of the school and classroom practices.</li> <li>3. Students receive rewards for attendance.</li> <li>4. Preparation and completion of referrals to TAG.</li> <li>5. I.A.P's completed for students needing intervention.</li> <li>6. Whanau hui occur.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students wanting to attend and attendance target achieved.</li> <li>2. Students better organised and participating fully in lessons.</li> <li>3. Annual statistical report to Principal and BoT.</li> <li>4. Statistical analysis every term.</li> <li>5. Taking part on the Ministry of Education annual attendance survey</li> </ol>

### ACHIEVEMENT Goal 2 – Reduce unexplained absences.

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ul style="list-style-type: none"> <li>• Deans to oversee the odd period absence follow up by tutors.</li> <li>• Diaries issued and teachers making an effort to ensure good use of these to facilitate better planning by students.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are informed of expectations pertaining to regular attendance.</li> <li>• Tutors explain consequences for unexplained absences.</li> <li>• Parents/Caregivers are informed of expectations.</li> <li>• Tutors are encouraged to help students to gain skills in the use of a diary.</li> <li>• Inform students of the positive relationship between qualifications and earning capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors and deans are to follow-up daily referring to the weekly information sheets from attendance officer.</li> <li>• Unexplained absences checked daily and followed up by tutors.</li> <li>• Tutor time to become more meaningful.</li> <li>• Tutors to increase contact with whanau.</li> <li>• Subject teachers to discuss concerns with tutor first and then contact home if deemed appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Unexplained absences are reduced.</li> <li>• Students becoming more aware of the need for regular attendance.</li> <li>• The quality of learning outcomes improves.</li> <li>• "T"s are at a minimum. Tutors have thus followed up on unexplained absences.</li> <li>• Fewer "T"s in student attendance records.</li> </ul>

# TOKOROA HIGH GATE ACHIEVEMENT PLAN 2020

## MISSION STATEMENT

***Best and Highest Qualifications for All***

## KEY PRIORITIES

Right to learn  
Active learning  
Assertive discipline

## VALUES

Aroha Achievement for all  
Kotahitanga Diversity in all things  
Manaaki Trust and respect  
He Tangata, He Tangata People first

## Important goals that will drive this plan

1. To achieve 15 credits plus and 95% attendance
2. To meet the diverse needs of our students.
3. To enrich and deepen learning.

### ACHIEVEMENT: Goal 1

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ol style="list-style-type: none"> <li>1. SH to collate list of students supplied by families, staff and data.</li> <li>2. Organise enrichment / extension experiences.</li> <li>3. EOTC forms to SMT.</li> </ol>	<ol style="list-style-type: none"> <li>1. AsTTLe and NZ standards data to be used for setting the level of lesson/unit planning.</li> <li>2. Make staff aware of the GATE roll.</li> <li>4. Notify students and families of the trips.</li> </ol>	<ol style="list-style-type: none"> <li>1. Facilitate activities and experiences that challenge and extend students. E.g. ABL/Outdoor Education based activities, music/dance/drama-based experiences and cultural trips (Utilise community and whanau connections)</li> <li>2. Identify other student interests for extension opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers are planning and providing enrichment / depth for GATE students across the departments.</li> <li>2. Students inspired.</li> <li>3. Department handbooks show how GATE students are catered.</li> </ol>

### ACHIEVEMENT Goal 2.

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ol style="list-style-type: none"> <li>1. Provide extension, depth and enrichment</li> <li>2. Expect merits and excellences.</li> <li>3. Facilitate regular group meetings (2-3 per term) where students engage in personal development training and tasks</li> </ol>	<ol style="list-style-type: none"> <li>1. SENCO to interview GATE students re goal setting and giving service to the community, their talents, interests and mentors.</li> <li>2. Put forward a list of possible experiences – mindset, public speaking, how to manage stress</li> </ol>	<ol style="list-style-type: none"> <li>1. Video conference extension to be provided regularly throughout the year.</li> <li>2. Sessions are developed and run by supportive member of staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Students with an interest in writing, wearable arts or music/drumming and other activities are motivated to participate.</li> <li>2. Term reports completed</li> <li>3. 2021 Achievement Plan produced.</li> </ol>



# TOKOROA HIGH SCHOOL NCEA - ACHIEVEMENT PLAN FOR 2020

## MISSION STATEMENT

*Best and Highest Qualifications for All*

## KEY PRIORITIES

- Right to learn
- Active learning
- Assertive discipline

## VALUES

Aroha	Achievement for all
Kotahitanga	Diversity in all things
Manaaki	Trust and respect
He Tangata, He Tangata	People first

## Important goals that will drive this plan

- A minimum of 14 plus credits, per student, per subject. – 90% attendance
- 90% of Students achieve Level 1, 90% Level 2, 80% Level 3, 35% achieve UE.
- Regular reports to students, parents and Principal on student achievement ie credit totals
- Retention of students - 95% yr 9 and 10, 95% yr 11, 85% yr 12, 85% yr 13 from previous year

## ACHIEVEMENT GOALS

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ul style="list-style-type: none"> <li>• Positive profile for NCEA is developed.</li> <li>• Deans and Principal's Nominee will hold regular assemblies promoting NCEA.</li> <li>• Staff are informed, well trained and involved in all relevant NCEA matters.</li> <li>• Student's timetables are checked to ensure they are in the classes that will give them the best chance of success.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are kept informed of their young peoples achievement levels.</li> <li>• Parents are briefed on the school's achievement goals via Newline.</li> <li>• Appraisal focuses on NCEA improvement.</li> <li>• Monitoring occurs on UE literacy and domains regularly.</li> <li>• Data results are regularly presented to stakeholders.</li> <li>• Success is celebrated using Excellence Awards and Board financial incentive rewards.</li> </ul>	<ul style="list-style-type: none"> <li>• NCEA records in the school are accurate and up-to-date.</li> <li>• KAMAR is accurate and up-to-date.</li> <li>• NCEA course handbooks are prepared each year.</li> <li>• Department Action Plans developed with a focus on 14 plus, merit and excellent grades and a push towards subject endorsement.</li> <li>• Departments will focus on achieving merits and excellent grades, subject endorsements and UE Domains</li> <li>• Core subjects will offer year 10 some NCEA credits if available.</li> </ul>	<ul style="list-style-type: none"> <li>• NCEA achievement meets the school goals.</li> <li>• Students make the most of opportunities and want to improve their results.</li> <li>• Reports occur on the reason for variations.</li> </ul>

## Initiatives that will support our goals

## ACHIEVEMENT INITIATIVES

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ul style="list-style-type: none"> <li>• KAMAR is well maintained.</li> <li>• Accurate records are kept by teachers.</li> <li>• NCEA receives regular publicity.</li> <li>• The Principal's Nominee is supported.</li> <li>• Appraisal focuses on NCEA success.</li> <li>• External moderation will be sent away digitally, wherever possible</li> </ul>	<ul style="list-style-type: none"> <li>• Newline is used to communicate the school wide goal.</li> <li>• Administration promotes student achievement as part of their communication.</li> <li>• Students receive half term reports on credit totals from Term 2.</li> <li>• Student reports focus on 14 plus, merit and excellent grades and subject endorsements</li> <li>• The staff mentors regularly meet with their students and monitor their progress.</li> <li>• Results of external moderation are monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• Summary results per class are given to Teachers, HODs, and Admin team termly.</li> <li>• All course outlines will clearly identify what standards count for literacy/numeracy credits.</li> <li>• All academic subjects will sit at least one external standard so students can aim for a course endorsement.</li> <li>• Excellence Awards and BOT rewards are promoted.</li> <li>• HODs monitor progress towards UE domains.</li> </ul>	<ul style="list-style-type: none"> <li>• Reports on outcomes to Principal and BOT at end of term 2 and term 4.</li> <li>• NCEA course booklets are produced each year.</li> <li>• The Principal's Nominee will meet with all HODs after external moderation has been returned.</li> <li>• 2021 Achievement Plan produced.</li> </ul>

# TOKOROA HIGH TANGATA WHENUA ACHIEVEMENT PLAN 2020

## VISION:

*Qualifications for All*

## WHAKATAUKI:

Ko Te Mana o Te Whakawhangaunga –  
Mana lives within us, our beliefs, our strengths and  
sense of belonging comes from our whakapapa.

## VALUES

Aroha	Achievement for all
Kotahitanga	Diversity in all things
Manaaki	Trust and respect
He Tangata, He Tangata	People first

## Important goals that will drive this plan:

- Maori achieving success as Maori.
- To provide learning contexts that are culturally responsive and relational in pedagogy.
- 14 Plus per subject per student at NCEA.
- 90% attendance as a minimum standard.
- To use the principles of Kia Eke Panuku professional development to accelerate change in the school.
- To affirm the rights upheld in the Treaty of Waitangi.

## ACHIEVEMENT:

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ol style="list-style-type: none"> <li>1. Provide opportunities for staff to engage with the Kia Eke Panuku Kaupapa and Shadow Coaching.</li> <li>2. Action plans have been created and reviews carried out.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff have participated in several Kia Eke Panuku PD sessions.</li> <li>2. Four cohorts have participated in the Shadow Coaching training.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue working with Poutapu Pounamu.</li> <li>2. Manage the implementation of Shadow Coaching across the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Most staff have been trained in Shadow Coaching and now need to make it a regular part of their inquiry process.</li> <li>2. Complete reports to Ministry and the Board.</li> </ol>

## Initiatives that will support our goals

## ACHIEVEMENT: INITIATIVES

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ul style="list-style-type: none"> <li>• Our vision is clear.</li> <li>• SCLT are assigned different areas to focus on.</li> <li>• Analyse 2019 data in terms of Maori students, especially 'At risk' Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is shared with, staff and the board.</li> <li>• Communication lines are strong between the Tangata Whenua group, SMT and BOT.</li> <li>• Community members are on board.</li> <li>• Keep staff informed about initiatives</li> <li>• Literacy progressions are unpacked, and greater understanding occurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Rongohia te hau to be used as a snapshot device to measure the use of CRRP's across the school.</li> <li>• Wednesday PD slots focus on increasing the use of Shadow Coaching amongst staff and literacy collaboration.</li> <li>• All teachers are trained in Shadow Coaching.</li> <li>• "Evidence to Accelerate Hui" and the Inquiry Cycle are used in departments, senior management hui and other suitable hui.</li> <li>• Staff include the CRRP's in their planning.</li> <li>• SMT develop strategic plans around the CRRP's and Shadow Coaching tool.</li> <li>• Recognise the academic successes of Maori students by holding the annual Maori Achievement night.</li> <li>• SCLT meet at least termly to discuss progress.</li> <li>• The collection and analysing of data relevant to Māori students is a priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Data from Rongohia te hau shows we are using CRRP's in our classrooms more.</li> <li>• The Shadow Coaching cycle is being used across the school. Hard copies of the front page of the tool are collated. Teacher reflections and student voice demonstrate growth or change occurring in classes.</li> <li>• Lesson plans reflect a CRRP principle that is being worked on.</li> <li>• Staff meetings and communication reflect the strategic focus.</li> <li>• Termly and annual reports report on the initiatives.</li> <li>• Feedback from the achievement hui is positive. More students and whanau attend.</li> <li>• We are aware of the data and use it to track progress of individuals and of our initiatives.</li> </ul>



## FUTURE PATHWAYS ACTION PLAN FOR 2017

Department: **Future Pathways**

Staff involved : KE, Year 13 Mentors, Deans, Pastoral Team, Tutors

Agreed Date: 2020

### MISSION STATEMENT

*Best and Highest Qualifications for All*

### KEY PRIORITIES

- Right to learn
- Active learning
- Assertive discipline

### VALUES

Aroha	Achievement for all
Kotahitanga	Diversity in all things
Maanaki	Trust and respect
He Tangata. He Tangata	People first

### Important goals that will drive this plan

- A minimum of 14 plus credits, per students, per subject – 90% attendance
- 90% of Students achieve Level 1, 90% Level 2, 80% Level 3, **35% achieve UE**
- Students begin to establish links between what they do in school and life after school

### ACHIEVEMENT GOALS:

PREPARATION	RAISING AWARENESS	EVALUATION AND REVIEW
<ol style="list-style-type: none"> <li>1. Lift University Entrance attainment to 35% of 2016 Cohort.</li> <li>2. Have 15 students enrolled in and successfully complete the Construction and Infrastructure pathway through trades academy.</li> <li>3. Have 80% of all Students logging in and using My Mahi with their tutor teachers in a regular basis.</li> <li>4. Continue to develop a Year 14 programme (Te Ara Hou) which encompasses second chance learning with lifelong learning opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify students who need to attain UE by midway through Term 1.</li> <li>2. Identify students whose future pathway indicates that they would benefit from participating in the Construction and Infrastructure Trades Academy and speak with their whanau.</li> <li>3. A set programme is given to tutor teachers to follow during the year, particularly utilising big tutor time.</li> <li>4. Identify leavers who would benefit from participating in the Te Ara Hou Programme.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review UE domain attainment data at least twice per term, ring those who have yet to achieve after external exam results are out in January to review how we can help them.</li> <li>2. Students not only enrol but attend 90% of the time and achieve all offered credits in the Construction and Infrastructure Trades Academy programme.</li> <li>3. Tutor teachers are using My Mahi to review their students goals each term.</li> <li>4. Evaluate student outcomes as the leave the programme or at the end of the academic year.</li> </ol>

### Initiatives that will support our goals

#### ACHIEVEMENT INITIATIVES:

PREPARATION	RAISING AWARENESS	EVALUATION AND REVIEW
<ul style="list-style-type: none"> <li>• Year 13 to meet with their tutor teachers to set future pathway goals, and create a plan of how to achieve what they need to attain these goals.</li> <li>• Future Pathways advisor to speak with Trades Academy students to ensure they clearly understand what is expected of them if they are to participate in Trades Academy.</li> <li>• Information provided to tutors about the My Mahi lessons they are expected to go through with each Year Level.</li> <li>• Speak with school leavers about the individual programming offered through the Te Ara Hou programme</li> </ul>	<ul style="list-style-type: none"> <li>• Year 13 My Mahi programme outline and a Year 13 Waanga to meet with Year 13 whānau. Provide time for tutors and students to meet and develop learning plans.</li> <li>• Catch up with students regularly about how they are progressing with their Trades Academy Courses</li> <li>• Tutors actively make time to work with their tutor students utilising My Mahi.</li> <li>• Track Te Ara Hou Programme student achievement against their own goals</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with tutors and review the effectiveness of My Mahi.</li> <li>• Review attendance and achievement data for trades Academy at the end of the year</li> <li>• Evaluate the quality and quantity of Future Pathway indications entered into My Mahi.</li> <li>• Review success of programme against individual participant achievement of their own goals</li> </ul>

# TOKOROA HIGH LITERACY ACHIEVEMENT PLAN 2020

## MISSION STATEMENT

*Best and Highest Qualifications for All*

## KEY PRIORITIES

- Right to learn
- Active learning
- Assertive discipline

## VALUES

Aroha	Achievement for all
Kotahitanga	Diversity in all things
Manaaki	Trust and respect
He Tangata, He Tangata	People first

## Important goals that will drive this plan

1. To achieve 15 credits plus and 95% attendance
2. To raise literacy results and the number passing level 1 with endorsements
3. To raise written English achievement and teacher / student expectations.

### ACHIEVEMENT: Goal 1

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ol style="list-style-type: none"> <li>1. Year 9 asTTle testing in Feb and Nov. Year 10 in Nov only.</li> <li>2. All teachers analyse asTTle data.</li> <li>3. Increase use of contextualised learning.</li> <li>4. Remind teachers about the writing book.</li> <li>5. To provide appropriate resourcing to support learning.</li> <li>6. All teaching staff provided with the writing progressions framework.</li> </ol>	<ol style="list-style-type: none"> <li>1. HOD's to train their staff to use the writing book strategies.</li> <li>2. Remaining literacy credits are taught early in year 11.</li> <li>3. Specific literacy goals for each department from the writing progressions framework.</li> <li>4. Comment on specific literacy goals in appraisal forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Literacy credits to be taught at Y10.</li> <li>2. Contextualise learning.</li> <li>3. Teachers to use asTTle levels to set specific literacy goals for students from the writing progressions.</li> <li>4. 9LIT focus on sentence and paragraph structure, organisation, structure and language in 2 weeks of block learning each term.</li> <li>5. To directly teach sentence, paragraph and essay structure.</li> </ol>	<ol style="list-style-type: none"> <li>1. Literacy is embedded in Dept.Handbooks and lesson plans.</li> <li>2. SMT to monitor 80% Y11 students will gain at least 10 literacy credits</li> <li>3. Literacy taught at students' level.</li> <li>4. Junior students are familiar with structure and organisation of written English.</li> <li>5. 9LIT provide written English for the school magazine.</li> </ol>

### ACHIEVEMENT Goal 2.

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ol style="list-style-type: none"> <li>1. Weekly vocab words are placed in Newline with meanings so families can practice using them.</li> <li>2. Order Words books 7 &amp; 8 for teachers of Y9 and Y10 students who will use them.</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff incorporate department vocabulary and university word list in planning.</li> <li>2. Link both vocab lists to lesson planning and apply when teaching.</li> <li>3. Staff meeting re ways of developing vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use weekly literacy words across all Year 9 &amp; 10 classes.</li> <li>2. Each department create one literacy game that uses the university and subject specific words for Year 9 or 10 students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Raised knowledge of word meanings.</li> <li>2. Teachers understand the importance of academic and subject vocab lists.</li> <li>3. 90% Year 11 students have 10 lit. credits by term 3.</li> <li>4. Complete term and annual reviews 2021 Achievement Plan produced.</li> </ol>

# TOKOROA HIGH SCHOOL TE MANAVA ACHIEVEMENT PLAN 2020

Dean's area: **Pasifika Achievement - Te Manava Achievement Plan**

Staff involved:

TA, FG, SL, TE, MU, BK, UT, NU, HC

## MISSION STATEMENT

*Best and Highest Qualifications for All*

## KEY PRIORITIES

- Right to learn
- Active learning
- Assertive discipline

## VALUES

Aroha  
Kotahitanga  
Manaaki  
He Tangata, He Tangata

Achievement for all  
Diversity in all things  
Trust and respect  
People first

Kia inangaro tatou i tetai ke  
Kia taokotai tatou  
Kia akangateitei tatou i a tatou  
Ei mua te tangata

## Important goals that will drive this plan

- 90% attendance
- A minimum of 14 credits gained per NCEA subject
- Retention of 95% in year 9 and year 10, 90% in year 11, 70% in year 12, 60% in year 13 from initial enrolment
- School leaders will come out of Te Manava. School dux and/or Proxime accessit will come out of Te Manava
- 90% of all students will gain a qualification after every school year. JCEA & NCEA

## ACHIEVEMENT GOALS

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
1. Establish a positive relationship between all Stakeholders committed to the education of Pasifika students	1. Encourage positive contacts with outside agencies 2. Increase parental and community contacts and/ or reporting 3. Pro-active intervention with primary focus on student benefit 4. Effective pastoral care is provided 5. Respect is widely practiced	1. Students have access to advisory services in health, welfare, careers, etc to make informed decisions 2. Improve student self efficacy 3. Improve student attendance 4. Improve student productivity 5. Increase student participation 6. Students are prepared for learning	1. Outcomes are evaluated against the goals and initiatives 2. Review Uniform and attendance Policy

## Initiatives that will support our goals

## ACHIEVEMENT INITIATIVES

PREPARATION	RAISING AWARENESS	INITIATIVES	EVALUATION AND REVIEW
<ul style="list-style-type: none"> <li>• All stakeholders are committed to the plan</li> <li>• More guidance will be given in course selection so that students don't have future pathways cut off</li> </ul>	<ul style="list-style-type: none"> <li>• Students, caregivers and School committed to the plan</li> <li>• Student progress and achievement is monitored and conveyed to caregivers</li> <li>• Caregivers have access to professional help</li> <li>• Quality teaching is common</li> </ul>	<ul style="list-style-type: none"> <li>• All Pasifika students are involved</li> <li>• Increase support for community initiatives</li> <li>• Dean assemblies are weekly to keep focus</li> <li>• Parental meetings are regular</li> <li>• Good behaviour is well rewarded</li> <li>• Power Up Pasifika every Wednesday, terms 1-4 with a numeracy and literacy focus</li> <li>• Scholarship Day</li> <li>• Operation D-Day (Level 3 Domain Week)</li> </ul>	<ul style="list-style-type: none"> <li>• Report Termly on outcomes</li> <li>• Student attendance, achievement, participation and retention is evaluated</li> <li>• Develop action plan for 2021</li> </ul>