

TE PUKE HIGH SCHOOL



Aim High

Whaia Te Matauranga Tiketike

2022 Charter

2022-2024 Strategic Plan

2022 Annual Plan

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1. Description of Te Puke High School and our Community

Te Puke is considered 'the kiwifruit capital of the world'. The town of Te Puke has a population of approximately 8,000. It is located 10 minute-drive from the coast, 30 kilometres southeast of Tauranga, 60 kilometres northeast from Rotorua and 75 kilometres northwest from Whakatane.

The region around Te Puke is steeped in Māori and European history. In addition to the thriving kiwifruit industry, dairy farming is very important to the local economy.

Te Puke High School is a semi-rural, decile 3, state, co-educational secondary school located in the township of Te Puke. The school serves the area from Otamarakau in the East to Papamoa in the West with approximately half of the students travelling to and from school by bus. The majority of the students come from Te Puke Intermediate, with the balance of the student intake coming from contributing full primary schools in the rural areas including Pongakawa Primary, Rangiora Primary, Pukehina Primary, Te Ranga Primary, Otamarakau Primary and Te Kura Kaupapa Maori o Te Matai.

Te Puke High School has a multicultural population of approximately 880 students including: 42% New Zealand European, 44%, Māori, 10% Asian (including 4% Indian), and 4% Pasifika. Staff consist of approximately 65 Teaching Staff and 35 Support Staff.

In 2017, the Ministry of Education worked with the schools in the Te Puke region (Otamarakau Primary, Pukehina, Primary, Pongakawa Primary, Paengaroa Primary, Rangiora Primary, Te Ranga Primary, Fairhaven Primary, Te Puke Primary, Te Puke Intermediate and Te Puke High School) to form Kāhui Ako o Te Puke (Te Puke Community of Learning).

2. 21st Century Learning @ Te Puke High School

Education is undergoing massive change. Most schools around the world, including those in New Zealand, were established in the 19th and 20th centuries to serve the needs of an 'industrial age' society. In contrast, life in the 21st Century is considerably different, including: the way we live, the way we work, the technology we use and the quantity and quality of information available. New Zealand secondary schools are being challenged to discard out-dated 20th Century one-size-fits-all teaching practices¹.

At Te Puke High School, we take learning seriously and place our students at the heart of our school. Within a supportive learning environment, our students are expected to take responsibility for their learning and achievement. Through this approach, our students are given the opportunity to develop as confident, connected and competent 21st Century learners.

Our Innovative Learning Environments (ILEs) are flexible, open and well-resourced to support teaching and learning. A significant proportion of our school campus has been redeveloped. This work completed in 2014 includes: a modern Technology block (Food Technology, Digital Visual Communication, Automotive, Engineering, Wood Technology, a Computer Suite and Textiles Technology), a contemporary Library and Student Learning Centre, flexible learning pods, modern Science laboratories, new Horticulture area and a Wharehau in the centre of our school campus.

¹ Ministry of Education. 2007, *The New Zealand Curriculum*. Wellington: Ministry of Education.

Within our ILEs, our teachers have the opportunity to work collaboratively and share their knowledge and skills. In this way our teachers continually improve their teaching practice. Our students are able to engage in learning that is personalised, socially constructed, differentiated, student initiated and connected. The new junior school curriculum was launched in 2016, providing our Year 9 and 10 students with the opportunity to learn in a much more integrated manner. In 2019, the junior curriculum was reviewed using data gathered from students, staff, parents/caregivers and the community. This information was used to help make improvements for our Year 9 and 10 learners.

3. Tikanga Māori and Te Reo Māori

Te Puke High School is committed to honouring the Te Tiriti o Waitangi (Treaty of Waitangi).

Students at Te Puke High School are provided with learning opportunities in Tikanga Māori and Te Reo Māori in a supportive environment that values the concepts of whānaungatanga, manaakitanga and taha wairua.

In 2022, a rumaki class (Te Ara Poutama) was introduced to provide students with the opportunity to learn the subjects in a total immersion environment.

4. Guiding Principles/Nga Mātāpono

Vision/Anga Whakamua

Rapua te huarahi ki te tiketike oranga mutunga kore.

Inspiring our students and staff to realise their potential through being future-focussed, lifelong learners who have a strong sense of identity.

Mission/Te Manawanui

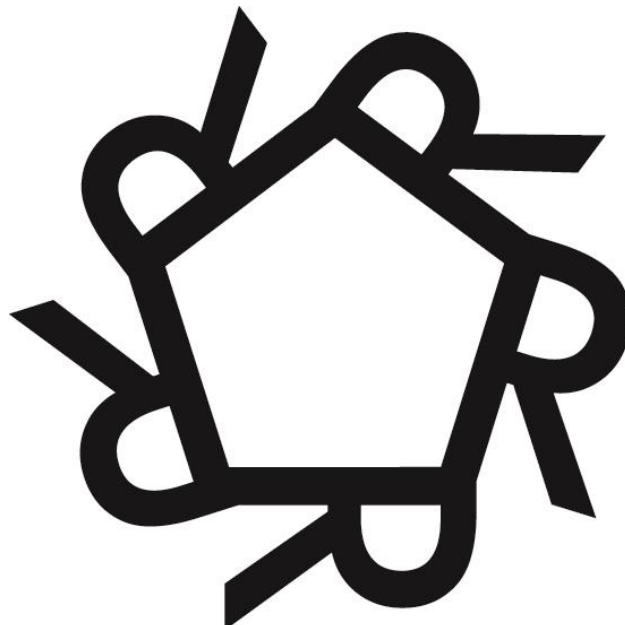
Kia tu rangatira i roto i tenei ao.

To engage and challenge each and every learner to fulfil the Core Values.

Core Values/Nga Uaratanga

Ma te mohio ka marama whaia kia mau.

Respect	Responsibility	Relationships	Resilience	Realising Potential
<ul style="list-style-type: none">• Value Learning• Value People• Value Culture• Value Property• Value Manners	<ul style="list-style-type: none">• Be Willing & Ready to Learn• Taking Ownership• Managing Self• Be Accountable• Be Punctual	<ul style="list-style-type: none">• Positive Interactions• Unconditional Inclusion• Mutual Trust• Collaboration• Effective Teamwork	<ul style="list-style-type: none">• Be Determined• Persevere• Be Motivated• Kia Kaha• Push Yourself	<ul style="list-style-type: none">• Aim High• Get Involved• Work Hard• Be Positive• Celebrate Success



Strategic Goal			
To improve student, staff, whānau, iwi and community engagement.			
2022	2023	2024	
Objectives			
Kāhui Ako (Community of Learning)	➤ To support the kaupapa of Te Puke Kahui Ako focussed on improving engagement and achievement of students at Te Puke High School.	➤ To continue support of the kaupapa of Te Puke Kahui Ako focussed on improving engagement and achievement of students at Te Puke High School.	➤ To continue support of the kaupapa of Te Puke Kahui Ako focussed on improving engagement and achievement of students at Te Puke High School.
	➤ To support the establishment and development of the Ara Rumaki class in Te Puke High School.	➤ To continue support of the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.	➤ To continue support of the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.
	➤ To support the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.	➤ To continue to support the development of the Ara Rumaki class in Te Puke High School.	➤ To continue to support the development of the Ara Rumaki class in Te Puke High School.
Wānanga (Learning)	➤ To support the Curriculum Design Roopu to review and plan the junior curriculum for 2023 and beyond.	➤ To oversee the implementation of the revised junior curriculum and support the Curriculum Design Roopu to review and plan the senior curriculum for 2024.	➤ To oversee the implementation of the revised senior curriculum
	➤ To oversee the Literacy and Numeracy pilot and professional learning for teachers.	➤ To oversee the Literacy and Numeracy implementation and use student evidence to review impact.	➤ To oversee the Literacy and Numeracy implementation and use student evidence to review impact.
	➤ To support the NCEA pilots.	➤ To support the full NCEA Pilots.	➤ To support the implementation of the new NCEA Level 1 standards
	➤ To further develop culturally relational, response and culturally sustaining practices through professional learning and the review of leadership practices. This will be guided by the Kāhui Ako, Te Hurihanganui and the Pacific Education Strategy.	➤ To continue to develop culturally relational, response and culturally sustaining practices through professional learning and the review of leadership practices. This will be guided by the Kāhui Ako, Te Hurihanganui and the Pacific Education Strategy.	➤ To continue to develop culturally relational, response and culturally sustaining practices through professional learning and the review of leadership practices. This will be guided by the Kāhui Ako, Te Hurihanganui and the Pacific Education Strategy.
Whanaungatanga (Relationships)	➤ To support the development of the staff and student Hauora & Wellbeing Committees.	➤ To review and support further development of the staff and student Hauora & Wellbeing Committees.	➤ To continue to review and support further development of the staff and student Hauora & Wellbeing Committees.
	➤ To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kahui Ako initiatives.	➤ To oversee and review the system and reassess effectiveness.	➤ To continue reviewing and implementing improvements to our systems
	➤ To develop more ways to Celebrate Student Success and implement formal assemblies to encourage student achievement.	➤ To review current community relationships and continue developing new community relationships.	➤ To review and implement further opportunities to acknowledge student successes
	➤ To investigate and build Community Relationships and networks that will enhance and support our students' learning pathways and careers opportunities.	➤ To oversee the student support services to ensure the needs are being met by the resourcing available.	➤ To continue reviewing current community relationships and continue developing new community relationships
Manākitanga (Caring)	➤ To co-ordinate the Student Support Services within the school. Supporting a needs-based approach to student support within Te Puke High School structures and staffing.	➤ To oversee the student support services offered by outside agencies to ensure the needs are being met by the resourcing available.	➤ To continue reviewing and implementing improvements to the services offered.
	➤ To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.	➤ To oversee the student support services offered by outside agencies to ensure the needs are being met by the resourcing available.	➤ To continue reviewing and implementing improvements to the services offered.
	➤ Re-evaluate and redevelop the role and purpose of HOHs and Small Groups at TPHS in relation to the changing dynamic of Pastoral Care of Students at Te Puke High School.	➤ To continue the implementation of the redevelopment of the role of the HOHs and Small Groups at TPHS.	➤ To continue reviewing and implementing improvements made to HOH role and Small Groups.
	➤ Oversee Alternative Education to ensure that we are providing a meaningful programme which effectively transitions students back into school or into a career pathway.	➤ To continue to oversee the student support services to ensure the educational and pastoral needs are being met within the Alternative Education Programme.	➤ To continue to review Alternative Education to ensure the needs are being met within the Alternative Education Programme.

TE PUKE HIGH SCHOOL

2022 School Annual Plan and Report - Kāhui Ako (Community of Learning) - LDL



Aim High
Whaia Te Matauranga Tiketike

Portfolio	Kāhui Ako (Community of Learning)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objectives	<p>1.1 To support the kaupapa of Te Puke Kahui Ako focussed on improving engagement and achievement of students at Te Puke High School.</p> <p>1.2 To support the establishment and development of the Ara Rumaki class (Te Ara Poutama) in Te Puke High School.</p> <p>1.3 To support the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.</p>
Historical Background	<p>During the second-half of 2020, the Board of Trustees and Senior Leadership Team worked together to review the current Charter, including the Strategic Plan for the next three years. The National Education Learning Priorities (NELPs) were used to help guide our review process.</p> <p>As a result of the review, it was agreed that the school will focus on one strategic goal; “To improve student, staff, whānau, iwi and community engagement.” This goal aligns with the Guiding Principles, Objectives and Outcomes expected of Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (2020).</p> <p>Senior Leaders would be responsible for developing an annual plan for their respective portfolios in relation to the ‘engagement’ strategic goal.</p> <p>In 2021, Te Puke Kahui Ako provided a cohesive coordinated approach to supporting cultural responsive and relational pedagogy through the Across School and Within School Leaders. In addition, there was a coordinated approach to Learning Support Coordinators with schools referring students who needed extra support. Towards the end of 2021, the strategic plan and achievement challenges were reviewed. In addition, new Across School Leaders were interviewed and appointed to help facilitate the approach to address the</p>

revised achievement challenges.

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
<p>1.1 To support the kaupapa of Te Puke Kāhui Ako focussed on improving engagement and achievement of students at Te Puke High School.</p>	<p>1.1a To support the leadership and kaupapa of Te Puke Kāhui Ako.</p> <p>1.1b To contribute to the development of agreed shared actions of the schools in our Kāhui Ako.</p> <p>1.1c To support the work of the Across School Leaders (ASL) and Within School Leaders (WSL).</p>	<p>LDL</p>	<p>Attend Kāhui Ako meetings.</p> <p>Attend meetings with our ASL and WSLs.</p>	<p>Minutes of meetings attended.</p> <p>Reports to the Board of Trustees.</p>	<p>Throughout the year.</p>
<p>1.2 To support the establishment and development of the Ara Rumaki class (Te Ara Poutama) in Te Puke High School.</p>	<p>1.2a To demonstrate open support for the kaupapa of the Ara Rumaki class.</p> <p>1.2b To support the work of the LOL Māori and Kaiako of the Ara Rumaki class.</p>	<p>LDL</p>	<p>Staff meetings</p> <p>Kaimahi meetings</p>	<p>Minutes of meetings attended.</p> <p>Reports to the Board of Trustees.</p>	<p>Throughout the year.</p>

<p>1.3 To support the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.</p>	<p>1.3a Attend meetings and support local iwi, whānau and Māori students to realise their aspirations.</p> <p>1.3b Support the implementation of actions regarding Te Hurihanganui at Te Puke High School.</p>	<p>LDL</p>	<p>Attend meetings.</p>	<p>Minutes of meetings attended.</p> <p>Reports to the Board of Trustees.</p>	<p>Throughout the year.</p>
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TE PUKE HIGH SCHOOL

2022 School Annual Plan and Report

- Wānanga (Learning) - THP



Aim High
Whaia Te Matauranga Tiketike

Portfolio	Wānanga (Learning)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objective	<p>2.1 To support the Curriculum Design Roopu to review and plan the junior curriculum for 2023 and beyond.</p> <p>2.2 To oversee the Literacy and Numeracy pilot and professional learning for teachers.</p> <p>2.3 To support the NCEA pilots.</p> <p>2.4 To further develop culturally relational, response and culturally sustaining practices through professional learning and the review of leadership practices. This will be guided by the Kāhui Ako, Te Hurihanganui and the Pacific Education Strategy.</p>
Historical Background	<p>During the second-half of 2020, the Board of Trustees and Senior Leadership Team worked together to review the current Charter, including the Strategic Plan for the next three years. The National Education Learning Priorities (NELPs) were used to help guide our review process.</p> <p>As a result of the review, it was agreed that the school will focus on one strategic goal; “To improve student, staff, whānau, iwi and community engagement.” This goal aligns with the Guiding Principles, Objectives and Outcomes expected of Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (2020).</p> <p>Senior Leaders would be responsible for developing an annual plan for their respective portfolios in relation to the ‘engagement’ strategic goal.</p>

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
<p>2.1</p> <p>To support the Curriculum Design Roopu to review and plan the junior curriculum for 2023 and beyond.</p>	<p>2.1a</p> <p>Facilitate the co-construction of action plan, role allocation and timeline.</p> <p>2.1b</p> <p>Research current models of connected learning in other schools.</p> <p>2.1c</p> <p>Collect and analyse evidence to inform planning of next steps.</p> <p>2.1d</p> <p>Regularly feedback to staff, whānau and ākonga on progress.</p>	<p>THP</p> <p>Curriculum Design Roopu</p> <p>Curriculum Design Roopu</p> <p>Curriculum Design Roopu</p>	<p>Regular Thursday fortnightly hui</p>	<p>Ākonga, whānau and kaiako voice</p> <p>Research other school models</p> <p>Meeting minutes</p>	<p>End of 2022</p>

<p>2.2</p> <p>To oversee the Literacy and Numeracy pilot and professional learning for teachers.</p>	<p>2.2a.</p> <p>Gather data regarding the senior curriculum from our stakeholder groups.</p> <p>2.2b</p> <p>Analyse data gathered to develop the senior curriculum at Te Puke High School.</p> <p>2.2c</p> <p>Develop an action plan to implement the revised senior curriculum at Te Puke High School.</p>	<p>THP, DES, MFD</p>	<p>200 PLD hours</p> <p>Release time for co-coordinators</p>	<p>Action Plan</p> <p>asTTle data</p> <p>OTJs</p> <p>NCEA Literacy and Numeracy results</p> <p>Ākonga voice</p>	<p>End of 2022</p>
<p>2.3</p> <p>To support the NCEA pilots.</p>	<p>2.3a</p> <p>Work with Science, Māori and Drama LOLs/TIC to provide support and resourcing.</p> <p>2.3b</p> <p>Update staff on current practices and learnings throughout year</p>	<p>THP</p> <p>NKA, RAD, PEN</p>	<p>Teacher release time where required</p>	<p>NCEA results and Ākonga and Kaiako voice</p>	<p>End of 2022</p>

<p>2.4 To further develop culturally relational, response and culturally sustaining practices through professional learning and the review of leadership practices. This will be guided by the Kāhui Ako, Te Hurihanganui and the Pacific Education Strategy.</p>	<p>2.4a Lead professional learning according to the Kahui Ako priorities and our Kahui Ako action plan:</p> <ul style="list-style-type: none"> • Developing Local Curriculum and connections with Māori community. • Developing Learner Pathways. • Developing Learning Support. 	<p>THP, RAD, PNA, JEP, RYN</p>	<p>Kahui Ako time</p>	<p>Rongohia te Hau evidence</p>	<p>End of 2022</p>
	<p>2.4b Work collaboratively to develop Te Hurihanganui kaupapa - Māori student leadership.</p>	<p>THP, MFD, RFD</p>	<p>Release time where required</p>	<p>Ākonga and whānau voice</p>	
	<p>2.4c Introduce staff to Tapasa document and start connecting planning to key Pacific concepts.</p>	<p>THP, PNA</p>	<p>Release time where required</p>	<p>Planning documentation</p>	



Portfolio	Whanaungatanga (Relationships)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objective	<p>3.1 To support the development of the staff and student Hauora & Wellbeing Committees.</p> <p>3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kahui Ako initiatives.</p> <p>3.3 To develop more ways to Celebrate Student Success and implement formal assemblies to encourage student achievement.</p> <p>3.4 To investigate and build Community Relationships and networks that will enhance and support our students' learning pathways and careers opportunities.</p>
Historical Background	<p>During the second-half of 2020, the Board of Trustees and Senior Leadership Team worked together to review the current Charter, including the Strategic Plan for the next three years. The National Education Learning Priorities (NELPs) were used to help guide our review process.</p> <p>As a result of the review, it was agreed that the school will focus on one strategic goal; “To improve student, staff, whānau, iwi and community engagement.” This goal aligns with the Guiding Principles, Objectives and Outcomes expected of Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (2020).</p> <p>Senior Leaders would be responsible for developing an annual plan for their respective portfolios in relation to the ‘engagement’ strategic goal.</p>

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
3.1 To support the development of the staff and student Hauora & Wellbeing Committees.	3.1a Organise regular meeting schedules.	MGY	Time	Regularly scheduled meetings	End of Term 1
	3.1b Recruit staff and students from a cross section of areas.	MGY	Time	Diverse membership	End of Term 1
	3.1c Create an annual strategic plan to support staff & student hauora & wellbeing development.	H & W Committee	Time	Key tasks coordinated, planned and completed	Ongoing but end of 2022
3.2 To review the current Attendance model and develop and implement an effective system that is applied consistently at TPHS and supports Kahui Ako initiatives.	3.2a. Meet with HOHs & staff to complete an overview and PMI analysis of the current system.	MGY, SLT, AAs, HOHs & LOLs	Meeting times	A priority list of events	End of Term 1
	3.2b To develop an attendance support model that is	MGY, SLT, AAs, HOHs & LOLs	Meeting times	Opportunities to celebrate created	Ongoing but end of 2022

	effective for all.				
	3.2c To liaise and support the Kahui Ako attendance initiatives.		Meeting times	Annual calendar of events created and shared with community	End of Term 1
3.3 To develop more ways to Celebrate Student Success and implement formal assemblies to encourage student achievement.	3.3a To liaise with AAs, HOHs and LOLs to review opportunities	MGY, SLT, AAs, HOHs & LOLs	Meeting times	A priority list of events	End of Term 1
	3.3b Develop celebratory occasions to acknowledge student achievements.	MGY, SLT, AAs, HOHs & LOLs	Meeting times	Opportunities to celebrate created	Ongoing but end of 2022
	3.3c Create an annual calendar & promote with the community	MGY	Meeting times	Annual calendar of events created and shared with community	End of Term 1
3.4 To investigate and build Community Relationships and	3.3a Meet with TP business community & EPIC.	MGY & Careers	Meeting times	Connections made	Ongoing

networks that will enhance and support our students' learning pathways and careers opportunities.	3.4b Establish a database of community supporters.	MGY & Careers	Meeting times	Database created	Ongoing
	3.4c Promote opportunities to connect.	MGY	Meeting times & funding	Schedule meetings	Ongoing

TE PUKE HIGH SCHOOL

2022 School Annual Plan and Report - Manaakitanga (Caring) - AUS



Aim High
Whaia Te Matauranga Tiketike

Portfolio	Manākitanga (Caring)
Strategic Goal	To improve student, staff, whānau, iwi and community engagement.
Objective	<p>4.1 To co-ordinate the Student Support Services within the school. Supporting a needs-based approach to student support within Te Puke High School structures and staffing.</p> <p>4.2 To liaise and co-ordinate with outside agencies to enhance the Student Support Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS</p> <p>4.3 Re-evaluate and redevelop the role and purpose of HOHs and Small Groups at TPHS in relation to the changing dynamic of Pastoral Care of Students at Te Puke High School.</p> <p>4.4 Oversee Alternative Education to ensure that we are providing a meaningful programme which effectively transitions students back into school or into a career pathway.</p>
Historical Background	<p>During the second-half of 2020, the Board of Trustees and Senior Leadership Team worked together to review the current Charter, including the Strategic Plan for the next three years. The National Education Learning Priorities (NELPs) were used to help guide our review process.</p> <p>As a result of the review, it was agreed that the school will focus on one strategic goal; “To improve student, staff, whānau, iwi and community engagement.” This goal aligns with the Guiding Principles, Objectives and Outcomes expected of Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (2020).</p> <p>Senior Leaders would be responsible for developing an annual plan for their respective portfolios in relation to the ‘engagement’ strategic goal.</p>

Objectives	Actions	Responsibilities	Resources	Evidence	Completion Date
4.1 To co-ordinate the Student Support Services within the school. Supporting a needs-based approach to student support within Te Puke High School structures and staffing.	4.1a To meet with Morgyn, Tarsh and Kate at the beginning of the year to evaluate the previous year's needs and how these needs were met.	AUS, Morgyn, Kate and Tarsh	Time to meet, Annual report from guidance.	Annual Guidance report.	End of Feb 2022
	4.1b To evaluate the needs of our students and assess whether our current services are meeting the needs of the students.	AUS, Morgyn, Kate, Tarsh, Amanda	Time to meet, Annual report from guidance.	Annual Guidance report.	End of Feb 2022
	4.1c To orientate and support the new Learning Support Coordinator into the role at TPHS.	AUS, Amanda Porter.	Regular meeting time.	Successful integration of new LSC into the job.	End of Term 1 2022
4.2 To liaise and co-ordinate with outside agencies to enhance the Student Support	4.2a To meet with Morgyn, Tarsh and Kate at the beginning of the	AUS, Morgyn, Kate, Tarsh.	Meeting.	Meeting minutes	April 2022

<p>Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS.</p>	<p>year to evaluate the previous year's needs and how these needs were met, making note of any shortcomings within our own resourcing and what other outside agencies are available and able to support our students.</p>				
	<p>4.2b To analyse what agencies are available for supporting in areas that we are not able to cover within our own Student Support Structures.</p>	<p>Compile a list of agencies and approach them to see if they are able to assist with student support.</p>	<p>Database</p>	<p>Database</p>	<p>End of Term 1 2022</p>
	<p>4.2c To create further opportunities for our students to access outside agencies for support in relation to their needs.</p>	<p>AUS, Outside Agencies. Morgyn, Kate, Amanda.</p>		<p>Database</p>	<p>End of Term 1 2022</p>
<p>4.3 Re-evaluate and redevelop the role</p>	<p>4.3a HOH review meeting to discuss and</p>	<p>AUS, HOHs</p>	<p>Resources.</p>		<p>End of Term 1 2022</p>

and purpose of HOHs and Small Groups at TPHS in relation to the changing dynamic of Pastoral Care of Students at Te Puke High School.	evaluate the year.		Review afternoon		
	4.3b Gain staff feedback through a survey about the Small Group Structure at TPHS.	AUS, CRJ	Google survey	Survey	End of Term 1 2022
	4.3c Gain student feedback through feedback of Small Group Structure at TPHS.	AUS, HOHs	Google Survey	Survey	End of Term 1 2022
4.4 Oversee Alternative Education to ensure that we are providing a meaningful programme which effectively transitions students back into school or into a career pathway.	4.4a Regular contact slot with AE staff-evaluating goals with staff.	AUS, Rob Veale	Visits to AE	Planning, minutes	Regularly throughout 2022
	4.4b Regular contact with AE students evaluating their pathways to transitioning back to school or workforce.	AUS, Rob Veale	Visits to AE	Pathway planning - goal sheets.	Regularly throughout 2022