

**TE PUKE** HIGH SCHOOL



**Aim High**

Whaia Te Matauranga Tiketike

# **2023 Charter**

**2023-2025 Strategic Plan**

**2023 Annual Plans**

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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, state, co-educational secondary school located in the township of Te Puke. The school serves the area from Otamarakau in the East to Pāpāmoa in the West with approximately half of the students travelling to and from school by bus. The majority of the student intake is from Te Puke Intermediate, with the balance coming from full primary schools in the rural areas including Pongakawa Primary, Rangiuru 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 950 students including: 42% New Zealand European, 42%, Māori, 12% Asian (including 5% Indian), and 3% Pasifika. Staff consist of approximately 70 Teaching Staff and 35 Support Staff.

## 2. 21<sup>st</sup> 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 19<sup>th</sup> and 20<sup>th</sup> centuries to serve the needs of an 'industrial age' society. In contrast, life in the 21<sup>st</sup> 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 20<sup>th</sup> Century one-size-fits-all teaching practices<sup>1</sup>.

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.

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

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<sup>1</sup> Ministry of Education. 2007, *The New Zealand Curriculum*. Wellington: Ministry of Education.

much more integrated manner. In 2023, the junior curriculum was changed in response to a significant review of stakeholder groups; students, staff, parents/caregivers and the community.

### **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/Ngā Uaratanga

Ma te mohio ka marama whaia kia mau.

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



| Strategic Goal   |   |  |  |
|--|---|--|--|
| To improve student, staff, whānau, iwi and community engagement. |   |  |  |
|  | 2023  | 2024   | 2025   |
|  | Objectives  |  |  |
| <b>1. Kāhui Ako<br/>(Community of Learning)</b>                  | 1.1 To support the kaupapa of Te Puke Kahui Ako focussed on improving engagement and achievement of students at Te Puke High School.  | 1.1 To continue support of the kaupapa of Te Puke Kahui Ako focussed on improving engagement and achievement of students at Te Puke High School.               | 1.1 To continue support of the kaupapa of Te Puke Kahui Ako focussed on improving engagement and achievement of students at Te Puke High School. |
|  | 1.1 To support the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.  | 1.2 To continue support of the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.                   | 1.2 To continue support of the kaupapa of Te Hurihanganui to help local iwi realise their aspirations for their tamariki in Te Puke schools.     |
|  | 1.3 To support the development of the Ara Rumaki class in Te Puke High School.  | 1.3 To continue to support the development of the Ara Rumaki class in Te Puke High School.   | 1.3 To continue to support the development of the Ara Rumaki class in Te Puke High School.   |
| <b>2. Wānanga<br/>(Learning)</b>                                 | 2.1 To support the Curriculum Design Roopu to review the implementation of the 2023 junior curriculum and to plan for implementation of NCEA Level 1 courses for 2024.  | 2.1 To ***   | 2.1 To ***   |
|  | 2.2 To support the implementation of the new NCEA Literacy and Numeracy requirements.   | 2.2 To ***   | 2.2 To ***   |
|  | 2.3 To further develop culturally sustaining practices at Te Puke High School in collaboration with our Kahui Ako our local iwi, our ākonga, local organisations, and other community groups.   | 2.3 To ***   | 2.3 To ***   |
|  | 2.4 To support the development of Te Ara Hapai - Learning Support within Te Puke High School.   | 2.4 To ***   | 2.4 To ***   |
| <b>3. Whanaungatanga<br/>(Relationships)</b>                     | 3.1 To review and support further development of the staff and student Hauora & Wellbeing Committees.   | 3.1 To ***   | 3.1 To ***   |
|  | 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.   | 3.2 To ***   | 3.2 To ***   |
|  | 3.3 To develop more ways to Celebrate Student Success and implement formal assemblies to encourage student achievement.   | 3.3 To ***   | 3.3 To ***   |
|  | 3.4 To investigate and build Community Relationships and networks that will enhance and support our students' learning pathways and careers opportunities.  | 3.4 To ***   | 3.4 To ***   |
| <b>4. Manākitanga<br/>(Caring)</b>                               | 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.   | 4.1 To oversee the student support services offered by outside agencies to ensure the needs are being met by the resourcing available.                         | 4.1 To continue reviewing and implementing improvements to the services offered.   |
|  | 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. | 4.2 To oversee the student support services offered by outside agencies to ensure the needs are being met by the resourcing available.                         | 4.2 To continue reviewing and implementing improvements to the services offered.   |
|  | 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.  | 4.3 To continue the implementation of the redevelopment of the role of the HOHs and Small Groups at TPHS.  | 4.3 To continue reviewing and implementing improvements made to HOH role and Small Groups.   |
|  | 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.  | 4.4 To continue to oversee the student support services to ensure the educational and pastoral needs are being met within the Alternative Education Programme. | 4.4 To continue to review Alternative Education to ensure the needs are being met within the Alternative Education Programme.                    |

# TE PUKE HIGH SCHOOL

## 2023 School Annual Plan and Report - Kāhui Ako (Community of Learning) - LDL



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|                              |  |
|------------------------------|--|
| <b>Portfolio</b>             | Kāhui Ako (Community of Learning)  |
| <b>Strategic Goal</b>        | To improve student, staff, whānau, iwi and community engagement.   |
| <b>Objectives</b>            | <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>   |
| <b>Historical Background</b> | <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 revised achievement challenges.</p> |

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

|   |  |            |                         |   |                             |
|---|--|------------|-------------------------|---|-----------------------------|
| <p>1.3<br/>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<br/>Attend meetings and support local iwi, whānau and Māori students to realise their aspirations.</p> <p>1.3b<br/>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> |
|---|--|------------|-------------------------|---|-----------------------------|

# TE PUKE HIGH SCHOOL

## 2022 School Annual Plan and Report - Wānanga (Learning) - THP



**Aim High**  
Whaia Te Matauranga Tiketike

|                              |  |
|------------------------------|--|
| <b>Portfolio</b>             | Wānanga (Learning)   |
| <b>Strategic Goal</b>        | To improve student, staff, whānau, iwi and community engagement.   |
| <b>Objective</b>             | <p>2.1 To support the Curriculum Design Roopu to review the implementation of the 2023 junior curriculum and to plan for implementation of NCEA Level 1 courses for 2024.</p> <p>2.2 To support the implementation of the new NCEA Literacy and Numeracy requirements.</p> <p>2.3 To further develop culturally sustaining practices at Te Puke High School in collaboration with our Kahui Ako our local iwi, our ākonga, local organisations, and other community groups.</p> <p>2.4 To support the development of Te Ara Hapai - Learning Support within Te Puke High School.</p>   |
| <b>Historical Background</b> | <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 development of the Curriculum Design Roopu to review the implementation of the 2023 junior curriculum and to plan for implementation of NCEA Level 1 courses for 2024.</p> | <p>2.1a</p> <p>Facilitate the establishment of an action plan for 2023, to include strategic working groups.</p> <p>2.1b</p> <p>Review 2022-2023 practices through the collection and analysis of evidence.</p> <p>2.1c</p> <p>Research systems and practices that will enable culturally sustaining outcomes.</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>Timetable structures</p> <p>Reports</p> <p>Other schools NCEA course designs</p> <p>Meeting minutes</p> <p>Whānau, ākong and kaiako voice</p> | <p>End of 2023</p> |
| <p>2.2</p> <p>To support the implementation of the new NCEA Literacy and Numeracy requirements.</p>   | <p>2.2a</p> <p>Gather 2022 literacy and numeracy data at Year 9 and 10.</p> <p>2.2b</p> <p>PLD providers work</p>   | <p>THP, DES, MFD,</p>   | <p>100 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>End of 2023</p> |

|  |   |  |  |              |  |
|--|---|--|--|--------------|--|
|  | <p>with kaiako to analyse data and to plan their teaching and learning responses.</p> <p>2.2c</p> <p>Support our MST to work with kaiako to accelerate 60 ākonga in Maths.</p> <p>2.1d</p> <p>Support POA to implement the Structured Literacy Approach for Year 9 readers.</p> <p>2.1e</p> <p>Support HEJ to continue to implement the Aim High Reading programme.</p> |  |  | Ākonga voice |  |
|--|---|--|--|--------------|--|

|   |   |                                |  |   |                    |
|---|---|--------------------------------|--|---|--------------------|
| <p>2.3</p> <p>To further develop culturally sustaining practices at Te Puke High School in collaboration with our Kahui Ako our local iwi, our ākonga, local organisations, and other community groups.</p> | <p>2.3a</p> <p>Lead professional learning according to the Kahui Ako priorities and our Kahui Ako action plan:</p> <ul style="list-style-type: none"> <li>• Developing staff capability in te reo Māori.</li> <li>• Developing understandings of Mātauranga Māori and our local curriculum.</li> <li>• Developing Ara Ākonga - Learner Pathways.</li> </ul> | <p>THP, RAD, RYN, TOM, UAS</p> | <p>Kahui Ako time</p> <p>Learning Area Action Plans</p> <p><a href="#">Kahui Ako action plan</a></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 2023</p> |
|   | <p>2.3b</p> <p>Support learning Areas to develop their annual plans.</p>  | <p>THP, RAD, RYN, TOM, UAS</p> |  |   |                    |
|   | <p>2.3c</p> <p>Work collaboratively with Māori student leadership team and other ākonga to review Te Hurihanganui kaupapa and name.</p>   | <p>THP, MFD</p>                | <p>Release time where required</p>   | <p>Ākonga and whānau voice</p>  |                    |

|  |   |                                      |                             |                               |  |
|--|---|--------------------------------------|-----------------------------|-------------------------------|--|
|  | 2.3d<br>Introduce staff to Tapasā document and start connecting planning to key Pacific concepts. | PNA, THP and other interested kaiako | Release time where required | Tapasā Planning documentation |  |
| 2.4<br>To support the development of Te Ara Hapai - Learning Support within Te Puke High School. | 2.4a<br>Review 2022 practices and resources.  |                                      |                             |                               |  |
|  | 2.4b<br>Support the development of an action plan for 2023.                                       |                                      |                             |                               |  |
|  | 2.4c<br>Research systems and practices that will enable culturally sustaining outcomes.           |                                      |                             |                               |  |
|  | 2.4d<br>Regularly feedback to staff, whānau and ākonga on progress.                               |                                      |                             |                               |  |

## 2022 School Annual Plan and Report - Whanaungatanga (Relationships) - MGY



|                              |  |
|------------------------------|--|
| <b>Portfolio</b>             | Whanaungatanga (Relationships)   |
| <b>Strategic Goal</b>        | To improve student, staff, whānau, iwi and community engagement.   |
| <b>Objective</b>             | <p>3.1 To review and support further development of the staff and student Hauora &amp; Wellbeing Committees.</p> <p>3.2 To oversee and review the current Attendance model reassess effectiveness.</p> <p>3.3 To review and implement further opportunities to Celebrate Student Success and encourage and acknowledge student achievement.</p> <p>3.4 To review current community relationships and continue developing new community relationships.</p>  |
| <b>Historical Background</b> | <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 2023 we celebrate Te Puke High School’s Centenary. Most of the events will be held on-site allowing us to showcase the school and build long lasting networks and an Alumni within the community.</p> |

| Objectives   | Actions  | Responsibilities | Resources | Evidence   | Completion Date |
|--|--|------------------|-----------|--|-----------------|
| 3.1<br>To review and support further development of the staff and student Hauora & Wellbeing Committees. | 3.1a<br>Organise regular meeting schedules.  | MGY              | Time      | Regularly scheduled meetings, usually twice a term unless urgent | End of Term 1   |
|  | 3.1b<br>Recruit staff and students from a cross section of areas.  | MGY              | Time      | Diverse membership   | End of Term 1   |
|  | 3.1c<br>Create an annual strategic plan to support staff & student hauora & wellbeing development that reflects staff and student needs. | H & W Committee  | Time      | Key tasks coordinated, planned and completed                     | Ongoing         |
|  | 3.1d<br>Review and support development of the group.   | H & W Committee  | Time      | Feedback from our staff survey is enacted where appropriate      | End of 2023     |

|  |  |                            |               |  |                         |
|--|--|----------------------------|---------------|--|-------------------------|
| 3.2<br>To oversee and review the current Attendance model reassess effectiveness.  | 3.2a.<br>Meet with HOHs to complete improvements to the system.            | MGY, SLT, AAs, HOHs & LOLs | Meeting times | A priority list of events                                    | End of Term 1           |
|  | 3.2b<br>To develop an attendance support model that is effective for all.  | MGY, SLT, AAs, HOHs & LOLs | Meeting times | Kaiārahi Ngā Puna are comfortable using the system.          | Ongoing but end of 2023 |
|  | 3.2c<br>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<br>To review and implement further opportunities to Celebrate Student Success and encourage and acknowledge student achievement. | 3.3a.<br>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<br>Develop celebratory occasions to acknowledge student achievements. | MGY, SLT, AAs, HOHs & LOLs | Meeting times | Opportunities to celebrate created.                          | Ongoing but end of 2023 |
|  | 3.3c<br>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<br>To review current community relationships and continue developing new community relationships. | 3.4a.<br>Meet with TP business community & EPIC.   | MGY & Careers               | Meeting times           | Connections made                        | Ongoing     |
|   | 3.4b<br>Establish a database of community supporters.  | MGY & Careers               | Meeting times           | Database created                        | Ongoing     |
|   | 3.4c<br>Promote opportunities to connect.  | MGY                         | Meeting times & funding | Schedule meetings                       | Ongoing     |
|   | 3.4d<br>Work with the Te Puke Centenary Committee to grow school and community partnerships. | Te Puke Centenary Committee | Meeting times           | Attend meetings & build community links | End of 2023 |

## 2023 School Annual Plan and Report - Manaakitanga (Caring) - AUS



|                              |  |
|------------------------------|--|
| <b>Portfolio</b>             | Manākitanga (Caring)   |
| <b>Strategic Goal</b>        | To improve student, staff, whānau, iwi and community engagement.   |
| <b>Objective</b>             | <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> |
| <b>Historical Background</b> | <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    |
|---|---|----------------------------------|--|---|--------------------|
| <b>4.1</b><br>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. | <b>4.1a</b><br>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    |
|   | <b>4.1b</b><br>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    |
|   | <b>4.1c</b><br>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 |
| <b>4.2</b><br>To liaise and co-ordinate with outside agencies to enhance the Student Support  | <b>4.2a</b><br>To meet with Morgyn, Tarsh and Kate at the beginning of the  | AUS, Morgyn, Kate, Tarsh.        | Meeting.                                   | Meeting minutes                                 | April 2022         |

|  |  |  |          |          |                    |
|--|--|--|----------|----------|--------------------|
| Services within Te Puke High School. Further developing the relationships with outside agencies to provide extra support that is required by students at TPHS. | 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. |  |          |          |                    |
|  | 4.2b<br>To analyse what agencies are available for supporting in areas that we are not able to cover within our own Student Support Structures.  | Compile a list of agencies and approach them to see if they are able to assist with student support. | Database | Database | End of Term 1 2022 |
|  | 4.2c<br>To create further opportunities for our students to access outside agencies for support in relation to their needs.  | AUS, Outside Agencies. Morgyn, Kate, Amanda.   |          | Database | End of Term 1 2022 |

|  |   |                |                                |                                 |                           |
|--|---|----------------|--------------------------------|---------------------------------|---------------------------|
| <p>4.3</p> <p>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>4.3a</p> <p>HOH review meeting to discuss and evaluate the year.</p>   | AUS, HOHs      | Resources.<br>Review afternoon |                                 | End of Term 1 2022        |
|  | <p>4.3b</p> <p>Gain staff feedback through a survey about the Small Group Structure at TPHS.</p>                            | AUS, CRJ       | Google survey                  | Survey                          | End of Term 1 2022        |
|  | <p>4.3c</p> <p>Gain student feedback through feedback of Small Group Structure at TPHS.</p>                                 | AUS, HOHs      | Google Survey                  | Survey                          | End of Term 1 2022        |
| <p>4.4</p> <p>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>   | <p>4.4a</p> <p>Regular contact slot with AE staff-evaluating goals with staff.</p>  | AUS, Rob Veale | Visits to AE                   | Planning, minutes               | Regularly throughout 2022 |
|  | <p>4.4b</p> <p>Regular contact with AE students evaluating their pathways to transitioning back to school or workforce.</p> | AUS, Rob Veale | Visits to AE                   | Pathway planning - goal sheets. | Regularly throughout 2022 |

