

# Taumarunui High School



*Kia Manawanui / Be Steadfast*

## Strategic Plan 2024 - 2025

## Strategic Aims and Targets

Domain	Strategic Aim	Targets
<p style="text-align: center;"><b>Student Learning and Achievement</b></p> <p>To provide high quality and effective teaching and learning experiences which promote high levels of student engagement, success and achievement.</p>	<p>1.1 <b>THS BPL Curriculum</b> - The THS Big Picture Learning Curriculum is effectively implemented.</p> <p>1.2 <b>Year 9/10 Learning and Achievement</b> – Literacy and Numeracy improvement as per the targets.</p> <p>1.3 <b>Year 11 Literacy and Numeracy Co-requisites</b></p> <p>1.4 <b>Year 12 to 13 Learning and Achievement</b> – NCEA achievement as per targets.</p> <p>1.5 <b>BPL Achievement as per IBPL Credential</b></p>	<p>1.2a Accelerated improvement in Literacy &amp; Numeracy for students whose AsTTle scores are below 3B on entry or 4P and below starting Yr.10, by at least 3 sub levels.</p> <p>1.2b To ensure All Yr. 9 and 10 students make a minimum 2 sub level improvement annually.</p> <p>1.3a 85% of Yr. 11's – Have met the Literacy &amp; Numeracy requirements for NCEA</p> <p>1.4a 85% of leavers with a minimum NCEA Level 2 qualification.</p> <p>1.4b 50% of Yr. 13 students to achieve NCEA Level 3</p> <p>1.5 IBPL credential ready to be implemented</p>
<p style="text-align: center;"><b>Parent / Whanau / Community Engagement</b></p> <p>To effectively engage parents, whanau and community to enhance learning.</p>	<p>2.1 <b>Communication</b> - The school community is kept well informed of our Big Picture Learning Model.</p> <p>2.2 <b>Parental Engagement</b> - Parents are authentically engaged with their child's progress.</p> <p>2.3 <b>Learning Community</b> - Advisors effectively build learning communities which engage whanau.</p> <p>2.4 <b>Parental Involvement</b> - Parents and members of the community are welcomed into and actively encouraged to be present and involved in the school.</p>	<p>2.1 School communicates regularly with parents and community (at least fortnightly) regarding learning.</p> <p>2.2 80% of parents attend students ILP meeting and at least 2 exhibitions per year.</p> <p>2.3 Advisors make fortnightly contact with caregivers.</p> <p>2.4 Parents invited into school at least once per term outside of ILP meeting and exhibitions.</p>

<p><b>Student Engagement /Transitions / Wellbeing</b></p>	<p><b>3.1 Transition Planning</b> - Effective planning ensures transitions into, through and out of school are seamless.</p> <p><b>3.2 Student wellbeing</b> - Student and Staff well-being is prioritised.</p> <p><b>3.3 Positive Behaviour 4 Learning</b> - Positive Behaviour for Learning is nurtured and issues that arise are dealt with restoratively.</p> <p><b>3.4 Student Attendance and Engagement</b> - High levels of attendance are developed through engaging learning programmes, a safe environment , effective systems and aspirational targets.</p> <p><b>3.5 Active As</b> – is implemented and engages students</p>	<p><b>3.4 Attendance Targets</b></p> <p>As per MOE attendance targets for 2024</p> <table border="1" data-bbox="1098 405 1493 1144"> <thead> <tr> <th>Measue</th> <th>2024 MOE Target</th> </tr> </thead> <tbody> <tr> <td>% of akōnga attending regularly (More than 90%)</td> <td>70%</td> </tr> <tr> <td>% of akōnga marginally absent (attending 81 -90%)</td> <td>19%</td> </tr> <tr> <td>% of akōnga moderately absent (attending 71 -80%)</td> <td>6%</td> </tr> <tr> <td>% of akōnga chronically absent (attending 70% or less)</td> <td>5%</td> </tr> </tbody> </table>	Measue	2024 MOE Target	% of akōnga attending regularly (More than 90%)	70%	% of akōnga marginally absent (attending 81 -90%)	19%	% of akōnga moderately absent (attending 71 -80%)	6%	% of akōnga chronically absent (attending 70% or less)	5%
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<p><b>Te Ao Maori</b></p>	<p><b>4.1 Maori achieving success as Maori</b> - Culturally responsive practices ensure Maori students achieve success as Maori</p>	<p>4.1 Māori student achievement rates are the same or better than the results for all learners.</p>
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<b>Annual Aim 1.1 – THS BPL Curriculum</b> The THS Big Picture Learning Curriculum is effectively implemented.	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
<ul style="list-style-type: none"> <li>Using the success indicator tool based on the <a href="#"><u>12 distinguishers of THSBPL</u></a>, undertake school-wide self- review.</li> </ul>	Self-review undertaken utilising the tool (document) in Term 3.		Ongoing regular Monitoring by SLT	November meeting – Outcomes of the self-review reported to BOT
<ul style="list-style-type: none"> <li>Strengthen the Leaving to Learn / Internships aspect of the Big Picture Learning Curriculum</li> </ul>	Ensure staff receive the necessary support, and resources to effectively implement the Leaving to Learn component of the curriculum	Meaningful Student Internships are undertaken and appropriately documented. Student Internships are evaluated termly.	Effective monitoring of Student Internships is undertaken by Advisors. SLT ensure this monitoring is effective.	June - Report to BOT on Leaving to Learn  November - Report to BOT on Leaving to Learn

<b>Annual Aim 1.2 – Foundation (Year 9/10) Learning and Achievement</b> Through our Big Picture Learning Curriculum Foundation Learners (Year 9 and 10) experience quality learning in key areas of the curriculum in order to develop the skills and knowledge they require for educational success in the Pathway years.	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
Set incremental targets for literacy and numeracy <ul style="list-style-type: none"> <li>Yr.9's whose entry score is 3B or below and Yr.10's whose levels are 4P or below will be accelerated to make at least a 3-sub level improvement per year.</li> <li>All Yr. 9 and 10 students make a minimum 2 sub level improvement annually.</li> </ul>	New Yr.9's tested Term 1 (Week 3 – Reading, Writing, Maths)	Testing completed for all students by end of week 5.	Year 9 Cohort testing results reported to Principal end of Term 1 and Term 3.	May – Yr. 9 Literacy & Numeracy Results reported to BOT
			Year 10 Cohort testing results reported to Principal end of Term 2 and Term 4.	July – Yr 10 Literacy & Numeracy Results reported to BOT
	Data used to identify student grouping for literacy and numeracy support (Yr. 9 & 10)	Students placed in the relevant support group by end of week 6.	At the end of each Term, progress will be indicated in "Notes" in Kamar and students' ILPs.	October - Yr 9 Literacy & Numeracy Results reported to BOT
	Literacy and Numeracy action plan implemented	Data is extracted in week 5 by Lit and Num coordinators to measure progress. Groupings and interventions are adjusted accordingly.	A Report is generated by the Lit and Num coordinators to show progress against the School's targets.	February - Yr 10 Literacy & Numeracy Results reported to BOT

<b>Annual Aim 1.3 –Year 11 to 13 Learning and Achievement</b> Through our Big Picture Learning Curriculum Pathway Learners (Year 11 to 13) experience quality learning experiences to support high levels of success in their chosen pathways.	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
Build capacity in Assessment Based Learning for pathways <ul style="list-style-type: none"> <li>• Pathway advisors receive ongoing PLD to support the linking of learning to NCEA assessment.</li> <li>• Pathway Advisors, with Mentors, find authentic ways to assess students</li> </ul>	TOD clarifies expectations with pathway advisors.	Each pathway student is aware of assessment opportunities relating to their learning	Advisors meet regularly with students to monitor progress.  Achievement data is extracted by the Advisor in week 9 of each Term to check on progress of students, resulting in an action Plan for the next Term and an update of ILPs.	July - Report to BOT on progress  Achievement Data Reporting
NCEA Achievement target, focus on endorsement <ul style="list-style-type: none"> <li>• Yr. 11 – Gain Literacy &amp; Numeracy co-requisite required for NCEA</li> </ul>	Year 11 students' clearly know how the literacy and numeracy requirements for NCEA will be met.	Literacy and Numeracy Progress for YR. 11 students is updated termly.	Achievement data is extracted by the Advisor to check on progress of students.	June – Report to BOT on Progress for Literacy and Numeracy co-requisite

<ul style="list-style-type: none"> <li>○ 85% of leavers with NCEA Level 2 and going on to further study or meaningful employment</li> </ul>	<p>Each Yr. 12 and 13 knows clearly how NCEA Level 2 or greater will be achieved.</p> <p>Each Yr. 12 and 13 ILP has a clear graduation plan.</p>	<p>Credit tracker shows how each student will achieve their qualification.</p>	<p>Tracking sheets checked by SLT.</p>	<p>June – Report to BOT on Yr. 12 NCEA Level 2 progress</p> <p>September - Report to BOT on Yr. 12 NCEA Level 2 progress</p>
<ul style="list-style-type: none"> <li>○ NCEA Endorsement (Merit or Excellence) Annual Target (Enrolment Based Cumulative) <ul style="list-style-type: none"> <li>▪ NCEA Level 2</li> <li>▪ NCEA Level 3</li> </ul> </li> </ul>	<p>Students capable of achieving merit and excellence endorsements are identified by Advisors.</p> <p>Year 10 Assessment data is used to identify Year 10 students capable of endorsements.</p>	<p>List of potential endorsements is generated by Advisors.</p> <p>Monitor and tracking of progress by SLT.</p>		<p>September – Student Progress</p>

<b>Annual Aim 2.1 – Communication</b> The school community is kept well informed of our Big Picture Learning Model.	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
<ul style="list-style-type: none"> <li>Ensure <a href="#">communication strategy</a> is being implemented.</li> </ul>	Communication Strategy and Communication protocols and conventions are reviewed by Communications Team and an action plan devised, for external communications.	Communication’s Action Plan is operational.  Updated internal communication protocols are in the Staff Manual  Communications are accurate and timely.	The Communication’s Action Plan is updated Termly by Communications Team, at the last meeting of this Leadership group.	June – Report to BOT on Communication Strategy

<b>Annual Aim 2.2 – Parental Engagement</b> Parents are authentically engaged with their child’s progress.	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
<ul style="list-style-type: none"> <li>Whanau engagement strategy implemented</li> </ul>	Whanau actively encouraged to attend ILP meeting.	Whanau attend ILP meetings and contribute to the development of the ILP. Advisors document this on the ILP	The ILP will show who was present at the meeting to develop the initial ILP. SLT will monitor	October – BOT self-review report.

	Whanau actively encouraged to attend exhibitions of learning	Whanau attend their child's exhibition of learning. Advisors document this in Kamar	ILPs to see which stakeholders attended the ILP meeting  SLT extract the data from Kamar and produce a report which shows school-wide data and data per Advisory	
<b>Annual Aim 2.3 – Learning Community</b> Advisors effectively build learning communities which engage whanau.	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
Learning Community Development ongoing PLD engages whanau	Community Building PLD (TOD's Start of year)	A common understanding of Advisories as learning communities is developed and documented. <ul style="list-style-type: none"> <li>• Definition is developed and documented.</li> <li>• Expectations are developed and documented.</li> <li>• Group Learnacy Skills identified and documented.</li> </ul>		May -Progress report to BOT  October – Outcomes of self-review reported to BOT.

<b>Annual Aim 2.4 – Parental Involvement</b> Parents and members of the community are welcomed into and actively encouraged to be present and involved in the school.	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
<ul style="list-style-type: none"> <li>Parents, caregivers and whanau made to feel welcomed and actively encouraged to be present in school</li> </ul>	Parents are invited to formal events: Start-of-year powhiri ILP meetings Exhibitions of learning Celebrations of achievements – prize giving.	Invitations to significant events ensure parents are made to feel welcomed. Parent community surveys indicate parents feel welcomed and part of their child’s education	Register of attendance kept for significant events where possible.  Records of parental contacts kept.	September – Parent survey results reported to BOT

<p><b>Annual Aim 5.1 – Transition Planning</b> Effective planning ensures transitions into, through and out of school are seamless.</p>	<p><b>Actions</b> <i>When?, By Who?, Resourcing?</i></p>	<p><b>Indicators of Progress</b> <i>What will we see? When?</i></p>	<p><b>Monitoring</b></p>	<p><b>BOT Reporting</b></p>
<ul style="list-style-type: none"> <li>• Clear plans, guidelines and procedures formalised.</li> </ul>	<p>Transition Plan is reviewed.</p>	<p>Transition Plan is in place.</p>		<p>March - Transition Report presented to BOT</p>
<p><b>Annual Aim 5.2 – Student and Staff wellbeing</b> Student and Staff well-being is prioritised.</p>	<p><b>Actions</b> <i>When?, By Who?, Resourcing?</i></p>	<p><b>Indicators of Progress</b> <i>What will we see? When?</i></p>	<p><b>Monitoring</b></p>	<p><b>BOT Reporting</b></p>
<ul style="list-style-type: none"> <li>• Use wellbeing tools to assess, monitor wellbeing <ul style="list-style-type: none"> <li>○ Working well guide and resources (mentalhealth.org.nz)</li> </ul> </li> </ul>	<p>Staff wellbeing promoted using the vitae resources.</p> <p>Students and staff undertake the NZCER Wellbeing@School Survey. Term 3</p>			<p>September - Report to BOT</p>
<p><b>Annual Aim 5.3 – Positive Behaviour 4 Learning approach</b> A Positive Behaviour for Learning is nurtured and issues that arise are dealt with restoratively.</p>	<p><b>Actions</b> <i>When?, By Who?, Resourcing?</i></p>	<p><b>Indicators of Progress</b> <i>What will we see? When?</i></p>	<p><b>Monitoring</b></p>	<p><b>BOT Reporting</b></p>

<ul style="list-style-type: none"> <li>• Embed school values into PB4L school-wide strategy (Aroha, Learning, Respect – Aroha, Ako, Manakitanga)</li> <li>• Build staff capability in using data and restorative responses</li> <li>• Develop student leaders as restorative advocates</li> </ul>	PLD for all staff in working restoratively.	SLT responsible for Pastoral care leads the Positive Behaviour for Learning approach.	Data regularly analysed.	May – Report to BOT on PB4L approach progress November – BOT receive PB4L approach report																				
<p><b>Annual Aim 5.4 – Student Attendance and Engagement</b></p> <p>High levels of attendance are developed through engaging learning programmes, a safe environment, effective systems and aspirational targets.</p>	<p><b>Actions</b></p> <p><i>When?, By Who?, Resourcing?</i></p>	<p><b>Indicators of Progress</b></p> <p><i>What will we see? When?</i></p>	<p><b>Monitoring</b></p>	<p><b>BOT Reporting</b></p>																				
<ul style="list-style-type: none"> <li>• To improve regular student attendance annually by 20% for all cohorts</li> <li>• To reduce unjustified absence rates annually by 2% for all cohorts</li> </ul>	Ensure all staff aware of the targets and regularly monitor their advisory.	Cohort attendance rates meet the targets.	Advisors report monthly on attendance, and actions undertaken where targets are not being met.	Every Meeting – BOT receive updated attendance data to the date.																				
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<b>Annual Aim 5.5 – Extra-curricular</b> Extra-curricular participation is actively encouraged	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
<ul style="list-style-type: none"> <li>Education outside the classroom (EOTC) activity is planned to a high-quality safe, enjoyable participation.</li> </ul>	Implementation of Safety Seek EOTC Module <ul style="list-style-type: none"> <li>System set-up</li> <li>Staff Training</li> </ul>	Staff are inducted in the use of Safety Seek System	Health & safety reporting shows effective health and safety system in place.	May – Health and safety report to BOT November – Health and safety report to BOT
<ul style="list-style-type: none"> <li>Extra-curricular plan overview developed</li> <li>Opportunities for the encouragement of participation developed</li> </ul>	Extra-curricular assembly held for sign-ups. Meetings organized for interested students.	Students participate in extra-curricular activities.		May - Participation report for Extra-curricular October - Participation report for Extra-curricular

<b>Annual Aim 6.1 - Maori achieving success as Maori</b> Culturally responsive practices ensure Maori students achieve success as Maori	<b>Actions</b> <i>When?, By Who?, Resourcing?</i>	<b>Indicators of Progress</b> <i>What will we see? When?</i>	<b>Monitoring</b>	<b>BOT Reporting</b>
Development of a Maori Achievement Action Plan	Maori Awards are presented at Prizegiving	Maori Achievement Plan is developed. Maori students acknowledged for their achievement as Maori	Progress is monitored	February - BOT receive Maori Achievement Results