

Tarawera High School Annual Strategy

Strategic Goal 1	<i>Foster a safe, inclusive environment that promotes well-being, emotional capability, and strong attendance.</i>	Strategic Goal 2	<i>Embed culturally responsive, student-driven learning that strengthens literacy, numeracy, and creative thinking across the curriculum.</i>	Strategic Goal 3	<i>Empower rangatahi to lead their learning and connect with meaningful pathways through strong whānau and community partnerships.</i>	Strategic Goal 4	<i>Create a safe, inclusive environment where young māmā thrive in learning, parenting, and life, while embedding tikanga Māori and strengthening partnerships with iwi, hapū, and whānau.</i>
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TERM ONE VISIBLE STRATEGY						
Start date	Point Person	Key Activities	Deadline	Goals (Annual Goals)	Focus (Initiative)	Key Success Factor
Term 1 Week 5	Principal, Guidance Counsellor Principal/Well being Lead/ AP	-Identify space and resources for the hub -Prepare hub space -Appoint staff/ outside facilitators required -Set a clear timeline for launch.	End of Term Term 2	Hub space ready; staff appointed; timeline published. -Hub space ready -Staff/ outside facilitators appointed -Timeline published.	Initiative 1.1: Establish Mana Enhancing Hub 1.1 Establish MANA Motuhake Roopu & MANA enhancing Hub	-Visible, functional wellbeing hub space -Clear communication to staff/whānau.
Term 1 Week 3	Principal, Guidance Counsellor, AP – Pastoral	-Develop a referral process for students needing emotional/social support -Monitor hub usage -Collect feedback -Adjust processes (reviews) -Publish the termly reporting with transparency to staff and whānau.	End of Term 2 (ongoing)	-≥50% priority learners referred -Positive whānau feedback --Usage data shows consistent engagement.	Initiative 1.1: Establish Nurture Hub 1.1 Establish MANA Motuhake Roopu & MANA enhancing Hub	-Clear, accessible referral pathway and early uptake. -Timely monitoring through data collection -Responsive adjustments -Clear communication and transparent reporting
Term 1 Week 5	Principal, AP – Pastoral	-Identify and deliver relevant PLD for all required staff on restorative and trauma-informed approaches. -Integrate restorative and trauma-informed approaches into everyday school behaviour management systems -Publish and display the updated framework	End of Term 3	-All required staff trained -Required staff begin using restorative language. -Updated behaviour framework -Visible restorative processes/ scripts in classrooms	Initiative 1.2: Embed Restorative & Trauma-Informed Practices	-Staff confidence increases -Visible restorative language used within learning spaces. -Consistent clear systems -Visible resources for staff/students. -Consistent school-wide application
Term 1 Week 2	AP – Junior Pastoral, Attendance Officer	-Analyse attendance data -Identify patterns and priority learners -Set targets.	End of Term 4 (Ongoing)	-Priority learners identified -baseline data established -targets set.	Initiative 1.3: Lift Attendance & Engagement	-Accurate data analysis -Clear communication of targets

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Term 1 Week 5	Principal, CLs, SLT	Co-design the Common Practice Model (CPM) with CLs/teachers; define non-negotiables and exemplars; create quick-reference guides and templates; run launch PLD and set up peer observation protocols.	End of Term 1	Draft CPM completed and endorsed; shared language and expectations agreed; ≥80% staff clarity on CPM purpose and components.	Initiative 2.1: Develop & Implement CPM	Clear, consistent teaching and assessment expectations across all faculties.
Term 1 Week 3	Literacy & Numeracy Leads, CLs	Audit current literacy/numeracy practices; identify priority learners; provide initial PLD on structured approaches; collect baseline data.	End of Term 2	Baseline data collected; implementation plan shared; ≥90% staff attend PLD, and report increased understanding.	Initiative 2.2: Structured Literacy & Numeracy	Strong foundation for consistent literacy/numeracy practices.
Term 1 Week 3	Literacy & Numeracy Leads, Junior AA, CLs	Introduce structured literacy routines in Y7–8; embed numeracy progressions; develop shared planning templates.	End of Term 1 2026	Structured approaches are evident in ≥50% classrooms; common templates are used; student engagement improves.	Initiative 2.2: Structured Literacy & Numeracy	Visible routines and improved student confidence in foundational skills.
Term 1 Week 1	Digital/AI Teacher Group, SLT	Audit current digital and AI practices; draft AI & digital use policy with ethical guidelines; collect baseline data.	End of Term 1 2026	Comprehensive draft policy completed; baseline data collected.	Initiative 2.3: AI & Digital Technology Policy	Clear ethical framework for digital and AI use.
Term 1 Week 1	Digital/AI Teacher Group, SLT	Consult with staff, students, and whānau; refine policy; develop quick-reference guides.	End of Term 1 2026	Policy endorsed and communicated; ≥80% staff report clarity on expectations.	Initiative 2.3: AI & Digital Technology Policy	Stakeholder buy-in and practical guidance for implementation.
Term 1 Week 1	Digital/AI Teacher Group, CLs	Begin PLD for teachers on ethical AI integration; launch student workshops on digital literacy.	End of Term 1 2026	≥90% staff attend PLD; confidence scores ≥4/5; students demonstrate understanding of responsible AI use.	Initiative 2.3: AI & Digital Technology Policy	Teacher capability and student digital literacy were strengthened.
Term 1 Week 2-3	Career Advisor + Senior DP	Establish and stabilise TRADES and Gateway systems (student selection, placements, monitoring)	End Term 1	Reliable vocational pathways are in place	Initiative 3.2: Expand vocational and tertiary pathways	Clear systems and strong communication with employers (Gateway placements)
Term 1 Week 4	TPU Manager	Deliver PLD for all staff on Te Whare Tapa Whā and trauma-informed approaches; audit current wellbeing practices; develop a holistic support framework for young māmā.	End of Term 1 Week 10	100% staff complete PLD; wellbeing audit completed; framework endorsed by SLT.	Initiative 4.1: Holistic Support for Young Māmā	Increased staff confidence; clear roles and responsibilities for support.
Term 1 Week 3	TPU Manager, Kaiāwhina	Introduce visible wellbeing practices in classrooms (karakia, check-ins, safe spaces); create individual support plans for identified young māmā; establish referral pathways for wraparound services.	Review Termly Week 10	Classroom shows wellbeing practices; all identified young māmā have support plans; referral pathways are operational.	Initiative 4.1: Holistic Support for Young Māmā	Consistent classroom visibility and timely wraparound response.
Term 1 Week 4	TPU Manager	Deliver PLD for staff on tikanga Māori, te reo Māori, and mātauranga Māori; audit current cultural practices; co-design integration plan with iwi and whānau.	Term 2 Week 10	PLD completed by 100% staff; cultural audit published; integration plan endorsed by iwi and SLT.	Initiative 4.2: Embed Tikanga & Mātauranga Māori	Improved staff confidence and an iwi-approved integration plan.

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Term 1 Week 2	TPU Manager, Kaiāwhina	Introduce daily tikanga and te reo practices (karakia, greetings, signage); embed Māori concepts in planning templates; begin whānau engagement hui.	Term 3 Week 10	Classroom shows visible tikanga and te reo practices; planning templates include mātauranga Māori; positive whānau feedback.	Initiative 4.2: Embed Tikanga & Mātauranga Māori	Visible cultural integration and strong whānau engagement.
Term 1 Term 2 Term 3 Term 4	TPU Manager	Launch monthly “Celebrating Success” newsletter; create social media strategy; develop whānau engagement calendar.	Review each Term Week 10	Increased visibility: newsletter and social media updates are published consistently.	Initiative 4.3: Strengthen Whānau & Community Partnerships	Transparent communication and visible celebration of success.
Term 1 Week 4	TPU Manager	Host termly whānau hui; introduce student and staff recognition system (MANA awards).	Term 4 week7	Improved engagement: Whānau attend at least one event; recognition culture embedded.	Initiative 4.3: Strengthen Whānau & Community Partnerships	Strong whānau presence and positive school culture.