

TARAWERA HIGH SCHOOL- Annual Plan 2025



Te Tari Ako Mātua Taiohi STRATEGIC GOALS

To provide for the educational, social, cultural, and emotional needs of māmā and pēpi.

TARGETS:

Initiatives

1. Address Hauora issues for Māmā and Pēpi - using Te Whare Tapawhā and support agencies.
2. Provide learning/employment opportunities.
3. Install Te Ao Māori practices.

Outcomes:

Mama will have accessed an identified pathway, gained the necessary qualifications and supported this with a transition plan.

Initiative 1- Address Hauora issues for Māmā and Pēpi - using Te Whare Tapa Whā and support agencies.

- ✓ Ensure all tools (journals, Trello, diaries) are integrated seamlessly into weekly schedules.
- ✓ Monitor & evaluate well-being progress through reflections and student feedback.
- ✓ Strengthen partnerships with iwi, health providers, and mental health services.

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
<p>Hauora support for Māmā and Pēpi</p> <ul style="list-style-type: none"> • Implement Māmā and pēpi swimming lessons, dental hygiene education, and child and adult first aid courses. • Organise guest speakers (nutritionists, chefs, and health professionals). • Collaborate with local agencies, kaumātua and maternity services to guide a holistic well-being programme. • Maramataka-Based Well-Being: Embed Māori frameworks for self-care and resilience. • Use journaling for self-awareness and emotional regulation. • Implement goal-setting, self-reflections, and weekly planning using <i>Te Whare Tapa Whā</i>. • Implement Holistic Well-being wananga with the support of external providers. • Continue developing a nutrition programme. • Implement a unit on preserving seasonal foods. • Maintain the vegetable garden with students. • Develop a gardening programme based on Maramataka (Māori lunar calendar). 	<p>Kylie TPEC support staff</p>	<p>Talking Matters Ready 4 Learning (Clarity Education) Mums and Bubs Swimming (Aquatic Centre) DHB Dental Hygiene Team (Steve Cameron) Child First Aid online Course (Safe for Children)</p>	<ul style="list-style-type: none"> • Term 1-2: Implement the Talking Matters Programme • Term 2 implement Ready 4 Learning • Mums and Bubs swimming lessons term 3 • dental hygiene education term 3 • Child First Aid Course term 2. • Term 2:delivery of nutrition education units. 	<ul style="list-style-type: none"> • Pre- and post-programme assessments. • Participation rates and parent/student feedback. • Increased awareness of oral health practices, • Number of Māmā completing the first aid courses • Completion of Unit Standards. • Increased student understanding of key nutrition concepts, cooking and preserving practicals. • visual documentation (photos/videos).

<ul style="list-style-type: none"> ● Strategically schedule termly reviews of Individual Learning Plans (ILPs), including well-being measures. ● Maintain an accessible, centralized ILP system for staff. ● Integrate 'Manage Own Learning' unit standard into student inductions. ● Allocate time in the timetable for weekly goal reviews on Trello. ● Encourage diary use for daily planning. ● Ensure consistent awarding of MANA points for self-management strategies. ● Sustain <i>Trauma-Informed Practices (TIP)</i> through ongoing PLD. ● Train staff in <i>Responding to Disclosures (Child Matters Online)</i>. ● Conduct regular <i>Guidance Lead Check-ins</i> to prioritise student well-being. ● Pursue counseling supervision. ● Promote regular gym attendance for fitness and stress management. ● Implement EOTC activities for team building and well-being. 		<p>Adult First Aid - PEAK safety</p> <p>Tuwharetoa Ki Kawerau Hauora team</p> <p>Nutrition & Food Educator / guest speaker</p> <p>Seasonal Food Preservation Unit</p> <p>Vege plants and seeds</p> <p>Maramataka guide, calendar and workshops (Te Rina Ransfield)</p> <p>THS wellness Centre</p> <p>Maternity services</p> <p>Journals</p> <p>Student Diaries</p> <p>Te Whare Tapa Whā displays</p> <p>Brainwave</p> <p>Jase Williams (TIP)</p> <p>EOTC's</p>	<p>Term 2-4: Seasonal food preservation units</p> <p>Term 1-4: Maintain the vegetable garden</p> <p>Term 2-4: Organize guest speakers and workshops.</p> <p>Te Rina Ransfield – Parenting by the Moon Programme (Term 1).</p> <p>Induction Programme (Self-Management Tools, Trello, Diaries) (term 1, Week 1-2)</p>	<p>student participation in planting, harvesting, and cooking.</p> <p>Student engagement and evaluations of Guest Speakers (Nutritionists, Chefs, Health Professionals)</p> <p>improved healthy eating habits.</p> <p>MANA award data</p> <p>Regular diary entries, Trello tracking, and credit progress monitoring.</p> <p>Staff feedback on ILP accessibility and effectiveness.</p> <p>Student goal-setting self-assessments.</p>
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Initiative 2- Provide learning/employment opportunities.

- ✓ Expose students to a variety of career pathways that support their interests.
- ✓ Implement a transition / work ready programme to support successful transition
- ✓ Implement a deliberate Literacy and Numeracy programme that is cohesive with students' needs.

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
<ul style="list-style-type: none"> • Explore ways to make <i>Gateway experiences</i> more flexible, accommodating students' personal circumstances (e.g., illness or family responsibilities). • Provide <i>financial literacy workshops</i> to help students understand the options for managing student loans, including scholarships, grants, or payment plans. • Provide opportunities for students to visit <i>tertiary providers</i>. • Promote <i>industry-based learning</i> (e.g. Trades, apprenticeships, forklift license) and <i>local industry visits</i>. • Provide opportunities for students to revisit and update their career goals regularly through <i>career coaching</i> and <i>ILP reviews</i> • Arrange for at least <i>one guest speaker per term</i> to provide valuable insights into various career pathways. • Develop a system to track career benchmarks for <i>Ministry of Education reporting</i> and <i>student goal setting</i>. • Schedule <i>regular planning sessions with the THS Careers Advisor</i> to discuss and plan student pathway: 	<p>Kylie,</p> <p>TPEC Support Staff</p>	<p>THS Careers advisor.</p> <p>Local speakers</p> <p>Industry visits</p> <p>MoE Career Benchmarks</p> <p>My Mahi</p> <p>External providers</p> <p>ILP's</p> <p>Work/study US's</p>	<p>Trades - terms 1-4.</p> <p>Financial literacy (student loans and scholarships) terms 3-4</p> <p>Tertiary and industry visits terms 2-4</p> <p>Career coaching term 1, ongoing reviews</p> <p>Ilp's reviews, every term.</p> <p>Guest speakers, 1 per term.</p> <p>Graduate profile, term 2</p>	<p>Increased student awareness of loan management and financial aid options.</p> <p>increased applications for financial aid and scholarships.</p> <p>Higher student engagement with tertiary institutions</p> <p>Increased enrollment in trades and apprenticeship programmes.</p> <p>Students regularly revisit and refine career goals.</p> <p>Student reflections on career goal progression.</p> <p>Reviews of career benchmark data.</p>

<ul style="list-style-type: none"> ● Introduce a <i>graduate profile</i> for students to review and monitor, using the adapted Ministry of Education template. ● Launch the <i>new Careers App</i> supported by the THS Careers Advisor. ● Maintain a <i>Careers display</i> board to showcase student career interests and provide a visual reminder of their goals. Regularly update this board to keep students engaged and inspired. ● Monitor students' progress and engagement with <i>TRADES</i> for the 2025 year. Ensure students are on track with their skills, qualifications, and career interests related to trades. ● Connect students with tertiary alumni or current tertiary students for long-term support. ● Establish a transition kete/plan with identified Unit Standards to support students. 		<p>Financial Literacy Unit Standards.</p> <p>Mentors.</p> <p>Trades</p> <p>ISK</p> <p>Careers.govt.nz</p>	<p>Termly reviews</p>	<p>Students actively use, reflecting on and updating their graduate profile.</p> <p>Increased student engagement with career planning tools.</p> <p>student participation in mentorship programmes.</p> <p>Increased student transition into further education or employment.</p>
<ul style="list-style-type: none"> ● Investigate and implement assessment strategies tailored to a Teen Parent Education context to ensure they effectively guide teaching and learning (LNAAT). ● Develop strategies to improve student engagement with literacy and numeracy. ● Utilise teachers with expertise in literacy, numeracy, and financial capabilities to support student achievement. ● Maintain timely access to the Learner Support Coordinator to ensure students with learning difficulties receive the necessary assessments and interventions. ● The majority of students who required Level 1 Literacy and Numeracy successfully met this standard, indicating progress. Further support should be provided to continue this growth. ● Review and adjust literacy and numeracy tasks to ensure they are both realistic and appropriately challenging for student growth. 	<p>Kylie TPEC Support Staff</p>	<p>THS Math and English Departments</p> <p>Awarua Pathways</p> <p>Service IQ Adult Lit and Num tips.</p> <p>Unit and Achievement Standards.</p> <p>LNAAT</p>	<p>Programme refinement by Term 1, implementation ongoing, review at the end of each term.</p> <p>Identify key teachers in Term 1, provide support throughout the year, evaluate effectiveness at the end of each term.</p> <p>Assess all students within 2 weeks of enrolment.</p> <p>Termly reflections.</p>	<p>Monitor student progress through assessments, gather student feedback, and review achievement data.</p> <p>Assessments effectively guide teaching and learning, leading to improved outcomes.</p> <p>Compared pre- and post-assessment results.</p> <p>Increased participation and confidence in literacy and numeracy tasks.</p> <p>Student progress data demonstrates a lift in skills and knowledge.</p> <p>Student and teacher feedback.</p> <p>The majority of students meet Level 1 Literacy and Numeracy standards.</p> <p>Data is regularly reviewed for task effectiveness through student feedback, performance data, and teacher observations.</p>



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Initiative 3 - Install Te Ao Māori practices.

Embed Te Ao Māori practices in TPEC

Strategies / Actions	Responsible	Resources / Personnel -Finances	Timeframe	Measures
<ul style="list-style-type: none"> ● Include snippets and fun facts about Māori history and culture to keep students engaged and increase their awareness of Aotearoa's heritage. ● Introduce Māori Tourism and Whakapapa Unit Standards: to build on student knowledge and support cultural learning and achievement. ● Mihi Practice: Encourage students and teaching staff to practice and refine their mihi for welcoming guests, encouraging confidence in cultural self-expression. ● Building deeper connections with local iwi and kaumātua requires more structured engagement. ● Strengthen the relationship with the THS cultural advisor in connecting with iwi and kaumātua. ● Continue to prioritize and embed karakia timatanga as a regular part of the day. 	<p>Kylie, TPEC support staff,</p> <p>THS Cultural advisor and kaiako</p>	<p>EOTC's Karakia PLD Local Kaumatua Calendar of local/National events, people and places. Maori Tourism Unit standards. Whakapapa Unit Standards.</p>	<p>Terms 1 & 2 Introduce Māori Tourism and Whakapapa Unit Standards. Term 2, mihi practice, terms 1-4 karakia practice.</p>	<p>increased student engagement and awareness of Aotearoa's heritage.</p> <p>Student feedback, pre and post tests, discussions and participation.</p> <p>Student progress through assessments, analyse completion rates.</p> <p>Increased student and staff confidence in delivering their mihi, assess improvements over time.</p> <p>Documented interactions with local iwi, and kaumātua.</p>

<ul style="list-style-type: none"> ● Establish a clear structure for karakia kai to ensure it is consistently practiced. ● Formalise the practice of karakia whakamutunga at the end of the day. Schedule a fixed time to ensure it doesn't get overlooked. ● Plan and implement activities around key Māori events to deepen student engagement with Māori history and culture. 		<p>Tuwharetoa Hauora.</p> <p>Daily Snippets, Fun facts.</p>	<p>Calendar Te ao Maori celebrations and facts by end of term 1.</p> <p>Termly reflections</p>	<p>Student participation in cultural activities.</p> <p>Karakia becomes a consistent and meaningful part of the school day.</p> <p>Karakia kai is practiced consistently.</p> <p>Karakia whakamutunga is regularly practiced at the end of the day.</p>
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