

2021 Charter

The Charter consists of the:

- Vision Statement
- Context
- Strategic Plan with annual areas of focus
- National Administrative Guidelines and the National Educational Guidelines
- Analysis of Variance
- Annual Plan Summary

Vision

To empower each student for success now and in the future.

Context

Taradale High School is a co-educational high school in Taradale, Napier. Our school provides a very special learning environment. We place an emphasis on bringing out the best in each other. Students work in a real-world environment, where students and teachers work alongside each other to achieve their goals.

- Our school has undertaken an extensive process of consultation and the collection and collation of data and evidence to inform the five yeat strategic plan (2021-2025). The overarching value is Whanaungatanga / Connection. a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the group.
- Consistently identified as a strength of the school.
- Ensures we are communicating and are more informed, we are working together and supporting each other through what we do and how we do it.
- It supports our understanding of the different perspectives that exist between individuals – from which we can all learn.

  This overarching value sits underneath four new guiding principles. There is a move away from values RICE which have their origins in behaviour focused strategic planning to an over-arching value of Whanaungatanga / Connection and the guiding principles – Respect/Manaakitanga, Strive/Takakawe, Create/Waihanga, Reflect/Huritao. These extend and deepen the focus on learning. Much of the evidence and feedback has highlighted the need for a more explicit focus within the school on learning.

To carry out our vision, we are continuing to build a strong culture of learning at the school, underpinned by the strong relational culture that currently exists. This culture of learning will continue to be developed by the strategic focus areas outlined in our 2021 Strategic Plan.

The role of our teachers is to establish high quality learning environments where students are empowered to develop the skills and knowledge required for lifelong learning and success. This level of engagement is developed through quality relationships with students, families and whānau. Teachers challenge students to think, to evaluate and to reflect on their own progress, whilst engaging with, and modelling learning themselves.

Demographics

School Type:	Secondary (Yr9 to Yr13)
Decile:	7
School Roll:	1081
International Students:	6

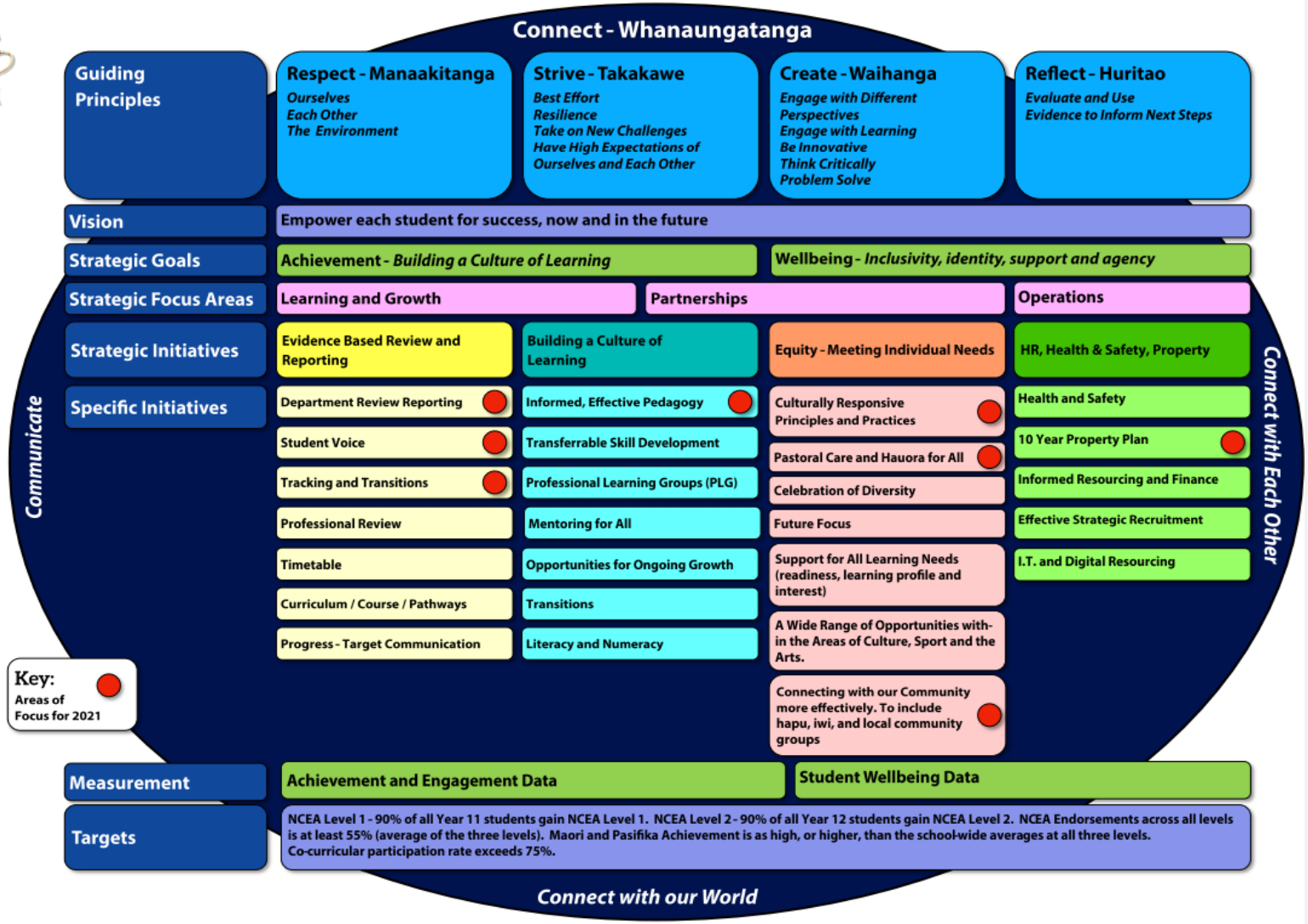
Gender Composition

Girls:	50.8 %
Boys:	48.5 %
Diverse	0.5%

Ethnic Composition

NZ European:	70.4 %
NZ Māori:	19.2 %
Pasifika:	2.0 %
Asian:	5.5 %
Other:	2.6 %

Taradale High School Strategic Plan & 2021 Annual Plan



National Administrative Guidelines

The Board of Trustees has in place a set of policies which provide assurance and direction as to how the Board of Trustees will meet its obligations as outlined in the National Administrative Guidelines (NAGs).

Policies

These policies cover:

- NAG 1 Curriculum
- NAG 2 Planning and Reporting NAG 3 Personnel
- NAG 4 Finance and Property
- NAG 5 Health and Safety
- NAG 6 Legislative Requirements

Full policy documents are available from the school.

National Educational Goals

Taradale High School's Strategic Plan aims to address the priorities outlined in the NEGs. As a part of this commitment the school will take all reasonable steps to provide instruction in Tikanga Māori and Te Reo Māori for all its students who ask for it.

Community Consultation

The college consults the community on a regular basis. The approach that is used is to survey the community on individual initiatives to gather feedback.

Taradale High School Annual Plan 2021

Strategic Initiative: Evidence based review and reporting

Specific Initiative: Tracking and transitions

Actions **Specific steps to be done. Each tactic would have several actions**	**Who**	**By when**	**Review**
Tracking and transitions	**HoDs**	**March 6**	
Use of whole school achievement, attendance data and school strategic and annual plan to inform departmental goals			
Results inform course content and structure planning • Streamlining of course confirmation process • HOD's provide info to Deans to identify those students who need to attend confirmation meetings	**ABA/TDN with timetablers**	**Week 0**	
Results data inform student pathways • Systematic checks and review of student courses by week 4 Term 1	**TDN to Deans**	**Week 4 Term 1**	**Deans have been doing this in first 4 weeks**
	HFO/TDN	**In markbooks as school started. Ready for first HUB meetings.**	**Continue to support discussion in HUBS and class placement.**
Transition and baseline data (PAT, AssTle) used to inform transition, student support and learning programs.	**TDN to Deans**	**Week 5 and week 10 each term** **PAT data being completed in Reading Comp. Listening,**	**Monthly meeting in HUBS**

	HFO **HODs**	**Maths and Science in Week 5 Term 1.**	
Year 9 core classes to be organized into house groupings	**TDN and NWD**	**Classes to be time tables for start of term1**	
Twice termly whole school tracking achievement data supplied to staff to identify students at risk of not achieving so that the most at risk students can be supported through the deans, HoDs and subject teachers.			
Kahui Ako – Plan to look at how intermediate to secondary and secondary to tertiary transitions can be more cohesive and informed.	Doug Yorgesson to gather information to inform an action plan through his Kahui ako role.	**Ongoing Term 1 to 3**	

Strategic Initiative: Evidence based review and reporting

Specific Initiative: Review Departmental review and reporting

Actions **Specific steps to be done. Each tactic would have several actions**	**Who**	**By when**	**Review**
Restructure of Departmental review template to include more evidence based digging deeper so that departmental targets are contextual, informed and evidence based.	**HFO**	**Week 3 Term 1**	
SLT to plan a more consistent approach to working alongside HoDs. Regular meeting Agreed common agenda items to include regular looking at the data, tracking and quality assurance processes. Support provided to HoDs and TiC's in data analysis and dept planning.	**DOL/ SLT/ HoDs**	Term 1 Week 3	
Common themes/learning to be brought back to CLM for discussion and sharing of problems and good practice.	**DOL/SLT/HoDs**	Ongoing	
Written feedback on departmental reviews and meeting with HoD, DP with oversight of curriculum area and Principal to occur.	**DOL/SLT**	End of Term 1	
Seek feedback from HoD/Staff and students to identify effectiveness of changes and to inform ongoing changes to the departmental review process.	**SLT/ HoDs/Staff**	Term 4	
Reporting back on closing the loop re Quality Assurance and Moderation processes and review.	**HoDs/TiCs/DPs**	Term 4	

Strategic Initiative: Use of Student voice to inform and improve Teaching and Learning & Improve Effective Pedagogy

Specific Initiative

Actions **Specific steps to be done. Each tactic would have several actions**	**Who**	**By when**	**Review**
Student voice collated and presented to inform the strategic direction of the school for the next 5-year strategic plan Student ownership and responsibility for • Assemblies • Friday morning peer support programme • Student Council	**Ongoing**		
Continue surveys and teacher effectiveness surveys through ask your team	**Ongoing TDN / DOL**		
Present feedback from students relating to improving teaching and learning within class to staff, students and community groups and use information to inform strategic plan.	**DOL**	**Term 1**	
PLG focus on use of student voice. Platform for trialling and sharing good practice between staff	**TDN/DOL Central funded PLD program with evaluation associates/HoDs/Staff**	**Term 1,2 & 3**	
School student leaders in academic, sporting, cultural and community positions of responsibility guide direction and planning in each of their respective areas.	**SLT/ Student leaders**	**Ongoing**	
Continue student visible learning feedback observations and feedback. Look to involve HoDs to work alongside SLT on this. Feedback to staff.	**SLT/HoDs/Staff**		

Strategic Initiative: Improve and develop culturally responsive practice throughout the school.

Specific Initiative

Actions **Specific steps to be done. Each tactic would have several actions**	**Who**	**By when**	**Review**
Engagement with Te Reo, tikanga and Te Ao Maori is a continuing area of PLG focus	**SLT HODs** **BHR HFO sharing resources**	**On going**	
Aim to improve community links with local Iwi and Hapu through Kahui Ako cultural connectedness AO and localized curriculum developments	**All staff. Led by KA WST and AST**	**Ongoing**	
Greater Maori role model representation in the school to support our Maori students.	**HODs**		
Explicit links to Te Ao Maori in teaching and learning in all curriculum areas as part of NCEA reveiw	**All staff – initial platform will be NCEA ToD days.**	**T2,3&4**	
Mentoring and support programme for Year 13 Maori students.	**Barb Abbot**	**Ongoing**	
Extend the mentoring and support programmes to Y11 and 12 Maori students	**SLT and HOD**	**Ongoing**	
Ongoing role modelling of Te Reo by senior staff,			
Relocation of Whare kura to the centre of the school and to create a community and cultural space around it.			
School karakia and waiata regularly performed at all school events, meetings and assemblies	**Form Teachers** **All teachers**	**Ongoing**	
Maori cultural pastoral advisor supporting deans in culturally informed pastoral approaches	**BHR/DOL/ ZHP**		

Continued Maori representation on BoT	**Liz Reid/DOL**		
Reintroduce school kapa haka	**BHR/BAV**		
Begin Waka hauora program for Maori students	**BHR/BAV**		
Support our senior Maori leaders to implement their student led programme (Tu Mana program) to increase engagement of Maori students at Taradale High school.	**BHR/ZHP**		
Select and support within school Kahui Ako facilitator for Cultural connectedness focus.	**DOL**		
Set up and develop a Pasifika group to celebrate and acknowledge Pasifika culture.	**TDN**		
Pasifika group to compete at Hawke's bay Polyfest	**TDN**		
Ensure that assembly contexts celebrate and acknowledge diversity.	**DOL**		
Waka ama	**SVN**		
Student cultural assembly	**DOL**		
International student program -	**BWO**		
Supper concert	**JPD**		
Haka/Waiata competition	**BHR/SRF**		

Strategic Initiative: Modern Facilities

Specific Initiative

Actions **Specific steps to be done. Each tactic would have several actions**	**Who**	**By when**	**Review**
Finalize design and tender process for Upgrading Art Block Relocation of whare kura Finalize design and tender for Repairing gym roof Improved access for students and staff with physical needs and wheelchairs Student voice relating to possible design of cultural and community space Student voice to inform future developments and needs Replace school servers	 **MS** **MS** **MS** **MS** **MS / DOL** **MS / DOL** **MS**	**On going discussions with Architect and MOE Through 10YPP** **March 2021** **By term 3 2021** **Ongoing discussions with MOE / Architect re A and B Block** **Term 1 2021**	

Strategic Initiative: Improved system of student mentoring, hauora and student support

Specific Initiative

Actions **Specific steps to be done. Each tactic would have several actions**	**Who**	**By when**	**Review**
Continued development of: Pastoral review and consultation related to pastoral restructure. Redistribution and restructuring of SLT pastoral responsibilities Set up (fortnightly) regular meetings with form teachers, DPs, and Deans. Set up (weekly) regular caseload meetings with DPs, deans and counsellors. Prioritise ongoing development of Restorative Practice through PLG Set up clear evidence-based system to record behavior – support process through Deans and SLT. Clarify modes of communication for pastoral matters. Provide appropriate rooming for each of the 4 sets of whanau house deans Set up PL programme to support the deans in their new roles. • Use of Kamar • Use of Assay • Restorative Practices Hauora focus for school through PL and ongoing programs for students to include :	**SLT/Deans/FTs** **Deans/SLT** **ABA/HFO** **TDN** **TDN** **ABA** **SLT/ SJN and SJA**	**Week 2** **Week 2** **Beginning T1 W5 – ongoing in Friday PLG time – responsive to school culture, observation MOE PD March** **MOE PD March** **Ongoing**	**Ongoing** **Ongoing**

Work with SJN and SJA and Kahui Ako : Vaping awareness /cessation program in conjunction with HBDHB Resilience Hui by Edmond Otis for staff students and community NZCER Wellbeing Survey for students and follow up Other areas of focus include: Attitude presentation for Y 9&10 Year 10 Resilience Workshops Alcohol Expo for Year 12 Students ASH Survey and Follow up Pink Shirt Day and Gumboot Friday Student Council work around student wellbeing.		**Terms 1 to 3**	

ANALYSIS OF VARIANCE FOR 2020

School Name:	Taradale High School	**School Number**:	215

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.1 Pass rates at NCEA levels 1,2 and 3 and UE exceeding national averages for decile 7 schools
Targets:	**To exceed Decile 7 averages:**

	Decile 7 results
Year 11 students gaining NCEA Level 1	79.9%
Year 12 students gaining NCEA Level 2	87.0%
Year 13 students gaining NCEA Level 3	78.8%
Year 13 students gaining University Entrance	59.6%

Baseline Data:

Roll-Based Outcomes:

	2020	2019	2018	2017	2016	2015
Year 11 students gaining NCEA Level 1	86.0%	78.3%	79.4%	86.1%	80.8%	75.6%
Year 12 Students gaining NCEA Level 2	89.9%	81.8%	85.6%	89.1%	87.8%	82.6%
Year 13 Students gaining NCEA Level 3	78.5%	78.3%	70.8%	76.7%	63.1%	66.3%
Year 13 students gaining University Entrance	62.5%	56.0%	45.8%	49.1%	51.9%	48.3%
Scholarship Passes	15*	9*	14#	4	16	10
Number of subject areas	10	8	10	3	8	4

Outcomes
What happened?

2020 Roll-Based Outcomes:

	Taradale High 2020	Variance against target	Decile 7 results 2020	National results 2020
Year 11 students gaining NCEA Level 1	86.0%	**+6.1%**	79.9%	70.9%
Year 12 students gaining NCEA Level 2	89.9%	**+2.9%**	87.0%	79.5%
Year 13 students gaining NCEA Level 3	78.5%	**-0.3%**	78.8%	71.7%
Year 13 students gaining University Entrance	62.5%	**+3.1%**	59.6%	52.4%

Progress of NCEA in the last ten years	Compare NCEA 2008-2020

	THS 2020	THS 2008	Difference
Level 1	86.0%	60.7%	**+26.7%**
Level 2	89.9%	57.5%	**+32.4%**
Level 3	78.5%	51.6%	**+26.9%**
UE	62.5%	50.3%	**+12.3%**

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
~~1.~~ PLD on Culturally responsive pedagogy. ~~2.~~ Introduction of termly reporting of individual Achievement data including goals for endorsements, this was shared with students and whanau ~~3.~~ Identification of "at risk" students after benchmark examinations ~~4.~~ Numercy focus for students yet to achieve at the beginning of study leave. ~~5.~~ Better tracking and follow up through pastoral system of achievement progess. ~~6.~~ Informed pathways and course entry dicsussions.	~~1.~~ Significant improvement in Level 1, 2 and UE pass rates. We are not only comparing well against decile 7 averages, but also against decile 8, 9, & 10 pass rates. ~~2.~~ We have made significant advances in Levels 1-3 at Taradale High School over the last ten years.	1. The identification and tracking of individual students we believe has resulted in all levels of results being significantly higher than decile 7 schools nationally. 2. Change to the pastoral structure at school enabled deans to focus on a smaller number of students to ensure effective tracking and support. 3. The students had clear targets to work towards and plans for next steps in their learning. 4. Regular and sustained academic follow up and support coordinated through the pastoral system.	1. Clear focus on using data and evidence to inform and improve teaching and learning. 2. Provide PD around the effect methods and uses of collecting student voice 3. Results and attendance data used to inform student pathways and next steps. 4. *Increased focus on departmental review processes with SLT working in closer partnership with depts.*

Planning for 2021:

Strategic initiative: Use of data and evidence to inform and improve teaching and learning

1. Twice termly whole school tracking achievement data supplied to staff to identify students at risk of not achieving so that the most at risk students can be supported through the deans, HoDs and subject teachers.
2. Results data inform student pathways: Systematic checks and review of student courses
3. Results inform course content and structure planning - including streamlining of course confirmation

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.2 Merit and Excellence grades in NCEA exceeding national averages for decile 7 schools.
Targets:	**To exceed the Decile 7 averages:**

	Decile 7 2020
Level 1 Merit:	35.2%
Level 1 Excellence	21.5%
Level 2 Merit:	27.0%
Level 2 Excellence	19.2%
Level 3 Merit:	28.3%
Level 3 Excellence:	17.8%

Baseline Data:

Endorsements 2015-2020:

	2020	THS 2019	THS 2018	THS 2017	THS 2016	THS 2015
Level 1 Merit:	36.3%	38.2%	36%	38.6%	33.2%	36.2%
Level 1 Excellence	23.7%	20.1%	16.1%	23.4%	12.5%	14.5%
Level 2 Merit:	27.3%	28.8%	30.7%	19.7%	27.8%	26.9%
Level 2 Excellence	16.1%	11.8%	16%	12.6%	12.4%	10%
Level 3 Merit:	34.5%	23.8%	26.1%	25.4%	15.7%	16.9%
Level 3 Excellence:	8%	11.5%	13.9%	5.1%	12.7%	11%

Outcomes
What happened?

2020 Endorsements:

	Taradale High	Decile 7 Schools	THS vs Decile 7, 2020
Year 11 students gaining NCEA Level 1 with merit	36.3%	35.2%	**+1.1%**
Year 11 students gaining NCEA Level 1 with excellence	23.7%	21.5%	**+2.2%**
Year 12 students gaining NCEA Level 2 with merit	27.3%	27.0%	**+0.3%**
Year 12 Students gaining NCEA Level 2 with excellence	16.1%	19.2%	**-3.1%**
Year 13 students gaining NCEA Level 3 with merit	34.5%	28.3%	**+6.2%**
Year 13 Students gaining NCEA Level 3 with excellence	8%	17.8%	**-9.8%**

Commented [TD1]:

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. The success criteria initiative, and replacing Junior Diploma with assessments against curriculum levels are strategies designed to support and improve depth of understanding, thus improving endorsements. 2. Introduction of termly reporting of individual Achievement data. This report included clear data stating the exact credits remaining to achieve endorsement levels. These regular reports were shared with students directly as well as their whanau.	~~1.~~ Merit Endorsements at Level 3 were far better than in the previous year. ~~2.~~ Excellence Endorsement at Level 2 and 3 well below other decile 7 schools.	1. We believe that staff awareness of and commitment to deepening the learning of our students from the time they arrive at THS and focussing on their learning instead of on their assessments is having an impact. 2. The increase dialogue with students and whanau around endorsement targets may have an effect.	~~1.~~ The expansion of Hubs into Years 9 & 10 with fortnightly meetings by core teachers. This will enable teachers to know their students better, and for students to see the connections between subjects. ~~2.~~ Continuation of the dialogue with students around aiming high rather than "just doing enough". ~~3.~~ Development of a new strategic plan with strategic initiatives with a focus on mentoring for all and opportunities for ongoing growth.

Planning for 2021:

1. Increased awareness by kaiako on the students who arrive at / above expectation to ensure they are being challenged.
2. Development of new strategic plan
3. Broader use of assay3 will assist teachers to monitor the success of their students against their ability when they started high school.
4. Twice termly whole school tracking achievement data supplied to staff to identify students who may be underperforming so that they can be supported through the deans, HoDs and subject teachers.

Strategic Aim:	**Building a culture of learning – Informed and effective pedagogy.**
Annual Aim:	1.3 The number of students gaining Scholarship growing each year over the next 5 years
Target:	10+ Scholarships
Baseline Data:	

	2020	2019	2018	2017	2016	2015
Scholarship Passes	15	9	14	4	16	10
Number of subject areas	10	8	10	3	8	4

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Continuation of our Scholarship Strategy which took effect in 2016: 1. Encouraging students at any year level to attempt scholarship, depending on their academic readiness. 2. Weekly tutorials from early in the year. *3.* We made good use of the tutorials arranged through the Hawke's Bay Principals' Association PLD fund.	1. In 2020, students achieved 15 Scholarship passes. 2. 12 students achieved Scholarships; Scholarship passes were achieved in 10 subjects. 3. One student obtained 3 scholarships, including one outstanding as a Y12.	1. Staff commitment to Scholarship is the largest part of this success. It is impossible to overstate the difference they make. *2.* The strategy of introducing Scholarship to students when they're ready for it, rather than waiting until Year 13 is working for us.	1. Continue with the current strategies: beginning scholarship classes by mid-Term 1; encouraging younger students to attempt scholarship. *2.* We expect that our efforts to encourage higher achievement by students who arrive at THS above average will result in more scholarship passes over time.

Planning for 2021:

1. Continued investment in our scholarship program.
2. The Board affirms the provision of a small staffing 'credit' to those staff who teach scholarship.
3. Establishment of a celebratory breakfast for successful candidates their families and staff after results are released the following year.
4. Acknowledging the success of students and staff via scholarship.

Strategic Aim:	**Equity – Meeting individual needs – culturally responsive principles and practices.**
Annual Aim:	1.4 Pass rates for students of Maori ethnicity exceeding national averages for all students in decile 7 schools.
Target:	Decile 7 averages for all ethnicities.
Baseline Data:	**Maori Achievement NCEA Level 1, 2 and 3 Historical** **2015 – 2019 Variations between THS Maori and NZ Dec 4-7:**

THS Maori	2020	2019	2018	2017	2016	2015
Level 1:	+5.8%	-2.8%	-6.6	+8.2	-8.4	-16.1
Level 2:	+15.1%	-5.1%	-4.5	+7.7	-2.3	-3.4
Level 3:	-2.0%	25.1%	-8.2	-12.7	-22.2	-21.4
UE:	+4.9%	17.3%	-17.2	-25	-22	-10.1

Outcomes
What happened?

	2020	2019	2018	2017	2016	2015
Year 11 students gaining NCEA Level 1	75.8%	56.8%	66.7%	84.1%	66.7%	65.3%
Year 12 Students gaining NCEA Level 2	95.8%	66.7%	75.0%	79.3%	78.6%	73.2%
Year 13 Students gaining NCEA Level 3	66.7%	79.3%	61.9%	54.5%	42.9%	45.5%
Year 13 students gaining University Entrance	47.6%	44.8%	28.6%	24.2%	25.7%	36.3%
Scholarship Passes						1

2020 THS Maori Compared to NZ Maori in Decile 7 Schools

	Taradale High	Decile 7 results	Variance
Year 11 students gaining NCEA Level 1	75.8%	70.0%	**+5.8%**

Year 12 students gaining NCEA Level 2	95.8%	80.7%	**+15.1%**
Year 13 students gaining NCEA Level 3	66.7%	69.7%	**-2.0%**
Year 13 students gaining University Entrance	47.6%	42.5%	**+4.9%**

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. Culturally-Responsive Pedagogy was a theme in PLGs throughout the year. 2. We funded mentoring of Maori students in Year 13. 3. Every week was kupu o te wiki week at THS, with staff learning a new Maori word or phrase each week to use in the classroom. 4. The Mana programmes were developed to assist Maori students to understand what it means to have mana, and how one's actions confer mana upon others.	1. We did reach our target of increasing pass rates of Maori students to the NZ average for all ethnicities in Decile 7 schools at Level 1,2 and UE. 2. The Level 2 Maori achievement rate of 95.8% was particularly pleasing.	1. The one on one mentoring of Y13 Maori students has significantly helped raise the Level 3 and UE achievement rates. 2. The extra numeracy tutoring sessions held for identified students at the start of study leave were beneficial for a number of Maori students.	1. Continued PLD on culturally responsive pedagogy and te reo. 2. Year 3 of more intensive mentoring at Years 12 & 13. 3. We anticipate that the strategies described above for deeper learning will impact on our Maori students.

Planning for next year:

1. Engagement with Te Reo, tikanga and Te Ao Maori is a continuing area of PLG focus.
2. Aim to improve community links with local Iwi and Hapu.
3. Greater Maori role model representation in the school to support our Maori students.
4. Maori cultural pastoral advisor supporting deans in culturally informed pastoral approaches.
5. Extend the mentoring and support programs to Y11 and 12 Maori students.