

Taumarunui High School



Kia Manawanui / Be Steadfast

Annual Plan

2025

Strategic Aims and Targets

Domain	Strategic Aim	Targets
<p style="text-align: center;">Student Learning and Achievement</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 THS BPL Curriculum - The THS Big Picture Learning Curriculum is effectively implemented.</p> <p>1.2 Year 9/10 Learning and Achievement – Literacy and Numeracy improvement as per the targets.</p> <p>1.3 Literacy and Numeracy Co-requisites</p> <p>1.4 Year 12 to 13 Learning and Achievement – NCEA achievement as per targets.</p> <p>1.5 BPL Achievement as per IBPL Credential</p>	<p>1.2a Accelerated improvement in Literacy & 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 & 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;">Parent / Whanau / Community Engagement</p> <p>To effectively engage parents, whanau and community to enhance learning.</p>	<p>2.1 Communication - The school community is kept well informed of our Big Picture Learning Model.</p> <p>2.2 Parental Engagement - Parents are authentically engaged with their child's progress.</p> <p>2.3 Learning Community - Advisors effectively build learning communities which engage whanau.</p> <p>2.4 Parental Involvement - 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>Student Engagement /Transitions / Wellbeing</p>	<p>3.1 Transition Planning - Effective planning ensures transitions into, through and out of school are seamless.</p> <p>3.2 Student wellbeing - Student and Staff well-being is prioritised.</p> <p>3.3 Positive Behaviour 4 Learning - Positive Behaviour for Learning is nurtured and issues that arise are dealt with restoratively.</p> <p>3.4 Student Attendance and Engagement - High levels of attendance are developed through engaging learning programmes, a safe environment , effective systems and aspirational targets.</p> <p>3.5 Active As – is implemented and engages students</p>	<p>3.4 Attendance Targets</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%
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%											

<p>Te Ao Maori</p>	<p>4.1 Maori achieving success as Maori - 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>
---------------------------	---	--

Annual Aim 1.1 – THS BPL Curriculum The THS Big Picture Learning Curriculum is effectively implemented.	Actions <i>When?, By Who?, Resourcing?</i>	Indicators of Progress <i>What will we see? When?</i>	Monitoring	BOT Reporting
<ul style="list-style-type: none"> Using the success indicator tool based on the <u>12 distinguishers of THSBPL</u>, undertake school-wide self- review. 	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"> Strengthen the Leaving to Learn / Internships aspect of the Big Picture Learning Curriculum 	Ensure staff are familiar with and follow the Leaving to Learn protocols.	Meaningful Student Internships are undertaken and appropriately documented and evaluated.	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

Annual Aim 1.2 – Foundation (Year 9/10) Learning and Achievement 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.	Actions <i>When?, By Who?, Resourcing?</i>	Indicators of Progress <i>What will we see? When?</i>	Monitoring	BOT Reporting
Set incremental targets for literacy and numeracy <ul style="list-style-type: none"> 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. All Yr. 9 and 10 students make a minimum 2 sub level improvement annually. 	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 23 - Yr 10 Literacy & Numeracy Results reported to BOT

Annual Aim 1.3 –Year 11 to 13 Learning and Achievement 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.	Actions <i>When?, By Who?, Resourcing?</i>	Indicators of Progress <i>What will we see? When?</i>	Monitoring	BOT Reporting
Build capacity in Assessment Based Learning for pathways <ul style="list-style-type: none"> • Pathway advisors receive ongoing PLD to support the linking of learning to NCEA assessment. • Pathway Advisors, with Mentors, find authentic ways to assess students 	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"> • Yr. 11 – Gain Literacy & Numeracy required for NCEA 	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 in week 9 of each Term to check on progress of students, resulting in an action Plan for the	June – Report to BOT on Progress Yr. 11 Literacy and Numeracy achievement September – Report to BOT on Progress Yr. 11 Literacy and

	Working with Te Manu Ka Rere a Literacy and Numeracy CAA action plan is developed and implemented.	The action plan is developed and implemented	next Term and an update of ILPs. As per the action plan.	Numeracy achievement As per action plan
<ul style="list-style-type: none"> 85% of leavers with NCEA Level 2 and going on to further study or meaningful employment 	<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>	The ILP shows incremental steps of the student's achievement into further Education.	<p>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.</p> <p>ILPs show what the student is working towards once they leave School.</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"> ○ NCEA Endorsement (Merit or Excellence) Annual Target (Enrolment Based Cumulative) <ul style="list-style-type: none"> ▪ NCEA Level 2 ▪ NCEA Level 3 	<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>Additional mentoring and support are put in place for these students by SLT.</p>	<p>List of potential endorsements is generated by Advisors.</p> <p>Mentoring of Advisors to monitor and track progress by SLT.</p>		<p>BOT receives report on progress;</p> <p>August – Student Progress.</p> <p>October – Student Progress</p>
---	---	--	--	---

Annual Aim 2.1 – Communication The school community is kept well informed of our Big Picture Learning Model.	Actions <i>When?, By Who?, Resourcing?</i>	Indicators of Progress <i>What will we see? When?</i>	Monitoring	BOT Reporting
<ul style="list-style-type: none"> Ensure Regular communication enhances community understanding of Big Picture Learning. 	Regular communication is language to enhance understanding of Big Picture Learning	Communications are accurate, timely and use the language of BPL.		June – Report to BOT on Communication

Annual Aim 2.2 – Parental Engagement Parents are authentically engaged with their child’s progress.	Actions <i>When?, By Who?, Resourcing?</i>	Indicators of Progress <i>What will we see? When?</i>	Monitoring	BOT Reporting
<ul style="list-style-type: none"> Whanau engagement strategy & philosophy developed 	Whanau actively encouraged to attend ILP meeting. Whanau actively encouraged to attend exhibitions of learning	Whanau attend ILP meetings and contribute to the development of the ILP. Advisors document this on the ILP Whanau attend their child’s exhibition of learning. Advisors document this in Kamar	The ILP will show who was present at the meeting to develop the initial ILP. Mentors will check an Advisory’s ILPs identify stakeholders attending the ILP meeting Data extracted from Kamar shows school- wide data and data per Advisory	October – BOT self-review report.

Annual Aim 2.3 – Parental Involvement Parents and members of the community are welcomed into and actively encouraged to be present and involved in the school.	Actions <i>When?, By Who?, Resourcing?</i>	Indicators of Progress <i>What will we see? When?</i>	Monitoring	BOT Reporting
<ul style="list-style-type: none"> Parents, caregivers and whanau made to feel welcomed and actively encouraged to be present in school 	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>Annual Aim 3.1 – Transition Planning Effective planning ensures transitions into, through and out of school are seamless.</p>	<p>Actions <i>When?, By Who?, Resourcing?</i></p>	<p>Indicators of Progress <i>What will we see? When?</i></p>	<p>Monitoring</p>	<p>BOT Reporting</p>
<ul style="list-style-type: none"> • Clear plans, guidelines and procedures formalised. 	<p>Transition Plan is reviewed.</p>	<p>Transition Plan is in place.</p>		<p>March - Transition Report presented to BOT</p>
<p>Annual Aim 3.2 – Student and Staff wellbeing Student and Staff well-being is prioritised.</p>	<p>Actions <i>When?, By Who?, Resourcing?</i></p>	<p>Indicators of Progress <i>What will we see? When?</i></p>	<p>Monitoring</p>	<p>BOT Reporting</p>
<ul style="list-style-type: none"> ○ Well being supports provided to students, parents and staff. 	<p>Staff have access to Vitae Counselling Services</p> <p>School TV utilized to support students and parents</p>	<p>Reports from Vitae on service use</p> <p>Student wellbeing surveys</p>	<p>Ongoing monitoring of reports</p> <p>SLT Pastoral meeting fortnightly</p>	<p>September - Report to BOT</p>
<p>Annual Aim 3.3 – Positive Behaviour 4 Learning approach A Positive Behaviour for Learning is nurtured and issues that arise are dealt with restoratively.</p>	<p>Actions <i>When?, By Who?, Resourcing?</i></p>	<p>Indicators of Progress <i>What will we see? When?</i></p>	<p>Monitoring</p>	<p>BOT Reporting</p>

<ul style="list-style-type: none"> • Embed school values into PB4L school-wide strategy (Aroha, Learning, Respect – Aroha, Ako, Manakitanga) • Build staff capability in using data and restorative responses • Develop student leaders as restorative advocates 	PLD for all staff in working restoratively.	Teacher mentoring supports the Positive Behaviour for Learning approach.	Teachers mentoring programme reports.	May – Report to BOT on PB4L approach progress November – BOT receive PB4L approach report																				
<p>Annual Aim 3.4 – Student Attendance and Engagement High levels of attendance are developed through engaging learning programmes, a safe environment, effective systems and aspirational targets.</p>	<p>Actions <i>When?, By Who?, Resourcing?</i></p>	<p>Indicators of Progress <i>What will we see? When?</i></p>	Monitoring	BOT Reporting																				
<ul style="list-style-type: none"> • To improve regular student attendance annually by 20% for all cohorts • To reduce unjustified absence rates annually by 2% for all cohorts 	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.																				
<table border="1"> <thead> <tr> <th data-bbox="91 898 439 1042">Measure</th> <th data-bbox="439 898 535 1042">2024 MOE Target</th> <th data-bbox="535 898 631 1042">2026 MOE Target</th> <th data-bbox="631 898 757 1042">2024 actual</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 1042 439 1118">% of akōnga attending regularly (More than 90%)</td> <td data-bbox="439 1042 535 1118">70%</td> <td data-bbox="535 1042 631 1118">75%</td> <td data-bbox="631 1042 757 1118">24%</td> </tr> <tr> <td data-bbox="91 1118 439 1195">% of akōnga marginally absent (attending 81 -90%)</td> <td data-bbox="439 1118 535 1195">19%</td> <td data-bbox="535 1118 631 1195">18%</td> <td data-bbox="631 1118 757 1195">26%</td> </tr> <tr> <td data-bbox="91 1195 439 1272">% of akōnga moderately absent (attending 71 -80%)</td> <td data-bbox="439 1195 535 1272">6%</td> <td data-bbox="535 1195 631 1272">4%</td> <td data-bbox="631 1195 757 1272">20%</td> </tr> <tr> <td data-bbox="91 1272 439 1372">% of akōnga chronically absent (attending 70% or less)</td> <td data-bbox="439 1272 535 1372">5%</td> <td data-bbox="535 1272 631 1372">3%</td> <td data-bbox="631 1272 757 1372">30%</td> </tr> </tbody> </table>	Measure	2024 MOE Target	2026 MOE Target	2024 actual	% of akōnga attending regularly (More than 90%)	70%	75%	24%	% of akōnga marginally absent (attending 81 -90%)	19%	18%	26%	% of akōnga moderately absent (attending 71 -80%)	6%	4%	20%	% of akōnga chronically absent (attending 70% or less)	5%	3%	30%	<p>Staff receive support to improve attendance and reduce unjustified absence rate.</p> <p>Good Ambassador Policy</p> <p>STAR</p>	<p>GAP operational</p> <p>STAR in place and letters sent</p>	<p>Attendance targets, GAP and STAR monitored by SLT</p>	
Measure	2024 MOE Target	2026 MOE Target	2024 actual																					
% of akōnga attending regularly (More than 90%)	70%	75%	24%																					
% of akōnga marginally absent (attending 81 -90%)	19%	18%	26%																					
% of akōnga moderately absent (attending 71 -80%)	6%	4%	20%																					
% of akōnga chronically absent (attending 70% or less)	5%	3%	30%																					

Annual Aim 3.5 – Extra-curricular Extra-curricular participation is actively encouraged	Actions <i>When?, By Who?, Resourcing?</i>	Indicators of Progress <i>What will we see? When?</i>	Monitoring	BOT Reporting
<ul style="list-style-type: none"> Extra-curricular activity is planned to a high-quality safe, enjoyable participation. 	EOTC Systems and Site Safety Systems in place and operational <ul style="list-style-type: none"> Staff / Volunteer Induction and Training 	Staff are inducted in the use of EOTC System and use it appropriately	Health & safety reporting shows effective health and safety system in place.	May – Health and safety report to BOT August – Health and safety report to BOT November – Health and safety report to BOT
<ul style="list-style-type: none"> Extra-curricular plan overview developed Opportunities for the encouragement of participation developed 	Meetings organized for interested students.	Students participate in extra-curricular activities.	Extra-curricular numbers reported regularly.	May - Participation report for Extra-curricular 29 October - Participation report for Extra-curricular

Annual Aim 4.1 - Maori achieving success as Maori Culturally responsive practices ensure Maori students achieve success as Maori	Actions <i>When?, By Who?, Resourcing?</i>	Indicators of Progress <i>What will we see? When?</i>	Monitoring	BOT Reporting
Maori Achievement is a key schoolwide focus.	Maori Awards are presented at Prizegiving	Maori students acknowledged for their achievement as Maori	Progress is monitored	October – BOT receive