TUAKAU COLLEGE

Pai rawa atu i nga mea katoa
The very best in all things

ANNUAL PLAN
2019
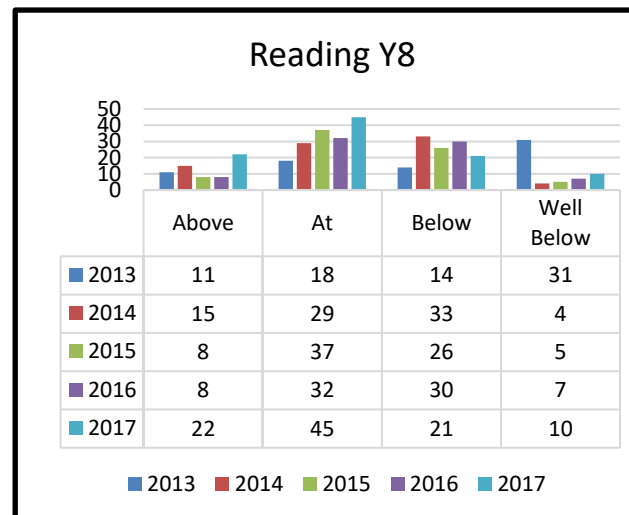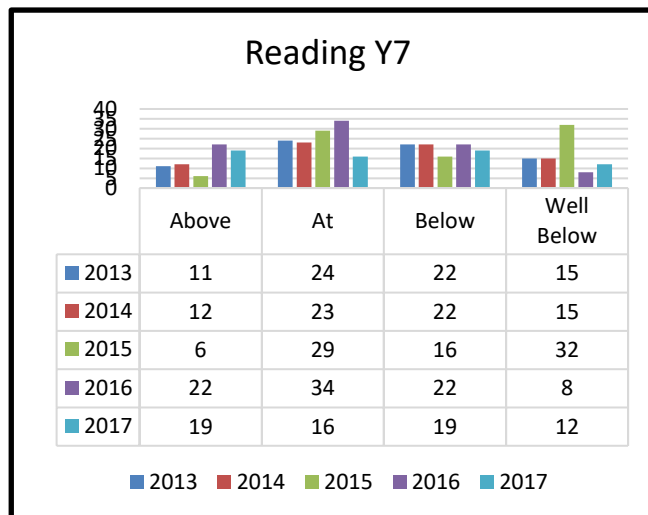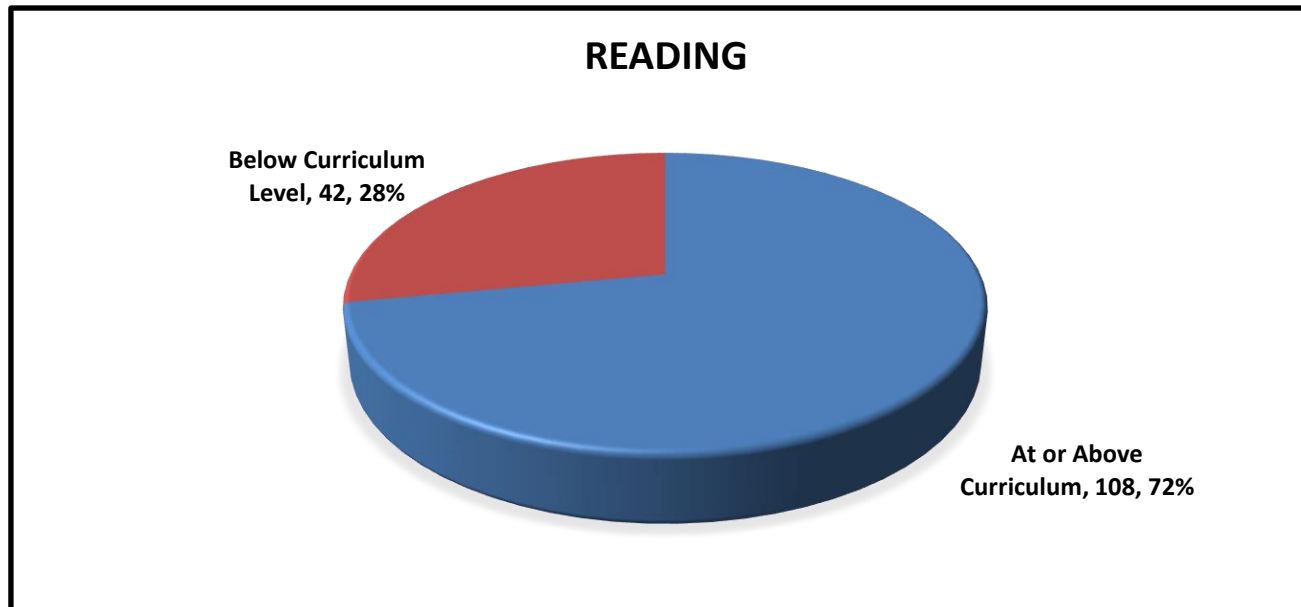
CONTENTS

WHAT DOES OUR ACHIEVEMENT LOOK LIKE?

Years 7 & 8 Reading, Writing and Mathematics

Reading

READING

Below Curriculum Level, 42, 28%

At or Above Curriculum, 108, 72%

Reading Y7

	Above	At	Below	Well Below
2013	11	24	22	15
2014	12	23	22	15
2015	6	29	16	32
2016	22	34	22	8
2017	19	16	19	12

■2013 ■2014 ■2015 ■2016 ■2017

Reading Y8

	Above	At	Below	Well Below
2013	11	18	14	31
2014	15	29	33	4
2015	8	37	26	5
2016	8	32	30	7
2017	22	45	21	10

■2013 ■2014 ■2015 ■2016 ■2017

Writing

Writing Y7

	Above	At	Below	Well Below
2013	14	23	20	12
2014	5	35	22	13
2015	6	30	19	29
2016	13	27	14	4
2017	17	22	19	8

2013 2014 2015 2016 2017

Writing Y8

	Above	At	Below	Well Below
2013	10	22	5	38
2014	15	32	31	2
2015	4	40	27	5
2016	9	34	31	2
2017	15	49	28	6

2013 2014 2015 2016 2017

Level 4 Curriculum Writing by Gender

At & Above   Below
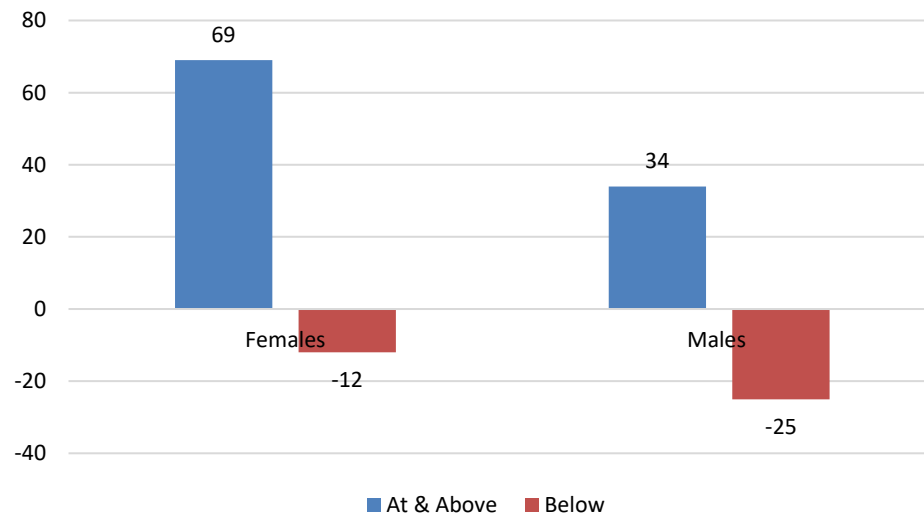
Level 4 Curriculum Writing for Maaori

Maaori
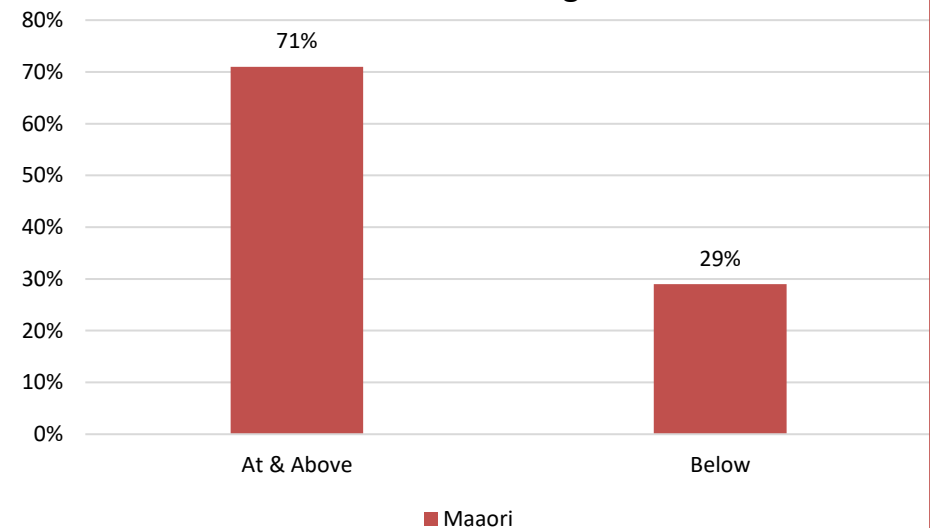
Mathematics

MATHEMATICS

Below Curriculum Level 4
22%
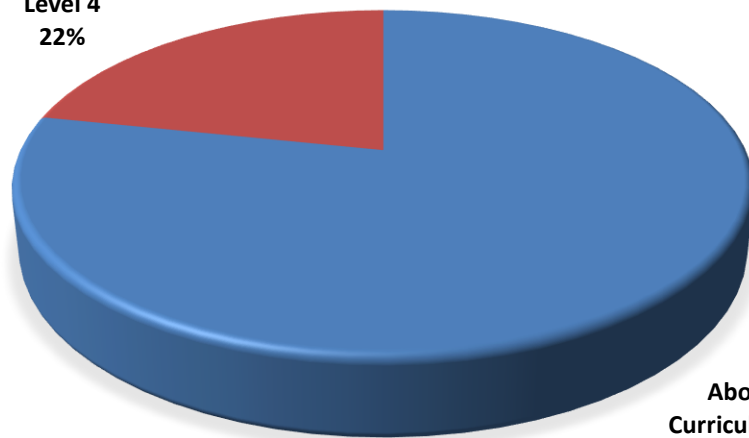
Above & At Curriculum Level 4
78%

Mathematics Y7

	Above	At	Below	Well Below
2013	14	21	13	25
2014	5	22	41	6
2015	10	28	27	17
2016	21	47	13	5
2017	6	36	15	9

2013 2014 2015 2016 2017

Mathematics Y8

	Above	At	Below	Well Below
2013	17	24	12	33
2014	11	32	32	5
2015	8	38	26	4
2016	8	32	30	6
2017	14	44	29	11

2013 2014 2015 2016 2017

Level 4 Curriculum Level 4 Mathematics by Gender

Female: At & Above 70, Below -11
Male: At & Above 28, Below -21

Legend: At & Above, Below

Level 4 Curriculum Mathematics for Maaori

At & Above: 71%
Below: 29%

Legend: Maaori

Years 8 & 10 Tuakau College Diplomas

The students gain credits each term to motivate and enable students to work towards a goal. Students accumulate credits from all of their subjects. The Diplomas are awarded after credits/points are accumulated over two years. In Years 9 and 10 the goal is to pass their diploma with an endorsement of Achieved, Merit or Excellence (there may be some students who will not pass their diploma). In Years 7 and 8 the goal is to pass their diploma with an endorsement of Bronze, Silver or Gold (there may be some students who will not pass their diploma). Students will also be able to gain credits for the extra-curricular activities, wearing the uniform correctly and following the rules of Tuakau College.

At the end of each term the students will either receive a credit update which will be a report with no comments, or a full report, explaining to the students what they need to do to improve. The calculations for each term are further modified to work out the *grade point average* and from here the students/parents are able to see if they are passing their diploma with what endorsement. The diplomas allow the students to set academic goals around achievement. These goals are achieveable. The results from the Diplomas are below

2018 Achievement of Tuakau College Diplomas

Bar chart comparing Year 8 and Year 10 achievement:

	Year 8	Year 10
Gold/Excellence	26.25%	12.50%
Silver/Merit	42.50%	30.68%
Bronze/Achieved	16.25%	29.55%
Not Achieved	15.00%	27.27%
Overall	85.00%	72.73%

Trend in gaining Y8 Diplomas

Line chart (Gold, Silver, Bronze, Not Achieved, Overall). Overall: 2016 = 100, 2017 = 86, 2018 = 85.

Trend in gaining Year 10 Diplomas

Line chart (Excellence, Merit, Achieved, Not Achieved, Overall). Overall: 2016 = 100, 2017 = 94, 2018 = 72.3.

NCEA 2014-2018 Enrolment Based Results Whole School(source NZQA)

NCEA Levels	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Level 1	58	77.5	75.3	74.5	63.1								
Level 2	66.7	85.1	84.9	80	79.5								
Level 3	45.8	58.6	67.3	70.4	46.9								
University Entrance	23.7	31.4	36.5	40.8	18.4								

Level 1 NCEA Enrolment Based Results
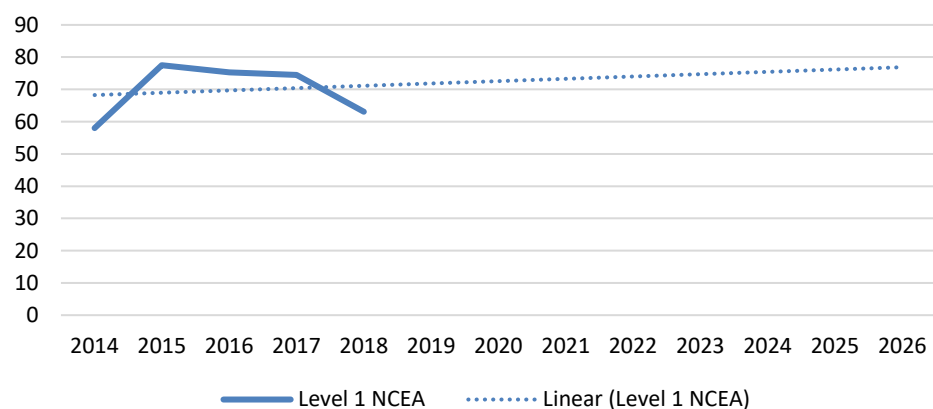
Level 2 NCEA Enrolment Based Results
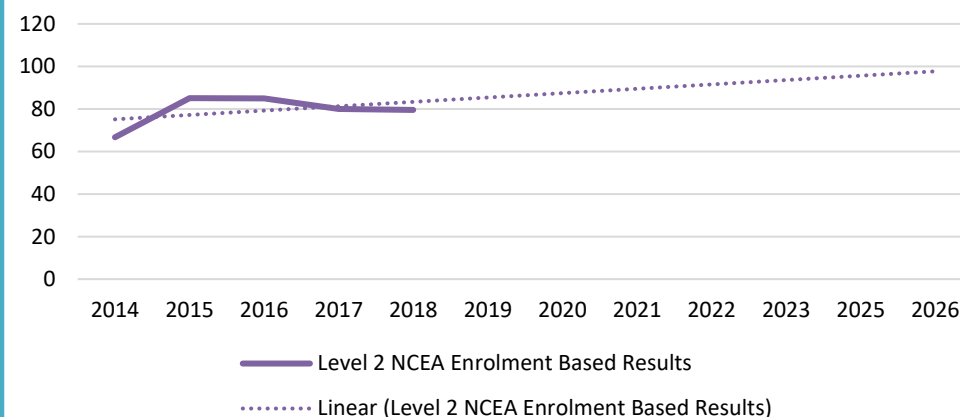
Level 3 NCEA Enrolment Based Results
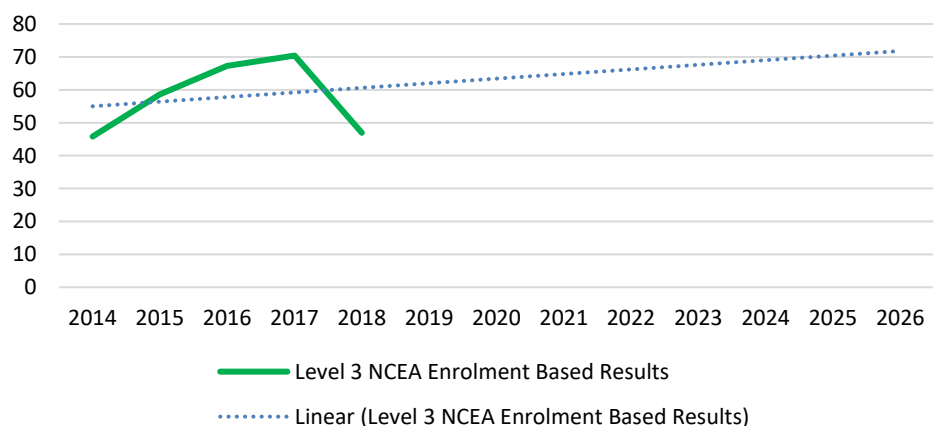
University Entrance Enrolment Based Results
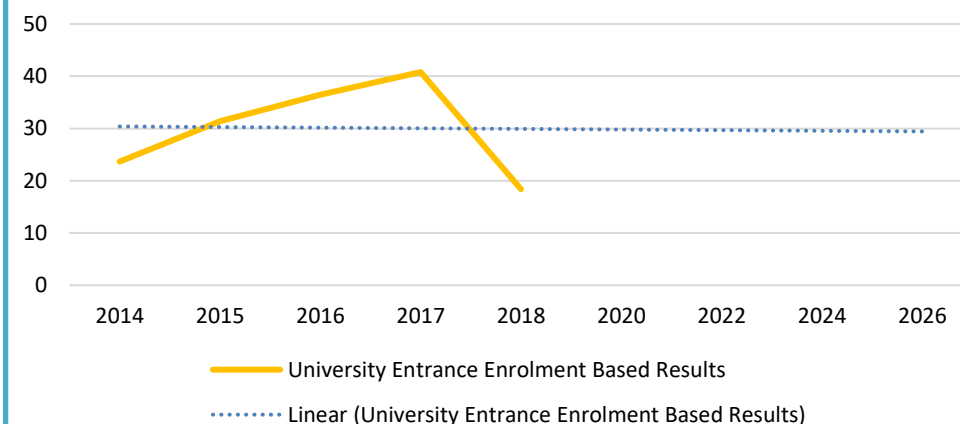
A comparison with participation based results: NCEA 2005-2017 Participation Results Whole School(source NZQA)

NCEA Levels	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Level 1	53.4	49	58.5	55.3	71.7	76.3	76.4	76.3	67.9	66.2	82.9	87	84
Level 2	68.2	71.6	76.8	67.1	68.8	84.4	77.5	85.9	86.1	75.7	92.4	92.6	87.7
Level 3	30.8	66.7	48.3	63	70	65.6	68.4	66.7	71.4	57.8	80.4	81.4	78.1
University Entrance	38.5	61.9	51.7	63	65.7	40.6	47.4	45.1	61.9	31.1	43.1	39.5	46.9

NCEA 2014-2018 Enrolment Based Results Gender Differences(source NZQA)

Level 1 NCEA Enrolment Results by Gender

Level 2 Enrolment Results by Gender

Level 3 Enrolment Results by Gender

UE Enrolment Results by Gender
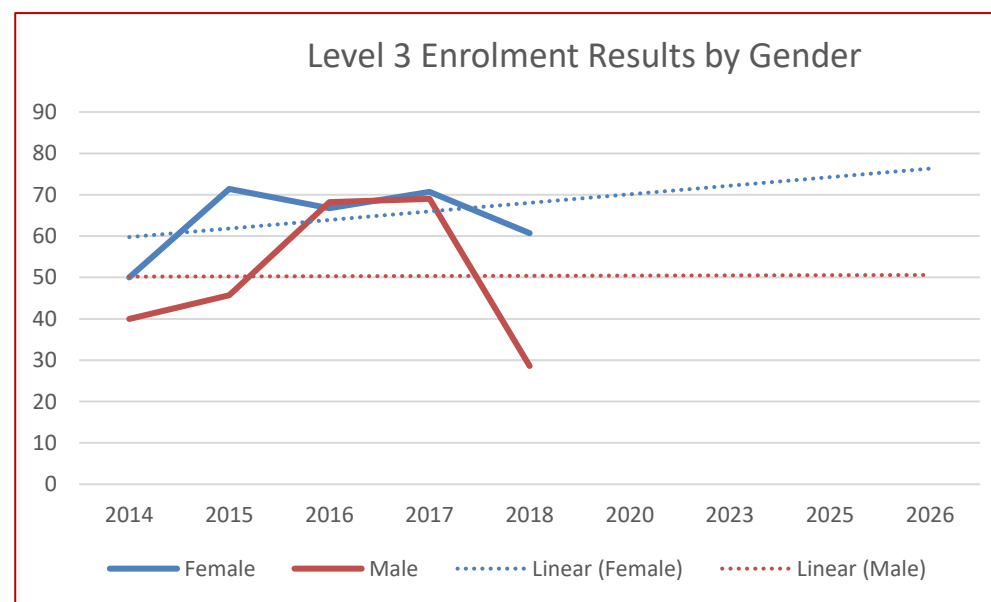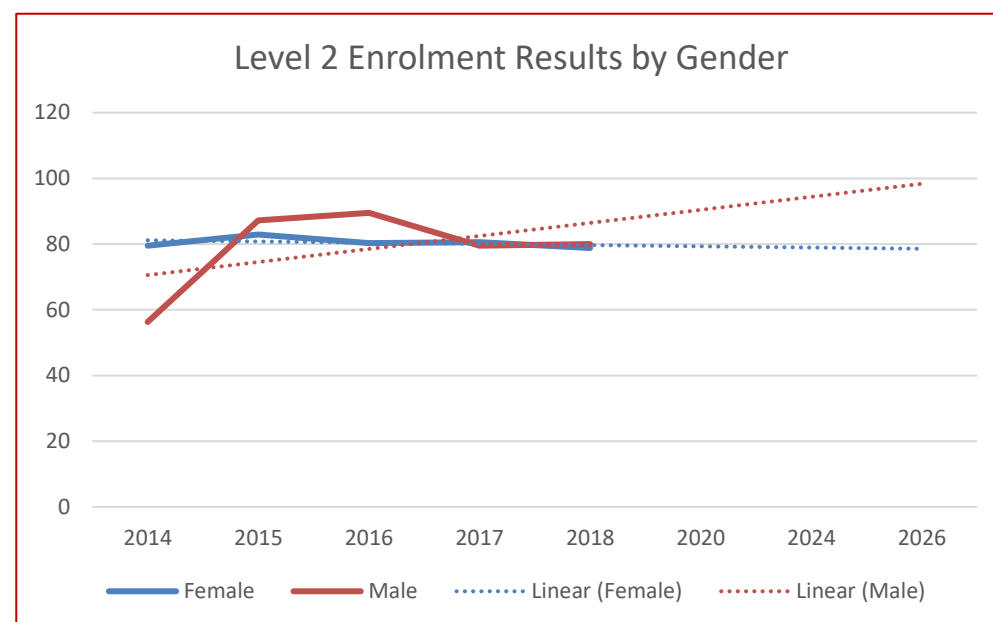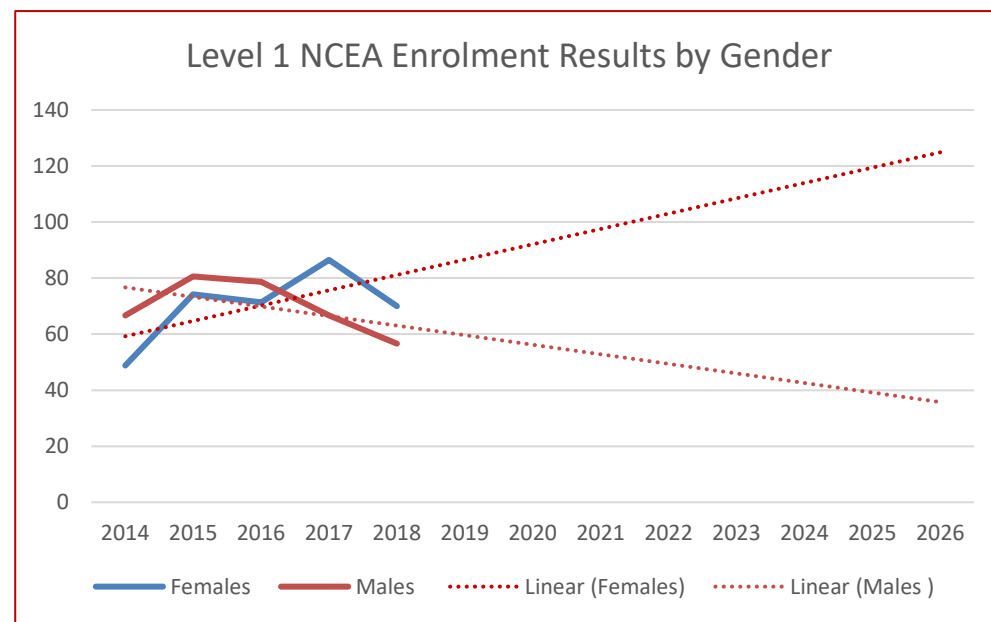
NCEA 2014-2018 Enrolment Based Results Ethnicity Differences(source NZQA)

Level 1 Enrolment Results Based on Ethnicity
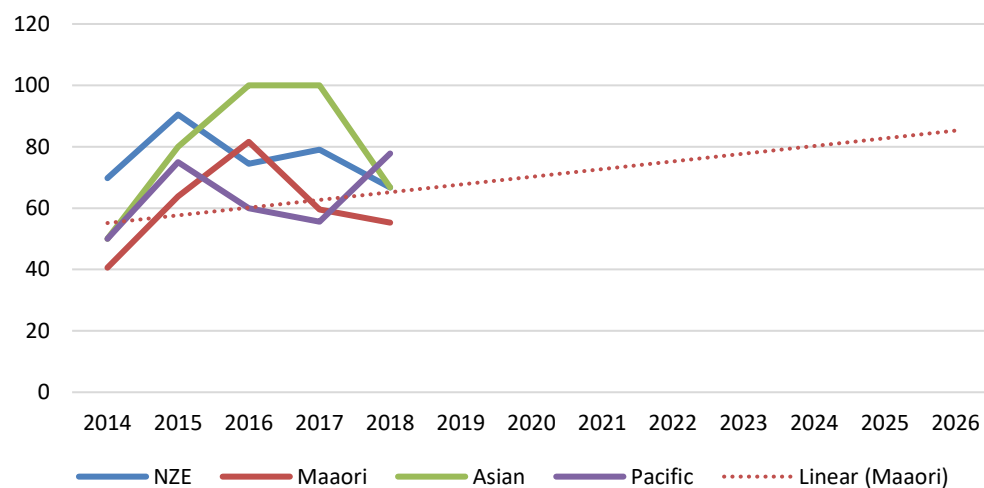
Level 2 Enrolment Results Based on Ethnicity
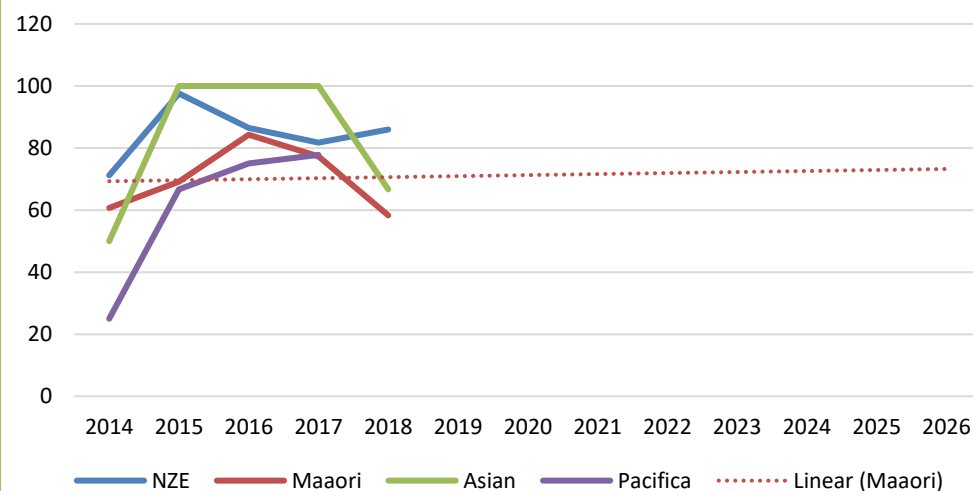
Level 3 Enrolment Results Based on Ethnicity
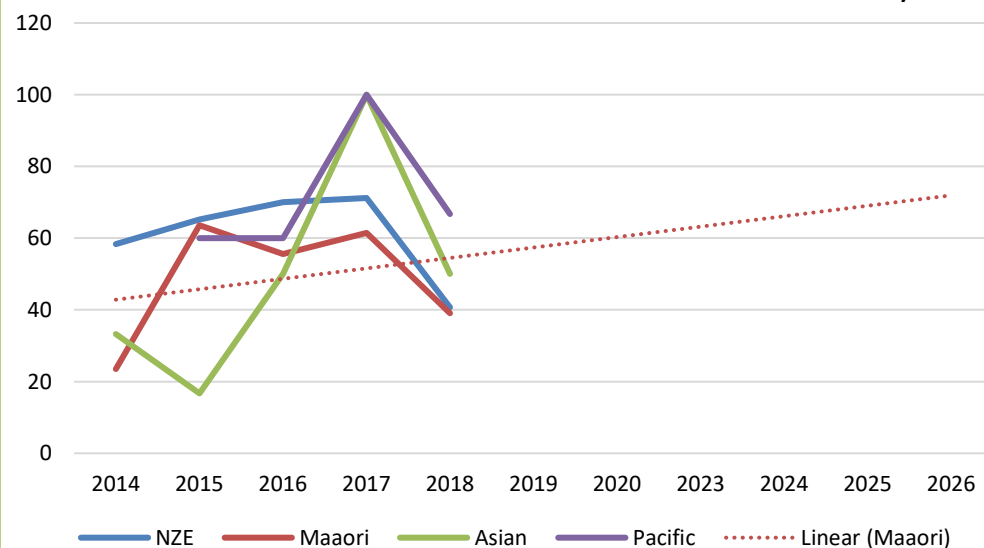
University Entrance Enrolment Based Results by Ethnicity

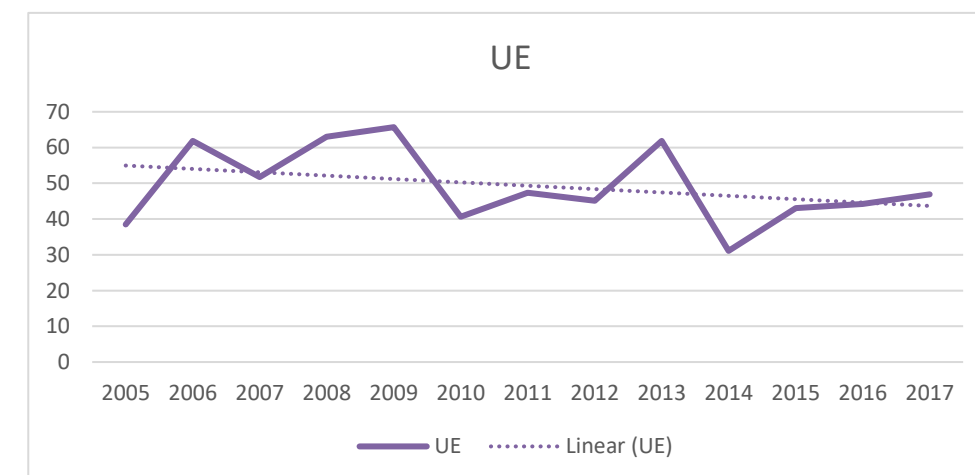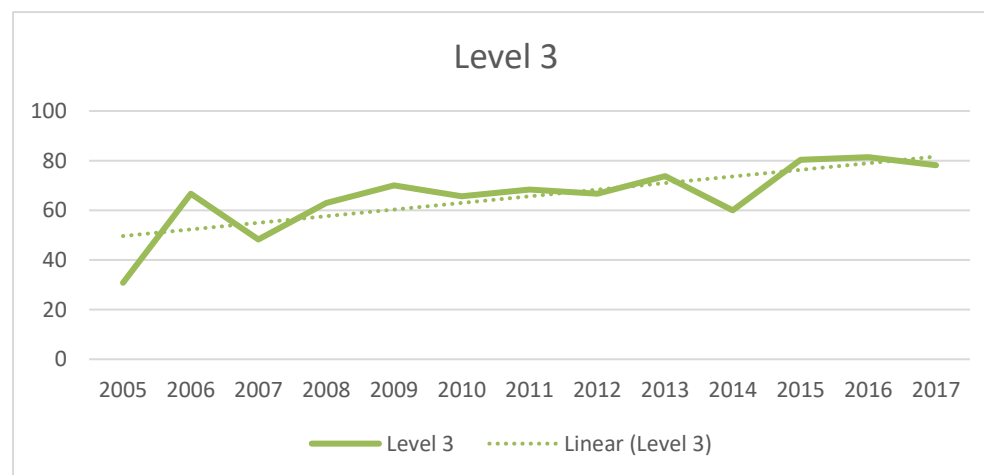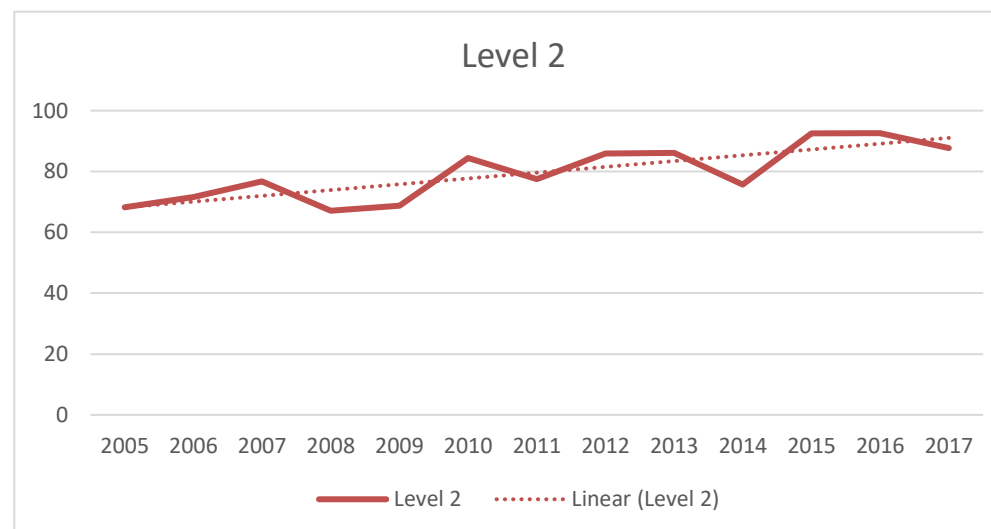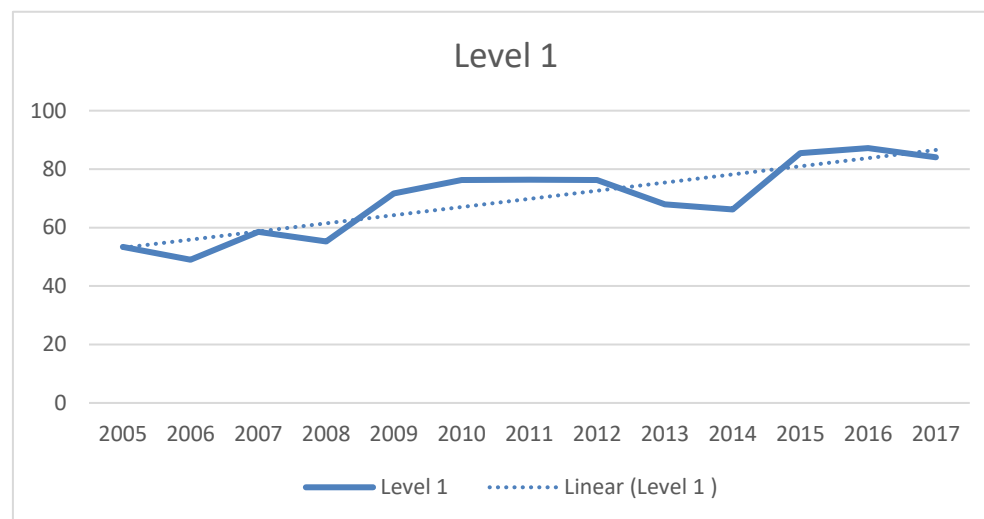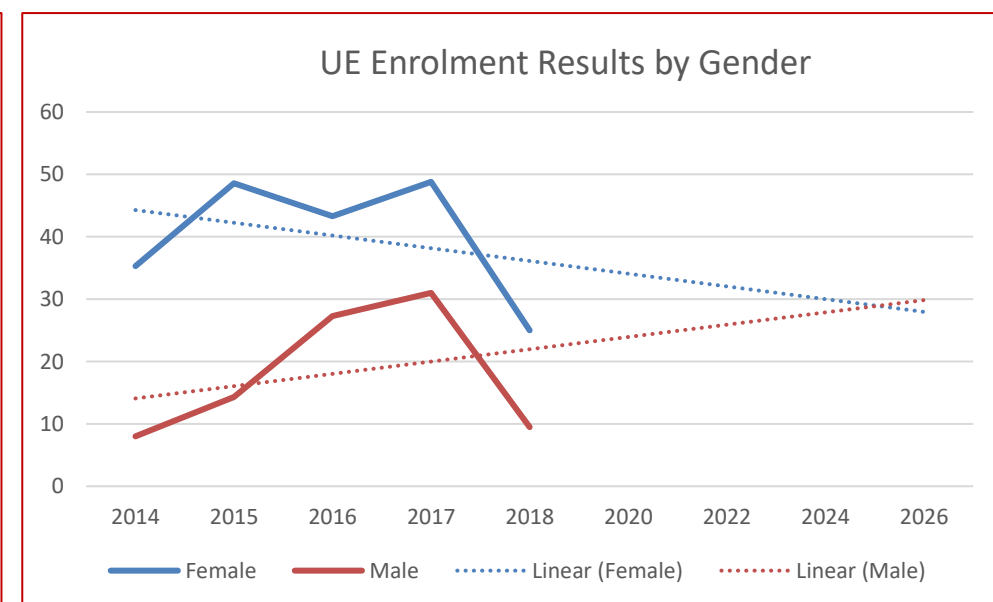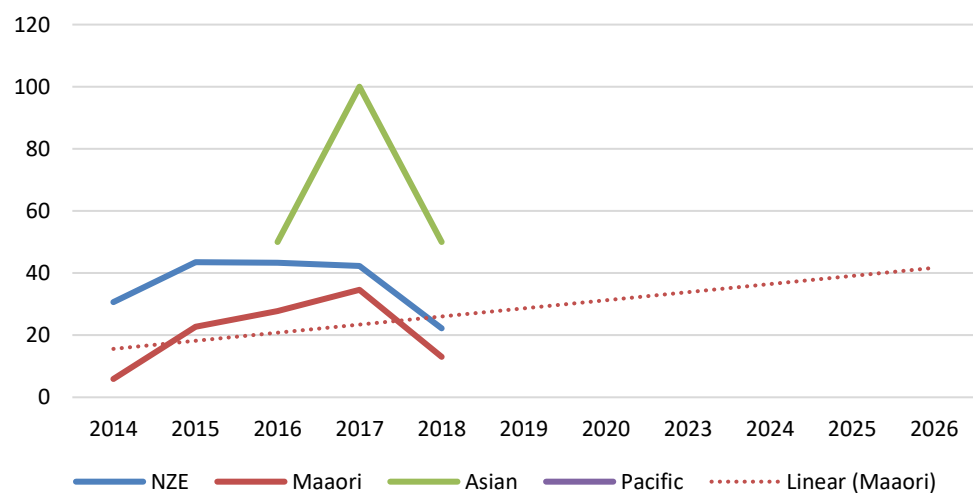**A comparison with Participation Results: NCEA 2005-2017 Participation Results European v NZ Maaori(source NZQA)**

Level 1

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
European	60	53.1	75.3	62.3	74.6	85.3	81.3	88	77.1	80	92.6	72.7	86.7
Māori	41.7	42.9	25.6	31	48.5	51.5	65.5	57.9	53.6	48	71.2	88.4	75

Level 2

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
European	75	75.5	76.3	78.8	79.2	88.6	82.8	87.5	92.7	83.7	100	94.1	89.5
Māori	72.7	50	76.5	43.5	47.1	70.6	59	81.8	70.8	65.2	81.8	80.0	86.1

Level 3

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
European	30	75	56.5	65	76.7	69.6	72	80.6	76	76.9	82.1	87.0	74.3
Māori	0	60	0	60	50	20	54.5	35.7	66.7	33.3	87.5	64.3	76.2

UE

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
European	40	66.7	60.9	65	73.3	47.8	44	54.8	72	42.3	57.1	52.2	45.7
Māori	0	60	0	60	25	20	45.5	21.4	50	8.3	31.3	28.6	42.9

Level 1 NCEA Māori v European

Level 2 NCEA Māori v European

Level 3 NCEA European v Māori

UE European v Māori
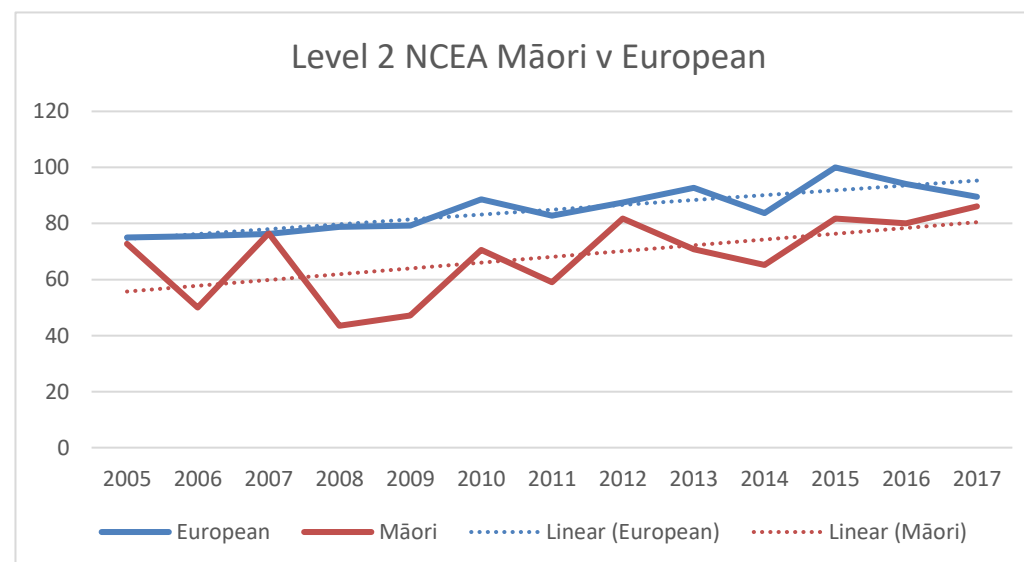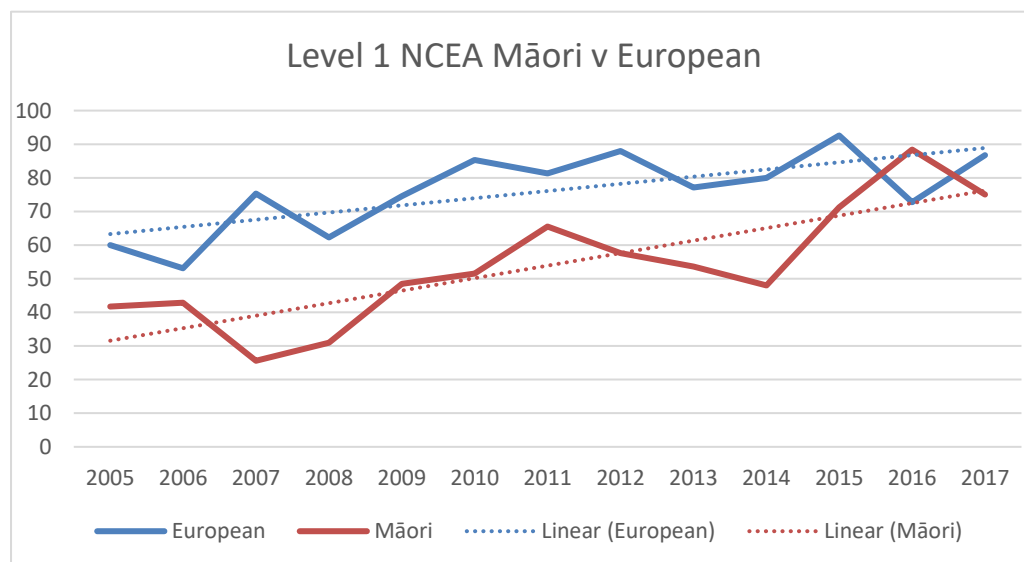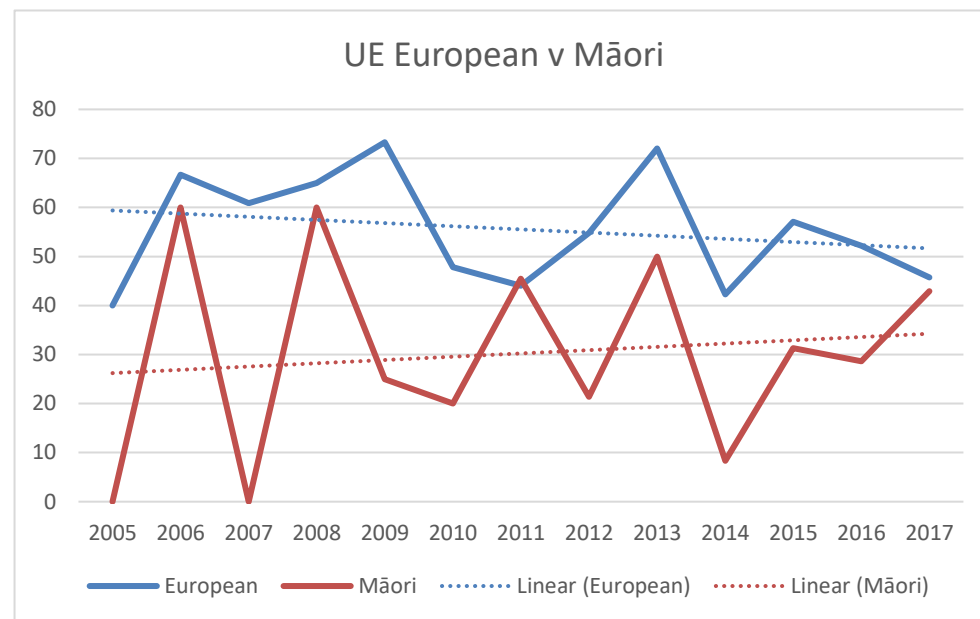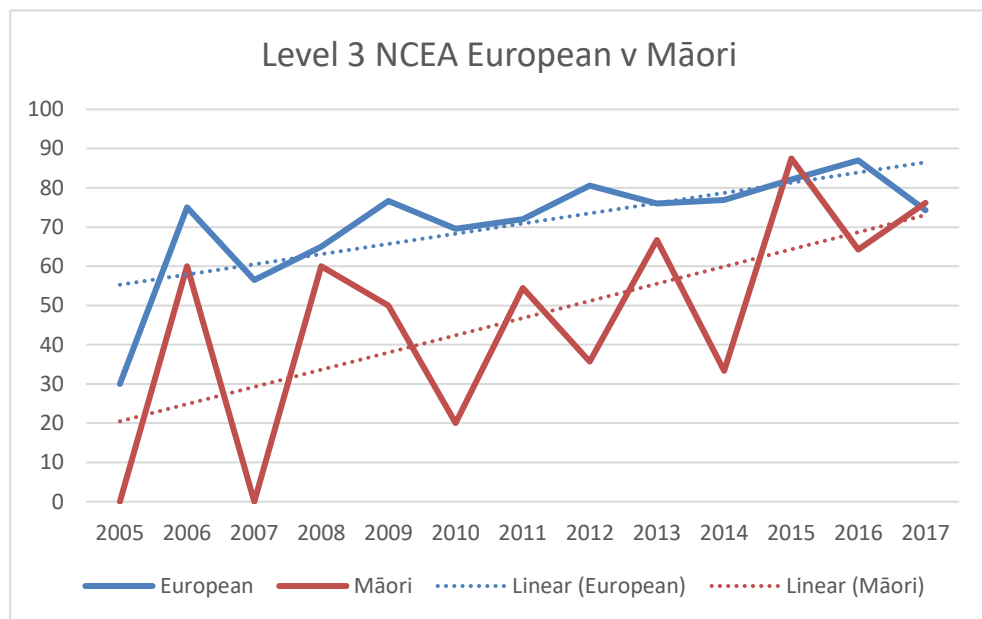
NCEA 2014-2018 Endorsement Enrolment Based Results Whole School(source NZQA)

'Excellence' Endorsement Based Trends NCEA

'Merit' Endorsement Based Trends NCEA
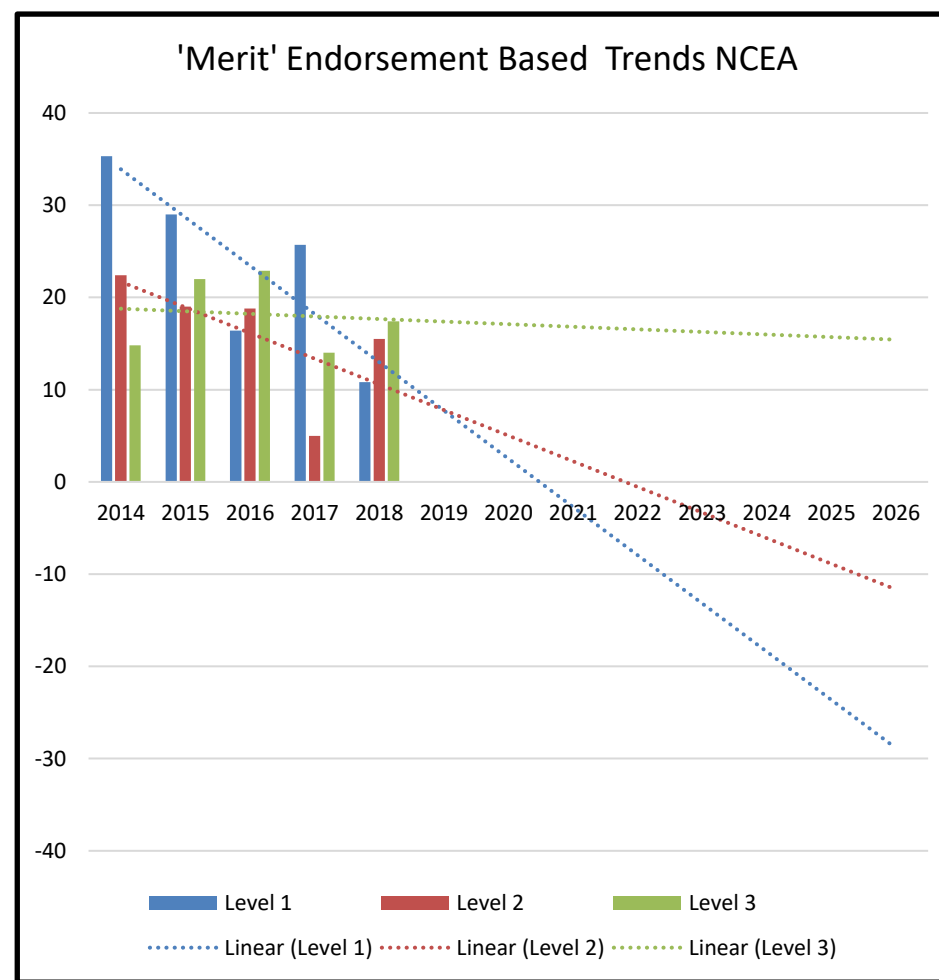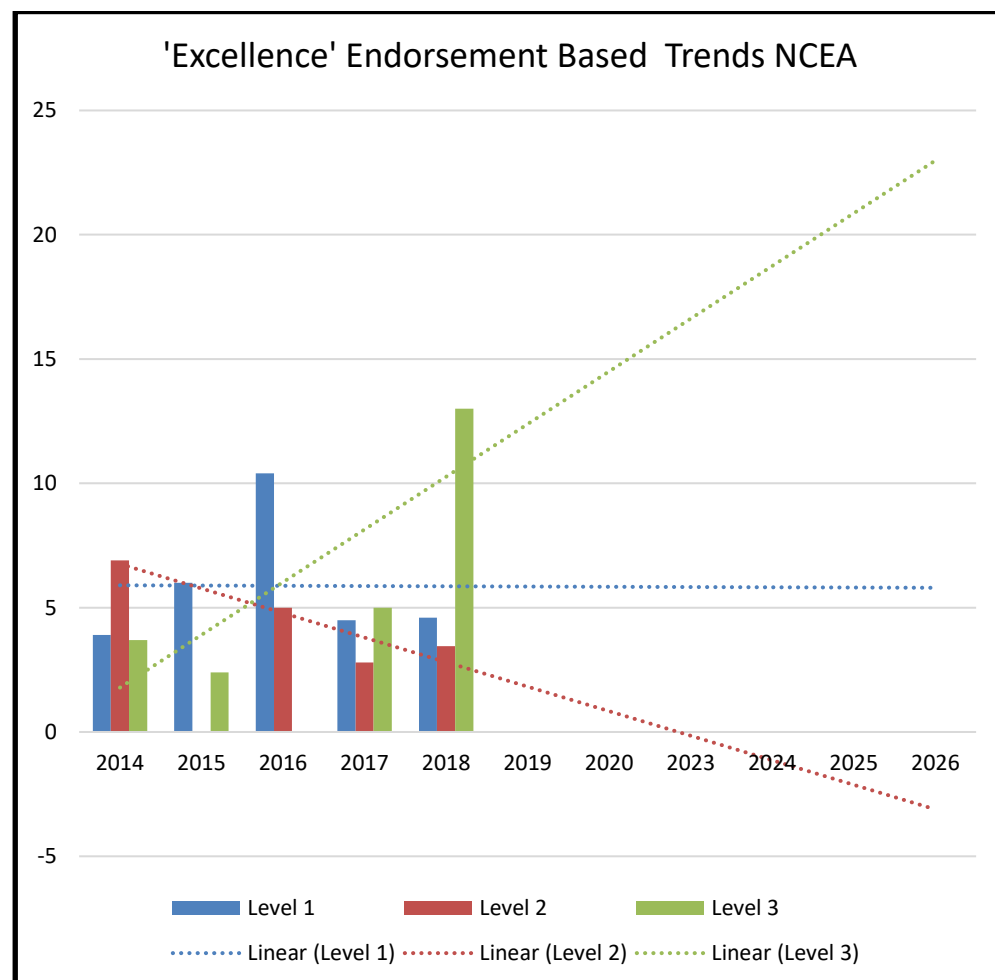
NCEA 2014-2018 Literacy and Numeracy Results (source NZQA)
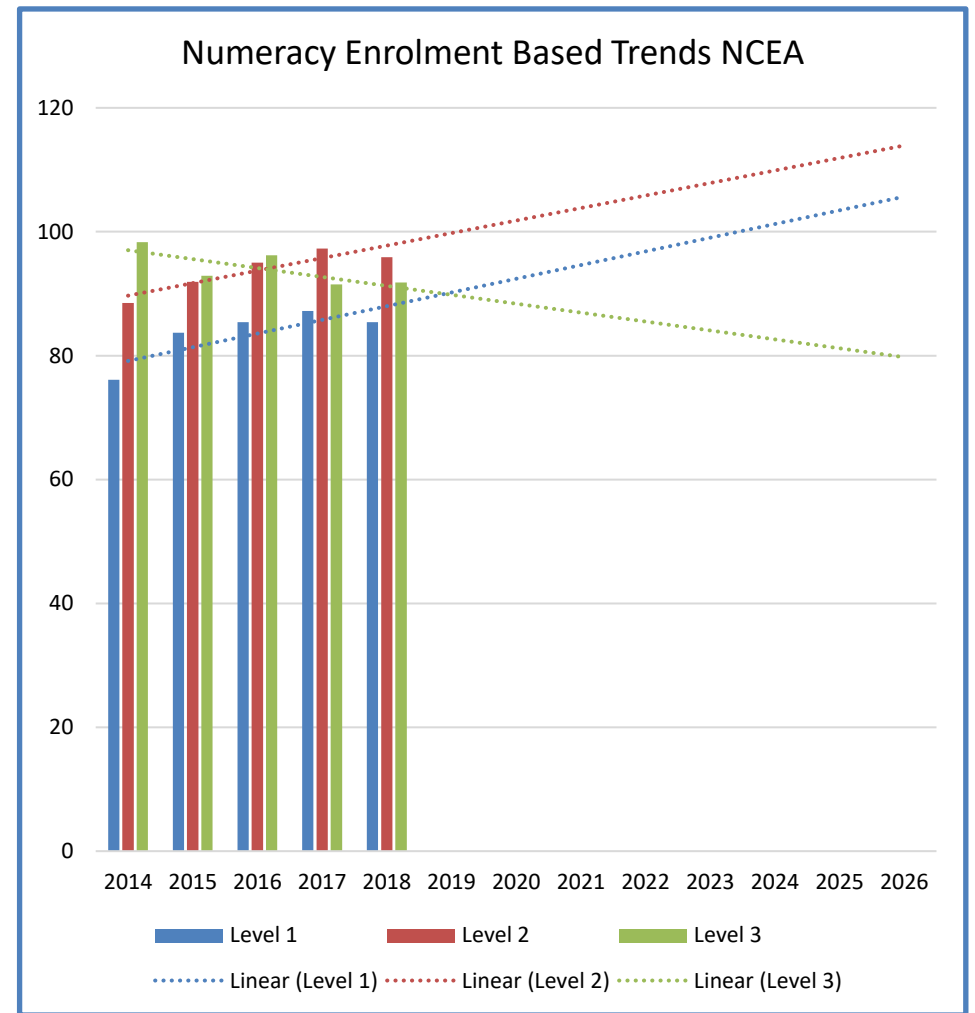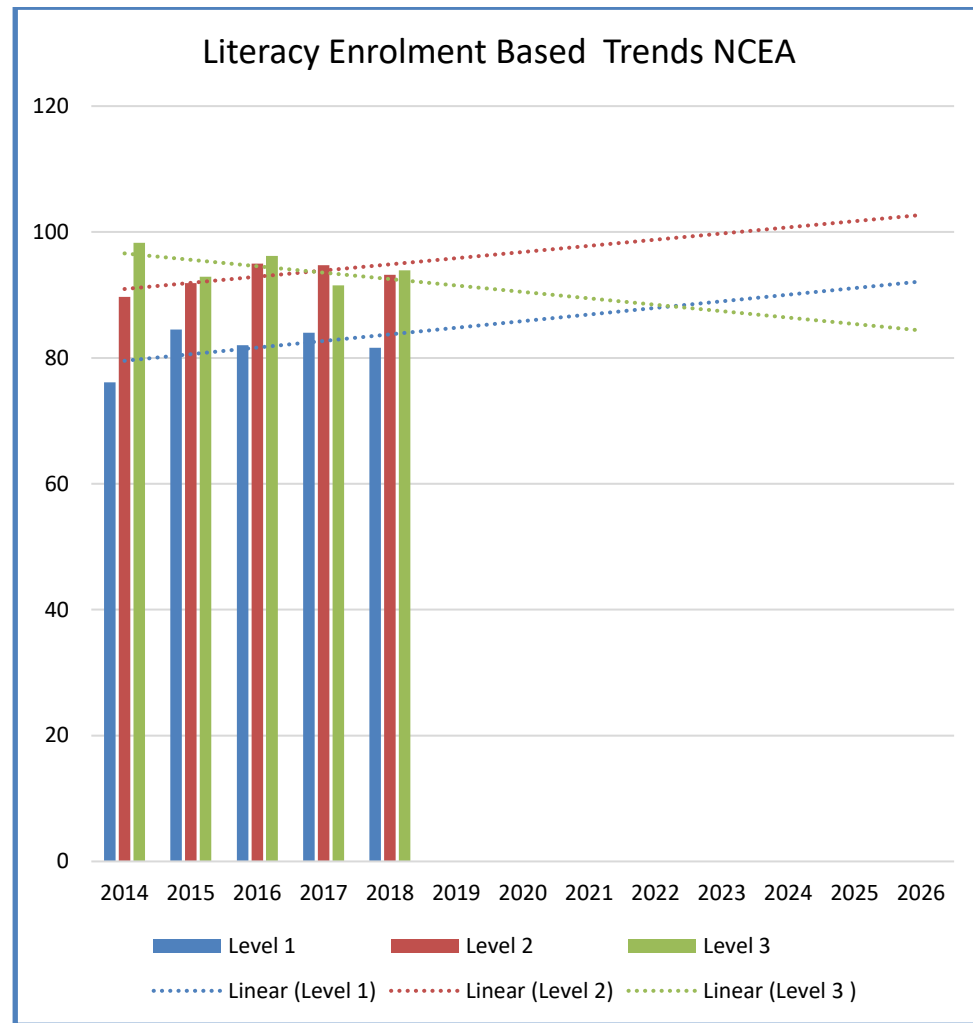
What impacts on achievement?

The following impacts on and forms the parameters for student achievement at Tuakau College.

The Charter: The Mission Statement, Objectives and Goals and the Policies of the school set the guidelines and philosophy of the school.

The Curriculum: The Curriculum will determine the essential learning areas and the essential skills, principals, key competencies, attitudes and values. Each department will have subject schemes of work and clearly stated goals and objectives.

The Students: Each student is recognised as an individual and for each the focus is the College's Vision Statement:

The Staff: We recognise the importance of a professionally committed staff with high expectations of themselves and the students they teach.

This will involve:
- a commitment to excellence in teaching practices
- accountability for student achievement
- the development of quality programmes for all students
- development of a caring and productive classroom and school environment
- individual and co-operative learning practices, as appropriate
- continual monitoring and assessment that focuses on formative assessment to foster improvement as well as summative assessment - achievement is measured for the individual as well as against national standards
- clear systems of communication and decision-making
- a clearly articulated and widely accepted vision for the school
- participation in professional development programmes
- participation in performance management appraisal
- co-curricular activities and programmes.

The parents/caregivers and wider community: The contribution to achievement made by this group is important. It is reflected in the community's involvement in the school and the school's use of the community. The Board recognises that the "real world experience" aspirations and values of our parents have a major impact on student achievement.

Indicators are:
- attendance at meetings and interviews
- ensuring homework is done, sons/daughters are well equipped and correct uniform is worn

- supporting the school's expected standards of behaviour
- ensuring regular attendance
- willingness to be parent helpers in school activities, and/or representatives on the PTA
- Ability and willingness to support the school financially through school fees and fundraising.

The Board of Trustees: We recognise the importance of a Board committed to its role of governance. The Board's support of the Principal and staff and the creation of a caring learning environment are seen as an integral part of this. This support is facilitated through awareness of, and actions in, the areas of finance, resourcing, cultural sensitivity, equity and acting as a good employer.

Tertiary Providers: The UE requirements. The impact decisions are made for moving to a tertiary provider show the impact in the results.

The learning environment: An orderly, supportive learning environment in which the following are recognised as significant factors impacting on achievement.

- students are achieving success and receiving positive reinforcements
- learning tasks are achievable
- routines and expectations are well established
- learning difficulties are recognised and catered for
- school and classroom climates are positive and challenging
- school buildings and grounds are well-maintained

The Teaching Resources: The provision of adequate resources to support learning and teaching programmes is seen as an essential element of student achievement. To this end, this school endeavours to provide teaching resources that support the achievement of learning objectives and resources that are well maintained and readily accessible to the users. The Board notes that funding from Government will have a major impact on the ability of the school to successfully deliver the programmes to which it aspires.

Academic Counselling: The provision of the opportunity for parents, students and the College to plan and set achievable goals is completed through the Academic Conferencing process. The College will ensure every student at every level is given time to produce goals. Through whānau forms these goals will be developed with the guidance of parents and staff. The process is positive and the achievable goals are revisited each year to ensure the student has a pathway to success.

Whānau Forms: These provide a safe, consistent framework for the College by providing a pastoral guidance system that supports the learner in and out of the College.

Positive Behaviour for Learning: The school provides a positive climate that is conducive to learning through a supportive reward system.

STUDENT ENGAGEMENT

Attendance (source KAMAR records Tuakau College)

	2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	89.6	87.7	89.5	88.6	87.7	88.7	89.5	87.1	87.3	86.5
European	91	89.8	90.8	91	86.4	91.2	92	89.7	90.4	90.1
Māori	86.6	83.6	87	85.2	84.8	85.3	86.5	83.7	83.1	81.9
Pasifika	93.2	91.5	94.12	81.2	86.4	90	90.7	89.6	90.5	90.5
Other	91.5	91	91.2	92.9	89	90.5	90.4	90.9	88.1	89.5
Male	89.4	88.3	90.1	89.7	88.2	89	89.6	87.3	87	85
Female	89.8	87	88.9	87.4	87.1	88.2	89.4	86.9	87.7	87.9

Overall Attendance

Attendance by Ethnicity

Attendance by Gender
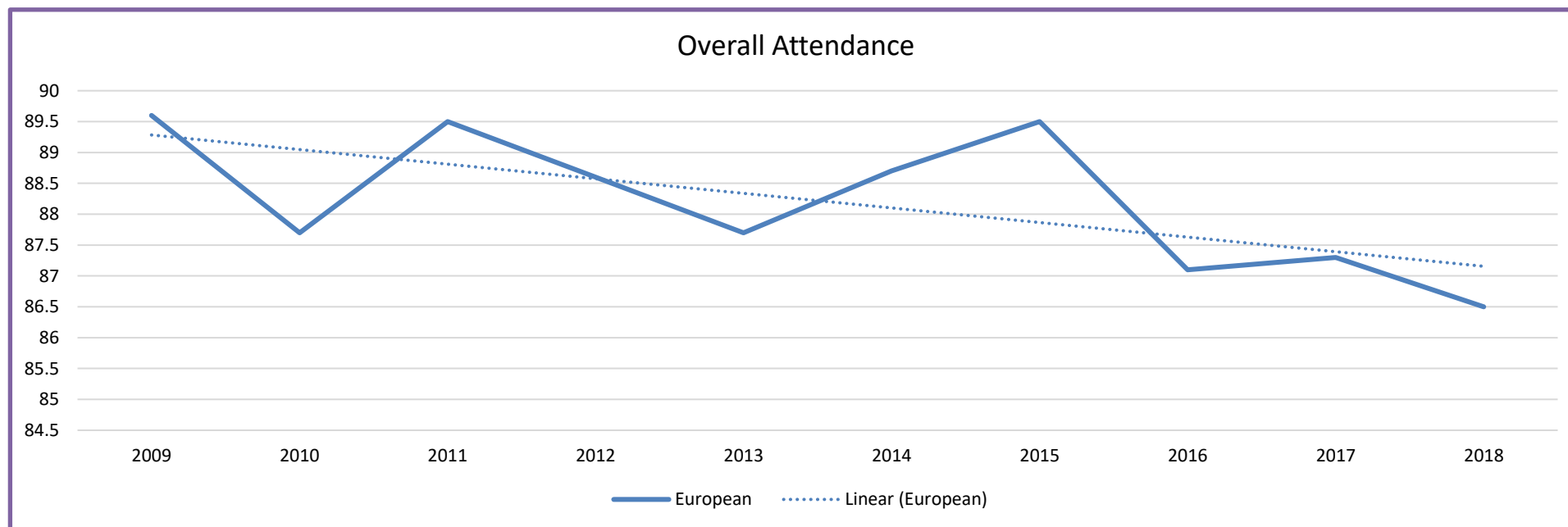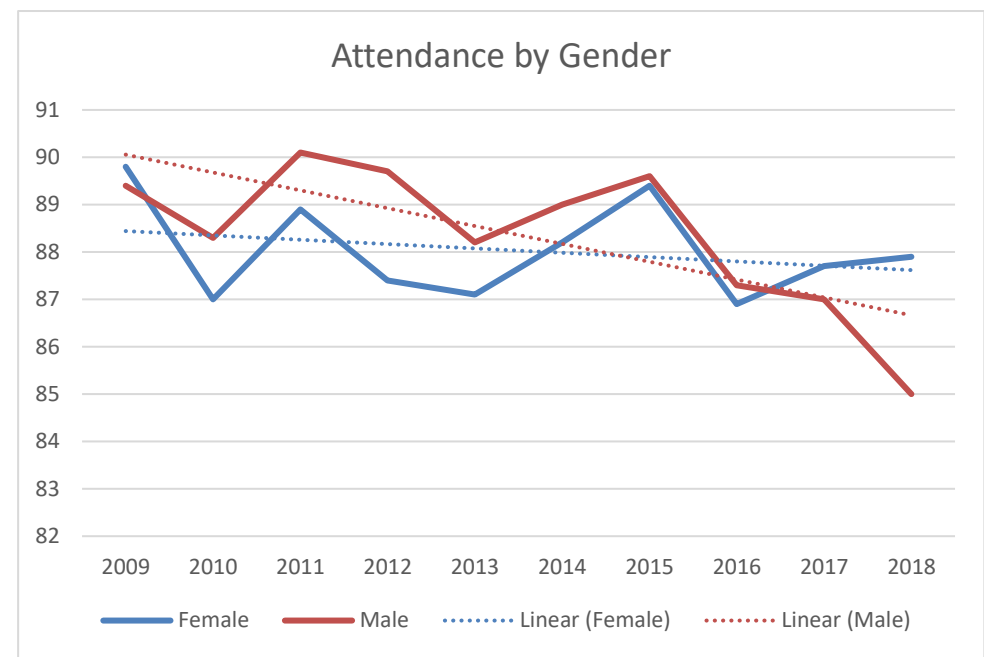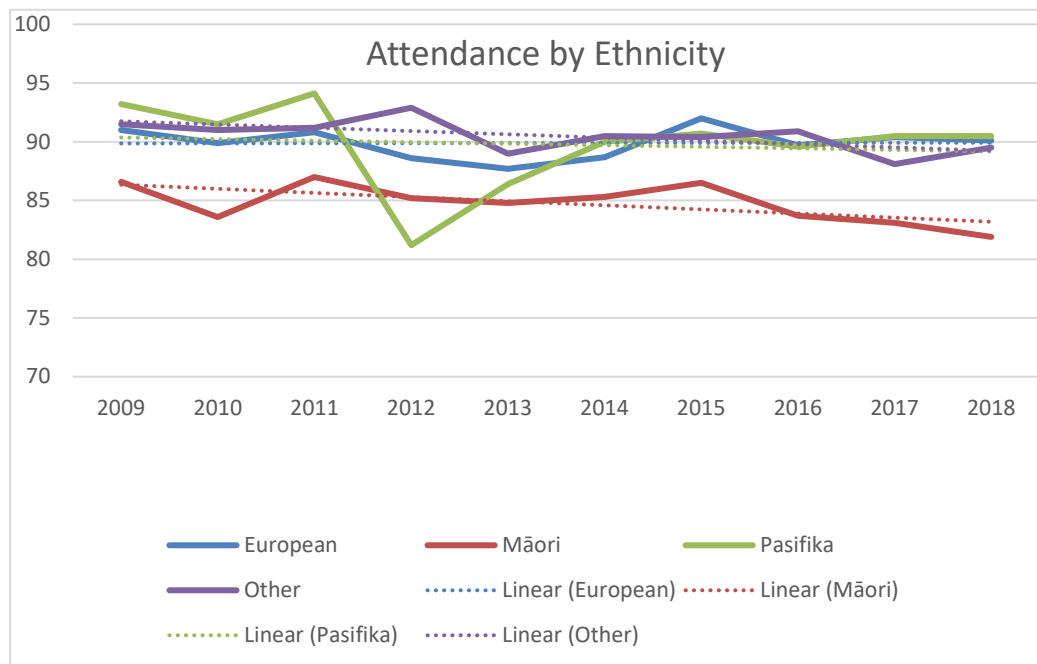
Stand-downs, Suspensions Exclusions(Source BOT Reports)

Overall		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
	Stand-downs	112	57	70	58	32	49	33	59	69	63	55
	Suspensions	10	9	22	8	8	9	6	8	9	6	13
	Exclusions	8	7	19	6	5	4	4	7	7	3	5
Female												
	%Stand-downs	25	35	30	35	41	10	3	13.6	38	43	42
	%Suspensions	50	12	12	63	71	0	17	0	44	33.3	46
Male												
	%Stand-downs	75	65	70	65	59	90	97	86.4	62	57	58
	%Suspensions	50	88	88	33	29	100	83	100	56	66.6	54
Stand-downs												
	%European	30	33	28	22	21	27	21	29	19	14	18
	%Māori	70	67	66	72	68	69	70	66	75	82.5	80
	%Pasifika	0	0	4	6	3.5	0	9	5	6	3.5	2
	%Other	0	0	2	0	7.5	4	0	0	0	0	0

Suspensions												
	%European	10	12	9	12	0	11	0	12.5	22	0	0
	%Māori	90	88	82	63	71	89	100	87.5	78	100	100
	%Pasifika	0	0	9	25	29	0	0	0	0	0	0
	%Other	0	0	0	0	0	0	0	0	0	0	0
Exclusions												
	%European	25	24	10.5	33	20	0	0	14.3	29	0	0
	%Māori	75	86	79	50	60	100	100	85.7	71	100	100
	%Pasifika	0	0	10.5	33	20	0	0	0	0	0	0
	%Other	0	0	0	0	0	0	0	0	0	0	0

Stand Downs, Suspensions & Exclusions
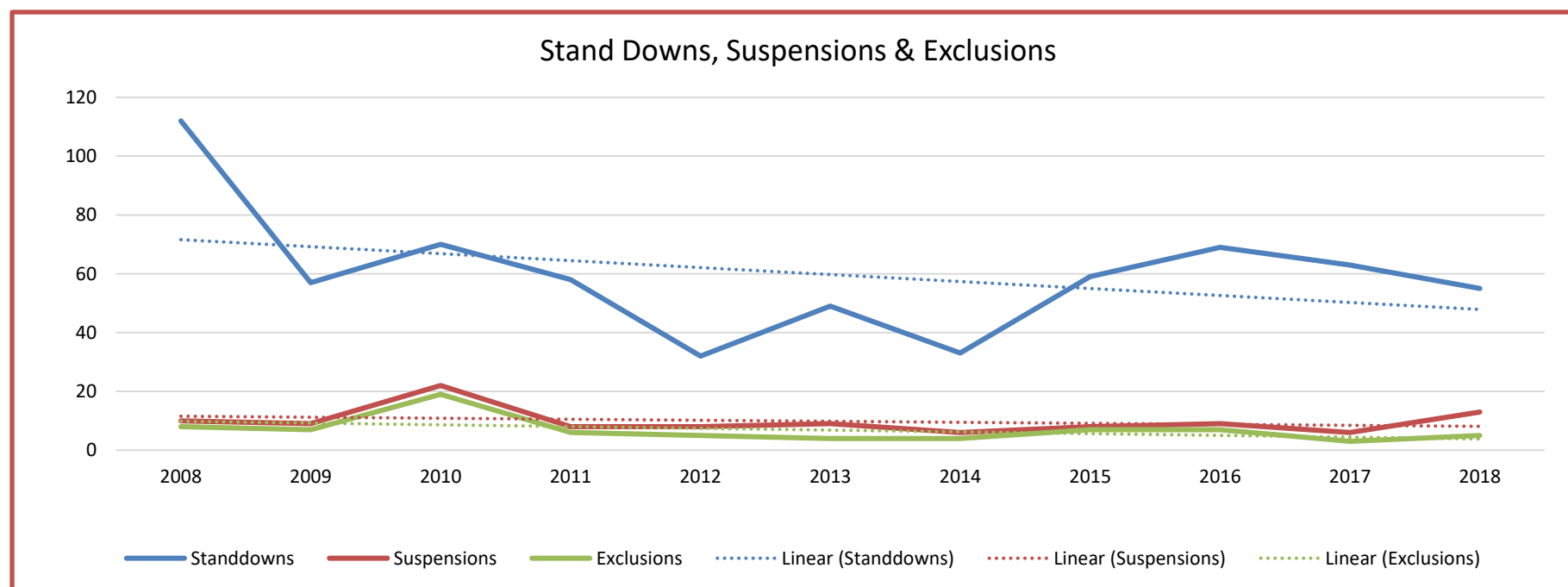
Reasons for Stand-downs, Suspensions, Exclusions 2018

Legend: Stand-Down, Suspension, Exclusion

Categories: Alcohol, Bullying, Continual Disobedience, Drugs, Threatening Behaviour, Physical Assault Student, Sexual Harasment, Other, Theft, Vandalism, Verbal Assault Staff
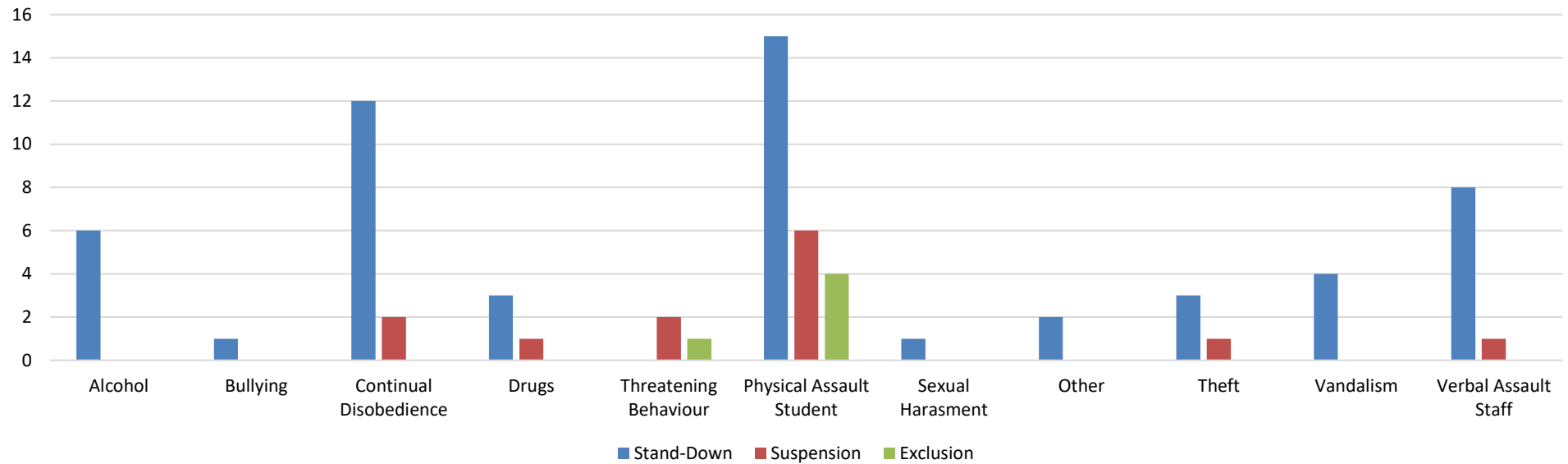
STAND DOWNS WHEN THEY HAPPENED BY TERM

Term 1 33%
Term 2 18%
Term 3 20%
Term 4 29%
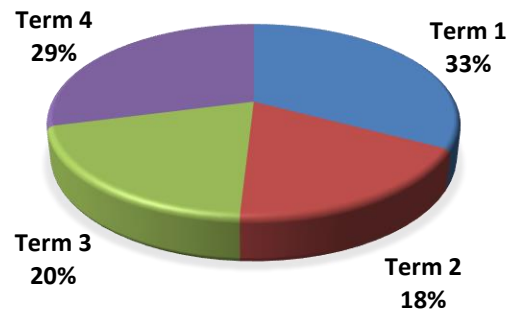
SUSPENSIONS WHEN THEY HAPPENED BY TERM

Term 1 62%
Term 2 8%
Term 3 30%
Term 4 0%
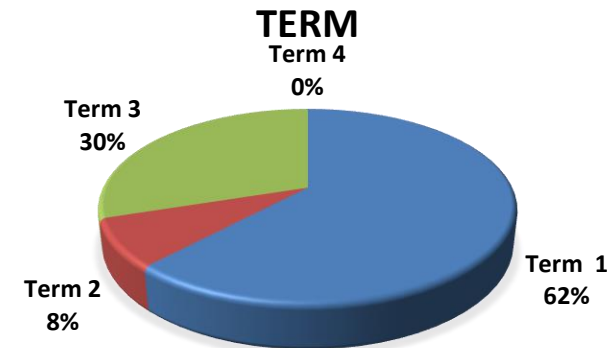
2017 data from Ed counts not in yet.

Engagement: SD, Sus & Exclusions
Age-standardised per 1000 students 2017
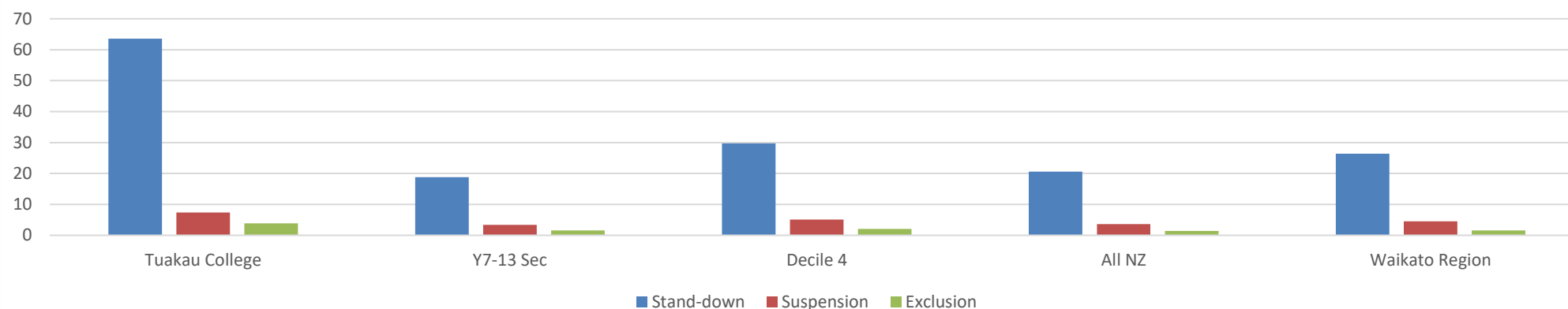
Retention(source Education Counts) 2017/18 data NOT released

Overall	% Staying on until at least 17						
	2010	2011	2012	2013	2014	2015	2016
Tuakau College	66.3	66.1	68.9	69.2	79.4	76.7	65
Decile 4	76.3	76.3	76	77.0	80.2	82.6	83.6
NZ	80.6	80.6	81.4	82.6	83.2	84.6	83.6
Y7-13	83.4	83.1	85.4	84.8	84.4	86.3	85.4

Gender & Ethnicity	2010	2011	2012	2013	2014	2015	2016
Male	57.1	53.1	70.1	61.8	87.9	69	55.6
Female	75	75.8	67.9	76.9	78.4	83	75.4
European	74	77.8	78.4	69.8	87.5	84.2	68.4
Māori	43.8	46.3	52.3	60.5	62.1	60	62.7
Pasifika	0	57.1	0	0	0	66.7	57.1
Other	0	58.8	50	100	100	100	0

Retention Comparisons

Retention by Gender

Retention by Ethnicity
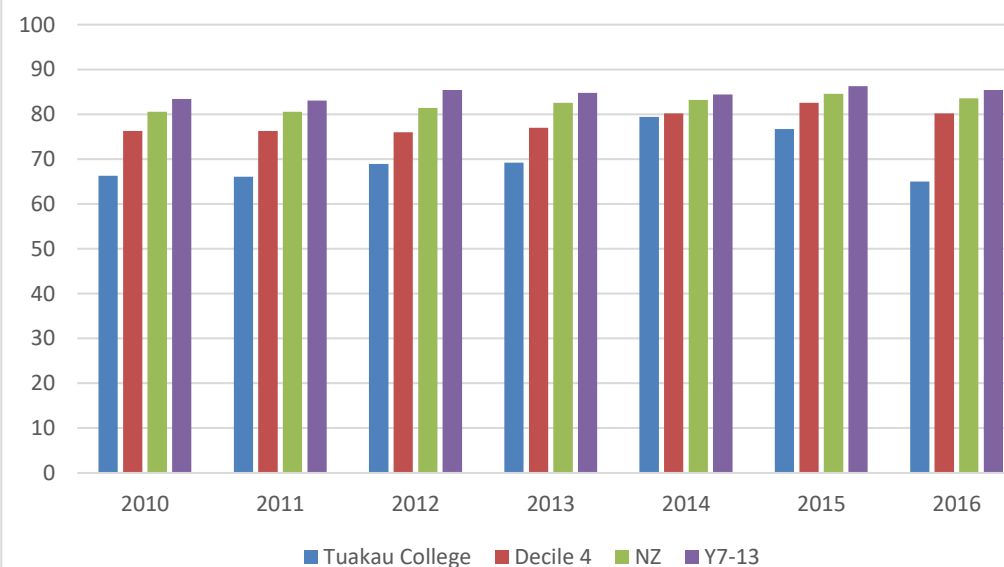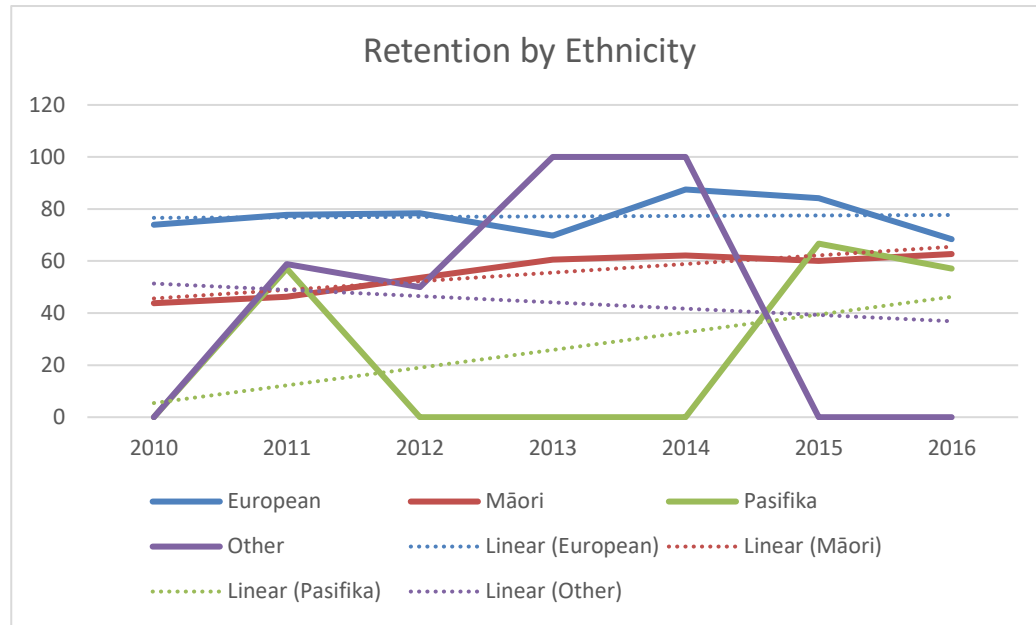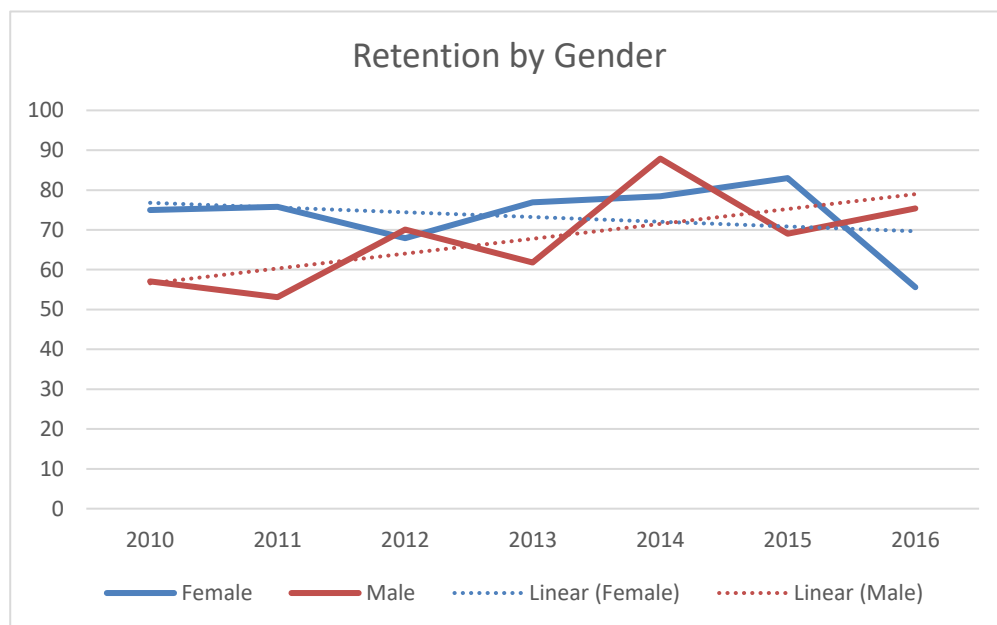
School Leaver Achievement (source Tuakau College Profile)

Ethnicity	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
All Leavers	62	57	64.3	61.7	66.3	68	105	89	194	197
European							57		74	60
Asian							5		11	23
Māori	39	28.1	36.6	48.8	56	51.7	40	36	96	92
Pasifika	0	50	57.1	50	57	0	9	8	11	12

Gender	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
All Leavers	70	57	64.3	61.7	66.3	71	105	89	194	197
Female	62	63.6	74.2	67.9	71.3	66.7	47	43	100	102
Male	55	50	51	56.7	62.4	69.6	58	46	94	95

% Leavers by Gender gaining L2 Above

Legend: All Leavers, Male, Female

% Leavers by Ethnicity gaining L2 Above

Legend: ALL Leavers, Māori, Pasifika, European, Asian
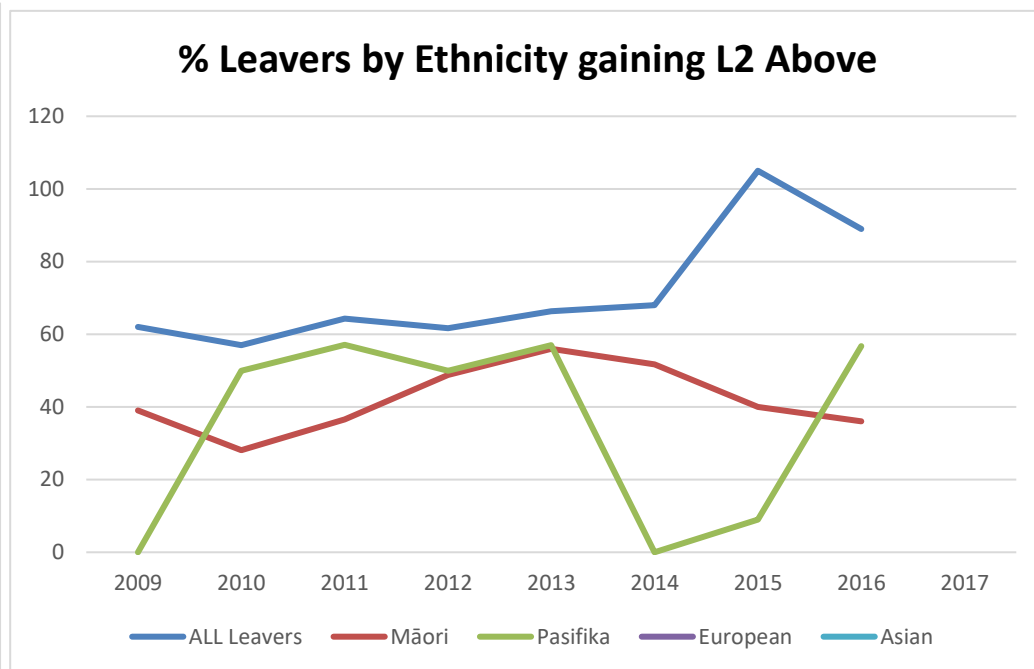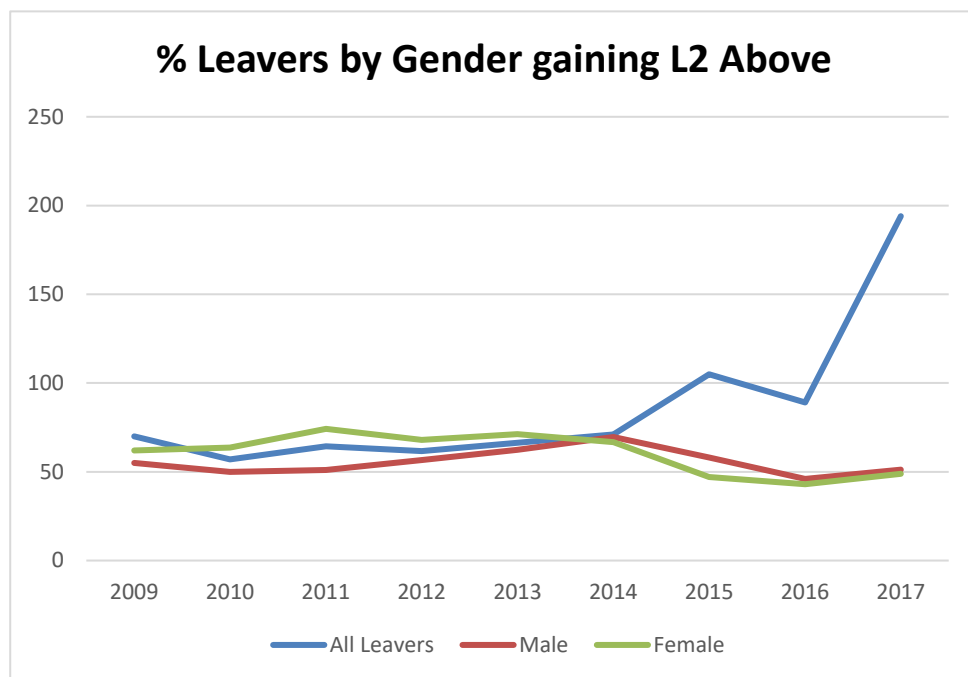
Special Education (source Tuakau College Profile)

	2012	2013	2014	2015	2016	2017	2018	2019
Total numbers	57	79	82	88	96	72	76	86
Behaviour	40	35	22	15	15	13	11	8
Learning	17	44	60	26	30	72	67	65
Support	These values are within Behaviour and Learning			22	26	26	34	35
Social				2	2	3	3	3
Assistive Tech				7	8	7	10	5
ESOL				5	5	16	21	12
Health				11	10	8	5	5

Learning Centre Students
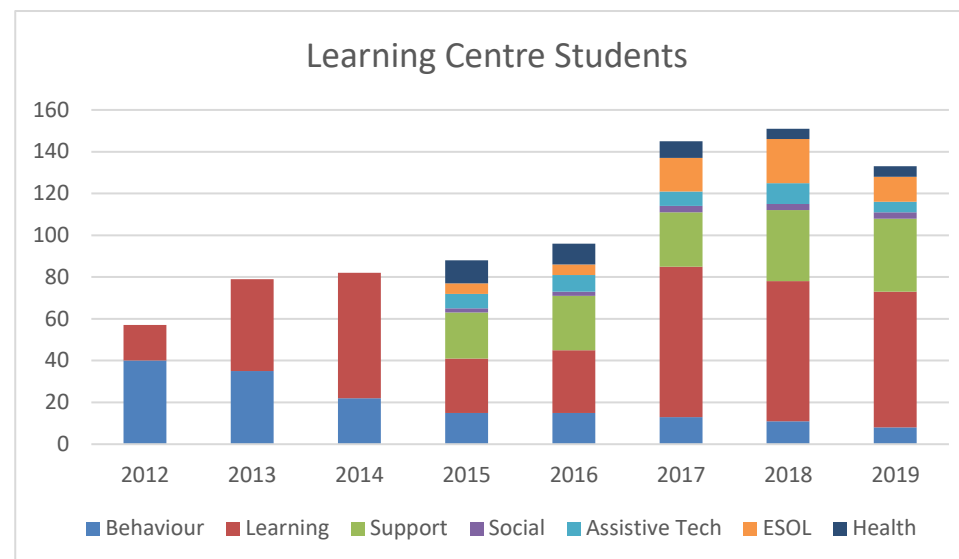
English Language Learning (source Tuakau College Profile)

	2013	2014	2015	2016	2017	2018
Stage 3	36%	30%	18.8%	25%	23.8	25
Stage 2	21%	45%	50%	62.5%	47.6	65
Stage 1	36%	20%	18.8%	12.5%	28.6	10
Foundation	7%	5%	12.4%	0%	0	0

English Language Learning

VISION

Tuakau College prepares students for life through a quality education promoting excellence in all things.

STRATEGIC GOALS

- Maximise Opportunities for Student Achievement
- Lead Developments in a Continuously Changing
- Be the Heart of the Community where Everyone Wants to Be

STRATEGIC FOCI

Maximise Opportunities for Student Achievement			Lead Developments in a Continuously Changing			Be the Heart of the Community where Everyone Wants to Be		
Students' Learning	Staff Development	Curriculum Development	Modern Learning	A Digital World	Te Kaahui Ako o te Puuaha o Waikato	Student Engagement	School Wellbeing	Community Engagement

IMPROVEMENT PLANS

- Students' Learning:
  - Y7&8 Achievement
  - Y9&10 Achievement
  - NCEA Achievement
  - Maaori Achievement
- Staff Development:
  - Professional Learning & Appraisal
- Curriculum Development:
  - Programmes of Learning
  - Pathways to Success
- Modern Learning:
  - Innovative Learning Spaces
- A Digital World:
  - ICT
- Te Kaahui Ako o te Puuaha o Waikato:
  - Teaching and Learning
  - Cultural Responsive Communities
  - Wellbeing
- Student Engagement:
  - Attendence
  - Retention & Transition
- School Wellbeing:
  - PB4L
  - Behaviour Management
- Community Engagement:
  - Stronger Links
  - International Education

ANNUAL PLAN 2019

The annual plan is a series of improvement plans around each of the strategic focus areas.
MAXIMISE OPPORTUNITIES FOR STUDENT ACHIEVEMENT

1. IMPROVEMENT PLANS - Students' Learning

Year 7&8 Achievement			
Baseline Data: • **Analysis of Variance Y7&8 Reading Writing and Mathematics** • **Teacher plans** • **Inquiry and research around what we use already for progress indicators**		**2019 Targets** • Continue to coordinate and develop the curriculum level process in Year 7&8 • Move 10% of Maaori students out of the below 3 Reading to above Level 4 • Develop Y7&8 male students in Writing to meet the achievement levels of females in this area. • Move 10% males in Y7&8 in Mathematics to Level 4 of the curriculum • Continue to raise literacy and numeracy in all areas through acceleration and monitoring and tracking • Review and measure the utilisation of digital technology to enhance learning • By the end of Year 8 an increase in students receiving Diplomas by 5% with a 2% movement upwards		
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End 2019	Review use of curriculum levels	PWA/JLA/RWA	A review is written
Term 2	Look at a PLD plan for continued work on leveling Reading Writing and Mathematics	PWA/CBE	Acceptance of PLD
Term 3	Survey the use of Te Reo Maaori in Y7&8 classes	PWA/JPR/LSH	Survey results are produced and analysed
Term 1	A list of Priority learners is complete and SENCO involved	PWA	A list is completed
Term 4	Data is collated to show numbers making progress at Y7 & Y8	PWA/CBE	Targets are discussed and Analysis written
Monitoring: CBE/PWA			
Resourcing: Time to complete the reviews and surveys			

Year 9&10 Achievement			
Baseline Data: • **PATs** • **Curriculum levels for Y7&8** • **eAsttle** • **Gap analysis by HLAs**		**2019 Targets** • A coherent process is in place for measurement of curriculum levels for literacy and numeracy • End of 2019 we have had an increase of 10 students moving more than 2+ curriculum levels • Increase the numbers getting Diplomas by 5% • Continue to develop an integrated curriculum • To find alternative pathways for 'at risk' students		
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End 2019	Have a coherent review of leveling at Y9&10	PWA/CST	A plan is written
Term 3	Review of inquiry in the Y9&10 area	Staff	A list of actions is completed
Term 1	A list of Priority learners is complete and SENCO involved	CHU	List is completed and used by all HLAs
Term 4	Data is collated to show numbers making progress at Y9 & Y10	CST	There are the shifts required
Monitoring: HLAs/CST			
Resourcing: Budget 2019			

NCEA Achievement

Baseline Data:	2019 Targets
- **NCEA Results from 2018**	- A 5% increase in gaining NCEA - 4 students Y11, 4 students Year 12 and 3 students Y13. - Investigate and implement a timetable that best suits learning for our students - To continue to provide alternative pathways for our senior students - To participate in the national NCEA review and develop a plan for any changes that are implemented

When	What is going to happen?	Who is responsible?	Indicators of Progress
End T3	Monitor and track students and implement extra when required	CST	More students are successful at NCEA
End T2	National review recommendations are placed in a plan	Staff	All recommendations are scrutinised
End T2	A suitable timetable/learning structure is in place	CST	A new timetable is decided on and delivery plan in place
Monitoring: CST/HLAs			
Resourcing:Budgets			

Maaori Achievement

Baseline Data:	2019 Targets
- **NCEA Data 2018** - **eAsttle curriculum level data** - **Stand-down suspension data**	- Move 10% of Maaori students out of the below 3 Reading to above Level 4 in Y7&8 - Implement Reo Rua a bilingual programme at Y7&8 - Put in an implementation plan for Reo Rua to move into Year 9 and then 10 - Survey the use of Te Reo Maaori in all classrooms - Increase the rates of Maaori achievement in NCEA -15% at all Levels:6-Y11 students, 7-Y12 students and 4- Y13 students. - Complete a Hui Whakarewa and Rongohia te hau to gather baseline data around cultural responsive teaching at Tuakau College and comp[are to previous measurements - Investigate alternative pathways for engaging Y10 Maaori Boys – a carving module - Increase the staff and student knowledge of the Treaty of Waitangi through narratives and PLD

When	What is going to happen?	Who is responsible?	Indicators of Progress
End T2	Tracking and monitoring of target students occurs earlier	CST, CBE	Interventions are in place
End T2	An implementation plan is in place for Reo Rua Year 9	CBE/CST	A plan and consultation has occurred
End T2	A survey is completed	PMU/JPR	Completed survey with results
End T4	The increase in achievement occurs before final exams	CST/CBE	Completed and results indicate an increase
End T1	Resource an alternative module	PHE/CBE/AJA	Course is up and running Term 2
Monitoring: CBE/CST			
Resourcing:			

2. IMPROVEMENT PLAN – Staff Development

Professional Learning and Appraisal			
Baseline Data: • **PLD from 2018** • **Appraisal Summary**		2019 Targets • Ongoing delivery review of PLD • Continue to deliver ICT and Te Reo Māori modules are delivered regularly • PLD support in ICT delivery is submitted to MOE • PB4L is given more time in the meeting cycles to redeliver Tier 1 • Embed the new professional standards • Continue to develop support staff appraisals	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
Ongoing	Ongoing review around PLD	CBE/CST	Reported each month at BOT meeting
Ongoing	Modules are developed	Staff	Staff are upskilled
End T4	All appraisals are completed	Staff	All completed
Monitoring: CBE/CST, SLT			
Resourcing:Budget 2019			

3. IMPROVEMENT PLANS – Curriculum Development

Programmes of Learning			
Baseline Data: • **Curriculum statements** • **Visits to other schools** • **HLAs and discussions on what they want and how to deliver their curriculum**		2019 Targets • A curriculum review and delivery(timetable) inquiry is completed and implemented • The numbers of Trades students remain consistent • Increase the use of VC delivery by 10% to enable courses to be delivered effectively • A development of Services academy is in place	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End T2	A new Timetable structure is decided, implementation plan is in place for 2020	CST/ committee	Recommendations are made and an implementation plan is in palce
End T1	Services academy issues are resolved with a plan to increase and retain students		
Monitoring: CBE/SLT			
Resourcing: High Wire Trust, Budget 2019			

Pathways to Success			
Baseline Data: • **Diploma data** •		2019 Targets • Reduce combined classes by alternative pathways or increased roll numbers in senior school • Ongoing work on career plans for all Y11-13 students • Reduce the numbers of students in the non-achieve areas of the Diplomas by 5% • Implement alternative curriculum programmes in Year's 9&10 • Develop and use 'Work Experience' and Alternative Education more effectively in 2019	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End T3	Reviews are completed	CBE/CST	Recommendations are made
End Year	Monitor and track Diploma data	CST/HLAs	Increases are gained
Monitoring: SLT, ST			
Resourcing:			

LEAD DEVELOPMENTS IN A CONTINUOUSLY CHANGING WORLD

4. IMPROVEMENT PLAN – Modern Learning

Innovative Learning Environments			
Baseline Data: • **Research** • **What do others schools use?**		**2019 Targets** • Music room is completed by end 2019 • Gym renovations are completed by the end of 2019 • Admin area is redesigned and a plan in place for the next project • A further development plan is designed and completed for the next 5 years • A green plan is included • More projectors and Chrome books are available to students for learning • A Playground is planned for funding purposes • Roll growth is planned for	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End T4	After delays in 2018 Music room and Gym will be completed	PMO	More regular face to face meetings with Project manager
End T3	Admin area plans are developed and inplace under Health and Safety	PMO, Watershed, Architects	A plan is produced
End T3	A development plan is completed	PMO/Watershed CBE	A plan is presented
End T4	More are available	AJA	Purchase of more technology for students to use
Monitoring: PMO			
Resourcing: 5YA, Ops Grant			

5. IMPROVEMENT PLANS – A Digital World

ICT			
Baseline Data: • **ICT rubric of 2017 is used** • **Levels of use of chromebooks and computers** • **Review the use of NewEra IT**		**2019 Targets** • Digital curriculum is written and implementation plan in place for 2020 • Completed a review of ICT support/provider • Increase the levels of chromebooks in the school • A BYOD plan is written and implemented • PLD - ICT is submitted	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End T3	A digital curriculum for Tuakau College is published	GMI	Consultation and a document is presented
End T1	A review of new ERA is completed	AJA	A report is written
End T4	Increase the numbers of chrome books in the school	AJA/BOT Finanace	More being used
End T3	BYOD plan is implemented based on ICT curriculum	GMI/AJA/SLT	A plan is presented and published to all students
End T1	PLD plan is submitted	GMI	
Monitoring: GMI/AJA/CBE			
Resourcing: Budgets			

6. IMPROVEMENT PLANS – Te Kaahui Ako o te Puuaha o Waikato

Teaching and Learning

Baseline Data:
- **Nat Stds data 2014-17**
- **Progressions**

2019 Targets
- Review our transition within the school to support the Kaahui Ako plan
- To continue to develop curriculum levelling that fits in with the Kaahui Ako development in this area
- The Data in the Kaahui Ako document is adjusted to fit the measures being used by all schools

When	What is going to happen?	Who is responsible?	Indicators of Progress
End T2	A review is completed around transitioning of students	PWA/AFL	The plan is completed and recommendations are made
End T4	A common approach to measurement of student achievement across the Kaahui Ako has been decided	CBE/Across School	A measure of agency is decided upon
End T4	A consistent approach by all schools is seen	All Schools	Common data informs us to move forward

Monitoring: CBE/PWA/CST

Resourcing:Budget

Cultural Responsive Communities

Baseline Data:
- **Stand-down Suspension data**
- **Achievement data for Maaori**

2019 Targets
- Hui Whakarewa is reintroduced
- Rongohia Te Hau is reintroduced
- Targets for Maaori students are implemented
- Continue to build on the success of Pumanawa and Reo Rua
- Build capacity within the staff with Te Reo Maaori

When	What is going to happen?	Who is responsible?	Indicators of Progress
End T3	Hui Whakarewa/Rongohia te Hau are completed	CBE	A greater awareness of cultural repsonsive practces and relationships
End T4	Monitoring and tracking of students to ensure targets are met	CBE/Staff	Increased engagement
End T4	Increased use of Te Reo Maaori by all staff	CBE/PMU	More use by students and staff

Monitoring:CBE/Maaori dept

Resourcing:Budget

Wellbeing

Baseline Data:
- **Wellbeing survey**
- **KAMAR entries**

2019 Targets
- PB4L as a school wide approach will address wellbeing
- Timetable structure will address staff wellbeing
- Continue to increase the events to promote wellbeing in the school

When	What is going to happen?	Who is responsible?	Indicators of Progress
End T4	PB4L Tier 1 is achieved and wellbeing measures increased	CBE/Kaahui Ako	Plan is used by all schools
End T3	A number of practices are used to improve wellbeing	CBE, Staff	Improved wellbeing

Monitoring: CBE/CST/Staff

Resourcing:Budget

7. IMPROVEMENT PLANS – Student Engagement

Attendance			
Baseline Data: • **Attendance 2018**		**2019 Targets** • Continue to monitor and track attendance data for improvements in engagement • Improve the numbers of students arriving late to school • Improve teacher monitoring and tracking of student attrendance • 85% of student attendance used across the school for extracurricular activites is implemented	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End T4	Attendance targets have been reached	Staff, AFL, CBE	Increase Attendance
End T4	Lateness is improved	Staff	Common approaches to lateness
End T1	Attendance in extracurricular is implemented	Coaches etc	Attendance is improved
Monitoring: AFL, Staff, Kaahui Ako			
Resourcing:Budgets			

Retention & Transition			
Baseline Data: • **Retention data** • **MOE reports** • **Enrolment information**		**2019 Targets** • Increase retention by 10% • Review why students are leaving and report to the Board • Transition plan is in place	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End T4	Review retention stats	SLT	Know where students are going to
End T3	Review where students are heading to	SLT	
End T4	Transition plan is is place	Kaahuio ako	A plan is in place
Monitoring: SLT			
Resourcing: Budgets			

8. IMPROVEMENT PLANS – School Wellbeing

PB4L

Baseline Data: • **PB4L data** • **KAMAR** • **Antidotal data used**	<u>2019 Targets</u> • A regular meeting slot and team for PB4l is in place • Mana Enhancement training has occurred • Standard classroom matrix is implemented • To be at end of Tier 1 at the end of the year

When	What is going to happen?	Who is responsible?	Indicators of Progress
Beg Year	Time slot allocated	CBE/GMI	Meetings are held and attended
End T4	PLD is provided for Mana Enhancement	PB4L group	Understood by all
End T1	Matrix is completed and published	PB4L	Displayed in all areas
End T4	Tier 1 achieved	PB4L	Actions for Tier 1 are visible
Monitoring: PB4L			
Resourcing:Budget			

Behaviour Management

Baseline Data: • **Stand down, Suspension data 2018** • **Bullying data**	<u>2019 Targets</u> • The Policy is completed • Stand-downs are reduced by 10% (7 less students) • Suspensions are reduced by 10 students to 3 suspensions • PB4L process will impact and reduce the number of serious classroom incidents

When	What is going to happen?	Who is responsible?	Indicators of Progress
End T2	An updated policy is written	CBE	Presented at the BOT
End T4	Suspension Stand down data is presented monthly and monitored	CBE	Decrease in numbers
End T4	Consult on alternative actions to exclusion		
Monitoring: SLT, CBE			
Resourcing: Budget			

9. IMPROVEMENT PLAN – Community Engagement

Stronger Links with the Community			
Baseline Data:		2019 Targets	
• **No actual data available**		• A student Interact/International club is introduced through Rotary • More of the school community attend the Poukai • Review and implement a different concept of Academic conferencing to increase interactions	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End T4	All reviews are completed	CBE	Review tabled aty BOT meeting
End T4	Academic conferencing levels are determined	AJA	Increasing number with minor changes
End T3	Continue to involve community in decision making in the school	CBE	Tabled with Staff
Monitoring: SLT			
Resourcing: Budgets			

International Education			
Baseline Data:		2019 Targets	
• **International Data produced**		• A student Interact/International club is introduced through Rotary • An International committee is in place and functioning • A review of International Education is completed • Increase the number of fulltime FTE to 5 from 0 • Reduce the number of groups per year by 50% with an increase in fulltime FTEs • Review job description and conditions of International Manager • Relook at all marketing material and revamp for 2020 • Improve communication and workload for all involved • Look at a relocation plan for International to a more visible and appropriate place in the school • Ensure a three year strategic plan is in place • Marketing in Asia(Vietnam, Korea, China and Japan), South America and Europe is completed this year. • To produce a surplus for a project within the school.	
When	**What is going to happen?**	**Who is responsible?**	**Indicators of Progress**
End T4	All reviews are completed	CBE	Review tabled aty BOT meeting
End T4	Marketing well in these countries and at fairs	RMI/CBE	Increasing number of FTEs
End T3	Structure for the International department is reviewed and changes implemented	CBE/AJA/BOT	Changes are made through the year
Monitoring: CBE/RMI/Committee			
Resourcing: Budgets			

Ma whero ma pango ka oti ai te mahi
With red and black the work will be complete