



TUAKAU COLLEGE

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

CHARTER

2021-25

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WHAKATAUKI TIMATATANGA



As a College let us clear the old undergrowth of learning and teaching practice and let the new shoots of knowledge, learning and 21st century learning come through to revitalise us so the rangatahi of Tuakau benefit from this to become model citizens in our town, community and society.

OUR COLLEGE

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

We are proud to be the College for Tuakau and the rangatahi(young people) of Te Puaha o Waikato(our area). We are steeped in the traditions of the local area in our short 40 years of life. We have a long tradition of being bicultural and the wairua(spirit), aroha, caring and respect is second to none. We have a tradition built around our school motto and logo. Our identity is summed up in our logo and motto.

Hiwi Tauroa, the first Principal, embedded this motto in tradition and actions. We want the students to do the very best they can no matter what obstacles and barriers are thrown at them. These will be completed through four kete of knowledge:



As they do their very best they will grow and be nurtured in our supportive environment which promotes, **Caring, Love, Respect, Excellence, Integrity** and **Peseverance**.

The supportive environment is reflected in the school logo which represents the fronds of a punga tree. The students are represented as the small fronds on the logo with the larger fronds are the teachers and older students that support the growing of the younger students. This relationship is a tuakana-teina relationship and is reinforced in our whānau – house system. The colours represent the bicultural and now multicultural nature of our College.

Our Community

Our College's stakeholders are the students, parents, caregivers, school community and the wider community. The Board of Trustees, through consultation with all stakeholders, developed the Tuakau College Charter. The content of the Charter sets the direction and focus of the College over the next three to five years.

Location

Tuakau College is situated in the semi-rural town of Tuakau, North Waikato, 50 kilometres from central Auckland. The school is set on seven hectares of park-like grounds and is bordered by Elizabeth Street, Buckland Road and market gardens. The College is within walking distance to the town centre as well as to public amenities such as the library, swimming pool and medical centre. The College is placed between two other secondary schools, Pukekohe High School 10km north and Onewhero Area School 10km to the south.

History

Tuakau College opened in February 1974. It catered for students from Form 1 (Year 7) to Form 6 (Year 12). Many additions - the administration block, prefab buildings and extension to the gymnasium - have since been included to the original building plans. Mr Hiwi Tauroa was the first appointed Principal and it was his vision that Tuakau College should strive to be "the very best in all things".



School Profile

Co-educational state school
Year 7 to Year 13 (Form 1 to 7) school
Roll of approximately 760 students
Decile 4
A Building on Success College
Positive Behaviour for Learning school
Semi rural small town
42.6% Māori, 37% European, 8% Pasifika, 5.7% Asian, 4.5% African 2.2%
Other

School Culture

Multi-cultural, with emphasis on Tikanga Māori
Whānau based activities and culture
In a state of flux of review and self-review
Small school size ensures that each student is known by name
Small classes in many areas
Specialist teaching in Years 7 and 8
An emphasis on safety and wellbeing, PB4L, Restorative practices
A wide range of academic, cultural and sporting opportunities
Close interaction between school and community
Healthy blend of town and country students
Focus on Māori Student achievement
Reflective practice and more discursive practices
Professional teaching and support staff

VISION & VALUES

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

The College ensures that a safe and positive learning environment is in place to promote trust, respect and dignity in all the endeavours required to achieve excellence. The students, parents and staff model these values in everything they do. The school maintains the right of students to a safe, orderly, positive and caring learning environment.

Tuakau College offers pastoral care support and guidance through our Whare/Whānau-house system. Each house is identified by a colour and Māori koru. Tane Mahuta-Green Whānau, Tawhirimatea-Yellow Whānau, Ruaumoko-Red Whānau and Tangaroa-Blue Whānau. There are eleven whānau classes for each house. Each Whānau has two Pūmanawa classes within for students who wish to have their Whānau class with a Māori tikanga emphasis. Each whānau pūmanawa class has a commitment to Tikanga Māori and Te Reo. The commitment for these students to take kapa haka and senior Te Reo classes is expected.

The College regards parents and caregivers as partners in the education of our students. All are the key to any student's success in any endeavour they undertake. Parents and caregivers are made to feel welcome in the school and are encouraged to play an active role in school life wherever possible. The school regularly seeks feedback from the community on its performance and internally reviews its practices with the constant aim of improvement.

The College seeks to enhance, reach out and make stronger links with the community. It does this through informative academic conferencing sessions, meaningful student reports, being actively involved in community events such as Christmas parade, tangi, poukai, and through the celebrations of successful students.

The school maintains a professional, high-quality and motivated staff. Within a collegial, warm environment, leadership opportunities are provided at all levels and innovation and risk-taking is encouraged. Most of our teachers are reflective practitioners who are endeavouring to improve their teaching practice. They continually strive to reflect the 'Effective Teacher Profile' and to ensure their learners reflect the 'Effective Learner Profile'. The appraisal system tracks, monitors and supports the continued development of the qualities required to maintain the key elements of an effective teacher.

The school endeavours to maintain its physical resources to a high standard. This is essential in providing a modern learning and working environment conducive to quality teaching and learning.

The school ensures effective financial management practices. Key areas for budgeting include new technological equipment and other classroom resources, staff professional development, administrative support for staff and funding to support the school's Strategic Plan.

VALUES

School values are part of the everyday curriculum – encouraged, modelled and explored. They are deeply held beliefs. Every decision made relating to curriculum and change reflect these values. Tuakau College reflects the values of the individuals involved and the collective values of the institution.

Our values underpin all the things we do and permeate through all areas of the College. The values are delineated by how students should demonstrate the value and how staff should embody the value. The five values are not exclusive but an integral part of all the values we expect students to have. Our key values are:

Manaaki-Aroha-Whaka ute.....Caring-Love-Respect

Students at Tuakau College.....	Staff at Tuakau College.....
<p>will demonstrate CARING-LOVE-RESPECT by:</p> <ul style="list-style-type: none"> ☞ understanding what this value set means and how they apply it in their everyday life. ☞ showing tolerance towards others. ☞ helping others where and whenever they can. ☞ supporting others in difficult times. ☞ building their resilience. ☞ modelling the College 'kawa' in a positive manner ☞ showing humility. ☞ being reliable. ☞ being able to relate to others in the most appropriate manner. ☞ becoming connected to the various aspects of the College community. ☞ creating a safe environment for all fellow students. ☞ allowing teachers to teach and students to learn. ☞ accepting diversity and difference. ☞ caring and looking after their physical environment and ensuring it remains attractive. ☞ ensuring they look after their school for themselves, for the students that have been here before them and for the students that will follow. ☞ accepting the rules and regulations and abiding by these everyday. ☞ contributing to making the College a positive supportive and social environment. ☞ showing an understanding of others. 	<p>Embody the concept of CARING-LOVE-RESPECT by:</p> <ul style="list-style-type: none"> ☞ understanding what this value set means and applying it in their professional life. ☞ role modelling this value. ☞ having high levels of tolerance. ☞ accepting student, staff, parental opinions. ☞ supporting other staff and their work. ☞ building resilience throughout the school. ☞ modelling the College 'kawa'. ☞ forming positive professional relationships with students. ☞ ensuring the learning environment is safe from putdowns, bullying, and any other negative comments ☞ forming positive, professional relationships. ☞ showing empathy to individual students and knowing each student well ☞ being professional when dealing with staff, students and parents. ☞ accepting of diversity and human rights. ☞ protecting and contributing to the physical environment of the College as a safe and attractive place of learning. ☞ contributing positively to the development of a supportive, emotional and social environment in the school. ☞ representing the College within the community in a positive manner.

Ngākau Tapatahi.....Integrity

Students at Tuakau College.....	Staff at Tuakau College.....
<p>will demonstrate INTEGRITY by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and how it applies in their everyday life. ☞ being honest. ☞ acting ethically. ☞ being trustworthy. ☞ being a good role model. ☞ being accountable and taking responsibility for their actions and understanding how it affects other members of the College. ☞ taking personal responsibility for their learning-showing agency. ☞ demonstrating equity through fairness and social justice. 	<p>Embody the concept of INTEGRITY by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and applying it in their professional life. ☞ being a good role models of this value. ☞ behaving ethically, according to the Teachers Council Code of Ethics. ☞ behaving accordingly to our local code of conduct and 'kawa'.

U tonutanga.....Perseverance

Students at Tuakau College.....	Staff at Tuakau College.....
<p>will demonstrate PERSEVERANCE by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and how they apply it in their everyday life. ☞ ensuring they participate fully in every opportunity. ☞ taking part in, and making a positive contribution to, a range of learning activities through the four keystones of culture, academic, sporting and social & service pursuits. ☞ developing this with each new challenging activity. ☞ having a good work ethic. ☞ demonstrating initiative and industry. ☞ developing self-motivation through success. ☞ monitoring their own progress and setting goals to improve through stages of their learning. ☞ not giving up when times get tough. ☞ ensuring they have support mechanisms in place to get through the tough times 	<p>Embody the concept of PERSEVERANCE by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and applying it in their professional life. ☞ by role modelling this value. ☞ encouraging students to succeed through their programmes of learning. ☞ encouraging and rewarding students that have high levels of managing self. ☞ ensuring programmes of learning cover the key competency of 'managing self'. ☞ giving endless support in all aspects of the learning environment when times get tough. ☞ demonstrating a passion to carry on to succeed under adversity professionally and personally

Tino Pai rawa

Excellence

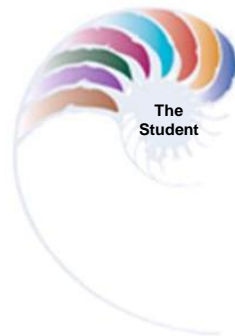
Students at Tuakau College.....	Staff at Tuakau College.....
<p>will demonstrate EXCELLENCE by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and how they apply it in their everyday life. ☞ developing a passion for learning. ☞ becoming active learners. ☞ being proud of all the things they do. ☞ reflecting on and monitoring their own learning-showing agency. ☞ developing their own individual learning plan. ☞ understanding the nature of the key competencies. ☞ becoming life-long learners. ☞ continuously learning how to learn by being aware of their strengths, weaknesses and how to develop them. ☞ seeking, creating, filtering and using knowledge ☞ being motivated. ☞ reflecting the school motto 'Pai rawa atu i nga mea katoa' 	<p>Embody the concept of EXCELLENCE by:</p> <ul style="list-style-type: none"> ☞ understanding what this value means and applying it in their professional life. ☞ developing the passion for learning within students. ☞ rewarding intrinsically and extrinsically the excellent things students do. ☞ pushing students to their potential with an emphasis on caring and professional relationships. ☞ understanding the nature of each student's learning ability and style. ☞ teaching students how they learn. ☞ Monitoring, tracking student progress through feedback and feed-forward mechanisms. ☞ fostering the key competencies and student achievement. ☞ positively valuing creativity and innovation in student abilities. ☞ completing ongoing, relevant professional development, learning and appraisal. ☞ creating a culture of success and celebrating success ☞ catering actively for all learning needs. ☞ reflecting the school motto 'Pai rawa atu i nga mea katoa'

PRINCIPLES

The principles are what we believe underpin the Tuakau College curriculum and underpin all College decision making. These principles place the student at the centre of learning and teaching.

Our focused principles are:

- High expectations to learn
- Individual inclusiveness
- Citizenship
- Cultural Diversity
- Treaty of Waitangi
- Future Focussed



CULTURAL DIVERSITY

Tuakau College embraces tikanga Maaori and has successfully since 1974. We have used tikanga and Te Reo to enrich the school's culture for its Maaori and in fact all students. It provides an education context of learning for Maaori as Maaori. Threaded through our school is a kawa which embraces, treasures, and emphasises tikanga Maaori in all aspects of College life. Our students come out of Tuakau College with a deep understanding of Maaoritanga and the importance to NZ society and the bicultural diversity of Aotearoa.

Maaori achievement has always been a priority at Tuakau College and we recognise that it is a national priority. We have ensured that we have taken all steps to be involved in as much professional development around raising Maaori student achievement as we possibly can. We believe **what is good for Maaori is good for all our students**. Te Kotahitanga has enabled us to put culturally responsive pedagogy into practice and helped us to refocus our culture on the dual nature of New Zealand society. Kia Eke Panuku has given us a 'korowai' for ensuring we continue to develop in this area and to ensure Maaori students can be Maaori in our College as a matter of fact any student can be accepted in a culturally responsive setting.

We recognise the Treaty of Waitangi (Tiriti o Waitangi) as the founding document of Aotearoa and as a College we embrace the tenets and articles of Partnership, Protection, and Participation.

<i>Partnership</i>	<i>Protection</i>	<i>Participation</i>
<i>Educating the rangatahi together in partnership with local iwi, hapu, and marae.</i>	<i>Looking after Maaori taonga in a manner that enhances Maaori student achievement</i>	<i>Ensuring the rangatahi and whānau are engaged in the educational opportunities provided by the College.</i>
<ul style="list-style-type: none"> ▪ maintain policies and practices which reflect New Zealand's dual cultural heritage ▪ recognise and value the unique position of Maaori in New Zealand society by including Maaori elements in our school programmes ▪ support and provide professional development for our Maaori teachers ▪ working with iwi, hapu and whānau to ensure we are meeting aspirations of local rangatahi ▪ celebrate Maaori achievement as Maaori ▪ providing role models for younger Maaori students ▪ be Maaori in a culturally responsive environment 	<ul style="list-style-type: none"> ▪ show bicultural awareness by incorporating Maaori protocols, symbols and taonga in our physical, procedural and emotional school environment ▪ strive continually to improve learning outcomes for our Maaori students ▪ continue to be involved in Ka Hikatea and Kia Eke Panuku ▪ provide learning opportunities in Te Reo Maaori and Tikanga Maaori ▪ provide appropriate pastoral care and guidance systems for our Maaori students through whānau pūmanawa ▪ support the school's kapa haka group ▪ espouse and demonstrate the concepts of whānau 	<ul style="list-style-type: none"> ▪ consult regularly with our Maaori parents and wider community and maintain a close relationship with this community ▪ provide learning opportunities through whānau pūmanawa ▪ ensure that there are at least two Maaori representatives on the Board of Trustees ▪ be able to study Te Reo up to Year 13 ▪ be involved in kapa haka competitions and ensure it is not a disadvantage for the students ▪ ensure we review all things Maaori with iwi, hapu and whānau

WHAANAU PUMANAWA

Mission Statement

- Maaori students acknowledging and enjoying educational success as Maaori
- To improve the educational achievement of our Maaori students by providing an environment where their culture is valued and recognised
- To inspire students to strive for academic excellence while encouraging them to be proud of who they are and where they come from
- To be inclusive of all cultures who are willing to embrace all aspects of our Whānau Pūmanawa Mission Statement

Achievement Objective

- To develop, encourage and promote a positive attitude towards learning and to show pride in their whakapapa
- To reach out, reflect and embrace the iwi of Te Puaha o Waikato as well as other iwi of Aotearoa
- To meet the kaupapa of Kia Eke Panuku-‘Building on Success’
- To meet the understandings and obligations of the Te Tiriti o Waitangi(Treaty of Waitangi) through the articles of Protection, Participation and Partnership
- To fulfil the motto “*Pai rawa atu i nga mea katoa - The very best in all things*”

Learning Outcomes

- Maaori learners working with others to determine successful learning and education pathways
- Maaori learners excelling and successfully realising their cultural distinctiveness and potential
- Maaori learners successfully participating in and contributing to Te Ao Maaori
- Maaori learners gaining the universal skills and knowledge needed to successfully participate in and contribute to Aotearoa New Zealand and the world

Culture Counts

Manaakitanga is a broad Maaori concept which encompasses the nurturing of our students so that they can realise their dreams and fulfil their potential through productive partnerships with Maaori students, whānau, iwi and educators working together to produce better outcomes.

Whanaungatanga is the Maaori concept of whanau-family. It represents the strong ties, respect and relationship needed between a school and its whanau in order to create a culturally enriching learning environment for our tamariki. **Parents and whānau** play a critical role in supporting their children’s learning right from the start. **Learning** is more effective when whānau and iwi are valued partners in the education process and when educators, whānau and iwi are open to learning from and with one another.

OUR KAWA

Since Tuaka College was established in 1974 it has developed into a modern learning environment which has strengthened and continued to value things Maaori. Maaoritanga is part of what we do at Tuakau College.

It has been a strength of the College with the foundations laid by the first Principal Hiwi Tauroa. He was visionary and the practical steps he put in place towards the school becoming a bicultural school were laid down ensuring we followed certain protocols under a cultural umbrella which we cherish, relish and build on as we move forward.

TUAKAU a meaning....

One meaning is this: during the times of the Maaori wars where tribes were fighting tribes a pa was located on the top of the Alexandra Redoubt. In those days kauri trees grew abundantly along the Waikato river. To increase the pa's vision down towards the Port Waikato and toward Mercer the warriors went out and cut the kauri down. To fell, to cut down 'Tua' 'Kau' shortened from kauri. Also the meaning of standing on the shore s of the river. TUU to stand AAKAU river shore. TUU AAKAU. This interpretation is being used in many publications and is seen as Tūākau.

WHERE IS Tuakau College?

Tuakau College is part of North Waikato and is affiliated to Tainui and the kingitanga movement. King Tuhetia is presently the Maaori king residing at Turangawaewae Ngaruawahia.

LOGO and MOTTO



The logo depicts the fronds of the ponga tree symbolising nurture, growth and new beginnings for a school relatively young. The larger fronds are the caregivers, staff and parents. The smaller fronds are the students developing and surrounded by the larger fronds for protection and support. The two colours reflect the dual heritage of New Zealand.

The motto

THE VERY BEST IN ALL THINGS . PAI RAWA ATU I NGĀ MEA KĀTOA

was created by Hiwi Tauroa the founding Principal. He says:

“....working well is not sufficient - we desire that you produce the very best work you are able to.....we will demand the very best performance from each individual...poor performance is not failure, a lack of effort is.....A low standard of achievement resulting from best effort is success”

Kīngitanga

The Kīngitanga – a movement to create a unified Māori nation – was formed after consultation among the tribes of Aotearoa. In 1858 Pōtatau Te Wherowhero, ariki of Waikato, was chosen by the tribes of Aotearoa to become the first Māori king. The Kīngitanga kings and queens are listed here:

- Pōtatau Te Wherowhero
- Matutaera Tāwhiao
- Mahuta Tāwhiao
- Te Rata Mahuta
- Koroki Mahuta
- Te Atairangikaahu
- Tuheitia Potatau Te Wherowhero te Tuawhitu

Kīngi Pōtatau, like many chiefs of his time, became convinced that unity under the umbrella of the Kīngitanga was the most effective way to protect Māori lands and to help protect tribal structures and customs from the impact of Pākehā practices and beliefs.

In 1860 Kīngi Pōtatau died and was succeeded by his son, Matutaera Pōtatau Te Wherowhero – more commonly known as **Tāwhiao**. His reign lasted 34 years and would see the most turbulent era of Māori-European relations.

Te Maunga, Te Awa

For our area Taupiri mountain is the significant mountain - ‘maunga’ and the Waikato river is the significant river -‘awa’. The name Waikato is the name of our region and is taken from the **Waikato** River; **waikato** is a Māori word traditionally **translated** as "flowing water" (specifically, wai = "water" and kato = "the pull of the river current in the sea").

Whakapapa

Many of our Maaori students can whakapapa(trace their ancestry) back to the tainui canoe and to many of the marae in this area. **Tainui** was one of the great ocean-going canoes in which Polynesians migrated to New Zealand approximately 800 years ago. The **Tainui waka** was named after an infant who did not survive childbirth. At the burial site of this child, at a place in Hawaiki known then as **Maungaroa**, a great tree grew; this was the tree that was used to build the ocean canoe.

The *Tainui* waka was commanded by the chief **Hoturoa**. On its voyage the *Tainui* stopped at many Pacific islands, eventually arriving in New Zealand. Its first landfall was at Whangaparaoa on the east coast of the northern North Island. *Tainui* continued on to Tauranga, the Coromandel Peninsula and Waitemata Harbour. From the Waitemata on the east coast, the canoe was carried by hand across the Tamaki isthmus (present-day Auckland) to Manukau Harbour on the west coast. From the Manukau, *Tainui* sailed north to Kaipara, then southwards to the west coast harbours of Whaingaroa (Raglan), Aotea and Kāwhia. It continued further to south of the estuaries of the Mōkau and Mohakatini rivers before returning north to its final resting place at **Maketu in Kāwhia** harbour.

Crew members disembarked at each landfall site along the way. Descendent groups formed several iwi, many associating under the Tainui confederation of iwi.

We also have many Maaori students that whakapapa back to other canoe in New Zealand.

Names of local sub tribes are: **Ngati Tipa, Ngati Pou, Ngati Amaru and Ngati Tamaoho**.

The local marae in our area are:

Ngā tai e rua: This marae is situated in the centre of Tuakau township. Its name Ngā- tai-e-rua and means the “two tides”. It was named by Apirana Ngata with the help of Princess Te Puea. The name represents the joining of the two coasts, the peoples of both coasts east and west.

Te Awamārahi:(also called Manaia). This is the first marae as you travel down the Port Waikato road.

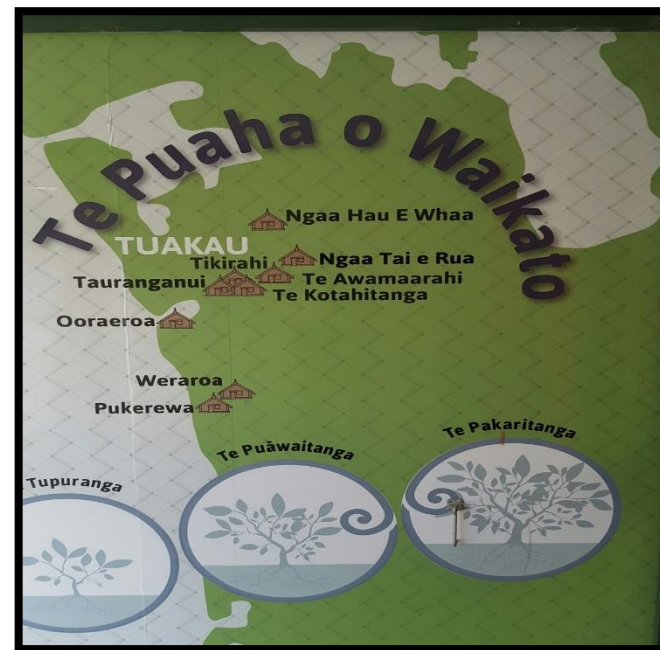
Te Kotahitanga: (also called Te Kumi). Across the valley from Te Kohanga School.

Tauranganui: (with Mauangaunga). On the bend of the Waikato River.

Ōraeroa: located at Port Waikato.

Weraroa & Pukerewa located in the Waikeretu area.

We are part of an area called Te Puaha o Waikato (The estuary of the Waikato). It includes a number of Marae down the Waikato River. This diagram outline the marae that covers Te Puaha o Waikato



WHAT IS A MARAE?

A marae is an institution from the classical Maaori society that has survived the impact of western civilisation. The marae itself is sacred courtyard in front of the ancestral meeting house. The paepae is the area where whaikorero(speeches) occur and is also located in the front of the ancestral meeting house. The modern term 'marae' refers to all the buildings and land that makes up the place where the whare moe(sleeping house), whare kai (eating house) and ancestral houses are located.

The marae is the place where Maaori values and philosophy are reaffirmed. It is the only institution where dignity of the tangi(farewelling a person that have passed/died) can be preserved and the dead farewelled in the appropriate customary fashion.

The marae is central to the concept of Maaoritanga and the Maaori cultural identity. Maaori oratory, language, values and social etiquette are given full expression on the marae at the tangi and hui(assemblies).

In Tainui a celebration of the kingitanga movement is celebrated at three of our marae. A poukai is the occasion where the Maaori of the area gather to celebrate the kingitanga. Poukai is an opportunity to bring together all the families who have had someone die in their whanau in the past year to acknowledge their loss. It is a time to eat and a time to discuss through whaikorero (speech) the topics of the day. In our area we have poukai at Ngā tae e rua, Te Awamārahi and Tauranganui maraes.

The marae is socially integrative in the sense that it fosters identity, self-respect, pride and social control. The marae is also integrative in that all people are welcome as guests. This is done through a ceremony called a Powhiri. The marae is one place where Pakeha (referred to Europeans) can meet Maaori on Maaori terms and come to a better understanding of what it means to have a bicultural society.

TE ATARUA

Tuakau College **does not** have a marae. We have a whare and a paepae and the whare is called Te Atarua. This is not a marae because we do not hold tangi and other important occasions here like on a marae.

For Tuakau College Te Atarua is a significant area in the College because it allows us as a school community to emulate many of the things that happen on the marae. Although there are many areas in the school where we recognise things Maaori - Te Atarua is the place where Maaori students and staff can be Maaori. It is a place where they can feel comfortable. As we all know all our staff and students are welcome here but the tenets and protocols of Maaoritanga are brought to live here.

THE MARAE

The marae is sacred to the living and is a memorial to the dead and ancestors.

All newcomers to the marae must be welcomed formally. It is place where challenges are met and issues debated. However, before this is possible the **manuhiri** (visitors-and if they are from overseas manuhiri tūārangi) must have the tapu (alien element in them) removed by the traditional Maaori ceremony.

Conduct at the welcome ceremony is prescribed by the local tribal kawa(custom). The local people of the land, the tribe, the marae (tangatawhenua) have the rules of the welcome. When going onto a marae the key is to ask and find out what the custom of the marae is.

MARAE PROTOCOLS

1. Manuhiri assemble at the gate or entrance to the marae
2. Attire: Traditionally females should be in dresses/skirts and covered up.
3. Here is where the speakers are determined and interaction occurs with the tangatawhenua about how many speakers, and the protocols of the marae.
4. A 'koha' is gathered and given to the last speaker. Once the koha is laid down there should be no more speakers.
5. The manuhiri wait until they are called onto the marae with a traditional 'karanga'. Only women karanga. The manuhiri women or selected kuia(old women) will karanga back to the tangatawhenua.
6. The group proceeds slowly, with dignity, through the entrance to a point in the marae where the tangatawhenua determine.
7. The order is women at the front while men flank them and are at the back.
8. As they proceed into the marae a traditional pōwhiri, the haka of welcome is performed.
9. The manuhiri pause for a length of time and then are directed where to sit.
10. Men sit in the front and women and children behind them.
11. The manuhiri DO NOT sit until the tangatawhenua sit or the kaumātua(elder) indicates for them to sit.
12. A prayer (karakia) may be offered by the tangatawhenua before the people are seated.
13. Speeches follow. **Tainui protocol is that men speak only.**
14. The pattern and order of speeches is determined by the local custom.
15. Tangatawhenua always begin the welcoming speeches. Speeches may then alternate finishing with a speech from the manuhiri and a koha being laid on the paepae for the tangatawhenua to receive. The first speech by the manuhiri must be in Maaori.
16. After each speech the speaker and his supporters finish with a waiata(song)
17. Once the koha has been collected by the tangatawhenua-the manuhiri are invited to come forward and harirū - meet and greet their hosts.
18. In a single line the manuhiri greet their hosts with a hongipressing of noses) and a harirū (shaking of hands). Many women are kissed on the cheek instead of a hongipressing of noses). Sometimes a hongipressing of noses) then a kiss on the cheek is given. Sometimes it is only a handshake to greet the visitor.
19. Now the formal part has ended and the tapu of the outsider has been removed the manuhiri are rendered or become part of the tangatawhenua. The powhiri brings the groups together as one.
20. After the hongipressing of noses) and harirū is completed then there is a karanga from the whare kai and the manuhiri are called to the whare kai for food.
21. In the event of rain the pōwhiri will be held inside. Visitors will be on the right of the house and tangatawhenua will be immediately on the left inside the door.

TUAKAU COLLEGE KAWA

1. When the school has a pōwhiri we use Te Atarua as our place to welcome the manuhiri. In front of Te Atarua is the paepae and immediately inside is the whare moe and meeting place.
2. As per the marae protocols we follow these as it is a format our local marae use.
3. A small powhiri is called a 'whakatau' and allows us to have a briefer version of a full powhiri. This is used in a formal setting it just that it does not include everyone.
4. **Every visitor to Tuakau College** should be given an appropriate welcome whether it is a powhiri, mihi whakatau or a mihi and waiata in the staff room.
5. After this then visitors are to be regarded as 'members of the family' particularly where the relationship has been 'kept warm' through regular contact.
6. Every visitor to the school is a visitor to the Principal, so everyone should meet or be introduced to the Principal or person deputised to represent him.
7. As long as the first speeches from either side (tangatawhenua and manuhiri) are in Maaori then other languages including English can be used depending on the manuhiri being welcomed to the College. An effort should be made to use more than one language.
8. All staff should have a simple whaikorero, in Maaori, to be able use at a powhiri or whakatau. This will build the confidence and strengths of the staff member learning Te Reo
9. On significant occasions a kaumatua from the marae would be invited to attend and join the school.
10. Any new visitor to the school should be welcomed with a mihi and a waiata at the best appropriate time in the staffroom.
11. The staff member the person is visiting, has the responsibility to present the visitor to the staff. They should give a short mihi and then invite the staff to sing a waiata. The visitor does not have to reply but should be encouraged to do so.
12. A cup of tea/coffee is offered at the completion of the whakatau or mihi as well.
13. Other things we observe as a school:
 - a) Do not sit on tables or pillows
 - b) Do not walk in front of speakers
 - c) Dress appropriately-if going to the marae women should be in skirts
 - d) Food and drink are not consumed in the whare moe part of Te Atarua or in the meeting house
 - e) Shoes are left at the door
 - f) Use Maaori greeting as much as possible.
 - g) Know the kids names, pronounce appropriately, practice these

STUDENTS' LEARNING

The College is committed to preparing young people no matter what background they come from. It will prepare them based on the information individually gathered. It sets in place a plan to 'add value' to the student through one of the four cornerstone kete (baskets) of knowledge - academic, sporting, cultural and social & service

The school offers a broad curriculum and subject choice, based on the New Zealand curriculum, to meet the needs of a diverse range of students. Within this curriculum our students are academically challenged in a context of 'learner-centred education'. The students set goals through the academic conferencing that occurs. Every effort is made to motivate students and to promote a love for learning and positive attitudes about success, so that they can move successfully into life beyond school.

Tuakau College recognises the significance of the Treaty of Waitangi as our nation's founding document and that under the articles Maaori have to be significant participants in our College. Forming culturally responsive partnerships in a collaborative manner is a priority to ensure we are raising Maaori student achievement.

Excellence is defined through each of our four kete - academic, sport, cultural and social & service. Each student has an expectation to achieve excellence in as many kete as they possibly can. To achieve the very best in all things the College provides good opportunities and encourages the students to strive for the best and beyond.

The College offers the learning opportunities under a values umbrella focus. The values are threaded through the four school terms and through the curriculum units offered in all subject areas. They are also threaded through the College's culture and through the four ketes which students are expected to excel in.

The school is divided into three 'Colleges-Areas of Learning

Junior College - the emphasis is to settle Year 7 & 8 students into secondary school life with experiences in specialist teaching and focussing on closing the gaps for National Standards. This is 'The staircase to success!' with all students aiming to gaining a Junior College Diploma by the end of Year 8. Also for Te Reo learners Reo Rua-bilingual classes are offered to build capacity for Te Reo within the College.

Middle College - Year 9 and 10 student learning is consolidated in preparation for NCEA. This is 'The staircase to NCEA' with the students aiming towards gaining a Middle College Diploma by the end of Year 10.

Senior College where we prepare Years 11, 12 and 13 students for the outside world and gaining the New Zealand national qualifications - NCEA.

Student Learning is expected to occur under the **Effective Teacher** and **Effective Learner** Profiles. The characteristics of these profiles encompasses the qualities of:

- Manaakitanga – caring for the Maaori student as culturally located individuals
- Mana Motuhake – high expectations for Maaori learners and their behavioural performance
- Whakapiringatanga – a well managed learning environment
- Cultural appropriateness – providing an environment that has learning, support and behavioural contexts for students
- Culturally Responsive Pedagogy – a culturally responsive context where students can bring their own cultural experiences to their learning

Effective Teacher will..

Effective Learner will...

<ol style="list-style-type: none"> 1. Make Learning clear by: <ul style="list-style-type: none"> • Using examples of student work to guide students • Giving detailed comments on student work • Providing guidance in planning the next steps to learning 2. Involve the Students in their learning by: <ul style="list-style-type: none"> • Helping them set achievable learning goals • Using assessment information to guide future learning • Making the “how” and the “what” of learning clear 3. Be well prepared by: <ul style="list-style-type: none"> • Having lessons and units of work planned according to schemes and curriculum requirements • Having lessons that give choices and that recognize an individual student's needs and abilities • Ensuring students are aware of learning intentions and learning outcomes 4. Develop an atmosphere of mutual respect by: <ul style="list-style-type: none"> • Giving students the opportunity to manage their own learning • Using student-centered learning approaches • Listening to and being supportive of students • Recognizing and valuing individual and cultural differences 5. Have a well-managed classroom by: <ul style="list-style-type: none"> • Knowing the students well • Speaking in a clear and appropriate manner to students • Making expectations of student behaviour clear so that all students learn in a safe and co-operative atmosphere 6. Ensure they are up to date with current educational ideas by <ul style="list-style-type: none"> • Acknowledging the importance of formative assessment in teaching and learning • Using an inquiry model to guide teaching programmes • Demonstrating knowledge of the New Zealand Curriculum initiatives 7. Be supportive of colleagues and the wider school community by: <ul style="list-style-type: none"> • Communicating in a clear and appropriate manner • Being supportive of and displaying loyalty to the school community • Participating in co-curricular activities and other school duties 	<ol style="list-style-type: none"> 1. Be Involved in Learning by: <ul style="list-style-type: none"> • Concentrating • Staying away from distractions • Having an incentive to learn 2. Be self-directed in Learning by: <ul style="list-style-type: none"> • Telling themselves ‘they can do it’ • Getting support from friends and family • Rewarding themselves for success 3. Be self-reflective about learning by: <ul style="list-style-type: none"> • Setting goals and reviewing these • Changing when needed • Acknowledging strengths and weaknesses 4. Be well organised to manage own learning by: <ul style="list-style-type: none"> • Using time wisely • Making lists and timetables • Being able to focus 5. Respect others and their learning by: <ul style="list-style-type: none"> • Concentrating when they have to • Staying away from distractions • Having an incentive to learn 6. Be able to accept a challenge by: <ul style="list-style-type: none"> • Asking questions • Trying hard to go one step further • Not being afraid to ‘stand-out’ 7. Be helpful to others by: <ul style="list-style-type: none"> • Knowing that feeling successful is important to everyone • Being positive in attitude
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WHAT DOES ACHIEVEMENT LOOK LIKE?

What is achievement?

The Tuakau College Board of Trustees defines achievement for our students as:

“a positive response to the stimuli provided by our school”.

Furthermore, we see achievement as reflecting a positive response by individual students and/or groups of students and/or the collective school community, to all the activities, events and experiences that are initiated by the school.

We define a "positive response" in a broad sense to include both participation and/or success in the activities, events and experiences we initiate.

The stimuli that will determine achievement will be provided through the four kete cornerstones of academic, sporting, cultural and social & service endeavours and includes:

- activities associated with the delivery of the curriculum
- the school tone or climate
- the school environment
- sporting opportunities and the promotion of fair play
- opportunities in cultural activities such as drama, debating, speech-making and music
- a Maaori perspective
- opportunities for decision-making, leadership and service to the school and the community
- careers and personal guidance
- cultural interaction
- goal setting through academic conferencing

How do we measure achievement?

Given the broad definition of achievement, the Board maintains that the methods of evaluating achievement must also be broad and varied. We also acknowledge that in the evaluative process many of the factors are not easily objectively measurable. Evaluative data on student achievement comes from a variety of resources, procedures and sources including:

- national examinations
- gaining of Junior and Middle College Diplomas
- assessments in context situations e.g. Marae based

- standardised testing and examinations in school
- anecdotal evidence
- National Standards
- diagnostic tests that measure performance and identify learning needs
- cumulative student profiles and assessments
- student self-assessment
- student work samples
- teacher records
- subjective teacher assessments
- classroom programme evaluation
- school surveys
- input/feedback from parents, community and whānau
- sports, cultural, drama results
- participation in all co-curricular activities
- student co-operation and contributions to school life
- student self-esteem
- attendance and truancy records
- enrolment rates from our 'feeder' schools
- retention rates at senior levels.



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 changed in 2014. The impact decisions are made for moving to a tertiary provider show the impact in the results. It is harder to achieve UE.

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.

REVIEW OF CHARTER AND CONSULTATION

- Tuakau College will lodge with the Ministry of Education a copy of its annually updated and ratified Charter, including its Analysis of Variance on annual targets by the end of Term 1 each calendar year. The new Charter will be prepared and approved at a Term 1 meeting of the Board.
- Tuakau College consults with its full parent community every three years through a Service Quality Survey undertaken at the end of the year, prior to Board elections, so that the new Board is informed of the community's feelings on the directions they feel the school should be taking.
- The Board also consults with its Maaori community every two years at a hui held at one of the local marae or in our whare -Te Atarua. We will attempt to set up an Awhi Whānau committee to have regular meetings with the Maaori community. Consultation will take place annually in setting targets for Maaori student achievement and to develop better ways to address Maaori student learning and pastoral care.
- The Board annually publishes the Charter in February. The Analysis of Variance determines progress made towards the strategic goals in the previous year. Through the Annual Plan (included in the Charter) targets are set for the current year and progress. These targets include targets for Maaori student achievement. Comment and feedback from the community is sought on these documents.
- Targets for student achievement are annually identified by the staff, with the assistance of the Senior Leadership Team and Head of Learning Areas, and these are then presented to the Board of Trustees for discussion. Once the Board has approved the targets, they are published, as indicated above.
- The Board consults with its full community every two years to review its delivery of the Health Curriculum.
- A copy of the school's Charter is available to parents from the school office and on the school's website, www.tuakaucollege.com

Financial Planning and Reporting

- ❖ Preparation of financial planning starts in Term 3 and early Term 4 of each year when the Principal, staff and Board prioritise developments for the following year.
- ❖ The Principal, Executive Officer and Board Treasurer will commence work on the draft Budget in October each year
- ❖ The annual Budget will be finalised by the end of the year and approved by the Board of Trustees.
- ❖ The Annual Accounts will be prepared for audit by the end of the third week of March and approved for audit by the Board of Trustees' Finance Committee.
- ❖ The Annual Accounts will be audited by the Board's approved auditors by mid-April. The Annual Accounts will be presented to the full Board at its Annual Meeting held in early May
- ❖ Three copies of the Annual Report to the community, including the audited Annual Accounts, will be sent to the Ministry of Education following their approval at the Annual Meeting in May
- ❖ Monthly financial statements will be presented to the Board and monitored and controlled by the Finance Committee
- ❖ The Principal, Executive Officer and Board Treasurer will review the Budget at least twice during the year and the Board's Finance Committee will approve any necessary modifications.

STRATEGIC PLAN 2021 to 2025

The Strategic Plan is reviewed each year through the Annual Plan to ensure we meet the requirements of the Ministry, ERO and the school community. The strategic plan is divided into strategic goals and focus areas and is part of the annual review and updated annually with the Annual Plan.

STRATEGIC GOALS

Mahere Matauranga Maaori Maaori Education Plan

FOCUS 1: Maaori Education

Tuakau College will maximise opportunities for student achievement, lead developments in an continuously changing world and be the heart of the community where everyone wants to be through a Maaori lens:

- Patae: Achievement
- Whakawhanake Kaimahi: Staff Development
- Te Re Maaori: Maaori language
- Tikanga Maaori: Maaori protocols
- Whakawhanaungatanga: Relationships

Whakawhaanui i nga whai waahitanga te whakatutukitanga o nga akonga Maximise Opportunities for Student Achievement

FOCUS 2: Student Learning

Tuakau College will maximise opportunities for student achievement through:

- Years 7&8 Achievement
- Years 9&10 Achievement
- Years 11, 12 &13(NCEA) Achievement

FOCUS 3: Staff Development

Tuakau College will maximise opportunities for student achievement through:

- Professional Learning and Growth

FOCUS 4: Curriculum Development

Tuakau College will maximise opportunities for student achievement through:

- Programmes of learning
- Successful Pathways

Me arahi i nga whanaketanga o te rohe i roto i te Ao hurihuri tonu
Lead Local Developments in a Continuously Changing World

FOCUS 5: Modern Learning

Tuakau College will continue to lead local developments in a continuously changing world by using:

- Innovative Learning spaces
- ICT

FOCUS 6: Te kaahui ako o te Puuaha o Waikato

Tuakau College will continue to lead local developments in a continuously changing world by implementing across school strategic plan for our kaahui ako in these areas:

- Learning Support & Transitions
- Student Agency

Kia noho hei manawa o te hapori e hiahia ana e te katoa
Be the Heart of the Community where everyone wants to be

FOCUS 7: Student Engagement

Tuakau College will be the heart of the community where everyone wants to be by monitoring and improving:

- Attendance
- Retention and Transition

FOCUS 8: School Wellbeing

Tuakau College will be the heart of the community where everyone wants to be by improving:

- PB4L(Positive behaviour for learning)

FOCUS 9: Community Engagement

Tuakau College will be the heart of the community where everyone wants to be where there are:

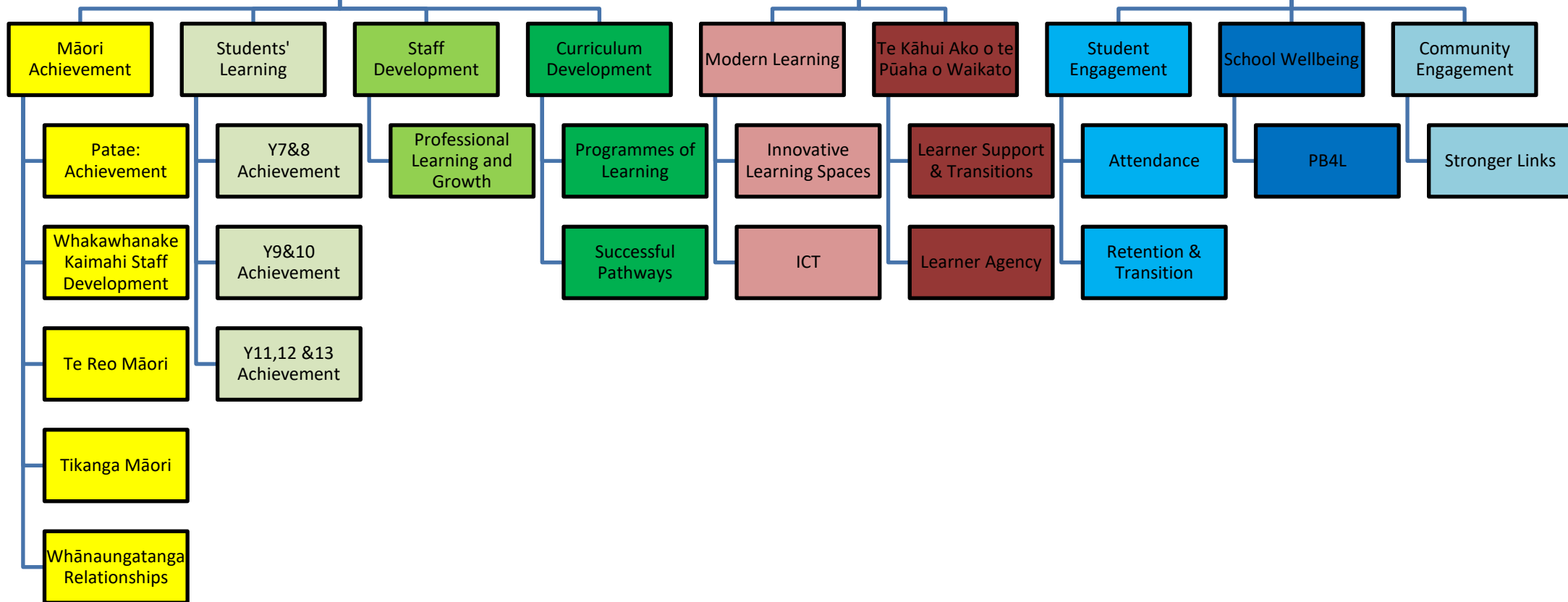
- Stronger Links

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

*Maximise Opportunities for Student
Achievement*

*Lead Developments in a Continuously Changing
World*

*Be the Heart of the Community where everyone
Wants to Be.*



FOCUS 1: Maaori Education

Tuakau College will maximise opportunities for student achievement, lead developments in an continuously changing world and be the heart of the community where everyone wants to be through a Maaori lens:

	2021	2022	2023	2024	2025
Patae: Achievement	Continue to monitor and track Maaori students from year to year	Continue to monitor and track Maaori students from year to year	Student progress is heading towards the achievement of all students	Ongoing	→Review and Implement
	Barriers for Maaori students are determined and discussed on how to reduce	A plan of reducing these barriers is in place	A review of the plan occurs	Modifications a re made and implemented	Ongoing work to improve achievement
	Further PLD in regard to transitioning to Te Marautanga o Aotearoa and students achieving using Maaori achievement levels	A plan is in place on the transition	Transition reviewed and modified	Further revision completed	The Junior College has fully transitioned to Te Marautanga o Aotearoa with Y9&10 partially implemented
	Continue to discuss with the contributing schools who have Rumaki Maaori and collaborate on how to raise achievement and ensure the students are at the correct curriculum levels	Further discussions around supporting reading	All areas are discussed and a modified programme is in place	Further work	A full review
	A review of the implementation of Reo Rua and student achievement in these classes	A further plan is in place	→	→	→
Whakawhanake Kaimahi: Staff Development	Ongoing work with staff re: pronunciation, common words, whakatauki, karakia etc	→	→	→	→
	Further PLD and support to all Te Reo Maaori and Reo Rua teachers	Review how the teachers are going with PLD	→	→	→
	Put together a plan to recruit Te Reo Maaori kaiako for future growth	Review	Review	→	→
Te Reo Maaori Language	Levels of Te Reo Maaori for staff are assessed and course provided for further	Look for further competent teachers of Te Reo Maaori		→	→

	improvement so they can teach Reo Rua courses.		Ongoing work with staff and Board around Te Reo Maaori acquisition.		
	Evaluate Reo Rua since we have implemented into the Junior and Middle Colleges	Refinements to Reo Rua are made	Reo Rua evaluation is completed and improvements made	Ongoing work with Reo Rua classes	A full 360 review occurs to look at the future of Reo Rua
	Plan for larger te Reo Maaori classes in Senior College	Plan implemented. No combined class at Year 11 class	No combined class at Year 12	No combined class at Year 13	Review of Te Reo Maaori acquisition and classes
	Investigate a community course for Te Reo Maaori to upskill community members in Te Reo Maaori	A programme is in place and resourced	Ongoing work	→	→
Tikanga Maaori Maaori protocols	Kawa is strengthen with ongoing discussions with kaumatua	Improvements are implemented	Ongoing review	→	→
	Continue to have positive relationships with local iwi, hapu and rohe.	Strengthen relationships	Continue to build positive relationships	Review and implement any changes	→
Whakawhanaunga atanga Relationships	Maaori Education Plan is drafted and includes local histories	Continue to support all marae	Review the relationships	→	→
	Survey Maaori parents in regard to our Maaori Education Plan	Use the survey results to improve relationships with the Maaori community	Ongoing work is required	→	→

FOCUS 2: Students' Learning

Tuakau College will maximise opportunities for student achievement through:					
Years 7&8 Achievement	2021	2022	2023	2024	2025
	Ongoing work on curriculum leveling is happening	More PLD has been identified and implemented	Review and implement	Ongoing development as the school grows	→
	A refined programme of accelerated learning around Reading is implemented	Reading will have ongoing reviews and discussions with contributing schools needs to occur	Reading improves further	→	→
	Continued PLD is in place to strengthen literacy and numeracy and curriculum leveling in all areas	The plan supports the literacy and numeracy focus in the Senior College	Ongoing review occurs	→	→
	A programme of gifted and talented is written and in place for all students above Level 5	Further improvements are made with a coordinator appointed	→	→	→
Years 9 & 10 Achievement	Continue to monitor and track student progress through the use of eASttle and PAT measures	Ongoing review the use of these measures to ensure they work for all areas.	→	→	→
	Ongoing work with curriculum leveling	Continue to work on the curriculum leveling process	→	→	→
	Monitor and track rubric entries to increase the number of students gaining diplomas	Ongoing work	→	→	→
	Develop a focus on the requirements in the senior college in regard to literacy and numeracy standards	Implement a programme in areas to support the requirement	Review and upgrade	→	→
NCEA Achievement	Continue to monitor and track students to increase achievement	Review the monitoring and tracking system	Implement changes	Ongoing reviews occur	→
	Continue to prepare for the changes in NCEA especially at Level 1	Transition to new L1 standards Trialling L2 Standards	Fully implement new L1 standards Transition to new L2 standards	Fully Implement L2 standards Transition to new L3 standards for full implementation in 2025	Fully implement L3 standards

FOCUS 3: Staff Development

Tuakau College will maximise opportunities for student achievement through:					
Professional Learning and Growth	2020	2021	2022	2023	2024
	Increase the knowledge and skills of staff in restorative practice techniques.	Building the capacity and confidence of the staff in using restorative practice techniques	Ongoing review occurs	Ongoing work	→
	Each Learning area has identified a digital expert to lead Digital fluency PLD	Digital matrix is used across the school to find the shortfall with a PLD plan implemented	Ongoing PLD	→	→

FOCUS 4: Curriculum Development

Tuakau College will maximise opportunities for student achievement through:					
Programmes of Learning	2020	2021	2022	2023	2024
	An ongoing review of programmes has been completed as NCEA changes and Curriculum refresh is being implemented	Units of work are adjusted to fit these learning experiences	→	→	→
	All schemes are being updated	Schemes finalised after review has occurred	Ongoing review to ensure Tuakau College contexts are made. Ongoing review to ensure best fit for the College	→	→
Pathways to Success	Ongoing Timetable review is occurring	Timetabl impact review is implemented	Ongoing review each year to ensure they are doing what they are suppose to do	Implement further changes	→

FOCUS 5: Modern Learning

Tuakau College will continue to lead local developments in a contiuously changing world by using:					
Innovative Learning Environments (IEL)	2021	2022	2023	2024	2025
	A reviewed Master Plan is in place and includes BOT owed buildings	Master plan implemented as roll grows. Roll growth is taken into account for new classrooms	Existing rooms continue to be reviewed for IEL progress	→	→
ICT	A BYOD is researched and written for implementation in 2022	BYOD plan is implemented	→	→	→
	A review on COWS with the goal of increasing considerably	Ongoing work	Ongoing work	→	→
	A digital fluency report is completed	Continued work	→	→	→

FOCUS 6: Te Kaahui ako o te Puuaha o Waikato

Tuakau College will continue to lead local developments in a continuously changing world by implementing across school strategic plan for our kaahui ako in these areas:

	2021	2022	2023	2024	2025
Learning Support & Transitions	A review of learner support within the College is completed	Review is used to support Kaahui Ako to apply for Learner Support teachers	Ongoing review as new cohorts enter and as the roll grows	→	→
	Determine the common language associated with Learner Support	Use the common language when discussing with all schools	→	→	→
	Areas of good practice are identified and shared	Improvements are made where needed	Continued review	→	→
Student Agency	A common definition of Student Agency is determined	Areas of good practice are identified	Strategies are implemented	→	→
	The College reviews and completes a matrix of what student agency looks like	Adjust and implemented a plan to improve student agency	Ongoing work	→	→

FOCUS 7: Student Engagement & Transition

Tuakau College will be at the heart of the community where everyone wants to be by monitoring and improving:

	2021	2022	2023	2024	2025
Attendance	Maintain Attendance at 90%	Continue to review the barriers to students attending school.	Review the Attendance process to see if we can improve further. Maintain at 90%	→	→
Retention and Transition	Continue to have successful pathways to increase retention at school	A plan is implemented and reviewed	Review retention rates	Raise retention rates to be the same as NZ retention rates	Raise retention rates to be the same as NZ retention rates

FOCUS 8: School Wellbeing

Tuakau College will be at the heart of the community where everyone wants to be by improving:					
PB4L(Positive Behaviour for Learning)	2021	2022	2023	2024	2025
	PB4L plan is in place	Review and action	→	→	→
	An action plan is determined for more hands on work with PB4L -emphasis on positive rewards	Ongoing work on the practical side of PB4L	→	→	→
	Restorative conversations are emphasised in the PLD programme	Restorative circles are introduced with more training occurring	→	→	→
	Stand-down rates are reduced further with less Maaori in this area	Continue to review and reduce	→	→	→

FOCUS 9: Community Engagement

Tuakau College will be at the heart of the community where everyone wants to be where there are:					
Stronger links with the community	2021	2022	2023	2024	2025
	Continue to build strong relationships with the schools of the Kaahui Ako	Increase the number of activities with local schools	Ongoing review	→	→
	Organisation for a school wide community volunteer day is in place	Volunteer day is timetabled and run	Review organisation of this day and make the necessary changes	Implement any changes	

FOCUS 10: International Education Disestablished