



Tawa College Strategic Plan

2024 - 2026

TAWA COLLEGE STRATEGIC PLAN 2024-26

This plan has been created after 18 months of gathering voice from hui, online surveys, feedback from different stakeholder groups, strategic consultation days and the information gathered when appointing a new Principal in 2022.

- Online survey of community, staff and students
- Engagement with Kāhui Ako
- Student voice collection
- Staff feedback
- Community consultation
- Face to face consultation and focus groups (held in August 2023)
- Consultation when appointing new principal

The strategic goals were prioritised by looking at constant themes, the requirements of the NELP and external changes and a recognition of the current challenges & opportunities facing Tawa College and its community.

Three drivers for the next two years

ENACT PARTICIPATION	DEEPEN PRACTICE	NURTURE PLACE
Tawa College will actively participate as partners in enacting Te Tiriti o Waitangi in our setting and embrace Te Ao Māori. Tawa College will do this so that we can demonstrate our commitment to a reciprocal relationship with Tangata Whenua that will benefit all learners in the unique setting of Aotearoa New Zealand.	Tawa College will renew its curriculum and implement an engaging and innovative learning experience for students underpinned by informed practice. We will do this so that our school offers meaningful pathways, engaging learning experiences and recognises holistic success for our learners.	Tawa College will enable and sustain a culture of belonging and celebration where contribution is welcomed, ideas are freely shared, and leadership is a dynamic hierarchy underpinned by humility and respect. We must have high expectations of what difference we can make in the lives of our learners. We will do this so that our school is a place where it is safe to learn, safe to develop, safe to fail, and safe to succeed.

STRATEGIC GOALS 2024-26

This will be supported by an annual plan which is prepared by the Principal and agreed with the Board and is designed to support the strategic focus.

ENACT PARTICIPATION

Tawa College will actively participate as partners in enacting Te Tiriti o Waitangi in our setting and embrace Te Ao Māori.

Rationale

Tawa College must actively participate as partners in growing our understanding of how to enact Te Tiriti o Waitangi in our setting and embrace Te Ao Māori. **Tawa College must do this so that we can demonstrate our commitment to a reciprocal relationship with Tangata Whenua that will benefit all learners in the unique setting of Aotearoa New Zealand.**

Which Board Primary Objective does this strategic goal work towards meeting?

[These are set out in Section 127 of the Education and Training Act 2020.](#) Refer Regulations 1 (b) & 1 (d)

Links to Education requirements Refer Regulations 7(d) [NELP 1, 2](#)

Kāhui Ako link: Tawa Tū

How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)

- Actively invest in and create spaces for Māori leadership and autonomy
- Develop a system for power sharing and effective communication with Kaiako Māori and Ngati Toa Rangatira (mana whenua)
- Encourage and embrace Māori representation in governance
- Develop understanding of and respond to tikanga
- Developing curriculum approached that will support Māori achievement

How will you measure success? Refer Regulations 7(g)

- Mihi whakatau and powhiri expectations normalised and practised
- There will be an increase in attendance at whānau meetings and more engagement and involvement in consultation
- The relationship with mana whenua will be reciprocal, transparent and meaningful. There will be representation on the board of Māori and mana whenua.
- Staff understanding of mātauranga Māori will be reflected in planning and the delivery of curriculum
- Māori academic success rates will be continue to improve with the aim of being equal to that of non-Māori

DEEPEN PRACTICE

Tawa College will design, develop and implement an engaging and innovative learning experience for students underpinned by and informed practice.

Rationale

Tawa College needs to develop and implement an engaging and innovative learning experience for students underpinned by informed practice. **We need to do this so that our school offers meaningful pathways, engaging learning experiences and recognises holistic success for our learners.** Tawa College must offer students meaningful learning experiences that help shape and form their ability to critically engage with, and understand, their world. As we develop our curriculum, our pedagogy needs to develop too. We must explicitly address best practice in the classroom, ensuring that student agency is developed and considered and that learning is at the centre of what we do.

Which Board Primary Objective does this strategic goal work towards meeting?

[These are set out in Section 127 of the Education and Training Act 2020.](#) 1 (a) & 1 (c)

Links to Education requirements Refer Regulations 7(d) [NELP 1, 3, 4](#)

Kāhui Ako link: Tawa Ako

How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)

Implement a school review cycle that supports school development and reflective practice.

- Invest in and develop in cohesive school wide documentation that explicitly reflect plans and purpose of curriculum
- Develop and disseminate Tawa College teaching & learning guidelines to clarify professional expectations
- Ensure SLT is given time and focus to work with teachers on practice.
- Effectively staff areas and programmes there vulnerable learners are at risk
- Support informed risk and innovation in curriculum

How will you measure success? Refer Regulations 7(g)

- That 90% of students leave with an exit qualification. This means a minimum of NCEA Level 2 or a meaningful pathway out of school to further training or employment.
- A refreshed curriculum will be established and implemented for all students (including students whose needs have not yet been met) that is sustainable, offer clear pathways for holistic success and meet the requirements of the curriculum refresh and NCEA changes by the end of 2025.

- NCEA endorsement results will improve in the merit and excellence level at year 12 & 13 to at least 30% at L2 and 20% at L3
- More students will be sitting and achieving scholarships. By 2025 we would like to see 10 scholarships across the school minimum.

NURTURE PLACE

Tawa College will develop and sustain a clearly understood and accepted culture of belonging, recognition and celebration.

Rationale

At the heart of our school is a relational focus that requires agile leadership of a diverse group of people. We know that when people feel a sense of belonging and community they respond better to collective needs and aspire to reach their potential. We know that if our culture is right, belonging will follow. Tawa College will enable and sustain a culture where contribution is welcomed, ideas are freely shared, and leadership is a dynamic hierarchy underpinned by humility and respect. We must have high expectations of what difference we can make in the lives of our learners. **We will do this so that our school is a place where it is safe to learn, safe to develop, safe to fail, and safe to succeed.**

Which Board Primary Objective does this strategic goal work towards meeting?
[These are set out in Section 127 of the Education and Training Act 2020.](#) 1 (a) & 1 (b)

Links to Education requirements Refer Regulations 7(d) [NELP 1, 2 & 3](#)
 Kāhui Ako link: Tawa Hauora

How will we achieve or make progress towards our strategic goals? Refer Regulations 7(e), 7(f)

- Develop a culture of recognition and celebration through assembly cycle and pastoral care interventions
- Develop resilience through internal curriculum and external programmes
- Explicit teaching and enacting of values - share this with community
- More investment in RP
- A pastoral structure is refreshed to support belonging and connectivity
- We have a purposeful assembly cycle
- Documentation is finalised with clear systems and triage processes
- Phones are managed and not used in classes without specific purpose
- Active As investment will support growth in physical activity
- Spaces are developed and resourced for learners with trauma/dislocation
- Develop inviting spaces for students
- Investigate implementing a property task force to engender a vision of the site
- Security improved through new cameras
- Uniform - blazers reintroduced and by 2025 all in uniform
- Invest in and develop cohesive school wide management documentation
- Invest in middle leadership development through coaching, mentoring and PLD.
- Complete a review of the school structure to clarify expectations of documented roles

How will you measure success? Refer Regulations 7(g)

- Students thrive and feel safe, supported and engaged (reflected in student feedback and wellbeing surveys)
- TC Learning habits understood and respected/followed
- A regular, sustained and understood cycle of celebration and recognition is implemented and practised by the end of 2024.
- There are fewer stand downs and suspensions and more restorative outcomes are found
- Decline in graffiti and vandalism of the buildings
- More participation in sport and co-curricular activity

