

TCAS Charter

Te Kura Taumata O Catlins | To be the best I can be



Our Mission

Future ready learners, competitive in their chosen field.

Our Vision

To be the best I can be.

Our Values

<div data-bbox="145 1581 256 1688" data-label="Image"> </div> <div data-bbox="148 1713 256 1747" data-label="Section-Header"> <h3>TENACITY</h3> </div> <div data-bbox="90 1767 319 2042" data-label="List-Group"> <ul style="list-style-type: none"> We strive for our goals We give challenges a go We take projects to completion We keep motivated, even when it is tough </div> <div data-bbox="178 2085 256 2152" data-label="Image"> </div>	<div data-bbox="432 1581 544 1688" data-label="Image"> </div> <div data-bbox="453 1713 515 1747" data-label="Section-Header"> <h3>CARE</h3> </div> <div data-bbox="373 1767 596 2042" data-label="List-Group"> <ul style="list-style-type: none"> We show respect We develop tuakana / teina relationships We care for our environment We care for ourselves and our learning </div> <div data-bbox="453 2085 544 2152" data-label="Image"> </div>	<div data-bbox="715 1581 826 1688" data-label="Image"> </div> <div data-bbox="687 1713 845 1747" data-label="Section-Header"> <h3>ACHIEVEMENT</h3> </div> <div data-bbox="644 1767 887 2018" data-label="List-Group"> <ul style="list-style-type: none"> We set high goals for ourselves in all areas We set a direction for progression and learning We challenge ourselves with new learning </div> <div data-bbox="745 2085 807 2152" data-label="Image"> </div>	<div data-bbox="1007 1581 1118 1688" data-label="Image"> </div> <div data-bbox="999 1713 1098 1747" data-label="Section-Header"> <h3>SERVICE</h3> </div> <div data-bbox="927 1767 1169 2042" data-label="List-Group"> <ul style="list-style-type: none"> We help the community We work for the benefit of others We take on responsibility We are enthusiastic and participate </div> <div data-bbox="1018 2085 1064 2152" data-label="Image"> </div>
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Teaching and Learning

If we wish to enhance outcomes for our learners, we need to show TLC - connecting the teachers, learners and carers.



TCAS Way

Our learners can expect to be supported to be the best they can be. Pastoral guidance supports our learners in their learning. Our systems support personal development in displaying our shared values as our learners progress through life.



Systems and Processes

Our systems and processes support teaching and learning, The TCAS Way and our pastoral systems. They are in place to support our students to be the best they can be, and to support staff in the work they do.



External Factors

These factors cannot be controlled by TCAS, but compliment and enhance our learners experiences e.g. Kahui Ako, community, outside providers and partners, other stakeholders and media.

Target 1:

Teaching and Learning

Juniors

To increase the amount of students in Years 1-10 at or above the correct curriculum level in Writing by incorporating the principles of New pedagogies for Deep Learning (NPDL), engaging with ALL, and by targeting teaching to areas identified in collaborative PaCT analysis (e.g. Structure).

In 2019, 72% of students were at or above the correct curriculum levels in Years 1-10. By the end of 2020, this should increase by 5% to 77% of students.

Seniors

To maintain our current 100% pass rate at NCEA Levels 2 and 3 by further individualising our learning programmes. Students will create an Individual Education Plan (IEP) tailored to their individual pathway, in partnership with teaching staff and whanau. Learning opportunities will be strengthened by incorporating the principles of New Pedagogies for Deep Learning (NPDL).

In 2019, 100% of our students achieved NCEA Levels 2 in Year 12 and Level 3 in Year 13. In 2020, 100% of our Year 12 and 13 students will achieve either Level 2 and/or Level 3 dependent on their clear future-focused plan for personal development.

SPECIFICS FOR TEACHING AND LEARNING

Teachers

- Continue to strengthen our mentoring system to include parent induction events, specific goal setting at all ages, portfolio displays
- Professional development to relate to leadership, goal setting (for staff and students), Digital Technologies, NZ History, Incredible Years, NPDL, ALL, ALiM, PaCT and IEP Development thus extending the use of student achievement and progress information to inform internal evaluation
- Continue to strengthen aspects of leadership and te ao Māori that supports teachers to best meet the needs of students in Aotearoa New Zealand.
- Focus on the 'Structure' component of writing across all learning at school
- Capitalise on our local environment and culture to enhance our curriculum opportunities - ecology, eco-tourism, niche sports, local partnership opportunities. Capitalise on our facilities and newly upgraded areas within our property. Collaborate with external agencies such as Enviroschools, Otago Museum etc.
- Develop collaborative opportunities - each staff member to run a whole school activity, collaboration for student outcomes in STEAM (Science, Technology, Engineering, Arts, Mathematics), capitalise on facilities with younger students, EOTC, local sporting collaborations

Learners

- Opportunities to be supported in organising whole school activities and use timetabled opportunities to create tuakana / teina relationships through peer mentoring
- Develop goal setting skills to strengthen student agency and knowledge of themselves within the learning process
- Become involved in a mentoring relationship which is supported and monitored, with seniors increase engagement with NCEA by tracking and monitoring progress
- Develop writing skills across the curriculum with support from teaching staff
- Take on leadership opportunities in houses, as student leaders, as mentors, as mediators and through the pastoral focus group
- Receive support as a priority learner and act on support to enhance learning opportunities

Carers

- Engage with the Code of Conduct, Policy Reviews and ongoing community voice surveys, attend mentoring and other school related meetings
- Give feedback and promote the school
- Participate in new learning - 'expos', ongoing projects, Linewise, reading support etc.

Target 2: TCAS Way

To reduce the frequency of pastoral incidents across the school by maintaining and enhancing our focus on pastoral guidance, leadership across the school, personalised goal setting opportunities (which relate to personal learning progression) and TCAS Way.

In 2019, there were 290 pastoral notifications recorded across the year, in 2020 this will be reduced by 5% to 276 notifications.

To continue to reduce the number of students falling below 80% attendance.

In 2019, 3% of students aged 6-16 had an attendance rate lower than 80%, in 2020 this will be reduced to 1%.



SPECIFICS FOR TCAS WAY

- Continue to think strategically when creating IEPs for enhanced learner outcomes
- Regular analysis of data and strategic teaching for enhanced learner outcomes e.g. achievement data, attendance data, pastoral data
- Form TCAS Way student group, maintain high expectations of role models within the school
- Initiate new Junior Leader role within the Year 10 cohort
- Timetable and structure peer support ongoing plan
- When managing pastoral incidents, refer students back to learning outcomes and school values, use negotiated restorative outcomes where possible
- Capitalise on external partnerships for learning, sports and to enhance values experiences - specifically with Service.
- Ensure every student has a goal structure and known learning plan
- Year 2-13 students to be engaged in a formalised wellbeing programme
- Continue staff PD in PB4L and maintain Rock On engagement
- Continue to follow the Hāutu review document to enhance opportunities for our Māori learners
- Institute a Cultural Competition / Talent Quest. Aiming towards all students able to perform a basic haka at Mihi Whakatau
- Ensure all lengthy absences as backed up with the correct paperwork. Track, monitor and intervene with low attendance.



Systems and Processes

Specifics

- Maintain and publicise our small class environment, local opportunities, peer support and commitment to our environment
- Enhance reporting structure by developing a positive work habit and values focus - work towards email delivery of reports
- Track and report pastoral incidents to enhance intervention process
- Review policies as per plan
- Work towards online system for teacher relief
- Spread the load of tasks across the school by negotiation, create a list of staff responsibilities within and outside the curriculum. Review SLT Job Descriptions.
- Review staff appraisal system and staff induction system

External Factors

Specifics

- Continue commitment to Kahui Ako, ensure we capitalise on positions of responsibility within the Kahui Ako such as AST, WST and Stewardship.
- Remain involved in community groups and initiatives, seek new opportunities where possible
- Continue partnerships with outside providers and partners
- Maintain and enhance partnerships with other stakeholders and the media
- Work closely with Property Team during the 2020 works and in the development of the new 10YPP

Term 1

What do we have to do?

- Hold parent induction / portfolio display event / mentoring and goal setting / Year 11-13 IEP Development Meetings
- Share data analysis from 2019 with staff and Analysis of Variance with Community
- Set up and start PLGs - goal setting (for staff and students), Digital Technologies, NZ History, Incredible Years, NPDL, ALL and Writing, ALiM and Maths Focus Group, PaCT and IEP Development
- Set up TCAS Way Student Group and select Leadership roles, commence Peer Support Programme and Mediators
- Review SLT Job Descriptions and start regular meetings
- Review priority learner register and actions associated
- Settle in the timetable for enhanced student outcomes, complete settling in reports
- Review pastoral data and complete intervention teaching, monitor attendance and intervene
- Promote and maintain external partnerships
- Commence wellbeing programme
- Continue with Hāutu plan (and review with BoT), source training for BoT and Staff. Hold mini Whakatau and begin training all students for such events
- Complete scheduled policy review, distribute complaints policy and paperwork along with Code of Conduct and ICT agreements
- Review possible online teacher relief systems
- Create list of staff responsibilities within and outside curriculum
- Review appraisal and staff induction systems
- Continue with ongoing property developments

Term 2

What do we have to do?

- Complete Te Ao Maori PD
- Continue PLG group Developments
- Continue Enviroschools and other external engagement
- Review pastoral data and complete interventions, monitor monthly TCAS way values and complete values focus in reports
- Continue wellbeing programme and informally review
- Monitor attendance and complete interventions
- Complete policy reviews
- Review student and staff goals, adapting where necessary. Complete mentoring and appraisal sessions.
- Complete whole school activities led by students
- Priority learner review
- Set up parent reading support opportunities
- Review Meetings e.g. Property / Health and Safety / Finance etc

Term 3/4

What do we have to do?

- Achievement data analysis and mid-year reporting
- Complete Mentoring 2 - includes future learning selections and goals review / renew
- Cultural Competition / Talent Quest / Production
- Capitalise on wider facilities for younger students in Term 4
- Review student curriculum needs and review 2020
- Review pastoral data and complete interventions
- Create draft PB4L intervention teaching plan for 2021 based on 2020 trends
- Continue with monthly TCAS Way goals
- Promote and maintain external partnerships
- Continue wellbeing programme and formally review - discuss 2021 plans
- Monitor attendance and alert parents in reports to borderline attendance statistics
- Continue house events and review inclusion and participation
- Review Hāutu development and ensure 2021 plan is still relevant
- Values focus in reports and portfolio display event
- Set 2021 budget
- Review ICT plan progress
- Policy reviews
- Charter Questionnaire with whanau

Baseline Data for Target 1

Juniors

The chart below shows the % of students in each year at or above the correct curriculum level in Writing as shown in their PaCT data.

Year	End 2019	Mid 2020	End 2020
1	100		
2	100		
3	83		
4	70		
5	80		
6	83		
7	0		
8	80		
9	23		
10	100		
Average	72		

Seniors

The chart below shows the % of students achieving L2 and L3.

NCEA	2018	2019	2020
L2	100	100	
L3	100	100	

Baseline Data for Target 2

The chart below shows the number of pastoral notifications as recorded in Kamar.

Years	2018	2019	2020
1-6	110	122	
7-10	142	81	
11-13	52	87	
Total	304	290	

The chart below shows the % of students falling into each pastoral notification category e.g. PB4L stages of intervention.

No. Of notifications	2018	2019	2020
0-1	88	81	
2-5	7	16	
5+	5	19	

The chart below shows the % of students above 80% attendance at the end of each year recorded.

	2018	2019	2020
%	99	97	