



# RSHS ANNUAL IMPLEMENTATION PLAN 2024

## INTRODUCTION

<b>VISION</b>	<b>AT ROTOTUNA SENIOR HIGH SCHOOL WE EMPOWER OUR PEOPLE TO BE CONNECTED, COLLABORATIVE, COMMUNITY-MINDED LEARNERS INSPIRED TO SOAR</b>		
<b>MOTTO</b>	<b>CONNECT</b> <i>Through collaboration and whanaungatanga.</i>	<b>INSPIRE</b> <i>Through personalised authentic learning experiences.</i>	<b>SOAR</b> <i>Through creativity and innovation.</i>

**Our Principles:**

- are informed by a range of educational research and experience from a range of sources.
- guide the direction of our curriculum design and pedagogy.

 <b>AKO</b> We value ako, which is based on the principle of reciprocity. Ako is a notion that ensures that power is shared in learning.	 <b>WHANAUNGATANGA</b> We value quality learning relationships. Learning thrives in a whānau-based environment that supports engagement and success.	 <b>MANAAKITANGA</b> We value integrity, sincerity and respect towards differences, beliefs, language and culture.	 <b>TANGATA WHENUATANGA</b> We value learning that is connected. Contexts are provided for learning where identity, language and culture are activated.
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Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4
<b>Hapori</b> Identity/Language/Culture	<b>Whānaungatanga</b> Relationships	<b>Wānanga</b> Learning	<b>Manākitanga</b> Caring / Well-being
<b>Foster a culture that is inclusive and values all.</b>	<b>Strengthen our partnerships with whānau, iwi and community.</b>	<b>Provide engaging and challenging learning opportunities so everyone thrives.</b>	<b>Ensure our environment enhances well being/hauora for all RHS students.</b>

### Honoring Te Tiriti o Waitangi | Our People, Our Place

We recognise the importance of Te Tiriti o Waitangi, tangata whenua, mana whenua and all other people.  
Every student will be aware of the dual cultural history of Aotearoa/New Zealand and the significant position of Māori as the original people of the land.  
For Rototuna Senior High School we want to work in ways that nurture the significant relationship of our local iwi, Tainui, and our local Hapuu, Ngāti Wairere to our school community.  
The school aims to provide instruction in Tikanga Māori and Te Reo Māori and will take all reasonable steps to do so



# STRATEGIC PLAN

Rototuna High Schools focus on four (4) strategic goals:

Strategic Goal One - HAPORI	Strategic Goal Two - WHANAUNGATANGA	Strategic Goal Three - WAANANGA	Strategic Goal Four - MANAAKITANGA
Foster a culture that is inclusive and values all.	Strengthen our partnerships with whānau, iwi and community.	Provide engaging and challenging learning opportunities so everyone thrives.	Ensure our environment enhances well being/hauora for all RHS students.
<b>To achieve this, we will...</b>			
1.1 Celebrate diversity and promote inclusion (language, culture and ethnicity; identity).	2.1 Review and refine the way we engage with whānau.	3.1 Use Te Mātaiaho to review and reinvigorate our localised curriculum to prioritise engaging, real world contexts; and future-focused, responsive, pathways.	4.1 Develop and strengthen prosocial practices across the schools.
1.2 Recognise successes (awards, recognition, prizegiving, comms).	2.2 Implement our kahui ako plan with Ngāti Wairere & Te Pae Here.	3.2 Strengthen approaches that provide stretch/appropriate levels of challenge/high expectations/rigour.	4.2 Ensure effective wellbeing supports are available for all students.
NELPs: 1, 2, 3, 5	NELPs: 2, 3, 5	NELPs: 2, 3, 4, 6, 7	NELPs 1, 3
<b>We will know we are successful through...</b>			
<p>1.1</p> <ul style="list-style-type: none"> <li>Improvement in survey results / focus group feedback</li> <li>Feedback from whānau and pasifika group</li> <li>Increase in participation in engagement opportunities</li> </ul> <p>1.2</p> <ul style="list-style-type: none"> <li>Improvement in survey results / focus group feedback</li> <li>Wider participation in success celebrations</li> </ul>	<p>2.1</p> <ul style="list-style-type: none"> <li>Coordinated day-to-day running comms from school/s</li> <li>Monitoring progress and achievement</li> </ul> <p>2.2</p> <ul style="list-style-type: none"> <li>The appointment of a key liaison person</li> <li>Effective working relationship with Ngāti Wairere; increased representation of Ngāti Wairere at school events</li> <li>Feedback from Ngāti Wairere used to inform school tikanga, kawa, and curriculum</li> </ul>	<p>3.1</p> <ul style="list-style-type: none"> <li>Focus group feedback</li> <li>Localised curriculum review completed</li> <li>All RSHS students meet with careers adviser before they leave school</li> </ul> <p>3.2</p> <ul style="list-style-type: none"> <li>Implement and refine our Effective Teacher Profile</li> <li>Focus group feedback/student voice</li> </ul>	<p>4.1</p> <ul style="list-style-type: none"> <li>Improvement in survey results/focus group feedback</li> <li>Reduction in recidivist behaviour and successful engagement in learning</li> </ul> <p>4.2</p> <ul style="list-style-type: none"> <li>Improvement in Good Space survey results</li> <li>Improvement in survey results / focus group feedback</li> <li>Students who have presented with wellbeing challenges have successfully transitioned away from formal support</li> </ul>



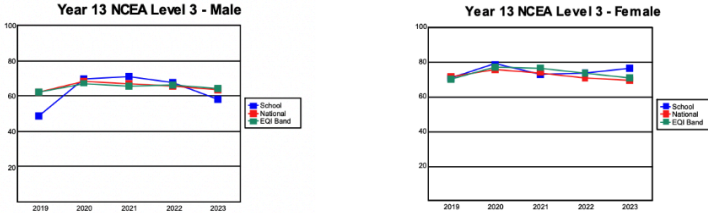
# RSHS ANNUAL PLAN 2024 - 2025

Principal's endorsement:	31 March 2024
Board of Trustees' endorsement:	31 March 2024
Submission date to Ministry of Education	31 March 2024

Achievement Targets 2024		
<b>OVERALL NCEA ACHIEVEMENT</b> is at or exceeds Equity Index Band		
Year 11 Progress:	@ 10 Lit and 10 Num	@30+ Credits @ Level 2
Year 12 Progress:	@ 80% gain NCEA L2	
Year 13 Progress:	@ 75% gain NCEA L3	@ 65% University Entrance
<b>Endorsed Certificates at both Level 2 and 3:</b>		
	@ 20% Merit endorsed	@ 15% Excellence endorsed
<b>And Māori experience the same levels of success as non-Māori</b>		

AND

Engagement 2024
<b>That our ākonga attend 85% or more of the time in all three parts of our curriculum:</b>
Whānau Wānanga Ako Puna Wānanga
All students at year 13 have met with a career advisor, and those at year 12 who go on to train, trades or employment.

	Goal 1	To cause deep learning for all students in ways that stretch student thinking			Baseline Data What is going in for our learners and how do we know? What is the evidence that informs our thinking?																												
Links to Strategic Plan	As a school we build our capabilities and implement practices that support our quality teaching for deep learning model through:	Responsible/ When	Actions	Success Indicators	Why																												
Wānanga: Engaging and Challenging learning 3.1 and 3.2	Lesson studies that drive professional growth and capability development that stretches student thinking.	STH with Te Aho Whakawhanake leaders running teacher learning communities	<ul style="list-style-type: none"> <li>Teaching staff observe each other's practice</li> <li>The language of learning is being used more intentionally by teachers and students</li> <li>Increase the visibility of the thinking we are trying to achieve with use of learning intentions.</li> <li>Feedback loop refines practice</li> <li>Impactful practice is shared and informs refining our effective teaching profile</li> <li>Updating Professional Growth (professional standards expectations) and understanding of processes</li> </ul>	<ul style="list-style-type: none"> <li>Tracking the use of language of learning (usage should increase)</li> <li>Every teacher has at least 2 cycles of a TLC including student voice and collegial feedback by the end of the year</li> <li>Resource bank supporting our quality teacher profile based on the professional standards is being populated with examples of best practice</li> </ul>	<p>We need to build our capabilities to deliver learning that stretches and engages our students in ways that deepen their understanding. Currently successful completion of L2 and L3 certificates is above EQI and national levels. However, there are differences between males and females levels of attainment at Level 3.</p>  <p>Action research through the lesson study method that involves careful monitoring of intended impacts on learning by accessing student voice. This has the potential to help teachers make better instructional decisions that respond to different groups of learners based on the feedback they receive.</p>																												
Wānanga: Engaging and Challenging learning 3.1 and 3.2	Intentionally teaching selected skills and/or dispositions for deep learning through the Whānau curriculum.	KAS with Kaihautu and Kaiarahi	<ul style="list-style-type: none"> <li>Focus on 2 skills/areas that relate to deep learning eg <i>Caring Thinking</i> and modify some of our resources/activities to explicitly teach as part of the whānau curriculum.</li> <li>Consistent messaging from Kaihautu regarding high expectations of deliberate planning for whānau curriculum time.</li> <li>More time has been allocated for Iwi and hapu planning - 'sharing the gold' and to ensure explicit planning is happening.</li> </ul>	<ul style="list-style-type: none"> <li>The language of the specific and transferable skills/dispositions of deep learning begins to be used by Kaiarahi in Whānau.</li> <li>Starting to implement Whānau/iwi recognition celebrating those who are meeting and exceeding their academic and personal goals. Eg 'Praise postcards' are created to recognise student success and this is sign posted in our termly calendar.</li> </ul>	<p>For our Māori rangatahi there is a big difference in numeracy early on, and this will need a deeper level of analysis to inform how we might decrease this gap. Culturally sustaining pedagogies is a focus for Wānanga Ako, that involves collaborative learning which may make a difference. There is a wealth of solid research as the basis of the <a href="#">common practice model</a> about how to implement numeracy in a culturally sustaining way. This could be used as the basis for PLD.</p> <table border="1" data-bbox="2113 1150 2783 1327"> <caption>Table 3 Year 11 NCEA Numeracy</caption> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2023 Māori students</th> <th colspan="2">Year 11 Cohort</th> </tr> <tr> <th>TOTAL</th> <th>%</th> <th>NUMBER</th> <th>%</th> <th>NUMBER</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>30</td> <td>53.3</td> <td>16</td> <td>73.4</td> <td>135</td> </tr> <tr> <td>Male</td> <td>23</td> <td>52.2</td> <td>12</td> <td>75.2</td> <td>112</td> </tr> <tr> <td>Cohort</td> <td>53</td> <td>52.8</td> <td>28</td> <td>74.2</td> <td>247</td> </tr> </tbody> </table>		2023 Māori students		Year 11 Cohort		TOTAL	%	NUMBER	%	NUMBER	Female	30	53.3	16	73.4	135	Male	23	52.2	12	75.2	112	Cohort	53	52.8	28	74.2	247
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Wānanga: Engaging and Challenging learning 3.1 and 3.2	Creating learning focused, respectful, and supportive learning environments in Wānanga Ako by developing our use of learning modes as a way of facilitating this.	MBA with Poutiaki and Kaiako	<ul style="list-style-type: none"> <li>Unpack learning modes and critique alongside the intersection of Ako and whānaungatanga (on the model).</li> <li>Consider what types of thinking (using "De Bono's thinking" etc) might be missing and can be enhanced through collaborative learning. <b>Where is the connection with learning modes and the cognitive process?</b></li> <li>PLD opportunities with Educatalysts re intentional grouping, setting and mentoring Poutiaki to progress departmental goals which will result in deep learning</li> </ul>	<ul style="list-style-type: none"> <li>Dashboards are updated regularly and shared with DP mentors to discuss</li> <li>Tracking the use of language of learning in lesson design</li> <li>There is an increased use of intentional grouping (learning modes) across departments.</li> <li>Learning in Wānanga Ako results in higher levels of Merit and Excellences across specialist</li> </ul>																													

			<b>A safe learning environment that values each person's identity, language and culture is a prerequisite for students to be willing to take risks and share ideas with others in ways that deepen each other's learning.</b>	<p>subjects. <b>That these are increasing from current levels and moving closer to targets on page 3 (or beyond).</b></p> <ul style="list-style-type: none"> <li>Literacy and numeracy is tracked at midpoint when CAA results are available.</li> <li>NCEA progress tracked as outlined in next section of Waananga Ako under Goal 2.</li> </ul>																																																
<b>Wānanga: Engaging and Challenging learning 3.1 and 3.2</b>	Use phases of the design thinking process to deepen learning in <b>Puna Wānanga.</b>	NAM with Pouarataki and Kaiako	<ul style="list-style-type: none"> <li>Improve intentional planning using the design thinking process to deepen learning</li> <li>Develop a system that allows teachers and Pouarataki to regularly gather meaningful student voice, reflect and act</li> <li>Partners and connections database to support all teachers to ensure students have authentic partnerships</li> <li>Pathways team targets their support so that students can have greater access to authentic partners &amp; future pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Puna Wānanga dashboards updated and shared with Pouarataki to mentor.</li> <li>Students have &amp; are able to tell us who their community partner is.</li> <li>Students are engaging in TUNA TANK. Student voice collected in this process show they are beginning to relate their projects progress to the Design Thinking process</li> <li>Teachers and students can relate Design thinking to Deep Learning (caring, creative and critical thinking)</li> </ul>																																																
<b>Goal 2</b>		<b>Harness the tools we have to know our impact and to inform next steps so that Māori students experience the same levels of success as non Māori</b>			<b>Baseline Data</b> What is going in for our learners and how do we know? What is the evidence that informs our thinking?																																															
	<b>As a school we embed routines that regularly monitor progress and understanding to encourage deep learning for all by:</b>	<b>Responsible/ When</b>	<b>Actions</b>	<b>Success Indicators</b>	<b>Why</b>																																															
<b>Foster a culture that is inclusive and values all 1.1 and 1.2</b>	Using evidence and feedback gathered during <b>Lesson studies</b> to drive instructional decision making for improvement.	STH with Te Aho Whakawhanake and Kaiako	<ul style="list-style-type: none"> <li>Regularly collect a range of student voice including our Māori students experiences in lessons</li> <li>All staff seek student voice about how successful they were achieving the intended learning (and this voice includes Māori and Pasifika students)</li> <li>Kaiako can demonstrate that they are putting their learning into practice by refining their instructional approaches to engage and deepen learning for Māori students in response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>Māori student voice is captured/highlighted within the feedback loops of student voice and collegial feedback in lesson studies</li> <li>A specific TLC session will focus on Māori learners with a feedback loop provided to scaffold thinking re: impact made for these students</li> </ul>	<p>Table 9 Year 13</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="5">University Entrance literacy and numeracy: Māori</th> </tr> <tr> <th>UE Overall</th> <th>Overall Lit</th> <th>UE Lit R</th> <th>UE Lit w</th> <th>UE Num</th> </tr> </thead> <tbody> <tr> <td>Cohort 2023</td> <td>49.3%</td> <td>79.6(176)</td> <td>87.8(194)</td> <td>83.7(185)</td> <td>97.3(215)</td> </tr> <tr> <td>2023 Female</td> <td></td> <td>84.9(101)</td> <td>89.9(107)</td> <td>89.9(107)</td> <td>97.5(116)</td> </tr> <tr> <td>2023 Male</td> <td></td> <td>73.5(75)</td> <td>85.3(87)</td> <td>76.5(78)</td> <td>97.1(99)</td> </tr> <tr> <td>Māori 2023</td> <td>17.9%(5)</td> <td>67.9(19)</td> <td>82.1(23)</td> <td>75(21)</td> <td>96.4(27)</td> </tr> <tr> <td>Māori Female</td> <td>27.3%(3)</td> <td>72.7(8)</td> <td>90.9(10)</td> <td>81.8(9)</td> <td>100(11)</td> </tr> <tr> <td>Māori Male</td> <td>11.8%(2)</td> <td>64.7(11)</td> <td>76.5(13)</td> <td>70.6(12)</td> <td>94.1(62)</td> </tr> </tbody> </table>		University Entrance literacy and numeracy: Māori					UE Overall	Overall Lit	UE Lit R	UE Lit w	UE Num	Cohort 2023	49.3%	79.6(176)	87.8(194)	83.7(185)	97.3(215)	2023 Female		84.9(101)	89.9(107)	89.9(107)	97.5(116)	2023 Male		73.5(75)	85.3(87)	76.5(78)	97.1(99)	Māori 2023	17.9%(5)	67.9(19)	82.1(23)	75(21)	96.4(27)	Māori Female	27.3%(3)	72.7(8)	90.9(10)	81.8(9)	100(11)	Māori Male	11.8%(2)	64.7(11)	76.5(13)	70.6(12)	94.1(62)
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<b>Foster a culture that is inclusive and values all 1.1 and 1.2</b>	Regularly using Te Kupenga to track access and progress of students in <b>Whānau.</b>	KAS with Kaihautu and Kaiarahi	<ul style="list-style-type: none"> <li>All Kaiarahi know who their Māori and Pasifika students are and this is recorded on Te Kupenga</li> </ul>	<ul style="list-style-type: none"> <li>Use Te Kupenga every term to monitor and check student access and progress.</li> </ul>	The table shared is an example of why monitoring our impact is vital. The table shows that our students are missing out on UE because they are																																															



<p>Strengthen our partnerships with whānau, iwi and community 2.1</p>			<ul style="list-style-type: none"> <li>Timely contact with whānau if there are celebrations or concerns</li> </ul>	<ul style="list-style-type: none"> <li>Identify students in whānau who are meeting goals and to share/celebrate with parents.</li> <li>If students do not complete work, and/or loses access (including NCEA cert or 3x 14c UE) then kaiārahi contact kaiako and whānau to determine next steps (recorded on Kamar).</li> <li>UE access will be monitored using appropriate tracking systems (Te Kupenga and Kamar notifications)</li> </ul>	<p>not getting 14c in 3x UE subjects. We must monitor that students continue to have access as the year progresses and take action to open access if this is not the case.</p> <p>It is important that students do not limit their UE subjects to only aiming to gain UE in 3, as all students have access to 5 UE subjects in their final year.</p> <p>Every subject offers a minimum of 16 credits and most offer more. Additionally over half of the students entering Y13 already have some Level 3 achievements to give them a buffer.</p> <p>A more consistent approach driven by a student's pathway goals will be taken when offering vocational unit standards. This is intended to reduce credit loading of non UE subjects.</p>																																																					
<p>Foster a culture that is inclusive and values all 1.1 and 1.2 Strengthen our partnerships with whānau, iwi and community 2.1</p>	<p>Learning how to use Education Potential to track progress and success for students in <b>Wānanga Ako</b>.</p>	<p>MBA with Poutiaki and Kaiako</p>	<ul style="list-style-type: none"> <li>All kaiako have identified their Māori and Pasifika students, and show this by completing their dashboard.</li> <li>Poutiaki learn how to use Education potential to monitor learning area progress.</li> <li>The tool (education potential) becomes part of the review process throughout the year to identify areas of improvement or intervention as assessments are completed.</li> <li>Use the tool to track access and completion towards 14c for UE and intervene as needed.</li> <li>Use the tool to analyse external exams and identify areas that need improvement.</li> <li>Kaiako also begin to contact home to involve whānau in learning (not just rely on kaiārahi)</li> <li>More emphasis is placed on practising external exams.</li> <li>Poutiaki are proactive in following up with Kaiako in their departments that have students gaining not achieved grades and where needed, offer interventions or additional standards.</li> </ul>	<ul style="list-style-type: none"> <li>Poutiaki regularly meet with DP and use Ed Potential to look at data and progress against targets for the department (the same as the schoolwide targets outlined on page 3.) This should happen as and when summative assessments have been moderated to: <ul style="list-style-type: none"> <li>Identify what is working</li> <li>Identify where supports or changes are needed.</li> </ul> </li> <li>If a student does not complete work, and/or loses access to 14c then the kaiārahi are informed. Intervention recorded on Kamar.</li> <li>Department review template changed to include analysis of individual standards by the teacher and reflections on how to use this information.</li> <li>More students participate and show up for their external exams.</li> <li>An intervention process is clear and all departments have an intervention plan in place that connects with families.</li> </ul>	<p>Monitoring will also be important to make sure we are giving our students every opportunity to deepen their understanding, and that we capture quality thinking. For example, there is a lot of opportunity to improve this for all our rangatahi.</p> <p>Table 11 Year 13</p> <table border="1" data-bbox="2119 730 2920 961"> <thead> <tr> <th colspan="2"></th> <th colspan="6">Level 3 Endorsed Excellence: Māori</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">Māori 2023</th> <th>EQI</th> <th colspan="2">Māori 2022 (inc COVID credits)</th> <th colspan="2">Y13 Cohort</th> </tr> <tr> <th colspan="2"></th> <th>%</th> <th>NUMBER</th> <th>%</th> <th>%</th> <th>NUMBER</th> <th>%</th> <th>NUMBER</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td></td> <td>14.3</td> <td>1</td> <td>11</td> <td>0</td> <td>0</td> <td>23.3</td> <td>27</td> </tr> <tr> <td>Male</td> <td></td> <td>0</td> <td>0</td> <td>5.8</td> <td>0</td> <td>0</td> <td>19</td> <td>15</td> </tr> <tr> <td>Cohort</td> <td></td> <td>7</td> <td>1</td> <td>9.1</td> <td>0</td> <td>0</td> <td>22</td> <td>42</td> </tr> </tbody> </table>			Level 3 Endorsed Excellence: Māori								Māori 2023		EQI	Māori 2022 (inc COVID credits)		Y13 Cohort				%	NUMBER	%	%	NUMBER	%	NUMBER	Female		14.3	1	11	0	0	23.3	27	Male		0	0	5.8	0	0	19	15	Cohort		7	1	9.1	0	0	22	42
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<p>Foster a culture that is inclusive and values all 1.1 and 1.2 Strengthen our partnerships with whānau, iwi and community 2.1</p>	<p>Develop criteria to identify deep learning in <b>Puna Wānanga</b> using the design thinking process.</p>	<p>NAM with Pouarataki and Kaiako</p>	<ul style="list-style-type: none"> <li>Reviewing the showcase to hold more weight for students, for example presenting to authentic partners.</li> <li>Developing levels of recognition that recognise the level of problem solved or attempted (the depth of learning)</li> <li>Kaiarataki to contact home to raise whānau awareness and support to increase engagement - concerns and celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Two showcases each year involving authentic partners</li> <li>Attendance is taken</li> <li>Questions (in the showcase) use the key vocabulary for design thinking</li> <li>Kaiarataki contact home if students are struggling in PW</li> <li>Kaiarataki are involved in meetings with Whānau</li> <li>Whānau meetings have happened for students who are not engaging in PW</li> </ul>																																																						

**Continuing to progress and develop rich learning experiences and growing a sense of belonging for our rangatahi by:**

	<b><i>Growing, refining and embedding</i></b>	<b><i>Responsible/ When</i></b>	<b><i>Actions</i></b>	<b><i>Success Indicators</i></b>
Strengthen our partnerships with whānau, iwi and community 2.1 Ensure our environment enhances well being/hauora for all RHS students. 4.1 and 4.2	Encouraging Māori ākonga to positively connect with the cultural council to celebrate their identify, language and culture and successes at school	NAM with our community liaison kaiako and cultural council	<ul style="list-style-type: none"> <li>Recruiting cultural expertise and support that enhances connections with whānau through working with ākonga Māori and Pasifika</li> <li>Growing Māori and Pasifika student leaders through the cultural council and increasing the voice and influence these rangatahi have</li> <li>Ensure we identify &amp; support staff with expertise to initiate and lead cultural activities &amp; celebrations</li> </ul>	<ul style="list-style-type: none"> <li>An increase in external providers to support our Māori and Pasifika</li> <li>Student numbers increase in the cultural council</li> <li>Council has completed some action plans developed to increase sense of belonging</li> </ul>
Ensure our environment enhances well being/hauora for all RHS students. 4.1 and 4.2	Supporting Kahui Rangatahi to evaluate current programmes and set department direction	KAS with JH, Poutiaki KR and the KR team	<ul style="list-style-type: none"> <li>Identify effective supports and initiatives that promote prosocial relationships beyond the classroom</li> <li>Develop and strengthen tracking systems to understand the impact of their support services</li> </ul>	<ul style="list-style-type: none"> <li>Student numbers decrease in the Good Space survey</li> <li>Staff are regularly using the tracking system to monitor student wellness</li> <li>Students who have presented with wellbeing challenges have successfully transitioned away from formal support</li> </ul>
Strengthen our partnerships with whānau, iwi and community 2.2	Working with Te Pae Here principals to continue to find meaningful ways to connect with our manawhenua and encourage their involvement in our kura	MIM with Te Pae Here principals	<ul style="list-style-type: none"> <li>Establish and appoint the Kahui Ako Ngāti Wairere Liaison position</li> <li>Form a working relationship with the Kahui Ako Ngāti Wairere liaison</li> </ul>	<ul style="list-style-type: none"> <li>Increased representation of Ngāti Wairere at school events</li> </ul>
Wānanga: Engaging and Challenging learning 3.1 and 3.2	Deliberate targeting of pathway opportunities for students	NAM with Pathways	<ul style="list-style-type: none"> <li>Targeted support by Pathways team</li> </ul>	<ul style="list-style-type: none"> <li>All Year 13 students meet with a member of the Pathways team to get career support before they leave school</li> </ul>