



# Tāmaki College

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## EAST AUCKLAND

# ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2022**

### **School Directory**

**Ministry Number:** 57

**Principal:** Soana Pamaka

**School Address:** Elstree Avenue, Glen Innes, Auckland

**School Postal Address:** Elstree Avenue, Glen Innes, Auckland 1743

**School Phone:** 09 521 1104

**School Email:** [mcenteer@tamaki.ac.nz](mailto:mcenteer@tamaki.ac.nz)

**Accountant / Service Provider:** Canterbury Education Services (CES)

# Tamaki College

## Members of the Board

For the year ended 31 December 2022

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
DJ Tuaru Temu	Presiding Member	Re-elected 2022	June 2025
Soana Pamaka	Principal	ex Officio March 2006	
Montague Jones	Parent Representative	Re-elected 2022	June 2025
Marryane Tukuafu	Parent Representative	Elected 2022	June 2025
Amelia Hingano	Parent Representative	Elected 2022	June 2025
Viola Fifita	Parent Representative	Elected 2022	June 2025
Peter Millar	Co-opted Representative	Co-opted 2022	June 2025
Taylor Taylor	Staff Representative	Elected 2022	June 2025
Aumau Faamita	Learner Representative	Elected 2022	November 2023
Ariettah Ridvan	Learner Representative	Elected 2021	November 2022
Georgie Thompson	Parent Representative	Re-elected 2022	February 2023
Tasha Hohaia	Parent Representative	Re-elected 2022	September 2022
Doris Taufateau	Staff Representative	Re-elected 2022	September 2022

# TAMAKI COLLEGE

Annual Report - For the year ended 31 December 2022

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# Tamaki College

## Statement of Responsibility

For the year ended 31 December 2022

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

David Junior TIARU TEMU  
Full Name of Presiding Member

  
Signature of Presiding Member

31/05/2023  
Date:

Soana Akdotu Pamaka  
Full Name of Principal

  
Signature of Principal

31<sup>st</sup> May 2023  
Date:



# Tamaki College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	11,651,456	8,724,878	10,663,158
Locally Raised Funds	3	2,070,431	1,343,668	860,480
Interest Income		8,866	2,000	1,784
Gain on Sale of Property, Plant and Equipment		1,304	-	-
<b>Total Revenue</b>		<b>13,732,057</b>	<b>10,070,546</b>	<b>11,525,422</b>
<b>Expenses</b>				
Locally Raised Funds	3	283,213	282,260	314,553
Learning Resources	4	8,756,881	7,930,639	7,538,821
Administration	5	1,619,247	1,151,900	1,150,736
Finance		8,951	5,000	5,005
Property	6	2,901,217	724,676	2,581,423
Loss on Disposal of Property, Plant and Equipment		7,489	-	908
		<b>13,576,998</b>	<b>10,094,475</b>	<b>11,591,446</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>155,059</b>	<b>(23,929)</b>	<b>(66,024)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>155,059</b>	<b>(23,929)</b>	<b>(66,024)</b>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



# Tamaki College

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Equity at 1 January</b>		1,893,014	1,893,013	1,959,038
Total comprehensive revenue and expense for the year		155,059	(23,929)	(66,024)
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		37,009	-	-
<b>Equity at 31 December</b>		2,085,082	1,869,084	1,893,014

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



# Tamaki College

## Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,109,141	1,219,812	1,114,308
Accounts Receivable	8	494,619	577,183	577,183
GST Receivable		25,657	-	-
Prepayments		45,194	79,422	79,422
Inventories	9	74,956	58,784	58,784
Funds Receivable for Capital Works Projects	16	174,412	-	217,092
		1,923,979	1,935,201	2,046,789
<b>Current Liabilities</b>				
GST Payable		-	7,621	7,621
Accounts Payable	11	879,631	677,568	724,105
Revenue Received in Advance	12	167,701	713,198	709,845
Provision for Cyclical Maintenance	13	103,957	32,846	80,500
Finance Lease Liability	14	75,665	23,734	34,160
Funds held in Trust	15	13,109	-	3,353
Funds held for Capital Works Projects	16	-	-	36,882
		1,240,063	1,454,967	1,596,466
<b>Working Capital Surplus/(Deficit)</b>		683,916	480,234	450,323
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,624,678	1,573,324	1,563,592
		1,624,678	1,573,324	1,563,592
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	94,740	101,169	99,520
Finance Lease Liability	14	128,772	83,305	21,381
		223,512	184,474	120,901
<b>Net Assets</b>		2,085,082	1,869,084	1,893,014
<b>Equity</b>		2,085,082	1,869,084	1,893,014

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



# Tamaki College

## Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		4,757,069	3,949,580	3,899,304
Locally Raised Funds		1,664,665	1,673,007	1,242,627
International Students		2,174	-	
Goods and Services Tax (net)		(33,278)	75,993	75,992
Payments to Employees		(2,300,629)	(1,918,740)	(1,969,641)
Payments to Suppliers		(3,956,860)	(3,645,044)	(2,965,498)
Interest Paid		(8,951)	(5,000)	(5,005)
Interest Received		8,866	6,136	5,920
Net cash from/(to) Operating Activities		133,056	135,932	283,699
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,304	-	
Purchase of Property Plant & Equipment (and Intangibles)		(232,888)	(180,478)	(239,407)
Proceeds from Sale of Investments		-	-	500,000
Net cash from/(to) Investing Activities		(231,584)	(180,478)	260,593
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		37,009	-	-
Finance Lease Payments		40,799	50,494	(33,653)
Funds Administered on Behalf of Third Parties		15,553	-	(171,515)
Net cash from/(to) Financing Activities		93,361	50,494	(205,168)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(5,167)</b>	<b>5,948</b>	<b>339,124</b>
Cash and cash equivalents at the beginning of the year	7	1,114,308	1,213,864	775,184
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>1,109,141</b>	<b>1,219,812</b>	<b>1,114,308</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.





# Tamaki College

## Notes to the Financial Statements

### For the year ended 31 December 2022

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Tamaki College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### **Financial Reporting Standards Applied**

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### **Measurement Base**

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### **Presentation Currency**

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### **Specific Accounting Policies**

The accounting policies used in the preparation of these financial statements are set out below.

###### **Critical Accounting Estimates And Assumptions**

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

###### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



### ***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15.

#### ***Recognition of grants***

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

### **c) Revenue Recognition**

#### ***Government Grants***

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### ***Donations, Gifts and Bequests***

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### ***Interest Revenue***

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

### **d) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

### **e) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.



#### **f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

#### **g) Inventories**

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

#### **h) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

#### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

#### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Art Prints	10 years
Building Improvements	10–75 years
Furniture and equipment	10 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



#### **i) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

##### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

#### **j) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

#### **k) Employee Entitlements**

##### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.



**l) Revenue Received in Advance**

Revenue received in advance relates to fees received from International students and grants received where there are unfulfilled obligations for the School to provide services in the future.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to

**m) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**n) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**o) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The school carries out painting maintenance of the whole school over a 7 to 15 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**p) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**q) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**s) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



## 2. Government Grants

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	3,240,127	2,844,814	2,518,300
Teachers' Salaries Grants	4,729,705	4,651,706	4,651,706
Use of Land and Buildings Grants	2,073,257	-	1,962,553
Other Government Grants	1,608,367	1,228,358	1,530,599
	<u>11,651,456</u>	<u>8,724,878</u>	<u>10,663,158</u>

The school has opted in to the donations scheme for this year. Total amount received was \$92,700.

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
<b>Revenue</b>			
Donations & Bequests	22,480	5,000	39,742
Fees for Extra Curricular Activities	111,124	58,460	43,999
Trading	142,487	111,000	113,793
Fundraising & Community Grants	8,560	-	10,898
Other Revenue	1,785,780	1,169,208	652,048
	<u>2,070,431</u>	<u>1,343,668</u>	<u>860,480</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	125,511	122,260	130,584
Trading	139,641	160,000	154,122
Fundraising and Community Grant Costs	18,061	-	29,847
	<u>283,213</u>	<u>282,260</u>	<u>314,553</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>1,787,218</u>	<u>1,061,408</u>	<u>545,927</u>

## 4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	1,937,798	1,655,027	1,079,880
Equipment Repairs	2,605	2,000	3,119
Information and Communication Technology	162,039	193,285	152,607
Library Resources	8,971	13,433	11,881
Employee Benefits - Salaries	6,292,369	5,764,519	5,969,256
Staff Development	80,689	80,375	79,561
Depreciation	272,410	222,000	242,517
	<u>8,756,881</u>	<u>7,930,639</u>	<u>7,538,821</u>



## 5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	10,578	10,578	10,270
Board Fees	2,000	3,000	1,916
Board Expenses	3,659	17,600	24,551
Communication	34,324	26,500	27,890
Consumables	52,619	28,500	63,605
Other - Healthy Lunches	591,598	284,200	283,994
Employee Benefits - Salaries	768,258	663,882	612,093
Insurance	88,911	52,000	78,290
Service Providers, Contractors and Consultancy	67,300	65,640	48,127
	<b>1,619,247</b>	<b>1,151,900</b>	<b>1,150,736</b>

## 6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	58,157	38,500	59,586
Consultancy and Contract Services	119,700	118,100	118,100
Cyclical Maintenance Provision	18,677	34,495	58,478
Grounds	36,259	40,500	45,415
Heat, Light and Water	118,689	105,500	86,942
Rates	527	450	500
Repairs and Maintenance	287,862	217,855	120,226
Use of Land and Buildings	2,073,257	-	1,962,553
Security	41,105	20,000	22,734
Employee Benefits - Salaries	146,984	149,276	106,889
	<b>2,901,217</b>	<b>724,676</b>	<b>2,581,423</b>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



## 7. Cash and Cash Equivalents

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	1,109,141	1,219,812	1,114,308
Cash and cash equivalents for Statement of Cash Flows	<u>1,109,141</u>	<u>1,219,812</u>	<u>1,114,308</u>

Of the \$1,109,141 Cash and Cash Equivalents, \$7,368 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$1,109,141 Cash and Cash Equivalents, \$317,500 of unspent funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

## 8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	94,385	188,047	188,047
Teacher Salaries Grant Receivable	400,234	389,136	389,136
	<u>494,619</u>	<u>577,183</u>	<u>577,183</u>
Receivables from Exchange Transactions	94,385	188,047	188,047
Receivables from Non-Exchange Transactions	400,234	389,136	389,136
	<u>494,619</u>	<u>577,183</u>	<u>577,183</u>

## 9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	120	370	370
School Uniforms	74,836	58,414	58,414
	<u>74,956</u>	<u>58,784</u>	<u>58,784</u>





## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Art Prints	4,963	-	-	-	(463)	4,500
Building Improvements	995,331	-	-	-	(62,927)	932,404
Furniture and Equipment	168,356	31,815	-	-	(36,243)	163,928
Information and Communication Technology	182,685	42,129	-	-	(67,895)	156,919
Motor Vehicles	136,391	33,904	-	-	(28,322)	141,974
Textbooks	1,395	-	-	-	(1,395)	0
Leased Assets	55,422	231,227	(7,037)	-	(72,603)	207,009
Library Resources	19,049	1,910	(453)	-	(2,563)	17,943
<b>Balance at 31 December 2022</b>	<b>1,563,592</b>	<b>340,985</b>	<b>(7,490)</b>	<b>-</b>	<b>(272,410)</b>	<b>1,624,678</b>

The net carrying value of ICT equipment held under a finance lease is **\$207,008 (2021: \$55,420)**

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	9,257	(4,757)	4,500	9,257	(4,294)	4,963
Building Improvements	4,330,601	(3,398,197)	932,404	4,330,601	(3,335,270)	995,331
Furniture and Equipment	834,338	(670,409)	163,929	806,582	(638,226)	168,356
Information and Communication Technology	973,718	(816,799)	156,919	1,018,909	(836,224)	182,685
Motor Vehicles	236,953	(94,979)	141,974	215,204	(78,813)	136,391
Textbooks	30,304	(30,304)	-	30,304	(28,909)	1,395
Leased Assets	280,756	(73,747)	207,009	172,659	(117,237)	55,422
Library Resources	78,785	(60,842)	17,943	78,747	(59,698)	19,049
<b>Balance at 31 December</b>	<b>6,774,712</b>	<b>(5,150,034)</b>	<b>1,624,678</b>	<b>6,662,263</b>	<b>(5,098,671)</b>	<b>1,563,592</b>



## 11. Accounts Payable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Creditors	198,432	185,052	185,054
Accruals	10,578	10,270	10,270
Banking Staffing Overuse	162,857	-	46,535
Employee Entitlements - Salaries	426,203	455,923	415,460
Employee Entitlements - Leave Accrual	81,561	26,323	66,786
	<u>879,631</u>	<u>677,568</u>	<u>724,105</u>
Payables for Exchange Transactions	879,631	677,568	724,105
	<u>879,631</u>	<u>677,568</u>	<u>724,105</u>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Grants in Advance - Ministry of Education	-	-	44,890
International Student Fees in Advance	2,174	-	-
Other revenue in Advance	165,527	713,198	664,955
	<u>167,701</u>	<u>713,198</u>	<u>709,845</u>

## 13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	180,020	180,020	154,242
Increase to the Provision During the Year	18,677	34,495	63,383
Use of the Provision During the Year	-	(80,500)	(37,605)
Provision at the End of the Year	<u>198,697</u>	<u>134,015</u>	<u>180,020</u>
Cyclical Maintenance - Current	103,957	32,846	80,500
Cyclical Maintenance - Non current	94,740	101,169	99,520
	<u>198,697</u>	<u>134,015</u>	<u>180,020</u>



#### 14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	87,157	23,734	37,160
Later than One Year and no Later than Five Years	139,687	83,305	23,596
Future Finance Charges	(22,407)		(5,215)
	<u>204,438</u>	<u>107,039</u>	<u>55,541</u>
<b>Represented by</b>			
Finance lease liability - Current	75,665	23,734	34,160
Finance lease liability - Non current	128,772	83,305	21,381
	<u>204,438</u>	<u>107,039</u>	<u>55,541</u>

#### 15. Funds held in Trust

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	13,109	-	3,353
	<u>13,109</u>	<u>-</u>	<u>3,353</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



## 16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Asbestos Removal #208178	(26,585)	16,315	(8,500)	-	(18,770)
BIP	(13,810)	-	-	13,810	-
Block CB Refurbishment	3,684	-	-	(3,684)	-
New Technology Building	(10,378)	-	-	10,378	-
Block BB ILE Upgrade #208179	(140,546)	174,466	(176,232)	-	(142,312)
HVAC Project #224634	7,949	-	(7,949)	-	-
Fire Alarm #173817	(5,360)	-	(7,970)	-	(13,330)
Heating Upgrade #207921	(2,289)	-	-	2,289	-
Automated Barrier Arms	(18,124)	(8,091)	26,366	(152)	-
Leak Repairs to Drainage	9,766	-	-	(9,766)	-
Boundary Fence #234322	15,483	3,500	(19,903)	919	-
Totals	(180,210)	186,191	(194,188)	13,795	(174,412)

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-  
(174,412)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Asbestos Removal #208178	26,033	-	(52,618)	-	(26,585)
BIP	(13,810)	-	-	-	(13,810)
Block CB Refurbishment	3,684	-	-	-	3,684
New Technology Building	(10,378)	-	-	-	(10,378)
Master Key Upgrade	47,172	2,540	(44,632)	-	-
Block BB ILE Upgrade #208179	(100,254)	110,151	(150,443)	-	(140,546)
HVAC Project #224634	44,207	-	(36,258)	-	7,949
Fire Alarm #173817	(5,360)	-	-	-	(5,360)
Heating Upgrade #207921	-	-	(2,289)	-	(2,289)
Marae Deck	-	36,701	(36,701)	-	-
Automated Barrier Arms	-	37,800	(55,924)	-	(18,124)
Leak Repairs to Drainage	-	9,766	-	-	9,766
Boundary Fence #234322	-	31,500	(16,017)	-	15,483
Totals	(8,706)	228,458	(394,882)	-	(180,210)

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

36,882  
(217,092)



## 17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## 18. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	2,000	1,916
<i>Leadership Team</i>		
Remuneration	756,394	535,642
Full-time equivalent members	6	4
Total key management personnel remuneration	758,394	537,558

There are 9 members of the Board excluding the Principal. The Board had held 6 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### *Principal 1*

The total value of remuneration paid or payable to the Principal was in the following bands:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	170-180
Benefits and Other Emoluments	0-10	0-10

### *Other Employees*

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	7.00	8.00
110-120	6.00	5.00
120-130	2.00	2.00
	15.00	15.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.



## 19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2022 Actual	2021 Actual
Total		
Number of People		

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is [confirmed/probable], the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has the following contractual commitments for MOE 5YA Property Projects:

(a) A contract of \$1,242,755 for Block BB ILE Upgrade to be completed in 2023, which will be fully funded by the Ministry of Education. \$914,119 has been received of which \$629,512 has been spent on the project to date; and

(b) A contract of \$219,302 for Fire Alarm Upgrade to be completed in 2023, which will be fully funded by the Ministry of Education. \$13,330 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$Nil)



## 22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash and Cash Equivalents	1,109,141	1,219,812	1,114,308
Receivables	494,619	577,183	577,183
Total Financial assets measured at amortised cost	<u>1,603,760</u>	<u>1,796,995</u>	<u>1,691,491</u>

### Financial liabilities measured at amortised cost

Payables	879,631	677,568	724,105
Finance Leases	204,437	107,039	55,541
Total Financial Liabilities Measured at Amortised Cost	<u>1,084,068</u>	<u>784,607</u>	<u>779,646</u>

## 23. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF TAMAKI COLLEGE'S FINANCIAL  
STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022**

The Auditor-General is the auditor of Tamaki College (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 1 to 20, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2023. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Basis for our opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

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*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

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### **Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Analysis of Variance, Kiwi Sport Note and Good Employer Policies Note, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Brendan Lyon  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand



**Tamaki College**  

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**EAST AUCKLAND**

# **Analysis of Variance 2022**

## Tamaki College (057) Analysis of Variance Descriptive Targets 2022

<b>Area of Strategic Interest:</b> To Raise Student Achievement					
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Māori Achievement					
<b>Target/Outcomes:</b> To raise Māori student achievement and cultural visibility. That 85% of Māori students will achieve NCEA Level 2.					
<b>Baseline data:</b>					
<b>Year</b>	2018	2019	2020	2021	2022
<b>Percentage</b>	64%	68%	53%	61%	44%

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<b>English</b> To continue to integrate Māori texts and authors into our teaching.  To purposefully use Māori language (e.g. karakia) in our classrooms.  To develop a common assessment task for Year 9 & 10 students on Māori culture.	The Department continues to source appropriate texts.  The school Karakia was available for the Department to utilise.  The Department continues to develop an appropriate task.	The Department took the opportunity to engage in PLD offered by the school in relation to local curriculum design.	To continue working with the school's Te Reo Māori Language experts to integrate more appropriate texts in the teaching programme.

To use the Whare Nui for creative writing.	The Whare Nui become unavailable as it was needed as a permanent teaching space for Te Reo Māori.		
<p><b>Mathematics</b></p> <p>To undertake a monthly analysis of NCEA data to track Māori students' progress.</p> <p>To promote and understand the importance of cultural visibility by engaging with the whanau of Māori students.</p> <p>To revise unit plans so that they include more literacy strategies that embrace a Māori cultural perspective.</p> <p>To continue to provide after school and online study classes.</p>	<p>The Department's monthly tracking and analysis of NCEA achievement data showed that 80% of Māori learners achieved 14+ credits in L2 Mathematics in 2022.</p> <p>This was a significant contribution to the school's goal that 85% of Māori students achieved NCEA Level 2.</p>	<p>All Level 2 Māori learners on the department data spreadsheet were highlighted and the HOD/Assistant HOD carried out a monthly analysis of NCEA data to track Maori student's progress.</p> <p>The Department worked closely with Māori learners and hosted conversations with whanau. Incentives were presented to students who gained 14+ credits as a motivational tool. The Department undertook well-being check ins with students and whanau.</p> <p>A common Workspace was introduced for Year 12 teachers. Term and daily planners were reviewed every term.</p> <p>The Department provided after school, Saturday, online and school</p>	<p>The Department will continue its target of 60% of Māori students to achieve 14+ Level 2 Maths credits by the end of the Year in 2023 in line with school goals.</p>

		holiday study classes.	
<b>Science</b> To engage with the Attendance Counsellor and the Communication Team to support and promote student attendance.  To negotiate assessment submission dates with students to provide flexibility.	Student Voice indicated that Māori students feel valued in Science classes.  Student Voice acknowledged the value of having flexibility with assessment submission dates.	Online teaching and learning resources meant that students who were not able to attend school in person could access subject specific content.  Online assessment provided an opportunity for students who were not always able to attend school in person.	To increase the Department's online capability (for both teaching and learning, and assessment) as the school moves to a Hybrid teaching and learning model.
<b>Social Sciences</b> To identify our senior Māori students.  To develop an individual profile for each senior Māori student that incorporates culturally responsive pedagogies.  To work closely with both Kaiako Maori to utilise their skills and knowledge in supporting our Māori learners to enable a shift in Māori student achievement and cultural visibility.	In the junior school, each Department staff member was able to engage with their Māori students through lessons which involved them sharing their whakapapa and genealogy.  Junior students also had the opportunity to share their pepeha.  In the senior school, Māori students, in History and Social Studies were encouraged to research their significant histories and issues relevant to them and their whakapapa which ensured higher engagement and excellent results from a number of the seniors.	The time invested in Staff PLD with regard to our local curriculum and understanding our local iwi has ensured that there is a more purposeful drive within the Department towards including specific lessons based on strong Māori voice and tikanga.	To ensure a more focussed analysis of data that supports good practice for our Māori learners.  To source quality PLD in relation to Māori achievement.  To utilise the strategies of Tātaiako to build Department capability.

	<p>At each Department meeting, staff engaged in meaningful discussions about our local iwi and how we could implement our learnings in the classroom and share knowledge and power with our Māori students.</p> <p>The staff knowledge of the new Aotearoa Histories curriculum has helped to develop more interest in finding relevant contexts for our learners.</p>		
<p><b>HPE</b></p> <p>To utilise our learning spaces fully by ensuring key words, phrases and Te Reo are used and displayed in all areas.</p> <p>To identify Māori students within all of our classes.</p> <p>To provide access to fitness trails that incorporate cultural sites within our community so that students can learn more about the heritage of our local area.</p>	<p>The Department ensured key words and phrases in Te Reo were displayed in all learning areas.</p> <p>The Department utilised language activities to promote the use of Te Reo.</p> <p>The Department agreed that identifying Māori learners in tracking sheets from the first assessment worked well.</p> <p>A number of classes studied the cultural site of Te Taurere pa site of Ngati Paoa Iwi in the local area.</p> <p>The Department had the</p>	<p>This goal was a clear focus of Department meetings.</p>	<p>To continue to teach our Akonga to embrace who they are and to respect our indigenous people covering the 3 P's of the Treaty Participation, Partnership, Protection.</p>

	<p>opportunity to teach the school haka to students which increased engagement and built whanaungatanga amongst the students.</p> <p>The Department embraced the use of the school's Karakia.</p>		
<p><b>Technology</b></p> <p>To track senior Māori students' achievement data on a monthly basis.</p> <p>To discuss strategies and interventions for senior Māori students at Department meetings.</p>	<p>The Department, via individual subject areas, kept track of senior Māori students' achievements.</p> <p>The tracking of senior Māori student achievement allowed for discussion at Department meetings.</p>	<p>By tracking senior Māori students' achievement, subject teachers were able to tailor their learning resources to support students, this included, subject websites, online tools, Workspace examples and 'how to' videos.</p> <p>The discussion resulted in the number of strategies online above.</p>	<p>To continue to track senior Māori students' achievement data.</p> <p>To seek to apply the principles of Ka Hikitia to classroom practice.</p> <p>The Department will continue its discussions in relation to strategies and interventions for senior Māori students.</p>



<p><b>ESOL</b></p> <p>To deliberately utilise texts, videos etc that provide a Māori context.</p> <p>To provide opportunities for each student creates pepeha and seek occasions for students to use them.</p> <p>To display Māori cultural items, resources etc in the classroom.</p>	<p>The NCEA Level 2 Treaty of Waitangi unit of learning was used to address the following internal assessments; AS91101, AS91102, AS91105, US27999, &amp; US31026.</p> <p>This was successfully implemented in Years 9 and 10.</p> <p>Both ESOL classrooms provided displays of Te Reo Māori alphabet, numbers, and vocabulary.</p>	<p>The unit of learning was an opportunity for ESOL students (often newer New Zealanders) to learn about the significance of Treaty of Waitangi.</p> <p>In the senior school the demands of assessments meant there was no time to complete a pepeha.</p> <p>The Department acknowledges that appropriate artefacts are required.</p>	<p>To continue to utilise the Treaty of Waitangi as a unit of learning in NCEA Level 2.</p> <p>To develop Treaty of Waitangi units of learning in NCEA Level 1 &amp; 3.</p> <p>To investigate a range of Māori texts suitable for use in the junior ESOL programme.</p> <p>To continue next year with a focus on junior classes.</p> <p>To continue to develop a collection of Te Reo Māori resources and Māori cultural items.</p>
<p><b>Music</b></p> <p>To develop respectful learner focused relationships with students and their Whanau in relation to the expectations for the Music programme.</p> <p>To track the process of Māori students using KAMAR achievement data and identifying possible challenges that may hinder academic achievement.</p>	<p>The Department's relationships with the learner were maintained and nurtured to benefit the student. Whanau were informed and kept up-to-date with students' progress.</p> <p>The Department tracking of progress was ongoing and this allowed learning challenges to be identified and appropriate support given.</p>	<p>The Department appreciated that whanau participated and contributed to their child's learning, in spite of competing priorities.</p> <p>School achievement data was readily available through the school's Student Management System.</p>	<p>To maintain and develop these student and whanau relationships especially with the increased focus on Māori Matauranga.</p> <p>To ensure ongoing tracking so that there can be 'deeper' conversations with the students and whanau about challenges that they are encountering with their learning.</p>

<p>To provide fortnightly, one to one meeting (catch ups) to check on the wellbeing and academic progress of Maori students.</p> <p>To design a learning programme that will maximise student engagement and learning.</p>	<p>The Department provided frequent check-ups with students, so that they were aware of their progress.</p> <p>Student Voice indicated that an increased use of Workspace and the choice of a wide range of assessment modes did improve engagement and learning.</p>	<p>The Department provided support for all students who required it.</p> <p>The wide scope of assessment modes allowed students to approach tasks using their strengths to best complete the assessment.</p>	<p>To continue to maintain whakawhanaungatanga with parents and guardians.</p> <p>To continue engaging with students to use and develop their strengths with their learning.</p>
<p><b>Visual Arts</b></p> <p>To increase cultural visibility through e portfolio.</p> <p>To adapt themes of identity in appropriate units of work.</p>	<p>Time constraints within the Department meant e portfolios were not developed.</p> <p>The Department ensured that themes of identity were clearly visible in appropriate units of work.</p>	<p>The Department acknowledges that further technical assistance will be required in developing e portfolios.</p> <p>Student Voice that indicates that students valued the opportunity to express themselves through themes of identity (and environment).</p>	<p>The Department will continue to explore the use of e portfolios for student work.</p> <p>The Department will continue to include themes of identity (along with environment) to appropriate units of work.</p>

<p><b>Careers</b></p> <p>The Careers Lead Team will support Māori Department initiatives and events that aim to raise Māori student achievement and cultural visibility.</p>	<p>The Department actively took part in the school powhiri, te wiki o te reo Māori and the Matariki celebrations, e.g. the shared lunch.</p> <p>The Department initiated the Manaakitanga Award for a senior Māori student.</p> <p>The Department arranged for students in Years 10 -13 to participate in the KATI programme.</p> <p>The Department began team meetings with Karakia.</p> <p>The Department sought opportunities to support credit accumulation by Māori students.</p>	<p>The Department intended to engage with Te Wananga te Aotearoa for the provision of carving courses, however they were unable to meet this request, citing staffing issues.</p>	<p>To seek to engage with other providers e.g. Maui Studios, who provide a Maori focus to creative arts and the Mokia Island programme.</p>
<p><b>Planning for Next Year:</b></p>	<p>Ka Hikita PLD Tataiako PLD Local Curriculum Design PLD Local Histories</p>		

<b>Area of Strategic Interest:</b> To Raise Student Achievement					
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Pasifika Achievement					
<b>Target/Outcomes:</b> To understand and demonstrate the cultural competencies of Tapasā. That 85% of Pacific students will achieve NCEA Level 2.					
<b>Baseline data:</b>					
<b>Year</b>	2018	2019	2020	2021	2022
<b>Percentage</b>	64%	68%	53%	61%	67%

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<b>English</b> To understand and demonstrate the cultural competencies of Tapasā.	The Department attended the school's PLD sessions that addressed Tapasa.  Staff maintained a record of their PLD in their Professional Growth Cycle documents.	The Department valued the school wide approach to Tapasā PLD and the opportunity to work in cross curriculum Professional Learning Groups (PLuGs) during PLD sessions.	To consider what Tapasā means at an individual level for teachers and their classroom practice.

<p><b>Mathematics</b></p> <p>To undertake a monthly analysis of NCEA data to track Pasifika students' progress.</p> <p>For staff to attend Tapasā PLD to utilise Pasifika perspectives effectively.</p> <p>To develop units with additional literacy strategies to enhance cultural competencies of Tapasa.</p> <p>To continue to provide after school and online study classes.</p>	<p>The Department's monthly tracking and analysis of NCEA achievement data showed that 72% of Pasifika learners achieved 14+ credits in Level 2 Mathematics in 2022.</p> <p>Overall, a powerful contribution was made to meet the school goal of 85% of Pasifika students achieving NCEA Level 2.</p> <p>All Department staff attended Tapasā Competency Framework PLDs to utilise Pasifika perspectives effectively.</p>	<p>The Department worked closely with Pasifika learners and hosted conversations with whanau.</p> <p>Chocolates were awarded to students who gained 14+ credits as a motivational tool.</p> <p>The Department undertook well-being check ins with students and whanau.</p> <p>A common Workspace was introduced for Year 12 teachers. Term and daily planners were reviewed every term.</p> <p>Unit Plans were revised to include literacy strategies.</p> <p>The Department provided after school, Saturday, online and school holiday study classes.</p>	<p>The Department will continue to aim to focus on its target of: By the end of the year, at least 60% of Pasifika students will have achieved 14+ credits in Mathematics at Level 2.</p>
<p><b>Science</b></p> <p>To engage with the Attendance Counsellor and the Communication Team to support and promote student attendance.</p>	<p>Student Voice indicated that Pasifika students feel valued in Science classes.</p>	<p>Online teaching and learning resources meant that students who were not able to attend school in</p>	<p>To increase the Department's online capability (for both teaching and learning, and assessment) as</p>

To negotiate assessment submission dates with students to provide flexibility.	Student Voice acknowledged the value of having flexibility with assessment submission dates.	<p>person could access subject specific content.</p> <p>Online assessment provided an opportunity for students who were not always able to attend school in person.</p>	the school moves to a Hybrid teaching and learning model.
<b>Social Sciences</b> To construct a Social Sciences framework with which will be applied to the learnings from the Standards for Profession teaching using the Tapasā as a lens, to enable all Social Sciences teachers to have a kete/bank of strategies to support our learners across each year level.	Whole school Tapasā PLD provided staff with the opportunity for Department staff to be equipped with further teaching and learning strategies.	Student agency in selecting social action and research topics ensured high levels of motivation and assessment completion.	To incorporate more deliberate opportunities for best practice using examples from the Tapasā and to track whether these strategies influence student achievement.
<b>Health and Physical Education</b> To introduce Leadership through Cultural Games as a unit of work in Year 10 Physical Education.  To be actively involved in the school's PLD programme, which includes Tapasā and its implementation.	<p>The introduction of the Cultural Games unit by the Department was a very successful initiative. As was the opportunity to celebrate various Pasifika Language weeks, e.g. learning songs and daily phases from each culture.</p> <p>Taking the learning from the school's Tapasā PLDs was an opportunity for the Department to integrate this pedagogy into everyday practice.</p>	<p>The success of the Cultural Games unit was due to the buy-in of the whole Department.</p> <p>The Department agrees that consistency is key and that learnings from Tapasā need to be discussed and implemented across the board.</p>	<p>Next year the Department will ensure that the Cultural Games unit will be run in conjunction with each of the Pasifika Language Weeks.</p> <p>To provide a learning environment where students feel comfortable and can succeed. For example: giving them a buddy, encouraging cooperative learning, scaffolding</p>

<p>To engage with other departments and observe their approach to implementing Tapasā .</p>	<p>The Department developed a series of online tasks for students who were unable to attend school in person.</p>		<p>learning appropriately etc. To engage with other Departments to observe how they are implementing Tapasā.</p>
<p><b>Technology</b> To track senior Pasifika students' achievement data on a monthly basis.</p>	<p>The Department, via individual subject areas, kept track of senior Pasifika students' achievements.</p>	<p>By tracking senior Pasifika students' achievement, subject teachers were able to tailor their learning resources to support students, this included, subject websites, online tools, Workspace examples and how to videos.</p>	<p>To continue to track senior Pasifika students' achievement data.  To seek to apply the principles of Tapasā to classroom practice.</p>

<p><b>ESOL</b></p> <p>For teachers to develop an understanding of the Pasifika cultural competencies outlined in Tapasā .</p> <p>To develop knowledge of and strategies for each of the Turu.</p> <p>To Talanoa and co-construct with the Pasifika students with regard to the implementation of each Turu in the classrooms.</p> <p>To create workshops for both teachers and students to learn, construct, and incorporate Turu into their teaching/learning.</p> <p>To host meetings with parents and engage them in the co-construction of the programme.</p> <p>To develop multiculturally responsive programmes for teachers and students to increase knowledge and appreciation of each other's cultures.</p>	<p>Teachers in the Department developed their understanding of Tapasā through a series of staff PLD sessions.</p> <p>The Tapasā Turu were introduced as part of the staff PLD sessions.</p> <p>This was achieved both formally (in class groups) and informally (one to one) with senior students, who co-constructed goals with Department staff.</p> <p>Workshop style talanoa and goal setting were held in relation to option selection and university pathways.</p> <p>Meetings with parents were held as part of Student Achievement Conferences or as a specific need arose.</p> <p>Pacific Language Weeks were an opportunity to increase knowledge and appreciation of each other's cultures.</p>	<p>Department staff keep a record of their PLD in their Professional Growth Cycle document.</p> <p>The Department agrees that more focus on the Turu are required.</p> <p>Programme constraints meant the co-constructed goal setting was not undertaken with junior students.</p> <p>The senior focus meant that junior workshops were not able to be hosted.</p>	<p>To continue to address this as a school goal.</p> <p>To continue a Department focus on the Tapasā Turu.</p> <p>To continue this as a Department initiative.</p> <p>To aim to include junior students in this process.</p> <p>To support school wide meetings with parents.</p> <p>To ensure that programming is responsive to the increasing range of ethnicities that attend the college, e.g. Filipino, Afghani and Burmese.</p>
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<p><b>Music</b></p> <p>To read and implement the Tapasā competencies in the teaching and learning programme.</p> <p>To design a teaching and learning programme that will maximise student engagement and learning.</p> <p>To review its effectiveness of the Tapasā competencies in the teaching and learning programme.</p> <p>To ensure key learning is shared with relevant staff.</p>	<p>Tapasā competencies were implemented in the Department and Student Voice indicated an increase in student engagement.</p> <p>Student Voice indicated that increased use of Workspace and the opportunity for students to utilise a wide range of assessment modes, added to increased student engagement and learning.</p> <p>A Department review of the effectiveness of the Tapasā competencies did show minor improvements to student results - especially in the junior school.</p> <p>Learnings were shared with colleagues in Department meetings and professional learning and development discussions.</p>	<p>Tapasā 's competencies resonated with the students and staff. This increased engagement.</p> <p>The wide scope of assessment modes allowed students to approach tasks using their strengths to best complete the assessment.</p> <p>Students gained confidence in exploring their own music and sharing this with peers. Teachers encouraged the use of indigenous languages and musicing.</p> <p>Staff maintained a PLD record in their Professional Growth Cycle document.</p>	<p>To continue using and developing the Tapasā competencies in the teaching and learning programme.</p> <p>To continue to offer a range of assessment modes to increase engagement and develop their strengths.</p> <p>To improve and develop Tapasā 's implementation into the Music programme with more focus on the competencies that would encourage further student achievement.</p> <p>To continue with ongoing professional learning and development.</p>
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<b>Visual Arts</b> To adapt cultural identity within the students, programme to correspond with the cultural competencies of Tapasā.	School based Tapasā PLD provided the Department the opportunity to address cultural identity within the students' units of work.	Student Voice indicated the students appreciated the opportunity to connect their artworks with their cultural (including whanau and environmental) identity.	To explore cultural based techniques for development of artworks, e.g. printmaking.
<b>Careers</b> To explore and unpack Tapasā with the Careers Lead Team.  To utilise the strengths and knowledge of the Pasifika members of the Careers Lead Team in unpacking Tapasā.	All Department members attended the school's PLD sessions which focused on the cultural competencies of Tapasā.  To reflect on the learnings from Tapasā during Department meetings.  Identified Level 2 Pasifika students for Gateway and STAR funded opportunities.  Invited Level 2 Pasifika Merit and Excellence students to apply for Foundation Foundation scholarships.  To host Summer School.	30 Pasifika students took part in STAR courses.  58 Pasifika students took part in Gateway courses.  1 Pasifika student applied for First Foundation.  26 Pasifika students attend Summer School.	To invite Pasifika team members to share their whakapapa and educational journeys.  To further promote First Foundation scholarships
<b>Planning for Next Year:</b>	Tapasa PLD		

<b>Area of Strategic Interest:</b> To Raise Student Achievement					
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy					
<b>Target/Outcomes:</b> By the end of Year 10, 80% of students will be reading at or above the expected Curriculum Level. By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level. By the end of Year 10 70% of students are achieving in Mathematics at or above the expected Curriculum Level. That 90% of Year 11 students will achieve NCEA Literacy. That 90% of Year 11 students will achieve NCEA Numeracy.					
<b>Baseline data:</b>					
<b>Year 10 asTTle Writing</b>					
1B	1P	1A	2B	2P	2A
			3	3	3
3B	3P	3A	4B	4P	4A
3	8	7	10	4	13
5B	5P	5A	6B	6P	6A
3	11	3	4	1	1
<b>Year 10 PAT Reading</b>					
3	24	27	29		
Stanine 5	Stanine 6	Stanine 7	Stanine 8+		

25	10	2	
3	24	27	29

#### Year 10 PAT Mathematics

Stanine 1	Stanine 2	Stanine 3	Stanine 4
5	23	27	14
Stanine 5	Stanine 6	Stanine 7	Stanine 8+
8	7	2	1

#### Year 11

Criteria	2018	2019	2020	2021	2022
Literacy	82%	94%	87%	82%	91%
Numeracy	90%	91%	85%	76%	84%

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<b>English</b> <i>Year 10 Reading and Writing</i> To group students into reading groups in Term 1 (based on PAT Reading results) and work on reading group work.  To engaged the Literacy Facilitator to work Year 10 English students	The Department prioritised a focus on Year 9 and 10 Literacy, spending time on reviewing current practice and generating next steps.  The Department worked closely with the school's Literacy	The Department committed significant time and resources to ensure the effective delivery of literacy strategies.	To continue this partnership with the school's Literacy Facilitator le and the Language Enrichment Specialist.  To work towards preparing students for the changes to NCEA.

<p>who are below expected reading/writing level in implementing effective literacy strategies.</p> <p>To work with the Literacy Facilitator to analyse student achievement data.</p> <p>To utilise the Department's Teacher Aide to support lower ability students.</p> <p><i>Year 11 Literacy</i> For teachers to follow the same assessment schedule.</p> <p>For teachers to moderate student work on a regular basis.</p> <p>To identify students who need additional support to build strong literacy skills.</p>	<p>Facilitator, who led a Reading Skills Programme and the Language Enrichment Specialist who led a Crafted Writing Programme.</p> <p>Student Voice indicated an increase in students' confidence with their literacy.</p> <p>The Literacy Facilitator attended Department meetings.</p> <p>The Department successfully utilised Teacher Aides to support student achievement.</p> <p>The Department adhered to a consistent marking schedule for Year 11 Literacy standards.</p> <p>Department meetings served as a forum to ensure that student work was moderated on a regular basis.</p> <p>Students with identified literacy needs were supported by the Department based Teacher Aides.</p>		
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<p><b>Mathematics</b></p> <p>To use PAT data to determine learning needs of akonga.</p> <p>To utilise the following resources; Department based Teacher Aides, textbooks, Education Perfect and workbooks.</p> <p>To revise junior Unit Plans to include curriculum-based learning objectives and revised numeracy guidelines to assist teachers in meeting this goal.</p>	<p>PAT data was used to identify and offer booster sessions for Year 9 students working well below curriculum level.</p> <p>Teacher Aides, textbooks, Education Perfect and workbooks were effectively utilised in to meet the learning needs of all akonga in Years 9 -13.</p> <p>Junior Unit Plans were revised to include curriculum-based learning objectives and new numeracy guidelines to assist teachers.</p> <p>The Department Numeracy target of 80% has been exceeded with 86% of the students in Level 1 achieving Numeracy.</p>	<p>The Department readily utilised the resources of their Teacher Aides and the school's Language Enrichment Specialist to support student achievement.</p> <p>The Department provided after school, Saturday, online and school holiday study classes.</p>	<p>To host a Numeracy Enrichment class for identified Year 9s.</p> <p>To undertake diagnostic testing of Year 9s in early February to determine need.</p> <p>To continue the work of revising the Junior Unit Plans to include Literacy strategies and Numeracy practice tasks.</p> <p>To develop common Workspaces for the Department.</p> <p>The Department will continue to focus on its target of at least 50% of Year 10 students achieving at or above the expected Curriculum Level in Mathematics in 2023, using the refreshed PAT assessment as a measure.</p> <p>The Department will continue to focus on its own target of at least 80% of Year 11 students achieving NCEA Numeracy by the end of Term 4.</p>
<p><b>Science</b></p> <p>To plan units of work that include</p>	<p>The Department has ensured that</p>	<p>The Department ensured that</p>	<p>To continue to offer research-based</p>

research, reading texts, and writing paragraphs for reports.	its courses, standards are research based and support literacy, which allows literacy credits to be awarded to students.	students were able access their learning online if they were unable to attend school in person.	standards that contribute to Literacy credits.
To include research based and Numeracy based standards in the Year 11 Science programme.	The Department has ensured that units of work in Years 9 to 11 include mathematical calculations.	Students in Year 11 programmes were able access Numeracy credits through Science standards.	To continue to provide online teaching and learning, as the school embraces Hybrid learning.  To continue to offer standards that contribute to Numeracy credits.
<b>Social Sciences</b> To utilise PAT, e-asTTle and STAR data to identify the learning challenges of our students.	PAT and e-asTTle data was accessible for the Department on the school's Student Management System.	The Department was impacted by staff changes during the academic year.	To investigate using the progress outcomes outlined in the Aotearoa Histories curriculum to measure success.
To incorporate literacy strategies in the Department's programme planning.	A limited selection of literacy strategies were introduced in to the Department's programme planning.	The Department was impacted by staff changes during the academic year.	
<b>HPE</b> To create rewindable Literacy activities for students.	The Department worked with the school's specialist ESOL support, as well as completing the HPE Kaiako Literacy Action plan with the English Department.	The Department utilised the following Literacy strategies.  Key Words Brainstorm - K.W.L	To continue to display keywords in classrooms and to provide exemplars, posters, sentence starts, annotated exemplars and a kupu box (which breaks down key words into activities).
To incorporate more practical based literacy activities into our units of work with the assistance of the Literacy Facilitator and Language Enrichment Specialist.	The Department implemented a number of activities to help support the goal of improved literacy and numeracy.	<ul style="list-style-type: none"> <li>• What do you know?</li> <li>• What do you want to know?</li> <li>• What do you want to learn?</li> </ul> Looks like sounds like feels like.	To create a shared Department Literacy folder that will include all the activities and documents.

		<p>Hauora key words, mix and match activity.</p> <p>Visualization of key concepts.</p> <p>Chunking the text into manageable bits, taking photos and linking to definitions.</p> <p>Reading and summarising text.</p>	
<p><b>Technology</b></p> <p>To utilise the skills of the Literacy Facilitator to determine what writing 'looks like' at each curriculum level.</p> <p>To use pre and post testing to determine progress.</p>	<p>The Department worked with the school's Literacy Facilitator on reading and writing strategies.</p> <p>Reading and writing strategies become the main focus during this academic year.</p>	<p>The Literacy Facilitator provided subject specific strategies to meet the needs of students in each of the Departments' learning areas.</p>	<p>To continue to engage with the school's Literacy Facilitator in developing Department strategies.</p> <p>To investigate pre and post testing to determine progress.</p>
<p><b>ESOL</b></p> <p>To reset the school's literacy and numeracy goal to make it appropriate for Year 10 ESOL students.</p>	<p>By the end of Year 10, 67% (6/9) students improved reading by 1 - 3 stanines above their current curriculum level.</p> <p>By the end of Year 10, 25% students wrote above their current curriculum levels and at the expected curriculum level.</p>	<p>The data takes into an account an appreciation that most ESOL students at the college are refugees or new immigrants and therefore at Foundation level.</p> <p>Senior students often benefited from greater and more sustained exposure to the English Language.</p>	<p>To once again modify the school goal to make it appropriate for ESOL students.</p> <p>To analyse pre-teaching data to identify the specific skills needed for students to be successful.</p> <p>To increase the intensity of the Year 9 and 10 ESOL programme, so that</p>



<p>That all ESOL students (Years 9 - 13) will still be assessed using ELLP.</p> <p>To expand vocabulary size and levels for all ESOL learners.</p>	<p>By the end of Year 10, 44% of the students improved in Maths by 1 or 2 stanines.</p> <p>In Year 9, half of the 6 students are still at foundation stage and half at stage 1 across all the 4 language skills.</p> <p>In Year 10, students improved most in reading, and equally the same rate in the other 3 skills.</p> <p>In Year 11, students improved most in listening, and equally the same rate in speaking, reading and writing.</p> <p>In Year 12, students improved most in speaking, and equally the same rate in listening, reading and writing.</p> <p>In Year 13, students improved mostly in speaking and writing language skills.</p> <p>ESOL learners were exposed to a wide range of vocabulary throughout the academic year.</p>		<p>all four areas of language are addressed.</p> <p>To increase the emphasis on reading and writing in the senior school.</p> <p>To identify the ELLP indicators which should receive the greatest focus.</p>
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<p>To offer a 'Guided Independent Reading' using 'Accelerated Reader' (AR); 'STAR' and 'MyOn'.</p> <p>To design and deliver integrated teaching units with multi-modal language skills - listening, reading, speaking, and writing - and a variety of texts.</p>	<p>Depending on student need the appropriate Literacy tool was employed.</p> <p>ESOL programmes were designed to be multi-modal to support student achievement.</p>		
<p><b>Music</b> <i>Year 10 Literacy</i> To develop literacy skills such as oral presentation, research skills, essay writing and reading.</p> <p><i>Year 11 Literacy</i> To understand the literacy needs of students.</p> <p>To develop and scaffold students with literacy needs.</p> <p>To utilise literacy strategies to maximise student engagement and creativity.</p>	<p>The Department continues to support Year 10 students to develop literacy skills.</p> <p>The Department continues to support Year 11 students to develop literacy skills.</p>	<p>The Department engaged with the school's Literacy Facilitator.</p> <p>The Department engaged with the school's Literacy Facilitator.</p>	<p>The Department will continue its Year 10 literacy focus next year.</p> <p>The Department will continue its Year 11 literacy focus next year.</p>
<p><b>Visual Arts</b> To integrate research standards that provide an understanding of the meanings behind the artworks that students have studied.</p>	<p>The Department offered research standards at NCEA Levels 1, 2 &amp; 3, giving the students the opportunity to gain literacy credits.</p>	<p>In addition, the literacy credits students had the opportunity to develop a deeper and more critical understanding of why artworks are made.</p>	<p>The Department will continue to enhance further development of Literacy through scaffolding and simple adaptation to understand what, why, where and how artworks are generated.</p>

<p><b>Careers</b></p> <p>To support the Literacy and Numeracy initiatives within various Departments.</p> <p>To ensure that the 'Explanation Writing' posters are displayed in all classrooms.</p> <p>To utilise pre and post unit Literacy assessments in Careers classes.</p>	<p>The Department implemented Careers related vocabulary pre and post testing in the Year 9 and 10 programme.</p> <p>The Department compiled a key word vocabulary list for senior students applying for scholarships.</p> <p>The Department reinforced the importance of Literacy and Numeracy skills for future employment opportunities.</p>	<p>Students' reliance on digital editing tools etc can result in a lack of contextual understanding when completing application forms.</p>	<p>To increase the number of vocabulary related tasks in the junior school programme.</p> <p>To create a toolkit for senior students of vocabulary related to employment, tertiary student, apprenticeships etc.</p> <p>To provide explanations of the many acronyms used by External Providers.</p>
<p><b>Planning for Next Year:</b></p>	<p>Literacy and Numeracy PLD NCEA PLD</p>		

<b>Area of Strategic Interest:</b> Safe and Healthy Learning and Working Environments.
<b>Strategic Focus 2021 - 2025:</b> To provide a safe and healthy learning and working environment by engaging with restorative practice as a PB4L Tier 2 school and by reviewing our health and safety processes.
<b>Annual Plan:</b> Student Wellbeing
<b>Target/Outcomes:</b> Increasing Student, Family and Community Engagement with Schools Student Support Network.
<b>Baseline data:</b> In 2022 Tamaki College offered 3 co-curricula programmes, 7 camps or adventure programmes. 7 mentoring programmes and 13 sporting codes.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<b>English</b> To develop a 'Know the Learner' Action Plan.	Student Voice indicated that the Departments 'Know the Learner' Action Plan, allowed for choice of topic, and the breadth of preparation for external examinations. Staff Voice indicated that the Departments 'Know the Learner' Action Plan, allowed for a structured review plan and a customised student database.	The use of Year 9 and 10 assessment data, provided the Department the opportunity to offer differentiated learning programmes for students.  The Department readily utilised the resources of their Teacher Aides and the school's Learning Support Team.	To continue working with the Literacy Facilitator to analyse student assessment data, to plan effectively for teaching and learning.
<b>Mathematics</b> To provide effective teaching and learning resources for students.	The Department ensured that the Mathematics curriculum was meaningful for students, by connecting it with their wider lives, and engaging the support of their families, whanau, and communities. Each teacher in the Department	The Department readily utilised the resources of their Teacher Aides and the school's Language Enrichment Specialist to support student achievement.	To continue to provide effective teaching and learning resources for students.

<p>To provide Maths Week activities for students.</p> <p>To provide Education Perfect competitions for students.</p> <p>To provide study sessions for students.</p>	<p>connected with their students' whanau via phone calls or during Student Achievement Conferences.</p> <p>The Department increased engagement in Mathematics through the following opportunities; Maths Week, Mathex and Education Perfect competitions. Whanau were invited to support students during Mathex evenings.</p> <p>The Department utilised the school's Student Support Network to contact parents regarding after school Saturday, online and school holiday study classes.</p>	<p>All Department staff took an active part in preparing and engaging akonga to ensure their success during Maths week, Mathex and Education Perfect competitions. In addition, various incentives and rewards were provided for students.</p>	<p>To continue to provide activities such as Maths Week and Mathex.</p> <p>To continue to provide access to Education Perfect for students.</p> <p>To continue to host after school Saturday, online and school holiday study classes.</p>
<p><b>Science</b></p> <p>To provide regular feedback to Mentors teachers on the progress of students.</p>	<p>The Department provided regular feedback on student progress to Mentor teachers so that they could engage in discussion during timetabled mentoring sessions.</p>	<p>My Mahi was a tool which students utilised to set academic goals during mentoring sessions.</p>	<p>To continue to provide feedback and data for Mentor teachers.</p>
<p><b>Social Sciences</b></p> <p>To identify and develop a plan that supports the wellbeing of our students who find it challenging to engage with their learning because of issues that require extra support.</p>	<p>The Department benefited from developing a plan to address student wellbeing.</p>	<p>The Department are encouraged to share their ideas and seek support from each other.</p>	<p>To continue utilising the Department's student wellbeing plan.</p>

To utilise the RTLB PLD sessions and the Student Support Team to develop strategies that will be specific to the learners in our classrooms.	The Department valued the resources that were available.	The Department works together in managing student wellbeing.	To continue to seek support from outside of the Department if required.
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<p><b>HPE</b></p> <p>To create a greater focus on Hauora within the Junior Health programme by emphasising strategies in which develop all aspects of Hauora.</p> <p>To provide sports equipment for students to use during lunchtimes to improve their physical wellbeing.</p> <p>To engage with Project RISE and the opportunities that exist for community engagement.</p>	<p>Student Voice indicates that the Department's focus on whanaungatanga to support learners, has ensured positive relationships with staff and students.</p> <p>The Department has provided lunchtime sporting activities and assisted with Year 8 Days, Year 9 Orientation, inter House competitions and staff vs students sporting fixtures.</p> <p>The Department has purposely taught its three expectations of students, Punctual, Prepared and Participation, which has ensured <i>consistency</i> across classes and teachers.</p> <p>The Department implemented its E-sports programme, as part of the Year 10 option rotation.</p>	<p>The Department has worked alongside the school's Sports Co-ordinator to provide additional sporting opportunities for students.</p> <p>The introduction of E-sports has been extremely successful with teams of students competing in external competitions.</p>	<p>To work with the Project Rise team to investigate opportunities for increased community engagement.</p> <p>To continue to develop quality learning and pedagogy, to increase student achievement.</p> <p>To seek additional ESports tournaments opportunities and equipment that will be essential to the continued growth of this course.</p>
<p><b>Technology</b></p> <p>To support Student Wellbeing by awarding Dojo Points for students who display the RISE values.</p>	<p>The Department did not use Dojo Points for students for students who displayed the RISE values.</p>	<p>The Department utilised other approaches for acknowledging students who displayed the RISE values including; spot prizes, pizza</p>	<p>To devise a Department approach for acknowledging students who display the RISE values.</p>

		lunches, awarding House points, phone calls home etc.	
<p><b>ESOL</b></p> <p>To host regular events that focus on developing relationships between the Department, students and whanau.</p> <p>To promote the school's RISE Values and High Expectations for all students.</p> <p>To hold motivational and wellbeing workshops that integrate with Tapasā.</p>	<p>The Department had an open-door policy which welcomed students to have morning tea and lunch with staff and in doing so provided a forum for relationship development and discussion.</p> <p>In addition, Language Weeks were a vehicle for staff, students and whanau to work together.</p> <p>Mentoring classes provided an opportunity to promote the school's RISE Values.</p> <p>In addition, high expectations ensured that students took responsibility for their actions.</p> <p>These workshops did not take place.</p>	<p>Not all students took up the invitation to attend morning tea and lunch with the Department.</p> <p>My Mahi was an additional tool used by students for setting goals.</p> <p>Time constraints prevented the Department from hosting the workshops.</p>	<p>To develop a tuakana teina model within the Department so that students can work to support each other.</p> <p>To ensure that the use of 'My Mahi' is consistent during the mentoring sessions.</p> <p>To involve other staff (e.g. the Student Support Team) in hosting workshops.</p>
<p><b>Music</b></p> <p>To provide families of Music students with newsletters that provide key information e.g. the date of parent evenings, trips etc.</p>	<p>Newsletters were only distributed in the first half of the year.</p>	<p>The demands of the academic year meant this form of communication was not as effective as anticipated.</p>	<p>To increase online and digital engagement that is more accessible for parents and guardians.</p>



<p>For the HOD to telephone the families of Music students to introduce himself.</p> <p>To host a Parents Evening to share expectations ahead of the academic year and ways to excel as a musician</p>	<p>Phone calls were made to families.</p> <p>A lockdown in February led to the cancellation of this event.</p>	<p>Although the process of making phone calls can be frustrating it remains the most effective vehicle for communicating with parents and guardians.</p>	<p>To continue the practice of making phone calls to families.</p> <p>To host a 'Meet the Music Staff' evening in 2023.</p>
<p><b>Visual Arts</b></p> <p>To engage with the school's Student Support Team to build communication to assist students with their learning.</p>	<p>The Department liaised with Deans, Mentors, SLT and Professional Staff to assist students with their learning.</p>	<p>Increased regular communication with the school's Learning Support Team allowed the Department to cater for the learning needs of students.</p>	<p>To continue work with the school's wider student support network.</p>
<p><b>Careers</b></p> <p>To support Careers Lead Team members in their promotion of Student Wellbeing.</p>	<p>The Department promoted the use of the My Mahi app to support students setting wellbeing goals.</p>	<p>Rewards were presented to students who engaged regularly with the My Mahi app.</p>	<p>To continue to promote My Mahi and to provide support for teachers.</p>
<p><b>Planning for Next Year:</b></p>	<p>To provide on-going My Mahi PLD.</p>		

<b>Area of Strategic Interest:</b> Development of Professional Staff.
<b>Strategic Focus 2021 - 2025:</b> To develop professional staff by providing targeted professional learning and development in relation to school wide initiatives, further enhancing the appraisal process and reviewing of support staff job descriptions
<b>Annual Plan:</b> Teacher Wellbeing
<b>Target/Outcomes:</b> All teachers at Tamaki College will be well supported so that their practice meets the needs of their students.
<b>Baseline data:</b> In 2022 Tamaki College hosted a Teacher Appreciation Day, supported Mental Health Awareness week and provided the following PLD; Our Code, Our Standards, the National Education and Learning Priorities, Te Wa Arahi, Design Thinking, Universal Design for Learning, Hybrid Teaching and Learning, Local Curriculum, Tu'u Maholo and the Accord Teacher Only Days.

<b>Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<b>English</b> To provide one-to-one support of staff members are required.  To host Department lunches and dinners.  To award the Department 'Hug of the Month'.	Staff Voice indicated the value of regular check-ins, the impact of positive acknowledgements, the breadth of PLD and overall level of support provided by the Department.	Central to staff satisfaction was production of a comprehensive Term Planner, which provided a ready reference to all that was happening in the Department and the wider life of the school.	To continue to host regular check-ins, Department meetings and programme reviews.
<b>Mathematics</b> To ensure that Department staff have the opportunity to attend all relevant PLD to improve teaching and learning outcomes and to prepare for coming Curriculum changes.	All teachers and learning assistants in the Department attended subject related PLD: e.g. HOD Day, AMA Saturday mornings, cluster meetings, Calculus or Statistics Days.	The subject-related PLDs allowed teachers and learning assistants to refresh and strengthen their content knowledge, especially in light of NCEA curriculum changes.	The HOD Mathematics will undertake to ensure that all Department staff have access to external PLD, e.g. HOD Day, AMA Saturday morning workshops, cluster meetings, and Calculus and Statistics Days.

<p><b>Science</b></p> <p>To encourage and support staff to attend PLD so that they can upgrade their skills, further develop subject knowledge and network with colleagues.</p> <p>For the HOD to create opportunities to have regular catch-ups with staff to provide motivation and encouragement.</p>	<p>All Department members regularly attended whole school PLD sessions.</p> <p>When appropriate Department staff attend external subject specific PLD.</p> <p>The HOD met one on one with each team member to provide motivation and encouragement.</p>	<p>Staff Voice indicates that they valued the opportunity to work in cross curricula Professional Learning Groups (PLuGs).</p> <p>External PLD was limited by COVID restrictions.</p> <p>The HOD met each term with each staff member.</p>	<p>To seek out more subject association PLD.</p> <p>To invite staff members to share learnings from external PLD at Department Meetings.</p> <p>To continue to support staff with their practice.</p>
<p><b>Social Sciences</b></p> <p>To utilise Hapara Workspace as a platform for efficient and effective teacher planning.</p>	<p>Student Voice indicated the value of Workspace and this is reflected in the engagement data.</p> <p>Staff Voice indicated that Workspace allowed for consistency across the Department.</p>	<p>Manaiaikalani were instrumental in the introduction and use of Workspace as a tool for teaching, learning and planning.</p>	<p>To continue to develop Workspaces especially across the senior school.</p>
<p><b>HPE</b></p> <p>To engage in planned purposeful actions that build Whanaungatanga, e.g. dinners, team challenges etc.</p> <p>To establish a buddy/peer support structure within the Department, so</p>	<p>Positive staff relationships were promoted throughout the Department.</p> <p>As a Department the retention of staff has been consistent and this</p>	<p>Although the Department did not engage in any challenges per say they were active in the promotion of Mental Health Awareness Week and the importance of well-being within the school staff as a whole.</p>	<p>The Department will continue to promote positive staff relationships and well-being strategies.</p>

that each staff has someone to check in with.	has successfully allowed for the addition and integration of two new staff members.		
<b>Technology</b> To support Department staff with specific, relevant and on-time PLD.  To provide a range of Department-wide social activities throughout the year.	All Department staff attend the whole school PLD sessions, in addition to any relevant external subject specific PLD.  The Department regular for morning tea and lunch during the team, in addition to termly Department Dinners and specific celebrations such as birthdays.	Each staff member maintained a record of their PLD on their Professional Growth Cycle document.  Staff Voice clearly indicates the value of these interactions.	To continue attendance at whole school PLD sessions and appropriate external PLD.  To investigate team building activities for the Department.
<b>ESOL</b> To host social events for teachers.  To seek professional learning and development for teachers to increase knowledge and information with regard to wellbeing strategies.  To provide acknowledgements for staff.	This action was not undertaken.  Department members attended whole staff PLD sessions and took part in Mental Health Awareness Week.  This action was not undertaken.	There was a shift in priorities for the Department.  Whole staff PLD sessions were recorded in each Department members' Professional Growth Cycle record.  There was a shift in priorities for the Department.	To seek to achieve this goal in the new academic year.  To continue to promote PLD and wellbeing strategies.  To seek to achieve this goal in the new academic year.
<b>Music</b> To host shared morning teas that provide an opportunity to engage in informal discussions.	The Department hosted shared morning teas with Itinerant Music teachers and it was from these discussions that the team were able to look at ways to improve video	Itinerant staff were concerned for the wellbeing of students and their progress. The morning teas were a forum for ideas and discussions where learnings are shared.	With the Department set to grow its staff in 2023 it will be beneficial to offer and encourage targeted professional development that

	assessment methods that encouraged students to submit their work and cooperate with each other.		provides rich opportunities for growth.
<b>Visual Arts</b> To engage with Professional Learning and Development opportunities.	The Department engaged with the full range of PLD programmes provided by the school, including Tapasā.	The learnings from Tapasā in particular, allowed the Department to better communicate with students, and to utilise their connections and experiences in developing their cultural identity within their artworks.	To continue to engage with the school's PLD programme.
<b>Careers</b> To support Careers Lead Team members in their promotion of Staff Wellbeing.	<p>The Department hosted an away day for all team members which allowed them to upskill their knowledge, share their educational journeys and engage with external providers.</p> <p>The Department held a Christmas lunch and acknowledged team members with a small gift.</p> <p>Staff who promoted My Mahi received rewards during the academic year.</p>	Irregular attendance at mentoring sessions, lead to variable levels of students' engagement with My Mahi.	<p>To continue with the current Department structure, by drawing team members from across learning areas.</p> <p>To introduce new staff to My Mahi.</p>
<b>Planning for Next Year:</b>	To develop a PLD calendar of events for staff. My Mahi PLD.		

## Tamaki College (057) Analysis of Variance Numeric Targets 2022

<b>Area of Strategic Interest:</b> Raising Student Achievement (in Year 9)					
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy					
<b>Target/Outcomes:</b> By the end of Year 10, 80% of students will be reading at or above the expected Curriculum Level. By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level. By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.					
<b>Baseline data:</b>					
<b>Year 9 asTTLe Writing</b>					
1B	1P	1A	2B	2P	2A
			6	8	6
3B	3P	3A	4B	4P	4A
14	8	19	7	3	11
5B	5P	5A	6B	6P	6A
1	4	1			

**Year 9 PAT Reading**

Stanine 1	Stanine 2	Stanine 3	Stanine 4
32	43	39	
Stanine 5	Stanine 6	Stanine 7	Stanine 8+

**Year 9 PAT Mathematics**

Stanine 1	Stanine 2	Stanine 3	Stanine 4
18	47	38	20
Stanine 5	Stanine 6	Stanine 7	Stanine 8+
6	3	1	

Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
To host weekly Year 9 STARS Mentoring sessions and the Year 9 Camp at Camp Adair.	Weekly STARS Mentoring sessions were held on weeks when in person learning took place.	Hybrid Learning meant that not all sessions could take place in person. COVID Traffic Light setting meant that the planned Year 9 Camp could not take place.	STARS Mentoring will continue with an extended and dedicated time slot in the timetable. Year 9 Camp will take place in May.
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Te Wha Arihi Mentoring sessions were held on weeks when in person learning took place.	Hybrid Learning meant that not all sessions could take place in person and google meets were used as an alternative.	Te Wha Arihi Mentoring will continue with a dedicated time slot in the timetable.

To utilise the My Mahi app, as a tool for mentoring.	The My Mahi app was used during Te Wha Arihi Mentoring sessions.	Hybrid Learning meant that not all sessions could take place in person, however students were able to access the My Mahi app online.	The My Mahi app will continue to be utilised as part of Te Wha Arihi Mentoring sessions.
To provide professional learning and development in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Brainwave, Pacific Culture and the NELPs.	Professional learning and development was provided in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Local Curriculum and the NELPs.	Hybrid Learning meant that some of the planned topics/sessions were unaddressed. To support the programme planning and structure, a Professional Learning and Development Co-ordinator was appointed mid-year.	To continue to provide professional learning and development for staff, utilising a dedicated timetable slot and programming the sessions on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.
To host two Akomanga Kaihanga (project-based learning classes) to Year 9.	Two Year 9 classes began the Akomanga Kaihanga journey with a common theme. Each class prepared for the Local Histories/Local Curriculum Hikoi by working with Creatives in School.	In addition, one class had the opportunity to work with a local artist and prepare artwork for the school's community cafe.	To give access to Akomanga Kaihanga (project-based learning) classes for Year 9s.
To utilise the resources of Te Piko o te Mahuri to provide in class support for students with diverse learning needs.	Te Piko o te Mahuri provided in class support for students with diverse learning needs in both Whare Manaki and mainstream classes.	In class support funding meant the Teacher Aides could work both in Whare Manaki and mainstream classes.	To utilise in class support funding to continue Teacher Aide support for both Whare Manaki and mainstream classes.



To apply learnings from the Literacy and Numeracy Project to classroom practice.	<p>The Literacy Project formed a working committee.</p> <p>Year 9 English classes were blocked to allow the movement of students between classes to address specific literacy needs.</p> <p>The Numeracy Project formed a working committee.</p> <p>Year 9 Mathematics classes were blocked to allow the movement of students between classes to address specific numeracy needs.</p>	<p>The Learning Support teacher, Literacy Facilitator, Language Enrichment Specialist and Teacher Aides were able to address specific students of students, and work one on one or in small groups.</p> <p>Strategies were shared with teachers and follow-up provided.</p> <p>In addition, Mathematics has had access to an MOE Numeracy Facilitator.</p>	<p>To continue to apply the learnings from the Literacy and Numeracy Project to classroom practice.</p> <p>To continue to block Year 9 English and Mathematics classes.</p> <p>To continue to prepare for the changes in NCEA Literacy and Numeracy.</p>
To further develop the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	House Deans led regular House Assemblies, led bi-weekly Mentor meetings, supported students' engagement with House Competitions, provided pastoral care, met every two weeks with the Assistant Principal, and supported the work of the Academic Mentors.	Each Dean brought their own flavour and approach to their role and within their House, for example the Kowhai House embraced Yellow Friday and Totara developed House Values which were addressed in House Assemblies.	To continue to utilise the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. With a particular emphasis in the coming year on attendance.
To introduce Academic Mentors to each House to promote and track academic success.	The work of Academic Mentors was limited to Year 11 -13.	Hybrid Learning meant that Year 11 - 13 achievement needed to be the priority of the Academic Mentors.	The focus of Academic Mentors in 2023 will be University Entrance.
<b>Planning for Next Year:</b>	To develop a Term and PLD calendar of events for staff which includes; on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasā, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.		

<b>Area of Strategic Interest:</b> Raising Student Achievement (in <b>Year 10</b> )					
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy					
<b>Target/Outcomes:</b> By the end of Year 10, 80% of students will be reading at or above the expected level By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level. By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.					
<b>Baseline data: (at Time Two)</b>					
<b>Year 10 asTTLe Writing</b>					
1B	1P	1A	2B	2P	2A
			3	3	3
3B	3P	3A	4B	4P	4A
3	8	7	10	4	13
5B	5P	5A	6B	6P	6A
3	11	3	4	1	1
<b>Year 10 PAT Reading</b>					
Stanine 1	Stanine 2	Stanine 3	Stanine 4		
3	24	27	29		
Stanine 5	Stanine 6	Stanine 7	Stanine 8+		
25	10	2			

Year 10 PAT Mathematics			
Stanine 1	Stanine 2	Stanine 3	Stanine 4
5	23	27	14
Stanine 5	Stanine 6	Stanine 7	Stanine 8+
8	7	2	1

Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
To support students who engage with the Project K programme.	Six students were invited to take part in the Project K programme which began in August.	COVID Traffic Light setting prevented an earlier start to the programme.	To continue to engage the Project K programme.
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Te Wha Arihi Mentoring sessions were held on weeks when in person learning took place.	Hybrid Learning meant that not all sessions could take place in person and google meets were used as an alternative.	Te Wha Arihi Mentoring will continue with a dedicated time slot in the timetable.
To utilise the My Mahi app, as a tool for mentoring.	The My Mahi app was used during Te Wha Arihi Mentoring sessions.	Hybrid Learning meant that not all sessions could take place in person, however students were able to access the My Mahi app online.	The My Mahi app will continue to be utilised as part of Te Wha Arihi Mentoring sessions.
To provide professional learning and development in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Brainwave, Pacific Culture and the NELPs.	Professional learning and development was provided in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Local Curriculum and the NELPs.	Hybrid Learning meant that some of the planned topics/sessions were unaddressed. To support the programme planning and structure, a Professional Learning and Development Co-ordinator was appointed mid-year.	To continue to provide professional learning and development for staff, utilising a dedicated timetable slot and programming the sessions on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.

To further develop the Akomanga Kaihanga (project-based learning) programme at Year 10.	Two Year 10 classes continued the Akomanga Kaihanga journey by working with Tu'u Malohi, the Pacific Wellbeing Initiative.	In addition, one class worked on developing an attendance app.	To continue with Akomanga Kaihanga (project-based learning) classes.
To utilise the resources of Te Piko o te Mahuri to provide in class support for students with diverse learning needs.	Te Piko o te Mahuri provided in class support for students with diverse learning needs in both Whare Manaki and mainstream classes.	In class support funding meant the Teacher Aides could work both in Whare Manaki and mainstream classes.	To utilise in class support funding to continue Teacher Aide support for both Whare Manaki and mainstream classes.
To apply learnings from the Literacy and Numeracy Project to classroom practice.	The Literacy Project formed a working committee, which provided resources and support for Year 10 English teachers. The Numeracy Project formed a working committee, which provided resources and support for Year 10 Mathematics teachers.	The Learning Support teacher, Literacy Facilitator, Language and Enrichment Specialist shared strategies with teachers and follow-up provided. In addition, Mathematics has had access to an MOE Numeracy Facilitator.	To continue to apply the learnings from the Literacy and Numeracy Project to classroom practice. To continue to prepare for the changes in NCEA Literacy and Numeracy.
To further develop the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	House Deans led regular House Assemblies, led bi-weekly Mentor meetings, supported students' engagement with House Competitions, provided pastoral care, met every two weeks with the Assistant Principal, and supported the work of the Academic Mentors.	Each Dean brought their own flavour and approach to their role and within their House, for example the Kowhai House embraced Yellow Friday and Totara developed House Values which were addressed in House Assemblies.	To continue to utilise the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. With a particular emphasis in the coming year on attendance.
To introduce Academic Mentors to each House to promote and track academic success.	The work of Academic Mentors was limited to Year 11 -13.	Hybrid Learning meant that Year 11 - 13 achievement needed to be the priority of the Academic Mentors.	The focus of Academic Mentors in 2023 will be University Entrance.
<b>Planning for Next Year:</b>	To develop a Term and PLD calendar of events for staff to include; on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasā, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.		

<b>Area of Strategic Interest:</b> Raising Student Achievement (in <b>Year 11</b> )					
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> That 90% of Year 11 students will achieve NCEA Literacy. That 90% of Year 11 students will achieve NCEA Numeracy.					
<b>Target/Outcomes:</b> That 60% of the Year 11 cohort achieve NCEA Level 1. That 90% of the Year 11 cohort achieve Numeracy. That 90% of the Year 11 cohort achieve Level 1 Literacy. That 15 students from the Year 11 cohort achieve a Merit Endorsement. That 10 students from the Year 11 cohort achieve an Excellence Endorsement.					
<b>Baseline data:</b>					
Criteria	2018	2019	2020	2021	2022
% Achievement	41%%	52%	68%	57%	52%
Cohort No.	52/125	54/103	85/124	67/117	61/117
Literacy	82%	94%	87%	82%	91%
Numeracy	90%	91%	85%	76%	86%
Merit	11	15	21	19	18
Excellence	4	5	11	3	5

<b>Target or Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
That 60% of the Year 11 cohort achieve NCEA Level 1.	52% of the Year 11 cohort achieved NCEA Level 1.	Achieved data was collated on a weekly basis and shared with staff. The provision of a holiday study camp, Period 0 and Period 7 study classes and extended learning time. Academic Mentors were appointed to each House.	The school will retain the same target in 2023.
That 90% of the Year 11 cohort achieve Numeracy.	86% of the Year 11 cohort achieved Numeracy.	The Mathematics Department actively tracked student achievement data and provided regular after school, weekend and holiday study classes.	The school will retain the same target in 2023.
That 90% of the Year 11 cohort achieve Level 1 Literacy.	91% of the Year 11 cohort achieved Level 1 Literacy.	The English Department identified priority students through regular data tracking and provided appropriate interventions e.g. one to one support from the Department's Teacher Aides.	The school will retain the same target in 2023.
That 15 students from the Year 11 cohort achieve a Merit Endorsement.	18 students from the Year 11 cohort achieved a Merit Endorsement.	Merit credits were tracked by Academic Mentors.	The school will retain the same target in 2023.
That 10 students from the Year 11 cohort achieve an Excellence Endorsement.	5 students from the Year 11 cohort achieved an Excellence Endorsement.	Excellence credits were tracked by Academic Mentors.	The school will retain the same target in 2023.
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Te Wha Arihi Mentoring sessions were held on weeks when in person learning took place.	Hybrid Learning meant that not all sessions could take place in person and google meets were used as an alternative.	Te Wha Arihi Mentoring will continue with a dedicated time slot in the timetable.
To utilise the My Mahi app, as a tool for mentoring.	The My Mahi app was used during Te Wha Arihi Mentoring sessions.	Hybrid Learning meant that not all sessions could take place in person,	The My Mahi app will continue to be utilised as part of Te Wha Arihi Mentoring sessions.

		however students were able to access the My Mahi app online.	
To provide access to a range of Mentoring Programmes.	Six students initially took part in Project K which involved a combination of outdoor adventure, community projects, and mentoring.	Five students remain on the programme and will continue with Project K in Year 11. One student on the programme transferred to another school.	To continue with Project K if offered the opportunity by the Graeme Dingle Foundation.
To provide professional learning and development in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Brainwave, Pacific Culture and the NELPs.	Professional learning and development was provided in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Local Curriculum and the NELPs. The staff professional learning and developments site was refreshed to include content from the various sessions.	Hybrid Learning meant that some of the planned topics/sessions were unaddressed. To support the programme planning and structure, a Professional Learning and Development Co-ordinator was appointed mid-year.	To continue to provide professional learning and development for staff, utilising a dedicated timetable slot and programming the sessions on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.
To further develop the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	House Deans led regular House Assemblies, led bi-weekly Mentor meetings, supported students' engagement with House Competitions, provided pastoral care, met every two weeks with the Assistant Principal, and supported the work of the Academic Mentors.	Each Dean brought their own flavour and approach to their role and within their House, for example the Kowhai House embraced Yellow Friday and Totara developed House Values which were addressed in House Assemblies.	To continue to utilise the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. With a particular emphasis in the coming year on attendance.
To introduce Academic Mentors to each House to promote and track academic success.	The Academic Mentors meet every two weeks with the Deputy Principals to discuss student progress. Academic Mentors tracked academic progress via KAMAR and meet with Year 11 - 13 students to discuss their progress.	While Academic Mentors were provided with a set of guidelines and expectations, each developed their own flavour in working with their House.	The focus of Academic Mentors in 2023 will be University Entrance.

	Academic Mentors made presentations at House Assemblies.		
To extend the Akomanga Kaihanga programme in to NCEA Level 1.	The original Akomanga Kaihanga (project-based learning) continued their journey with Project RISE.	In particular, the students facilitated a Co-Design Day with the community.	To continue with Akomanga Kaihanga (project-based learning) classes up to Year 11/NCEA Level 1.
To provide Extended Learning Time at the start of the NCEA examination period to support academic success.	Extended Learning Time began prior to NCEA examinations, and continued until the end of the examination period, to allow students to complete outstanding internal assessments and to prepare for their NCEA examinations with their subject teachers.	Extended Learning Time varied between students depending on their NCEA examination timetable and number of internal standards that they needed to complete. A sign out process operated to ensure that all students had completed the required course content.	To continue Extended Learning Time in 2023.
<b>Planning for Next Year:</b>	To develop a Term and PLD calendar of events for staff to include; on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasā, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.		



<b>Area of Strategic Interest:</b> Raising Student Achievement (in Year 12)					
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy, Māori Achievement					
<b>Target/Outcomes:</b> That 85% of the Year 12 cohort will achieve NCEA Level 2. That 10 students from the Year 12 cohort will achieve a Merit Endorsement. That 5 students from the Year 12 cohort will achieve an Excellence Endorsement. That 80% of the Year 12 cohort will have passed their Learner's Licence. That 50% of Year 12 cohort in the Trades Academy will achieve an additional National Certificate. That 75% of Year 12 cohort in the Trades Academy will receive a Vocational Pathway Award. That 90% of Year 12 Māori cohort will complete the academic year and return to Year 13.					
<b>Baseline data:</b>					
Criteria	2018	2019	2020	2021	2022
% Achievement	81%	74%	85%	73%	64%
Cohort No.	78/96	70/94	76/89	89/121	64/100
Merit	8	11	6	8	7
Excellence	4	3	5	8	4

Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
That 85% of the Year 12 cohort will achieve NCEA Level 2.	64% of the Year 12 cohort achieved NCEA Level 2.	Achieved data was collated on a weekly basis and shared with staff. The provision of a holiday study camp, Period 0 and Period 7 study classes and extended learning time.	The school will retain the same target in 2023.

		Academic Mentors were appointed to each House.	
That 10 students from the Year 12 cohort will achieve a Merit Endorsement.	7 students from the Year 12 cohort achieved a Merit Endorsement.	Merit credits were tracked by Academic Mentors.	The school will retain the same target in 2023.
That 5 students from the Year 12 cohort will achieve an Excellence Endorsement.	4 students from the Year 12 cohort achieved a Merit Endorsement.	Excellence credits were tracked by Academic Mentors.	The school will retain the same target in 2023.
That 80% of the Year 12 cohort will have passed their Learner's Licence.	25% of the Year 12 cohort passed their Learners Licence. In addition, 11 Year 11 students gained their Learners Licence and 18 Year 13s. One Year 12 student gained their Restricted Licence and 3 Year 13s.	The college employed and trained a new Driving Instructor.	The school will retain the same target in 2023.
That 50% of Year 12 cohort in the Trades Academy will achieve an additional National Certificate.	This target was not met.	The current providers of external trades programmes do not offer National Certificate courses for secondary students.	This target will be removed in 2023.
That 75% of Year 12 cohort in the Trades Academy will receive a Vocational Pathway Award.	22% of the Year 12 cohort in the Trades Academy received a Vocational Pathway Award. Four in Service Industries, two in Construction and Infrastructure, one in Manufacturing and Technology and one in Creative Industries.	Greater promotion of the Vocational Pathway Award is required.	The school will retain the same target in 2023.
That 90% of the Year 12 Māoricohort will complete the academic year and return to Year 13.	96% of the Year 12 Maori cohort completed the academic year and returned for Year 13.	The school has benefited from the employment of an additional kaiako Māori.	The school will retain the same target in 2023.

To timetable weekly Te Wha Arihi Mentoring sessions for students.	Te Wha Arihi Mentoring sessions were held on weeks when in person learning took place.	Hybrid Learning meant that not all sessions could take place in person and google meets were used as an alternative.	Te Wha Arihi Mentoring will continue with a dedicated time slot in the timetable.
To utilise the My Mahi app, as a tool for mentoring.	The My Mahi app was used during Te Wha Arihi Mentoring sessions.	Hybrid Learning meant that not all sessions could take place in person, however students were able to access the My Mahi app online.	The My Mahi app will continue to be utilised as part of Te Wha Arihi Mentoring sessions.
To provide access to a range of Mentoring Programmes.	There were no formal mentoring programmes for Year 12, however students took advantage of a holiday study camp, Period 0 and Period 7 study classes and extended learning time.	The COVID Traffic Light system deterred some providers from offering their services to schools.	To seek out organisations that can provide mentoring for Year 12 students.
To provide professional learning and development in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Brainwave, Pacific Culture and the NELPs.	Professional learning and development was provided in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Local Curriculum and the NELPs. The staff professional learning and developments site was refreshed to include content from the various sessions.	Hybrid Learning meant that some of the planned topics/sessions were unaddressed. To support the programme planning and structure, a Professional Learning and Development Co-ordinator was appointed mid-year.	To continue to provide professional learning and development for staff, utilising a dedicated timetable slot and programming the sessions on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.
To further develop the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	House Deans led regular House Assemblies, led bi-weekly Mentor meetings, supported students' engagement with House Competitions, provided pastoral care, met every two weeks with the Assistant Principal, and supported the work of the Academic Mentors.	Each Dean brought their own flavour and approach to their role and within their House, for example the Kowhai House embraced Yellow Friday and Totara developed House Values which were addressed in House Assemblies.	To continue to utilise the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. With a particular emphasis in the coming year on attendance.

To introduce Academic Mentors to each House to promote and track academic success.	The Academic Mentors meet every two weeks with the Deputy Principals to discuss student progress. Academic Mentors tracked academic progress via KAMAR and meet with Year 11 - 13 students to discuss their progress. Academic Mentors made presentations at House Assemblies	While Academic Mentors were provided with a set of guidelines and expectations, each developed their own flavour in working with their House.	The focus of Academic Mentors in 2023 will be University Entrance.
To provide Extended Learning Time at the start of the NCEA examination period to support academic success.	Extended Learning Time began prior to NCEA examinations, and continued until the end of the examination period, to allow students to complete outstanding internal assessments and to prepare for their NCEA examinations with their subject teachers.	Extended Learning Time varied between students depending on their NCEA examination timetable and number of internal standards that they needed to complete. A sign out process operated to ensure that all students had completed the required course content.	To continue Extended Learning Time in 2023.
To provide access to Academy Programmes such as Health Science, Trades, Service and Police.	Year 12 students were able to opt into Health Science, Trades, Service and Police academies if it reflected their proposed careers pathway.	A change in staff meant the Health Science did not maintain the same degree of momentum as the other programmes.	To continue with all academy programmes and appoint a Health Science Academy Director.
To establish a STEAM Academy and a Digital Academy.	The STEAM Academy students worked with Puhoro and Digital Academy students worked with P Tech.	A change in staff meant that a Co-ordinator had to be appointed to oversee programme logistics.	To continue with both programmes and to formalise the role of the Co-ordinator.
<b>Planning for Next Year:</b>	To develop a Term and PLD calendar of events for staff to include; on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasā, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.		

<b>Area of Strategic Interest:</b> Raising Student Achievement (in Year 13)					
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.					
<b>Annual Plan:</b> Literacy and Numeracy					
<b>Target/Outcomes:</b> That 95% of Year 13 cohort achieve NCEA Level 2 as their minimum qualification. That 60% of the Year 13 cohort will achieve NCEA Level 3. That 5 students from the Year 13 cohort will achieve Merit Endorsements. That 3 students from the Year 13 cohort will achieve Excellence Endorsements. That 65% of the Year 13 cohort achieve University Entrance Literacy. That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.					
<b>Baseline data:</b>					
Criteria	2018	2019	2020	2021	2022
% Achievement	52%	51%	61%	64%	59%
Cohort No.	54/92	43/84	55/89	55/85	55/93
Merit	6	2	3	6	5
Excellence	2	4	4	4	3
UE % Achievement	62% (identified)	41% (identified)	78% (identified)	84% (identified)	88% (identified)

UE Cohort No.	15/24 (identified)	10/24 (identified)	18/23 (identified)	16/19 (identified)	16/18 (identified)
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Target or Actions (what did we do?)	Outcomes (what happen?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
That 95% of the Year 13 cohort achieve NCEA Level 2 as their minimum qualification.	96% of the Year 13 cohort achieved NCEA Level 2 as their minimum qualification.	Academic Mentors tracked student achievement.	The school will retain the same target in 2023.
That 60% of the Year 13 cohort will achieve NCEA Level 3.	59% of the Year 13 cohort achieved NCEA Level 3.	Achieved data was collated on a weekly basis and shared with staff. The provision of a holiday study camp, Period 0 and Period 7 study classes and extended learning time. Academic Mentors were appointed to each House.	The school will retain the same target in 2023.
That 5 students from the Year 13 cohort will achieve Merit Endorsements.	5 students from the Year 13 cohort achieved a Merit Endorsement.	Merit credits were tracked by Academic Mentors.	The school will retain the same target in 2023.
That 3 students from the Year 13 cohort will achieve Excellence Endorsements.	3 students from the Year 13 cohort achieved an Excellence Endorsement.	Excellence credits were tracked by Academic Mentors.	The school will retain the same target in 2023.
That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.	88% of the Year 13 cohort identified as university bound achieved University Entrance.	Academic Mentors tracked student achievement.	The school will retain the same target in 2023. The focus of Academic Mentors in 2023 will be University Entrance.
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Te Wha Arihi Mentoring sessions were held on weeks when in person learning took place.	Hybrid Learning meant that not all sessions could take place in person and google meets were used as an alternative.	Te Wha Arihi Mentoring will continue with a dedicated time slot in the timetable.

To utilise the My Mahi app, as a tool for mentoring.	The My Mahi app was used during Te Wha Arihi Mentoring sessions.	Hybrid Learning meant that not all sessions could take place in person, however students were able to access the My Mahi app online.	The My Mahi app will continue to be utilised as part of Te Wha Arihi Mentoring sessions.
To provide access to a range of Mentoring Programmes.	Russell McVeagh Mentoring provided the opportunity for up to 20 students to meet on a monthly basis with graduate lawyers to address topics such as interview techniques, cover letters, CVs, financial management and scholarships.	External commitments such as part time employment or sporting practices or competitions meant that not all students attended every session, however the Mentors provided resources for students who were absent.	To continue with Russell McVeagh Mentoring.
To provide professional learning and development in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Brainwave, Pacific Culture and the NELPs.	Professional learning and development was provided in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Local Curriculum and the NELPs. The staff professional learning and developments site was refreshed to include content from the various sessions.	Hybrid Learning meant that some of the planned topics/sessions were unaddressed. To support the programme planning and structure, a Professional Learning and Development Co-ordinator was appointed mid-year.	To continue to provide professional learning and development for staff, utilising a dedicated timetable slot and programming the sessions on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.
To further develop the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	House Deans led regular House Assemblies, led bi-weekly Mentor meetings, supported students' engagement with House Competitions, provided pastoral care, met every two weeks with the Assistant Principal, and supported the work of the Academic Mentors.	Each Dean brought their own flavour and approach to their role and within their House, for example the Kowhai House embraced Yellow Friday and Totara developed House Values which were addressed in House Assemblies.	To continue to utilise the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. With a particular emphasis in the coming year on attendance.
To introduce Academic Mentors to each House to promote and track academic success.	The Academic Mentors meet every two weeks with the Deputy Principals to discuss student	While Academic Mentors were provided with a set of guidelines and expectations, each developed	The focus of Academic Mentors in 2023 will be University Entrance.

	progress. Academic Mentors tracked academic progress via KAMAR and meet with Year 11 - 13 students to discuss their progress. Academic Mentors made presentations at House Assemblies	their own flavour in working with their House.	
To provide Extended Learning Time at the start of the NCEA examination period to support academic success.	Extended Learning Time began prior to NCEA examinations, and continued until the end of the examination period, to allow students to complete outstanding internal assessments and to prepare for their NCEA examinations with their subject teachers.	Extended Learning Time varied between students depending on their NCEA examination timetable and number of internal standards that they needed to complete. A sign out process operated to ensure that all students had completed the required course content.	To continue Extended Learning Time in 2023.
To provide access to Academy Programmes such as Health Science, Trades, Service and Police.	Year 13 students were able to opt into Health Science, Trades, Service and Police academies if it reflected their proposed careers pathway.	A change in staff meant the Health Science did not maintain the same degree of momentum as the other programmes.	To continue with all academy programmes and appoint a Health Science Academy Director.
To establish a STEAM Academy and a Digital Academy.	The STEAM Academy students worked with Puhoro and Digital Academy students worked with P Tech.	A change in staff meant that a Co-ordinator had to be appointed to oversee programme logistics.	To continue with both programmes and to formalise the role of the Co-ordinator.
<b>Planning for Next Year:</b>	To develop a Term and PLD calendar of events for staff to include; on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasā, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.		



<b>Area of Strategic Interest:</b> Raising Student Achievement (through <b>Literacy and Learning Support</b> )						
<b>Strategic Focus 2021 - 2025:</b> To raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.						
<b>Annual Plan:</b> Literacy and Numeracy						
<b>Target/Outcomes:</b> <b>ELLs Students</b> That 100% of ELLs students will progress to their agreed individual ELLP stage. <b>Whare Manaaki Students</b> That 100% of senior Whare Manaaki students gain 20 credits towards their National Certificate.						
<b>Baseline data:</b>						
<b>ELLs</b>						
Year Level	Year 11		Year 12		Year 13	
Number of Standards Offered.	8		9		8	
<b>Whare Manaki</b>						
Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
20	50	17	20	19	21	34

<b>Actions (what did we do?)</b>	<b>Outcomes (what happen?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Te Wha Arihi Mentoring sessions were held on weeks when in person learning took place.	Hybrid Learning meant that not all sessions could take place in person and google meets were used as an alternative.	Te Wha Arihi Mentoring will continue with a dedicated time slot in the timetable.

To utilise the My Mahi app, as a tool for mentoring.	The My Mahi app was used during Te Wha Arihi Mentoring sessions.	Hybrid Learning meant that not all sessions could take place in person, however students were able to access the My Mahi app online.	The My Mahi app will continue to be utilised as part of Te Wha Arihi Mentoring sessions.
To provide professional learning and development in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Brainwave, Pacific Culture and the NELPs.	Professional learning and development was provided in relation to Literacy and Numeracy, Tapasa, Ka Hikitia, STEAM, Project Based Learning, Local Curriculum and the NELPs. The staff professional learning and developments site was refreshed to include content from the various sessions.	Hybrid Learning meant that some of the planned topics/sessions were unaddressed. To support the programme planning and structure, a Professional Learning and Development Co-ordinator was appointed mid-year.	To continue to provide professional learning and development for staff, utilising a dedicated timetable slot and programming the sessions on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.
To further develop the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	House Deans led regular House Assemblies, led bi-weekly Mentor meetings, supported students' engagement with House Competitions, provided pastoral care, met every two weeks with the Assistant Principal, and supported the work of the Academic Mentors.	Each Dean brought their own flavour and approach to their role and within their House, for example the Kowhai House embraced Yellow Friday and Totara developed House Values which were addressed in House Assemblies.	To continue to utilise the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. With a particular emphasis in the coming year on attendance.
To utilise the resources of Te Piko o te Mahuri to provide in class support for students with diverse learning needs.	Te Piko o te Mahuri provided in class support for students with diverse learning needs in both Whare Manaki and mainstream classes.	In class support funding meant the Teacher Aides could work both in Whare Manaki and mainstream classes.	To utilise in class support funding to continue Teacher Aide support for both Whare Manaki and mainstream classes.
To apply learnings from the Literacy Project to classroom practice.	The Learning Support teacher and Teacher Aides applied the learnings of the Literacy Project to their work with students in Whare Manaki.	Student Voice indicated the positive impact of the Literacy Project on students' confidence with literacy tasks.	To continue to apply the learnings from the Literacy Project to classroom practice. To incorporate aspects of the Numeracy Project into classroom practice.

To provide opportunities for Whare Manaki students to attend appropriate mainstream classes.	Two students undertook a full-time mainstream programme and three students took one option class.	Teacher Aide support was provided to support the students in mainstream classes.	To continue to provide opportunities for Whare Manaki students to attend appropriate mainstream classes.
<b>Planning for Next Year:</b>	To develop a Term and PLD calendar of events for staff to include; on Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasā, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.		



24th March 2023

To whom it may concern

RE: Statement of Kiwi Sport Funding

Kiwisport is a Government funded initiative to support student participation in organised sport.

In 2022 the school received total Kiwisport funding of \$17,717 (excluding GST). The funding was put towards the purchase of sports teams' registration fees and transportation costs, the total cost of which was \$17,717 (excluding GST).

The number of students participating in organised sport at the end of the school year was 299 or 43% of the school roll.

Soana Pamaka  
Principal

**Tāmaki College Compliance with Education and Training Act 2020 requirements to be a Good Employer for the year ending 31 December 2022.**

The following questions address key aspects of compliance with a good employer policy:

<b>Reporting on the principles of being a Good Employer</b>	
Have you met your obligations to provide good and safe working conditions?	Yes - as documented in the Personal Management policy, and the Health and Safety policy.
What is in your equal employment opportunities programme?  How have you been fulfilling this programme?	The school has an EEO policy and works to fulfil it, however we need to include training to raise awareness of issues which may impact EEO, as below.
Do you practise impartial selection of suitably qualified persons for appointment?	Yes - as documented in the Good Employer, EEO, the Appointment of Academic Staff and the Professional Staff Appointments policies.  Applicants provide covering letters, CVs, and the names of two referees.
How are you recognising,  <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	Yes - as documented in the Good Employer and EEO policies.  The school celebrates its annual Pōwhiri, te Wiki o te reo Māori and Matariki.  Staff briefing begins each day with karakia and waiata.  Provision is made for kaiako Māori to attend tangihanga.  The school employs two kaiako Māori and a Kapa Haka tutor.
How have you enhanced the abilities of individual employees?	Through Staff Induction (as per the policy), through Induction and Mentoring for Provisionally Registered Teachers (as per the policy) and on-going Professional Learning and Development for all staff (as per the policy).
How are you recognising the employment requirements of women?	Yes - as documented in the Good Employer and EEO policies.
How are you recognising the employment requirements of persons with disabilities?	Yes - as documented in the Good Employer and EEO policies.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	Yes - the school has an EEO policy	
Has this policy or programme been made available to staff?	Yes - on request and on the school's policy site.	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes - as part of the staff PLD programme.	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes - the Principal.	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes - the policy indicates that the Principal should report to the Board.	
Does your EEO programme/policy set priorities and objectives?	Yes - for Maori, ethnic minorities and women.	