Strategic Plan 2024 - 2025
& Annual Implementation Plan

OUR VISION

We CONNECT, We RISE, We SUCCEED.

OUR MISSION

Empowering excellence in Tāmaki students and families through learning, creativity and innovation.

OUR VALUES

RISE The Tamaki Way; Respect, Innovation, Success and Excellence

OUTCOME OF OUR VISION – The Ideal Tamaki College Graduate

A lifelong learner	A thinking thinker	Adaptable	Confident	Relating to others	Hard-working
Sound work ethic	Responsible	Self-managing	Independent	Happy and healthy	Aware
Global awareness	Sustainability	Career direction based on skills and interest	Qualifications from NCEA and ITOs	Literate	Fiscally aware

STRATEGIC GOALS AND ANNUAL TARGETS

Respect

Education and Training Act Board's Objectives	National Education and Learning Priorities
(b)the school— (i)is a physically and emotionally safe place for all students and staff; and (ii)gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii)takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.	**Learners at the centre:** Learners with their whānau are at the centre of education. 1.Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. 2.Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
Ka Hikitia Māori are free from racism, discrimination and stigma in education. Education provision responds to learners within the context of their whānau.	**Action Plan for Pacific Education** Confront systemic racism and discrimination in education.

Strategic Goal Respect	Processes and Resources How will we achieve or make progress towards our strategic goals?	Measures and Evidence How will you measure success?	Evaluation What do you expect to see?
To build /develop a fully functioning Wellbeing Centre that promotes student wellbeing and self respect and creates an environment where students feel safe and valued.	Site Development Plan. Year 10 Property Plan. Ministry of Education Property team. Ministry of Education property development funding.	The physical development of a Wellbeing Centre. Student, Staff and Community Voice. KAMAR Pastoral and Behavioural records. Digital MedTech and Council Pro records.	A Wellbeing Centre that can accommodate all staff (Nurses, Guidance Counselors, Social Workers, Deans, and the Learning Support team) and external professionals and providers (Doctors, Physiotherapists, Psychologists, Alcohol and Drug Counselors etc) associated with student wellbeing.

Strategic Goal 1 Respect
To build /develop a fully functioning Wellbeing Centre that promotes student wellbeing and self respect and creates an environment where students feel safe and valued.

Annual Target
To continue the RISE Revision to ensure that it reflects the change in the school Values.

What do we expect to see by the end of the year?
Students and Staff who are able to articulate school Values.
Students and Staff who are able to put the Values into practice.

Actions and Processes	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Staff PLD sessions focusing on the RISE Revision to create a new Behaviour Matrix and set of RISE lessons to teach the expectations.	Senior Leadership Team.	Timetabled Staff PLD sessions. Jamboards. Professional Growth Cycle documents. Online Staff Voice survey developed. Collated survey results.	2024 Academic Year.	Staff Voice demonstrates the value of PLD that focused on the RISE Revision to create a new Behaviour Matrix and a set of RISE lessons to teach the expectations.

Student workshops focusing on the RISE Revision to create a new Behaviour Matrix and a set of RISE lessons to teach the expectations.	Senior Leadership Team.	Timetabled Student workshops. Jamboards. Online Student Voice survey developed. Collated survey results.	2024 Academic Year.	Student Voice demonstrates the value of workshops focusing on the RISE Revision to create a new Behaviour Matrix and a set of RISE lessons to teach the expectations.
Community Voice collected in relation to the RISE Revision to create a new Behaviour Matrix and a set of RISE lessons to teach the expectations.	Senior Leadership Team.	Online Community Voice survey developed. Collated survey results.	2024 Academic Year.	Community Voice demonstrates the values of the RISE Revision to create a new Behaviour Matrix and a set of RISE lessons to teach the expectations.
The new RISE Behaviour Matrix is developed and a set of RISE lessons to teach the expectations.	Senior Leadership Team.	The school's nominated printing company. The redevelopment of the RISE site.	2024 Academic Year.	Newly printed RISE Behaviour Matrices displayed in all class rooms, offices and common spaces. The creation of a new set of RISE lessons to teach the expectations. KAMAR Pastoral and Behavioural records

Innovation

Education and Training Act Board's Objectives	National Education and Learning Priorities.
(1)A board's primary objectives in governing a school are to ensure that—(c)the school is inclusive of, and caters for, students with differing needs; and 2)To meet the primary objectives, the board must— (a)have particular regard to the statement of national education and learning priorities issued under section 5; and (b)give effect to its obligations in relation to— (i)any foundation curriculum statements, national curriculum statements, and national performance measures; and (ii)teaching and learning programmes; and (iii)monitoring and reporting students' progress;	**Barrier-Free Access:** Great education opportunities and outcomes are within reach for every learner. 3.Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. 4.Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy.
Ka Hikitia Māori exercise their authority and agency in education.	**Action Plan for Pacific Education** Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic.

Strategic Goal Innovation	Processes and Resources How will we achieve or make progress towards our strategic goals?	Measures and Evidence How will you measure success?	Evaluation What do you expect to see?
To develop and implement a Local Curriculum that embraces students interest, aligns with career pathways, utilses digital learning and provides appropriate extension opportunities.	The Staff PLD programme. The use of external PLD providers. Programme development within Learning Areas.	KAMAR and NCEA Achievement data. Staff, Student and Community Voice.	Teachers who confidently embrace and who can articulate and teach the Local Curriculum. Students who can articulate key aspects of the Local Curriculum and describe how it relates to each Learning Area.

Strategic Goal 2 Innovation
To develop and implement a Local Curriculum that embraces students interest, aligns with career pathways, utilises digital learning and provides appropriate extension opportunities.

Annual Targets
To implement the changes to NCEA Level 1.
To introduce the Aotearoa New Zealand Histories Curriculum to the Year 9 and 10 programme.

What do we expect to see by the end of the year?
NCEA Level 1 results that are comparable to previous years.
Year 9 and 10 Students are able to clearly articulate aspects of the Aotearoa New Zealand Histories Curriculum.

Actions and Processes	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Year 11 subjects will be taught using the new NCEA Level 1 standards.	Heads of Learning Areas. Teachers in Charge. Classroom Teachers. Senior Leadership Team.	Staff PLD. Department Sites. Teacher Sites. Teacher Workspaces. Department Portfolios. Subject Association membership and resources.	2024 Academic Year.	NCEA Level 1 results. Revised and updated Teacher Sites, Teacher Workspaces and Department Portfolios.
Units of Learning are developed for each new	Heads of Learning Areas. Teachers in Charge.	Department Meetings. Department Sites.	2024 Academic Year.	Staff and Student Voice. NCEA Level 1 results.

Standard and documented on Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios.	Classroom Teachers. Senior Leadership Team.	Teacher Sites. Teacher Workspaces. Department Portfolios. Subject Association membership and resources.		Revised and updated Teacher Sites, Teacher Workspaces and Department Portfolios.
To introduce the Aotearoa New Zealand Histories Curriculum to the Year 9 and 10 programme.	Heads of Learning Areas. Teachers in Charge. Classroom Teachers. Senior Leadership Team.	Staff PLD. Department Sites. Teacher Sites. Teacher Workspaces. Department Portfolios. Subject Association membership and resources.	2024 Academic Year.	Revised and updated Teacher Sites, Teacher Workspaces and Department Portfolios.
Units of Learning are developed and documented on Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios.	Heads of Learning Areas. Teachers in Charge. Classroom Teachers. SSenior Leadership Team.	Department Meetings. Department Sites. Teacher Sites. Teacher Workspaces. Department Portfolios. Subject Association membership and resources.	2024 Academic Year.	Revised and updated Teacher Sites, Teacher Workspaces and Department Portfolios.

Success

Education and Training Act Board's Objectives	National Education and Learning Priorities.
(a)every student at the school is able to attain their highest possible standard in educational achievement; and	**Future of learning and work:** Learning that is relevant to the lives of New Zealanders today and throughout their lives. 7.Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.
Ka Hikitia Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.	**Action Plan for Pacific Education** Partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met.

Strategic Goal Success	Processes and Resources **How will we achieve or make progress towards our strategic goals?**	Measures and Evidence **How will you measure success?**	Evaluation **What do you expect to see?**
To develop and implement Exit Ready programme to ensure that students have a complete kete of tools and resources before they leave school, e.g. CV, IRD Number, Bank Account, Drivers Licence, Passport and/or Birth Certificate.	To engage a suitably experienced staff member to develop and implement a trial Exit Ready programme, that can be reviewed at the end of the year for its effectiveness.	Staff, Student and Community Voice and NCEA achievement data.	Students who describe and utilise each aspect of their kete.

Strategic Goal 3 Innovation
To develop and implement Exit Ready programme to ensure that students have a complete kete of tools and resources before they leave school, e.g. CV, IRD Number, Bank Account, Drivers Licence, Passport and/or Birth Certificate.

Annual Target/Goal:
To engage a suitably experienced staff to develop and implement a trial Exit Ready programme, that can be reviewed at the end of the year for its effectiveness.

What do we expect to see by the end of the year?
The review of a trial Exit Ready programme, that indicates its effectiveness.

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
To appoint a staff member to develop and trial an Exit Ready programme.	Senior Leadership Team.	Staff salaries.	2024 Academic Year.	A staff member is appointed.
To document the structure of a trial Exit Ready programme.	The Exit Ready Teacher.	Google Apps. Hapara Dashboard. Workspace.	2024 Academic Year.	A trial Exit Ready programme is documented.
To review the trial Exit Ready programme using Staff, Student and Community	The Exit Ready Teacher.	Google Apps, e.g. forms.	2024 Academic Year.	A trial Exit Ready programme is reviewed and the finding shared so the programme can

Voice and NCEA achievement data.				be further refined and adapted.

Excellence

Education and Training Act Board's Objectives	National Education and Learning Priorities.
(1)A board's primary objectives in governing a school are to ensure that—(d)the school gives effect to Te Tiriti o Waitangi, including by— (i)working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii)taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; (iii)achieving equitable outcomes for Māori students	**Quality Teaching and Leadership:** Quality teaching and leadership make the difference for learners and their whānau. 5.Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. 6.Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.
Ka Hikitia Identity, language and culture matter for Māori learners.	**Action Plan for Pacific Education** Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners. Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.

Strategic Goal Excellence	Processes and Resources **How will we achieve or make progress towards our strategic goals?**	Measures and Evidence **How will you measure success?**	Evaluation **What do you expect to see?**
To implement a programme of Teaching Excellence that addresses staff professionalism and ensures that students are confident in their identity.	Staff PLD programme. Professional Growth Cycle process. Student, Staff and Community Voice to determine aspects of Identity e.g. language, pathway, self, community (eco-system), culture, religion, locality (NZ) and the world as contributing citizens.	Classroom observations of teacher practice and associated feedback will be documented as part of the annual Professional Growth Cycle. Increased involvement of students in events such as Language Weeks and community projects.	The year on year development of teachers' professionalism as documented in Professional Growth Cycle documents and Staff Voice. Student Voice that indicates an increased confidence in their own identity.

Strategic Goal 4 Excellence
To implement a programme of Teaching Excellence that addresses staff professionalism and ensures that students are confident in their identity.

Annual Targets
To construct and deliver a staff PLD programme that addresses teaching excellence and professionalism.
To provide a range of activities that builds students confidence in their identity.

What do we expect to see by the end of the year?
An implemented staff PLD programme that has addressed teaching excellence and professionalism.
Student, Staff and Community Voice that indicates a growing confidence in student identity.

Actions and Processes	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
To construction a staff PLD planner that outlines the various PLD sessions offered during the year and that links it to the following; Objectives of Boards in Governing Schools, the NELPS, Ka Hikita,	Senior Leadership Team. Heads of Learning Areas. In and across school COLs.	MOE funded PLD providers. Subject Association resources. NZQA/NCEA resources. MOE/TKI resources.	2024 Academic Year.	The completion of Professional Growth Cycle documentation.

the Action Plan for Pacific Education, the Standards for the Teaching Profession and the School Goals.				
To provide access to and support activities that build students confidence in their identity, e.g. Language Weeks, House competitions and assemblies, Polyfest, Sports, Mentoring programmes, Mental Health Awareness Week etc.	Senior Leadership Team. House Deans. Learning Support Team. Health Centre Team. Student Leaders. Sports Council	Staff salaries.	2024 Academic Year.	Student, Staff and Community Voice that indicates a growing confidence in student identity.

School Goals

The School Board has identified the following annual plan goals for 2024.

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.

That 85% of Māori students will achieve NCEA Level 2.

Goal 2 Pasifika Achievement

To understand and demonstrate the cultural competencies of Tapasa.

That 85% of Pasifika students will achieve NCEA Level 2.

Goal 3 Literacy and Numeracy

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 the NCEA Literacy Co-Requisite.

That 90% of Year 11 students will achieve the NCEA Numeracy Co-Requisite.

Goal 4 Student Wellbeing

Increasing Student, Family and Community Engagement with Schools Student Support Network.

Goal 5 Staff Wellbeing

Staff at Tamaki College will be well supported so that their practice meets the needs of our students.

Department Responses to School Goals

English

Department Focus Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: *Local Curriculum*: The HOLA will support the Department in implementing learnings, stories, ideas, texts, and concepts relevant to our iwi, Ngati Paoa as it relates to the local curriculum. *Inquiry Framework*: The HOLA will provide a robust and appropriate inquiry framework when examining our Junior and Senior Maori Achievement Data.	Action: To review which systems and processes are working, which ones need improvement and in which ones does the Department need to plug a gap. The review will begin with Maori Achievement Data (NCEA Level 1, 2 and 3 English and Junior English PAT). To structure the Inquiry Framework as follows; ● What are the key drivers for the successes? ● What are the key drivers for non achievement? ● What is the solution to the problem? ● What are the next steps? ● Where are our quick wins (short term)? ● What can we put on the board and work on it (long term)?	Action: *Local Curriculum*: To ensure appropriate PLD to allow the Department to implement learnings, stories, ideas, texts, and concepts from our local curriculum into the English programme. *NCEA Level 1, 2 & 3 English PLD*: For all staff to attend, if available, AIM High English PLD with Alex Mofatt-Wood.) *Te Reo Maori related PLD*: For all staff or those who are interested to attend and then to share and feedback to the Department.	Action: *Local Curriculum*: For the Department to develop their understanding and planning for the local curriculum, and to develop the confidence to implement and use local curriculum (Ngati Paoa stories and ideology) within our subject area. To implement **Literacy** strategies and practices by working with the Literacy Facilitator and to analyse our Maori Achievement Data.
Evidence: Staff Voice, Department Site, Achievement Data.	Evidence: Achievement Data, Review and Inquiry Documentation, Department Meeting Minutes.	Evidence: Professional Growth Cycle documentation, Department Portfolio records, Department Meeting	Evidence: Department Site, Teacher Workspaces, Achievement Data.

		Minutes.	
Impact/Outcome:			

Department Focus Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: *Tapasa Document*: The HOLA will support the Department in their understanding of the Tapasa document, by focusing on the key priorities from the document that are relevant to our practice. *Inquiry Framework*: The HOLA will provide a robust and appropriate inquiry framework examining our Junior and Senior Pasifika Achievement Data.	Action: To review which systems and processes are working, which ones need improvement and in which ones does the Department need to plug a gap. The review will begin with Pasifika Achievement Data (NCEA Level 1, 2 and 3 English and Junior English PAT). To structure the Inquiry Framework as follows; ● What are the key drivers for the successes? ● What are the key drivers for non achievement? ● What is the solution to the problem? ● What are the next steps? ● Where are our quick wins (short term)? ● What can we put on the board and work on it (long term)?	Action: *Tapasa Document*: To ensure appropriate PLD to allow the Department to implement learnings, ideas, texts, and concepts from our Tapasa Into the English programme. *Tapasa related PLD*: For all staff or those who are interested to attend and then to share and give feedback to the Department.	Action: To implement **Literacy** strategies and practices by working with the Literacy Facilitator and to analyse our Pasifika Achievement Data.
Evidence: Staff Voice, Department Site, Achievement Data.	Evidence: Achievement Data, Review and Inquiry Documentation, Department Meeting Minutes.	Evidence: Professional Growth Cycle documentation, Department Portfolio records, Department Meeting Minutes.	Evidence: Department Site, Teacher Workspaces, Achievement Data.
Impact/Outcome:			

Department Focus Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: *Literacy Support for student and staff*: The HOLA will support the Department by providing appropriate literacy support, initiatives and referrals to PLD for literacy. This will be a focus of Department Meetings. *Inquiry Framework*: The HOLA will provide a robust and appropriate inquiry framework examining our Junior and Senior Achievement Data.	Action: To review which systems and processes are working, which ones need improvement and in which ones does the Department need to plug a gap. The review will begin with Achievement Data (NCEA Level 1, 2 and 3 English and Junior English PAT). To structure the Inquiry Framework as follows; ● What are the key drivers for the successes? ● What are the key drivers for non achievement? ● What is the solution to the problem? ● What are the next steps? ● Where are our quick wins (short term)? ● What can we put on the board and work on it (long term)?	Action: *NCEA Level 1, 2 + 3 English PLD*: For all staff to attend, if available, AIM High English PLD with Alex Mofatt-Wood. *Literacy PLD*: For all staff or those who are interested to attend and then to share and feedback to the department. *Work with our literacy experts*: For staff to work with the Literacy Facilitator to identify and implement effective literacy strategies and to work with the Facilitator to unpack, crunch and understand the data - what are the trends? What are the needs? How can we address them?	Action: To implement Literacy strategies and practices by working with the Literacy Facilitator and to analyse our Achievement Data.
Evidence: Department Meeting Minutes, Professional Growth Cycle documentation, Staff Voice, Achievement Data.	Evidence: Achievement Data, Review and Inquiry Documentation, Department Meeting Minutes.	Evidence: Professional Growth Cycle documentation, Department Portfolio records, Department Meeting Minutes.	Evidence: Department Site, Teacher Workspaces, Achievement Data.
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will support the Department to *redesign our English curriculum to motivate and engage with our students*. The aim is to ensure that students experience English in a way that is meaningful and mana enhancing for both the student and their teacher. *Literacy Support for student and staff*: The HOLA will support the Department by providing appropriate literacy support, initiatives and referrals to PLD for literacy. This will be a focus of Department Meetings.	Action: To review which systems and processes are working, which ones need improvement and in which ones does the Department need to plug a gap. The review will begin with Achievement Data (NCEA Level 1, 2 and 3 English and Junior English PAT). To structure the Inquiry Framework as follows; ● What are the key drivers for the successes? ● What are the key drivers for non achievement? ● What is the solution to the problem? ● What are the next steps? ● Where are our quick wins (short term)? ● What can we put on the board and work on it (long term)? To delegate responsibilities to specific Department members and support them in developing a programme that is resourced and meaningful to our staff and students. This will be actioned through the delegation of: ● Internal Moderation Cover sheets ● External Moderation Cover	Action: *NCEA Level 1, 2 + 3 English PLD*: For all staff to attend, if available, AIM High English PLD with Alex Mofatt-Wood. *Literacy PLD*: For all staff or those who are interested to attend and then to share and feedback to the department.	Action: *Local Curriculum*: For the Department to share its practice in relation to implementing learnings, stories, ideas, texts, and concepts from our local curriculum into the English programme, thus bringing our student's world into the learning influences their well-being. To implement *Literacy* strategies and practices by working with the Literacy Facilitator and to analyse our Achievement Data.

	sheets ● Department moderation across NCEA Level 1, 2 and 3 English		
Evidence: Department Meeting Minutes, Professional Growth Cycle documentation, Staff Voice, Achievement Data.	Evidence:Achievement Data, Review and Inquiry Documentation, Department Meeting Minutes. Staff Voice, Internal Moderation Coversheets, External Moderation Coversheets	Evidence: Professional Growth Cycle documentation, Department Portfolio records, Department Meeting Minutes.	Evidence: Department Site, Teacher Workspaces, Achievement Data.
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will support the Department to *redesign our English curriculum to motivate and engage with our students*. The aim is to ensure that students experience English in a way that is meaningful and mana enhancing for both the student and their teacher. *NCEA Level 1, 2 and 3 English*: The HOLA will support the Department to develop and share their NCEA Level 1, 2 and 3 content knowledge. *Literacy Support for student and staff*: The HOLA will support the Department by providing appropriate literacy support, initiatives and referrals to PLD for literacy. This will be a focus of Department Meetings. . *Local Curriculum*: The HOLA will support the Department in implementing learnings, stories, ideas, texts, and concepts relevant to our iwi, Ngati Paoa as it relates to the local curriculum. *Inquiry Framework*: The HOLA will provide a robust and appropriate inquiry framework when examining our Junior and Senior Achievement Data.	Action: To review which systems and processes are working, which ones need improvement and in which ones does the Department need to plug a gap. The review will begin with Achievement Data (NCEA Level 1, 2 and 3 English and Junior English PAT). To structure the Inquiry Framework as follows; ● What are the key drivers for the successes? ● What are the key drivers for non achievement? ● What is the solution to the problem? ● What are the next steps? ● Where are our quick wins (short term)? ● What can we put on the board and work on it (long term)? To delegate responsibilities to specific Department members and support them in developing a programme that is resourced and meaningful to our staff and students. This will be actioned through the delegation of: ● Internal Moderation Cover sheets ● External Moderation Cover	Action: *Local Curriculum*: To ensure appropriate PLD to allow the Department to implement learnings, stories, ideas, texts, and concepts from our local curriculum into the English programme. *NCEA Level 1, 2 + 3 English PLD*: For all staff to attend, if available, AIM High English PLD with Alex Mofatt-Wood. *Leadership PLD*: For staff interested in leadership or who have potential.	Action: *Local Curriculum*: For the Department to share its practice in relation to implementing learnings, stories, ideas, texts, and concepts from our local curriculum into the English programme, thus bringing our student's world into the learning influences their well-being. To implement *Literacy* strategies and practices by working with the Literacy Facilitator and to analyse our Achievement Data *Digital Presence*: To revisit the Department's digital footprint (Google Sites + Workspaces), to make our learning accessible, rewindable, relevant, as it is an important way to connect with our students.

	sheets ● Department moderation across NCEA Level 1, 2 and 3 English		
Evidence: Department Meeting Minutes, Professional Growth Cycle documentation, Staff Voice, Achievement Data.	Evidence:Achievement Data, Review and Inquiry Documentation, Department Meeting Minutes. Staff Voice, Internal Moderation Coversheets, External Moderation Coversheets	Evidence: Professional Growth Cycle documentation, Department Portfolio records, Department Meeting Minutes.	Evidence: Department Site, Teacher Workspaces, Achievement Data, Student Voice.
Impact/Outcome:			

Mathematics

Department Focus Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will promote the Department's target that 60% of Māori students will achieve 14+ Level 2 Maths credits by the end of the Year in 2023.	Action: That the Department will demonstrate effective planning, monitoring, and support for learners by; Undertaking topic review and programme adaption. Data tracking including deadlines. Working closely with Maori learners and conversing with whanau. Providing treats and incentives. interventions based on the real situation.	Action: That leadership skills, strong work ethic, and refreshed knowledge will be evident within the Department, particularly in relation to; SOLO taxonomy to identify Achievement, Merit, and Excellence. Career lead team updates to promote career pathways. Literacy strategies.	Action: That effective teaching for Māori learners will be demonstrated by caring for Māori learners, developing relationships with Iwi and whanau, setting high expectations, and managing classrooms to promote learning by ensuring they are well managed, well organised, and creating a safe space for students.
Evidence: The HOLA and Assistant HOLA will establish and maintain Year 12 Data tracking sheets and follow up with Year 12 teachers as required. Attendance rolls and achievement data for after school classes, Saturday classes, and Holiday classes.	Evidence: Student Voice, Staff Voice, Achievement Data, Department Meeting Minutes.	Evidence: Evidence: The Department's year planner, daily planner, unit plans, and the Department's common Workspace.	Evidence: Collaborative planning and teaching. Teaching as Inquiry blogs and sharing with the staff. Staff voice. Self Reflection. Feedback from students. Professional Growth Cycle documentation.
Impact/Outcome:			

Department Focus Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will promote the Department's target that 60% of Pasifika students will achieve 14+ Level 2 Maths credits by the end of the Year in 2023.	Action: That the Department will demonstrate effective planning, monitoring, and support for learners by; Undertaking topic review and programme adaption. Data tracking including deadlines. Working closely with Pasifika learners and conversing with whanau. Providing treats and incentives. Make timely adjustments and interventions based on the real situation.	Action: That leadership skills, strong work ethic, and refreshed knowledge will be evident within the Department, particularly in relation to; SOLO taxonomy to identify Achievement, Merit, and Excellence. Career lead team updates to promote career pathways. Literacy strategies.	Action: That effective teaching for Pasifikalearners will be demonstrated by caring for Pasifika learners, developing relationships with whanau, setting high expectations, and managing classrooms to promote learning by ensuring they are well managed, well organised, and creating a safe space for students.
Evidence: The HOLA and Assistant HOLA will establish and maintain Year 12 Data tracking sheets and follow up with Year 12 teachers as required. Attendance rolls and achievement data for after school classes, Saturday classes, and Holiday classes.	Evidence: Student Voice, Staff Voice, Achievement Data, Department Meeting Minutes.	Evidence: Evidence: The Department's year planner, daily planner, unit plans, and the Department's common Workspace.	Evidence: Collaborative planning and teaching. Teaching as Inquiry blogs and sharing with the staff. Staff voice. Self Reflection. Feedback from students. Professional Growth Cycle documentation.
Impact/Outcome:			

Department Focus Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will promote the Department's target that at least 50% of Year 10 students achieve at or above the expected Curriculum Level in Mathematics in 2024, using the refreshed PAT assessment and data. The HOLA and Assistant HOLA will promote the Department's target that at least 80% of Year 11 students achieve NCEA Numeracy Co-Requisite by the end of Term 4 in 2024.	Action: All teachers in the Department will track Numeracy Co-Requisite in their Year 10 and 11 Maths class.	Action: To ensure effective teaching of Curriculum. To engage with the Curriculum Refresh. To ensure appropriate support for staff to teach the Numeracy Co-Requisite.	Action: To provide meaningful lessons. To enhance Lesson Planning. To purchase appropriate resources (ie, the new and updated Alpha texts and Numeracy essentials workbook. To undertake resource development to accommodate changes in NCEA and Numeracy Co-Requisite.
Evidence: PAT analysed, Beginning and End of Year to track progress. Yr11 Data tracking.	Evidence: Years 10 and 11 Data Tracking Data. Department Meeting Minutes.	Evidence: Unit Plans and Common Workspaces.	Evidence: Unit Plans, Department site, Common and Teacher Workspaces.
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will promote and support effective teaching and the development of learning resources for students, and the provision of after school and holiday study sessions for students. The HOLA and Assistant HOLA will support the Department to run Maths Week activities, Education Perfect programmes and AMA Mathex competitions.	Action: To ensure that the Mathematics curriculum is meaningful for students, connecting with their wider lives, and engaging the support of their families, whanau, and communities. To provide after school and holiday study sessions for students.	Action: To increase Department familiarity with Curriculum. To promote effective classroom management skills.	Action: To build strong Whanaungatanga relationships with students. For each Department member to connect with their students' whanau via phone calls or during student achievement conferences.
Evidence: Department Portfolio, Department Site, Student Voice, Common and Teacher Workspaces.	Evidence: Student Voice, Effective Unit Plans and Common Workspaces.	Evidence: Professional Growth Cycle documentation. Pastoral entries on KAMAR.	Evidence: Professional Growth Cycle. Pastoral entries on KAMAR. Student, Staff and Community Voice.
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will communicate PLD opportunities to all Department members, ensuring everyone has had an opportunity to attend appropriate PLD sessions.	Action: To promote information sharing with the Department. To ensure that PLD records are maintained.	Action: To deep dive into Curriculum, to develop Content Knowledge. To understand the Numeracy Co-Requisite and New NCEA Achievement standard requirements. To develop Literacy and Numeracy strategies.	Action: To teach the Mathematics curriculum by weaving together relevant contextual information with skills. To undertake Literacy building in Maths.
Evidence: Reported in Department Minutes. Professional Growth Cycle documentation.	Evidence: Reported in Department Portfolio, highlighting benefit of PLD to each Department member. Professional Growth Cycle documentation.	Evidence: Updates on Unit Plans, accommodating the Curriculum Refresh. Staff Voice, Common Workspaces.	Evidence: Lesson Plans, Workspaces, Blogging in Maths.
Impact/Outcome:			

Science

Department Focus Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to model culturally responsive leadership and collaboration with kaiako and tauira.	Action: To establish a monitoring system to track Māori student progress and design targeted interventions.	Action: To provide ongoing training for teachers in Tataiako principles, incorporating Wānanga, Whanaungatanga, and Ako.	Action: To incorporate strategies that promote Tangata Whenuatanga into daily classroom activities.
Evidence: Staff and Student Voice indicates increased cultural competence and improved relationships with kaiako and tauira.	Evidence: NCEA Achievement data shows improved NCEA Level 2 achievement rates for Māori students.	Evidence: Staff Voice and Classroom Observations indicates enhanced cultural awareness, improved teaching practices aligned with Māori perspectives.	Evidence: Classroom Observations note improvements in student engagement and connection to their cultural identity.
Impact/Outcome:			

Department Focus Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to model culturally responsive leadership and collaboration with kaiako and tauira.	Action: To establish a monitoring system to track Pasifika student progress and design targeted interventions.	Action: To provide ongoing training for teachers in the Tapasa frameworks in alignment with effective pedagogies for Pasifika learners.	Action: To incorporate strategies that promote cultural awareness into daily classroom activities.
Evidence: Staff and Student Voice indicates increased cultural competence and improved relationship between teachers and students.	Evidence: NCEA Achievement Data shows improved NCEA Level 1, 2 & 3 achievement rates for our Pasifika students.	Evidence: Staff Voice indicates enhanced engagement in the classroom for Pasifika students.	Evidence: Classroom Observations note improvements in student engagement and connection to their cultural identity.
Impact/Outcome:			

Department Focus Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA in conjunction with the Department to create more Literacy and Numeracy learning activities related to day-to-day life.	Action: For the Department to collaborate and develop one Literacy and/or Numeracy activity per topic.	Action: To seek appropriate PLD to design Literacy and Numeracy activities.	Action: To utilise 'Do Now' activities to enhance Literacy and Numeracy with the Department.
Evidence: Department sites and Workspaces.	Evidence: Department sites and Workspaces.	Evidence: Professional Growth Cycle documents, Department sites and Workspaces.	Evidence: Staff Voice, PAT and NCEA Achievement data.
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to model the development of positive relationships with the students, e.g, by providing incentives.	Action: To assign Buddy Teachers within the Department to assist Staff following the RISE Tamaki Behaviour Flowchart.	Action: To create awareness of the NCEA requirements, so that Staff can impart accurate information to the students.	Action: To develop more collaborative teaching practices amongst Staff.
Evidence: Student Voice	Evidence: Staff Voice and KAMAR Pastoral records.	Evidence: Department Meeting Minutes.	Evidence: The creation of common Science folder, e.g. Year 9 Science folder, in which Staff can share lesson samples, and which can be used for relief work as well in case of emergencies.
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: Focus on building positive relationships between the team members.	Action: HoLA to share tasks via delegation and work "as a team" on routine jobs	Action: To develop Staff understanding of why certain things are done and the reasoning behind the timeline.	Action: For Staff members to observe each other teaching.
Evidence: Visible when we are working as a team on department "tasks"	Evidence: Tasks done to the correct standard (e.g. Internal moderation folders) and on time	Tasks done to the correct standard (e.g. Internal moderation folders) and on time	Evidence: Staff Voice.
Impact/Outcome:			

Social Science

Department Focus Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will develop a detailed plan to address Maori student achievement and cultural visibility.	Action: The development of Aotearoa Histories programme across the year 9 and 10 programme incorporating the Big Ideas and enhancing local Maori Mana Whenua history.	Action: To engage in meaningful PLD to develop units and lessons in the junior school based on our local curriculum ensuring Maori visibility.	Action: To develop at least one Year 9 and one Year 10 unit of work that incorporates literacy strategies to support Maori learners.
Evidence: Planning documentation.	Evidence: Programme documentation, Department site, Workspaces.	Evidence: Professional Growth Cycle documentation.	Evidence: Units of work, Department site, Workspaces.
Impact/Outcome:			

Department Focus Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will seek to collaboratively develop a detailed plan to address Pasifika student achievement and cultural visibility.	Action: To investigate Data driven systems to support staff to implement the competencies of the Tapasā.	Action: To engage in meaningful PLD to develop units and lessons in the junior school based on our local curriculum ensuring Pasifika achievement is addressed.	Action: To identify which aspects of teaching practice need to be developed or enhanced as a result of classroom observations and discussions with staff during Professional Growth Cycle discussions.
Evidence: Planning documentation, Staff Voice, Department Meeting Minutes.	Evidence: Staff Voice, Department Site, Department Meeting Minutes.	Evidence: Professional Growth Cycle documentation.	Evidence: Professional Growth Cycle documentation.
Impact/Outcome:			

Department Focus Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: As part of the literacy and numeracy team, the HOLA will collaborate with other HOLAs to ensure consistency in approach across curriculum areas to implement relevant Literacy and Numeracy approaches to improve achievement.	Action: To implement Literacy strategies targeting students who are at e-asTTle Levels 3 and 4.	Action: To engage with the Literacy Facilitator during Department meetings to develop Literacy strategies.	Action: To identify which aspects of teaching practice need to be developed or enhanced as a result of classroom observations and discussions with staff during Professional Growth Cycle discussions.
Evidence: Curriculum Committee Minutes.	Evidence: Achievement Data, Department site, Workspaces, Unit Plans.	Evidence: Department Meeting Minutes, Achievement Data, Department site, Workspaces, Unit Plans.	Evidence: Professional Growth Cycle documentation.
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will ensure that students in the Departments care will be referred to the necessary Student Support Services when needed on advice from staff.	Action: To develop a Department processes for utilising the Student Support Services.	Action: That the Department staff will know how to utilise the Student Support Services better.	Action:That Department staff will know how to recognise signs of behaviour that require referral to Student Support Services
Evidence: KAMAR Pastoral records.	Evidence: Department Meeting Minutes.	Evidence: Staff Voice.	Evidence: Staff Voice, KAMAR Pastoral records.
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will ensure that students in the Departments care will be referred to the necessary Student Support Services when needed on advice from staff.	Action: To develop a Department processes for utilising the Student Support Services.	Action: That the Department staff will know how to utilise the Student Support Services better.	Action:That Department staff will know how to recognise signs of behaviour that require referral to Student Support Services
Evidence: KAMAR Pastoral records.	Evidence: Department Meeting Minutes.	Evidence: Staff Voice.	Evidence: Staff Voice, KAMAR Pastoral records.
Impact/Outcome:			

Health and Physical Education

Department Focus Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will ensure everyone in the Department has an opportunity to be observed with a CRRP observation. This will enable staff to develop any areas (strengths or weaknesses) that will support the improved educational achievement of our Maori students.	Action: To ensure daily manaakitanga and mana motuhake for our Maori students achievement, performance and care.	Action: To practice ngā whakapiringatanga (creating a secure, well-managed learning environment), as the Department has large class numbers.	Action: To enable the Department time to reflect on best practice, and thus develop confidence and improved units of work. To identify any barriers to students' learning.
Evidence: Professional Growth Cycle documentation.	Evidence: Student Voice.	Evidence: Student Voice, Staff Voice.	Evidence: Staff Voice, Department Meeting Minutes, Units of Work.
Impact/Outcome:			

Department Focus Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will support the school wide PLD and implementation of Tapasa to ensure the Department is culturally aware, confident and competent when engaging with Pacific Learners and their parents.	Action: To incorporate more Pacific words, songs, activities, and artefacts to connect and engage with children and their parents within our Learning Areas.	Action: To actively seek and adopt different ways of instruction and approaches to teaching that will ensure greater clarity for our Pacific learners.	Action:To acknowledge the importance of Pacific cultural values and approaches in teaching and learning. To recognise that all learners are different and adapt our pedagogy to motivate and engage our students no matter what context we are focusing on.
Evidence: Staff Voice, Department Meeting Minutes, Professional Growth Cycle documents.	Evidence: Student and Community Voice. Department Planning documentation.	Evidence: Student Voice, Department Planning documentation	Evidence: Student Voice, Department Meeting Minutes, Department Planning documentation.
Impact/Outcome:			

Department Focus Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will ensure that everyone in the Department is upskilling and taking on board the advice from the Literacy Facilitator following the school wide Literacy plan, in order to boost Literacy levels.	Action: To revisit the Department wide literacy activities and establish one location that these can be compiled.	Action: To seek advice from the Literacy Facilitator to enhance Department knowledge in relation to structuring a paragraph.	Action: To introduce more vocabulary into our learning areas as well as providing opportunities for students to practise reading aloud or in small groups, to summarise sentences, brainstorm and highlight key works
Evidence: Staff Voice, Department Meeting Minutes.	Evidence: Department site, Workspaces.	Evidence: Department Meeting Minutes.	Evidence: Department sites, Workspace, Student Voice.
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will seek provide clear expectations and to model consistency of practice for all staff.	Action: To continue to develop the systems and processes around our shared spaces. To develop a Term by Term Overview.	Action: To continue to develop leadership within the Department with a particular focus on utilising the strengths we have as a team. To support appropriate PLD opportunities for the Department.	Action: To develop strategies and teaching practices to manage the changes in the 2023 timetable structure and maximise students' learning time. To focus on the implementation of our new Year 11/NCEA Level 1 Programme and to prepare Year 12/NCEA Level course changes in 2025.
Evidence: Staff Voice, Department site,	Evidence: The Term by Term Overview document.	Evidence: Department Meeting Minutes, Professional Growth Cycle documents.	Evidence: Staff Voice, Department Planning documents.
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will lead by example to ensure that everyone in the Department is actively contributing to the team.	Action: To utilise systems and processes to create a positive culture within the Department. To promote and encourage the prioritising of self-care and a healthy work life balance.	Action: To develop greater trust and a willingness to openly and comfortably discuss wellbeing within the Department.	Action: To promote and practice clear communication with the Department. .
Evidence: Staff Voice.	Evidence: Staff Voice.	Evidence: Staff Voice.	Evidence: Staff Voice.
Impact/Outcome:			

Technology

Department Focus Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will encourage the Department to pronounce students' names correctly, treat students and their whanau with respect and make an effort to understand a Māori worldview.	Action: To promote and document the Department's knowledge and use of te reo Māori for greetings, instructions, and praise. To promote the development of positive student identity, which values Māori knowledge.	Action: To seek the expertise of iwi by inquiring into local stories and history to develop a more localised and culturally responsive local curriculum.	Action: To include Māori materials and displays as part of the curriculum content. To use Māori contexts for exploring concepts. To be responsive to Māori issues and world views. To demonstrate respect and care for Māori students.
Evidence: Classroom Observations Personal Growth Cycle documents. Staff PLD.	Evidence: Department Meeting Minutes, Department site, Teacher sites, Workspace, Personal blogs.	Evidence: PLD records, Department Meeting Minutes,Department site, Teacher sites, Workspace, Personal blogs, Hikoi.	Evidence: Department site, Teacher sites, Workspace, Classrooms.
Impact/Outcome:			

Department Focus Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will identify myself and my own culture, explore my own assumptions and biases and recognise and critically reflect on my own values and beliefs, with the question, 'How do these impact on daily actions and interactions with others?'	Action: To co-construct learning in collaboration with students. To develop an understanding of a range of pedagogical approaches from other cultures, alternative worldviews, and belief systems. To undertake research to find out more about the students, their families, culture and where they come from.	Action: To value and validate the voices of all students. To understand the values that are important to each student and their families, e.g. faith, spirituality, family etc. To identify and consider cultural models, methodologies, theories, and indigenous knowledge and approaches.	Action:To support learners to connect with their home languages, e.g. making an effort to use simple words and greeting in their own language. To establish a learning environment to authentically reflect the cultures of all students. To integrate students' cultural values into the Department's local curriculum. To recognise that English may not be students' first language and the importance of communicating with students and their families in ways that they can understand.
Evidence: Professional Growth Cycle documentation, Staff PLD.	Evidence:Department meetings, Department site, Teacher sites, Workspace, Mentoring, My Mahi	Evidence:Department meetings, Department site, Teacher sites, Workspace, Staff PLD, Teacher Only Day.	Evidence: Department meetings, Department site, Teacher sites, Workspace, Language weeks
Impact/Outcome:			

Department Focus Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to support staff to work with the school's Literacy and Numeracy team.	Action: For the Department to calendar meetings with the school's Literacy and Numeracy team to discuss Department wide strategies to support students.	Action: For the Department to book one-to-one meetings with the school's Literacy and Numeracy team to discuss and implement subject specific Literacy and Numeracy strategies.	Action: For individual Department members to book a time with the school's Literacy and Numeracy team. To implement Literacy and Numeracy strategies in the classroom setting and to review their effectiveness.
Evidence: Staff PLD, Department meetings, Literacy Experts.	Evidence: Department meetings Department site, Teacher sites, Workspace, Personal blogs.	Evidence:Department meetings, Department site, Teacher sites, Workspace, Personal blogs.	Evidence: Department meetings, Department site, Teacher sites Workspace, Student Voice, Personal blogs.
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to support the building of strong cultural identity amongst students to help strengthen their wellbeing.	Action: To incorporate cultural and linguistic elements, such as metaphors, blessings, proverbs, legends, individual values, inclusive and collaborative practices, and decision making processes; to integrate this knowledge into Department planning and teaching practices.	Action: To understand that culture and language are important to the students. To pronounce students' names and words in their language correctly. To participate in students' cultural celebrations, language weeks etc.	Action: To make an effort to use simple words and greetings in students' own language. To include parents in the learning journey and understand that we value their involvement. To know that each student has different learning needs and styles. To be patient with students speaking English as their second language.
Evidence: Staff PLD, Department meetings, Classroom observations, Personal growth cycles.	Evidence: Department meetings, Department site, Teacher sites, Workspace, School karakia, Waiata, Language weeks.	Evidence: Language week participation, Personal blogs School karakia,House assemblies Teacher sites, Workspace, TOD Department meetings, Staff PLD.	Evidence: Department meetings Department site, Teacher sites Workspace, Calling home Polyfest, Cultural/Language weeks.
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will seek to motivate and inspire the Department through consultation, feedback and support, to bring about positive change and realisation of potential.	Action: The Department will calendar team building activities, wellbeing initiatives and social events each term.	Action: The Department will work together to communicate effectively, create a climate of inclusion and establish a culture of collaboration and continuous learning.	Action: For staff to feel confident in implementing new strategies in the classroom.
Evidence: Department minutes, TOD, Department Outings.	Evidence: Google calendar. Staff PLD TOD, SiTES,	Evidence: Department minutes, Teacher sites,	Evidence:Department meetings, Department site Teacher sites, Workspace.
Impact/Outcome:			

Art and Design

Department Focus Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will continue learning to pronounce students' names accurately. Treat students and their whānau with respect. Make an effort to understand the students' worlds, as Māori and as children and teenagers. Inspire the student - tapping into what makes them tick - curating a meaningful visual art programme for our tamariki. To affirm Māori as Māori and as Tangata Whenua. Hold high expectations for all students.	Action: Support students' positive identity development and interrupt negative stereotypes. Staff to demonstrate their interest in and commitment to valuing Māori by extending their knowledge of tikanga Māori. Staff to develop their knowledge and use of te reo Māori for greetings, instructions, and praise, and improving pronunciation. Cater to the different learning within the classroom. To increase one-on-one time with each student. To provide feedback and check-ins. To allow students in Art and DVC to work on their own interests.	Action: To build whanau based relationships to create a sense of connection. To seek the expertise of iwi by inquiring into local stories and history to develop a more localised and culturally responsive curriculum. To know our students, recognising their strengths and weaknesses collectively to deliver a program that allows them to thrive within the NCEA program and creatively.	Action: To include Māori materials in curriculum content and displays, and use Māori contexts for exploring concepts. To be responsive to Māori issues and world views to help demonstrate respect and care for Māori students. To create opportunities in and out of school for students to access expert knowledge particularly to Māori artists and practices.
Evidence: Practising student names. Presence at staff PLD. Students are allowed to have their own ideas to work on.	Evidence: Use of workspaces and dashboard to give written feedback and check-ins. Using class time when the students are all working to sit one to one with students to give individual, targeted help.	Evidence: Building use of local curriculum into course planning.	Evidence: Develop a course that allows the students to bring elements of their own cultures into their work.
Impact/Outcome:			

Department Focus Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will identify myself and my own culture. Explore my own assumptions and biases. Recognise and critically reflect on my own values and beliefs. How do these impact on daily actions and interactions with others? Set high expectations for all students. Ensure that Teachers are a good role model for the students in terms of expectations and work ethic.	Action: To co-construct learning in collaboration with learners. To understand a range of pedagogical approaches from other cultures, alternative worldviews, and belief systems. To undertake research to find out more about the learner, their family, culture and where they come from.	Action: To value and validate the voices of all learners. To understand values that are important to each learner and their families. e.g faith, spirituality, family etc To identify and consider cultural models, methodologies, theories, and indigenous knowledge and approaches.	Action: To support learners to connect with their home languages e.g making an effort to use simple words and greeting in their own language. To set up learning environments authentically to reflect the cultures of all learners in our setting Integrating learners' cultural values into your local curriculum. To recognise that English may not be their first language and communicating with learners and their families in ways that they can understand.
Evidence: Allowing the students to bring their own culture into their work.Presence at staff PLD.	Evidence: Use elements from the Tapasa.	Evidence: Student Voice.	Evidence: Utilising the school translators when / if needed,
Impact/Outcome:			

Department Focus Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will support staff with the Literacy and Numeracy requirements and connect them with the Literacy Facilitator.	Action: To work closely with the Literacy Facilitator during Department meetings to discuss and develop Literacy strategies to support our learners.	Action: For Staff members to book a time with the Literacy Facilitator to plan and establish ways to support learners within their own specialised areas.	Action: To utilise Literacy strategies in the teaching of all year levels so that it becomes the norm.
Evidence: Class sites, Workspaces, Blogs and reflections. Presence at staff PLD.	Evidence: Department meetings.	Evidence: This will show in the planning on class sites and workspaces.	Evidence: Literacy and numeracy are talked about explicitly when they are being used.
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place	**Systems & Processes** What systems or processes will need to be developed or enhanced within	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced

within the Department?	the Department?	the Department?	within the Department?
Action: The HOLA seeks to build strong cultural identity. To embrace and strengthen our students' cultural identity, so it can help strengthen their wellbeing. To acknowledge different cultures in my students through classroom displays	Action: To incorporate cultural and linguistic elements, such as metaphors, blessings, proverbs, legends, individual values, inclusive and collaborative practices, and decision making processes; and integrate this knowledge into our planning and teaching practices. To incorporate cultural storytelling with the students' art and design work. To allow students in Art and DVC to work on their own interests.	Action: To understand that culture and language is important to the student. To pronounce learners' names and words in their language correctly. To participate in student cultural celebrations, language weeks etc.	Action: To makean effort to use simple words and greetings in learners' own language. To include parents in the learning journey and understand that they value being involved. To know that each learner wants to learn but in a way and a pace that is suitable for them.
Evidence: Flags from each ethnicity to be displayed in classrooms. Presence at staff PLD.	Evidence: Department whakatauki to be shown on class sites. Students can make their own decisions regarding what they are to draw and design.	Evidence: Joining in with cultural language weeks. Practice student names.	Evidence: Set up the courses so that students can learn at a pace that is suited to them.
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place	**Systems & Processes** What systems or processes will need to be developed or enhanced within	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced

within the Department?	the Department?	the Department?	within the Department?
Action: The HOLA will motivate and inspire the Department with the aim of helping team members fulfill their potential and inspire positive change. To provide feedback, consult and support the team to help bring ideas to life.	Action: The host department gets togethers at the end of every term. To engage in team building activities to foster positive relationships within the Department. To instigate well being initiatives.	Action: to inspire collaborative culture to help encourage and adopt continuous learning so the team can proactively share critical ideas that benefit all. To communicate effectively and regularly. To establish a climate of belonging.	Action: To acknowledge and recognise team members for their contributions. To be aware of and looking out for one another. To be accessible to lend a ear to members who have concerns, ideas or opinions to share.
Evidence: Sharing of ideas, Department meetings.	Evidence: Attendance at Departament events.	Evidence: Bringing your own ideas to course planning.	Evidence: An 'Open door' - both physically and digitally.
Impact/Outcome:			

Music

Department Focus Goal 1			
Leadership	**Systems & Processes**	**Knowledge & Skills**	**Teaching Practice**

What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	What systems or processes will need to be developed or enhanced within the Department?	What knowledge and skills will need to be developed or enhanced within the Department?	What aspects of teaching practice need to be developed or enhanced within the Department?
Action:To strategically include Maori Matauranga into the Tamaki College Music curriculum.	Action: To identify and develop whanaungatanga with our Maori akonga and whanau.	Action: To develop the knowledge of Maori Matauranga and Maori Puoro (Music) especially that of the local iwi - Ngati Paoa.	Action: To utilise the resources available especially Måtua Harley and how skills and knowledge can be delivered in a culturally accepted practice.
Evidence: Maori students will be encouraged to research Maori artists and music in their Level 2 and Level 3 research projects.	Evidence: Maori students will be identified in markbooks and communications will be made with whanau. This will be recorded and maintained throughout the year.	Evidence: Leading up to Matariki and Te Wiki o te reo Maori - staff and students will invite Matua Harley and iwi to present to us Maori Matauranga and specific musics of Ngati Paoa.	Evidence: Maori staff and representatives of Ngati Paoa deliver presentations that staff and students can learn from and then share this knowledge in culturally appropriate forms.
Impact/Outcome:			

Department Focus Goal 2			
Leadership	**Systems & Processes**	**Knowledge & Skills**	**Teaching Practice**

What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	What systems or processes will need to be developed or enhanced within the Department?	What knowledge and skills will need to be developed or enhanced within the Department?	What aspects of teaching practice need to be developed or enhanced within the Department?
Action: To better understand TAPASA and how this can be strategically implemented in the Tamaki College Music curriculum.	Action: To track the progress of all Pasifika students and 'check in' with informal talanoa sessions to maintain the 'va' with students and aiga at home.	Action: To keep up to date with current research concerning Pasifika student achievement and adjusting our approach to encourage student achievement.	Action: To develop a music performance pedagogy that instils discipline, consistency and a growth mindset in performance and other aspects of Music education.
Evidence: Attend and participate in TAPASA Professional development. Reflecting on the competencies and its alignment with the Music curriculum.	Evidence: A markbook that records academic progress and mentoring sessions with students and aiga.	Evidence: Active participation in TAPASA Professional development sessions. Personal professional development reading on articles particularly related to the Arts and music.	Evidence: Discussions with staff around lessons, reflections, evaluations and practice. Reading of other pedagogies around practice and performance. Could be included in the Professional Growth Cycle.
Impact/Outcome:			

Department Focus Goal 3	

Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	Systems & Processes What systems or processes will need to be developed or enhanced within the Department?	Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?	Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?
Action: To develop a working relationship with Literacy and Numeracy experts to assist in our Literacy delivery and how to best meet the needs of our students.	Action: To implement the recommendations the Literacy and Numeracy programmes propose for our learning area.	Action: To strategically utilise Literacy and Numeracy strategies that other learning areas may use. This further entrenches the learning of these essential skills.	Action: To consistently reflect on the literacy/numeracy teaching and learning and evaluating the best practice for our students.
Evidence: Literacy and Numeracy programmes that are being developed by the Head of Learning of English and Mathematics.	Evidence: This will be gathered through meeting and correspondence from the leaders of these programmes. Implementation of recommendations from the LIteracy and Numeracy projects.	Evidence: This will be evident in the Literacy/Numeracy based assessments in Year 9-13.	Evidence: This can be collected towards the Professional Growth Cycle document and reflected upon on Term reviews.
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: To create opportunities for whanau to engage with their child's learning by attending the information evening, Music showcases and concerts.	Action: To have a community event in each term that allows whanau to come and engage with staff and students. Term 1 - NCEA Information evening. Term 2 - Te Oro Performance evening - Showcase of performance students. Term 3 - Schools Tour for NCEA students. Term 4 - Community engagement with performances in the Glen Innes Business district.	Action: To be visible and communicate effectively all happenings to SLT, staff, students, whanau and the wider community.	Action: To include and invite whanau or community involvement in projects and inquiries of learning within our learning area - especially Maori Tikanga or Pasifika musics and customs.
Evidence: The evidence gathered will be through responses and a tally of attendees and tickets sold.	Evidence: Events and reports from these events will be posted upon HOLA's learning site or Music landing page.	Evidence: Reports and reflections of this engagement will be shared to SLT and recommended to the Principal for reporting to the School Board.	Evidence: This will be documented through reports and evaluations of the Term report to be submitted to SLT.
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: To be approachable and transparent to all staff and listening effectively and responding appropriately and professionally with the well being of the staff members in mind.	Action: To give staff a chance to share good practice (RAVE) and a RANT at Music Department meetings.	Action: To have a better understanding of the RISE Behaviour Flow Chart and how pastoral issues are best handled.	Action: To share and reflect in discussions any concerns regarding well being - such as workload, management and other external pressures.
Evidence: This can be collected from staff as an evaluation of HOLA's performance.	Evidence: This will be documented in the Music Department Meeting minutes.	Evidence: This will be documented in the Music meeting minutes and lodged on KAMAR.	Evidence: This will be documented in Music Department Meeting minutes.
Impact/Outcome:			

ESOL

Department Focus Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will; i) Take the lead in effectively participating in Māori cultural activities e.g. powhiri, Māori Language Week, Matariki etc. ii) To make Māori culture physically visible in the classroom. iii)To put in place professional learning and development for the Department.	Action: i) To establish a system of connection between the ESOL Department and the Maori Department in order to be assisted in learning more about Maori culture. ii) As part of that connection system, for the ESOL Department to navigate ways of helping the Maori students achieve in their learning. iii) As part of that connection, for the ESOL Department to acquire resources from the Maori Department to use in our learning programmes.	Action: i) To acquire knowledge and appreciation of Maori culture. ii) To deepen student knowledge on what, why, and how they can help identifying themselves more as part of the Maori culture because they are New Zealanders. iii) Manaaikitanga - showing integrity, sincerity and respect towards Māori beliefs, language and culture. iv) Students developing knowledge and skills in Te Reo and other aspects of Maori culture.	Action: i) To deliberately use Māori cultural context and aspects in texts (spoken, video, print, written) for teaching and learning of students. ii) To help create a Maori related identity in students by creating a personal pepeha for each student and then use them in class or other occasions. iii) Make karakia as part of the classroom routine and processes in the Department. iv) Make Maori resources accessible in the Department sites.
Evidence: At least 3 posters are put up in the classrooms. Some functional words to be learned and used in class by teachers and students e.g. Kia ora, Ka pai, E noho ra. Haere mai. Professional Growth Cycle documentation.	Evidence: Talanoa opportunity or workshops between the staff of the Maori and the ESOL departments. Increase a collection of Maori resources and texts from the Maori department for the ESOL department.	Evidence: Create a personal pepeha for students. To make available some Maori dictionaries which students can use to learn some Maori words.	Evidence: A Teaching/Learning Unit on Treaty of Waitangi for 202EL programmes. Use of Tusiata Avia's poetry from the book 'The Savage Coloniser Book' for 101EL NCEA programme. Maori texts to be used in the 10EL & 9EL programmes. Create personal pepeha. Put Maori resources and information in the Department sites.
Impact/Outcome:			

Department Focus Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will; i) Develop and build on the cultural values, strengths, and differences Pasifika learners bring with them to their learning so they can be further developed and ready to engage and do well in their study (Turu 1). ii) Establish a better and effective connection and relationships with parents and whanau so Pasifika learners can be better managed and encouraged for their own success (Turu 2). iii) Be more skilful in selecting effective pedagogical strategies for the teaching and learning of Pasifika learners. iv) Set a department goal that 85% or more of the Pasifika learners achieve NCEA Level 2 (and share with students and parents).	Action: i) To develop a process and system of identifying Pasifika learners with inconsistent & poor attendance, poor punctuality, and poor attitude. ii) To develop a process of having conversations with students setting high expectations with discipline and consequences. iii)To develop a consistent process for contacting parents and having conversations on how student success can be enhanced. iv)To develop a process for referring students to Deans or SLT for help and behaviour management.	Action: i) Assess and identify knowledge and skills Pasifika learners need to develop so they can enhance the success of their learning (across all levels, Year 9 - Year 13). ii) On the basis of those needs, seek and identify the most effective and relevant pedagogical strategies and resources to teach those Pasifika learners so their learning can improve. iii) Senior students (Year11 - Year13) to look at their results from last year, review why they had those results, and set goals for 2024 to improve and achieve. iv) Help senior students to develop and enhance their knowledge on how to know their future career pathways.	Action: i) Look for a possibility to design and implement a learning workshop or talanoa between teachers, parents and whanau about ways of improving the learning of Pasifika learners. ii) Provide learning opportunities for Pasifika learners to extend or enlarge what they already have to increase their achievement and success. iii) To increase students' interests and pride in their own identity, language and culture hopefully to ground them and build on for their own achievement and success. iv) Design and develop effective teaching/learning units to address and improve the learning needs of the Pasifika learners.
Evidence: Use of ethnic-specific strategies effective for the teaching/learning of 4 different Pasifika ethnicities in the class (Tongan, Samoan, Fijian, Cook Islands). Effective talanoa sessions with parents and whanau to design and identify together effective ways to	Evidence: Referral lists made of students who require additional support. More consistent phone calls and emails. Records of actions being taken to make improvements and meeting needs of those students. Records of conversations or meetings	Evidence: Use of ELLP assessments to identify students' ELLP stages, especially the new ESOL students entering this year. Use of PAT and asTTle assessment to identify reading and writing needs of Year 9 & 10 students. Design of teaching and learning unit plans based on needs identified from	Evidence: Records of workshops or talanoa activities with Pasifika parents and whanau. Records of learning activities where learners learn more about who they are and their own identities. Teaching and learning units ineffective and relevant for Pasifika

teach the Pasifika learners and for their own success. More consistent and effective contacts with parents on students who need to improve their attendance, punctuality, and attitude for their success. Effective follow-up with high expectations for students not working or achieving.	made with parents.	assessments.	learners on workspaces and Department sites.
Impact/Outcome:			

Department Focus Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will; i) To put in place effective, relevant and evidence-based teaching/learning programmes to meet the needs of Year 10 ESOL students, so that 80% of students will be reading at or above the expected Curriculum Level and 70% are writing at or above the expected Curriculum Level. ii) To select and use effective reading and writing strategies in teaching so the reading and writing goals above are met. iii) To work closely with Year 11 students who did not achieve L1 Literacy credits from the Level-up Programme last year and make sure they achieve their Literacy credits this year. iv) To work together with the Maths Department on how students can be helped with their mathematical language-related needs in order to achieve the Year 10 maths Year 11 numeracy goals as of above.	Action: i) Analyse Year 10 ELLP assessments, PAT, asttle and vocabulary to identify the students' reading, writing, and vocabulary so they can be used in the process of identifying learning needs which can help the designing of effective programmes for the students. ii) Introduce Year 11 students to what the English Curriculum expects of them (understand, know, and do) and the skills they need to know how to use in order to achieve the 90% Literacy target. iii) Develop a system to support students reading for pleasure and thus increasing the mileage of their reading and acquisition of vocabulary.	Action: i) Both Year 10 and Year 11 ESOL students will continue to acquire more knowledge and skills as it relates to improving their learning and use of the four language skills - listening, reading, speaking, and writing. ii) Introduce Year 11 students to what the English Curriculum expects of them (understand, know, and do) and the skills they need to know how to use in order to achieve the 90% Literacy target. iii) Develop a system to support students reading for pleasure and thus increasing the mileage of their reading and acquisition of vocabulary iv) Both Year 10 and Year 11 ESOL students need to acquire vocabulary related to maths, e.g. read and understand mathematical language, so they can improve their Numeracy.	Action: i) There is a need to develop effective evidence-based practice (based on needs from assessment) which can best enhance the students' learning for achievement in Literacy, both for Year 10 and Year 11. ii) Develop integrated teaching units where the four language skills are taught together in a progressively integrated way, both for Year 10 and Year 11 students. iii) Introduce Year 11 students to what the English Curriculum expects of them (understand, know, and do) and the skills they need to know how to use in order to achieve the 90% Literacy target. iv) Select appropriate multiple modal texts to be used in teaching reading, writing, and speaking skills for both Year 10 and Year 11 students. iii) Develop a system to support students reading for pleasure and thus increasing the mileage of their reading and acquisition of vocabulary.
Evidence:	Evidence:	Evidence:	Evidence:
Impact/Outcome:			

Department Focus Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will; i) Educate members of the Department about the right of every student to feel safe, respected, and valued, and not to be bullied or experience racism against while at school. ii) Uphold the implementation and practice the school RISE Values with high expectation in and out of the classrooms. iii) Make students aware of the help and support available at the Health Centre for their wellness and protection. iv) Develop and maintain connection with their parents and whanau at home. v) Create and maintain close and vibrant relationships between staff and students and among students themselves.	Action: i) Implementing the Staff Procedure for responding to abuse, neglect, and/or mental health concerns designed by the Health Centre for student wellbeing. ii) Follow the school strategy for student behaviour management, protection, and discipline. iii) To develop a strategy to foster closer relationships with students by continuing to implement the notion and practice of using the classrooms as a 'home' at school for students and teachers as ' parents' for them. iv) Create a consistent process of connecting with parents, not only to inform them of some good behaviour and achievement, but of needs for improvement in attendance, behaviour, and attitude.	Action: i) For Students to know their rights to learning and safety at school, and to be familiar with expectations of them as students by the school. ii) For Students to know the positive impacts of the school RISE Values in their lives if they genuinely adopt and make them their own personal values. iii) For Students to be aware of processes and what they need to do to maintain and help their own healthy wellbeing. iv) For Students to know and develop skills on how to handle bullying, abuse, and racism at school, as well as themselves to not be bullies. iv) For Students to be aware that they are well supported at school, and the Health Centre is there for their protection.	Action: i) The ideas and knowledge about respect and wellbeing of students should be made part of classroom learning and practice through reading, writing, and speaking. These ideas and notions should be made as part of themes students learn about through teaching and learning. ii) For School RISE values to be broken down, simplified, and clarified in the classroom learning and practice so students can understand better, appreciate, and be motivated to make them part of their personal values. iii) To connect more closely with parents and whanau through time together, talanoa, and design some learning for the children.
Evidence: Information sharing with students in classes and mentoring. Use of acknowledgement and praises for achievement of the RISE Values; discipline & consequences where needed. Phone calls and parents' whanau	Evidence: A list of student referrals to the Health Centre. A list of student referrals to the Deans or SLT.	Evidence: Teach and make students learn about bullying- and abuse. (Oat the Goat link; videos on bullying, Bullying free NZ; Little Parachutes). Students value themselves and their own wellbeing. Senior ESOL students to be older	Evidence: Design a unit plan for junior classes using bullying, abuse, and racism as themes for reading and writing. Make plans for a parents-teachers-students get together.

meetings.		siblings to the junior ESOL.	
Impact/Outcome:			

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to focus on fostering the physical, emotional, and mental health and wellbeing of the Department.	Action: To encourage positive interactions within the Department that will enhance wellbeing.	Action: To provide professional learning and development opportunities for the Department to learn about wellbeing strategies.	Action: To collaborate across Departments, sharing appropriate resources.
Evidence: Staff Voice.	Evidence: Staff Voice.	Evidence: PLD is recorded in Professional Growth Cycle documents.	Evidence: Department sites, teacher sites, unit and lesson plans and Workspace.
Impact/Outcome:			

Te Reo Maori

Department Goal 1			
Leadership What acts of leadership (HOD and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to promote the continued development of the junior school programme. For the HOLA to promote the development and use of Te Reo Māori as a language.	Action: To document the development of the junior school programme.	Action: To build language acquisition skills through kapa haka, waiata, purakau and field trips.	Action: To continue to integrate Māori texts and authors into the teaching programme aid language development and use.
Evidence: Staff Voice. Student Voice.	Evidence: Department meeting minutes, Department site, teacher sites and Workspace.	Evidence: Department meetings, PLD records, Student Voice and trip applications.	Evidence: Student Voice. Department meeting minutes, Department site, teacher sites and Workspace.
Impact/Outcome:			

Department Goal 2			
Leadership What acts of leadership (HOD and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to promote the demonstration of the Tapasā competencies within the Department.	Action: To document the Department's integration of the Tapasā competencies.	Action: For the Department to attend school wide PLD related to the Tapasā competencies.	Action: To implement the Tapasā competencies into classroom practice.
Evidence: Staff Voice.	Evidence: Department meetings, Department site, teacher sites and Workspace.	Evidence: PLD is recorded in Professional Growth Cycle documents.	Evidence: Student Voice. Department site, teacher sites and Workspace.
Impact/Outcome:			

Department Goal 3			
Leadership What acts of leadership (HOD and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to support the development of language acquisition skills in the Level 1 programme. For the HOLA to support the increased use of waiata in the junior programme.	Action: To document content additions in the Level 1 and junior programmes.	Action: To ensure Department based PLD allows for provision of further content knowledge.	Action: To implement the additions to the programme in the classroom setting.
Evidence: Staff Voice indicates support.	Evidence: Department meetings, Department site, teacher sites and Workspace.	Evidence: PLD records. Department meetings, Department site, teacher sites and Workspace.	Evidence: Student Voice. Department site, teacher sites and Workspace
Impact/Outcome:			

Department Goal 4			
Leadership What acts of leadership (HOD and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will instigate an Akonga 'Know the Learner' Action Plan. The HOLA will action regular Whanau hui.	Action: To structure and document the Akonga Action Plan for use by the Department. To develop a structure and focus for Whanau hui.	Action: To ensure the Department understands how to utilise the Akonga Action Plan.	Action: To apply the principles of the Akonga Action Plan in the classroom setting.
Evidence: The Akonga Action Plan.	Evidence: Department meetings and the Action Plan. Minutes (and actions) from Whanau hui.	Evidence: Staff Voice.	Evidence: Student Voice.
Impact/Outcome:			

Department Goal 5			
Leadership What acts of leadership (HOD and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to provide one-to-one support for the Department. For the HOLA to organise external PLD for the Department.	Action: To timetable one-to-one meetings with the Department on a rotation basis. To complete the trip applications for EOTC events.	Action: To ensure that the Department understands the purpose of any external PLD, e.g. attending Koroneihana is to learn more about Kingitanga.	Action: To integrate learnings of EOTC events in classroom practice.
Evidence: Staff Voice.	Evidence: Google calendar. Trip applications.	Evidence: PLD records. Staff Voice.	Evidence: Student Voice. Department site, teacher sites and Workspace.
Impact/Outcome:			

Careers

Department Goal 1			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Goal: For the HOLA to work collaboratively with the Department to uphold the Treaty of Waitangi through a shared leadership model.	Goal: To develop a pathway site that enables the Department to identify, connect and target engagements with external learning providers for Māori students.	Goal: To encourage Māori student participation in external opportunities through Gateway STAR, Tertiary and Te Pukenga providers.	Goal: To recognise the official language status of Te Reo Māori within Aotearoa by normalising the use of Te Reo Māori within the Department.
Evidence: Department meeting minutes.	Evidence: The pathway site. KAMAR data.	Evidence: Participation and engagement data. Student Voice.	Evidence: The use of Te Reo Māori in Department communications, e.g. greetings, teaching and learning plans.
Impact/Outcome:			

Department Goal 2			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Goal: For the HOLA to provide opportunities for Pasifika members of the Department to share their knowledge journey, to enhance the Department's understanding of the Tapasā Cultural Competencies, as they plan for student engagement opportunities.	Goal: To develop a pathway site that enables the Department to identify, connect and target engagements with external learning providers for Pasifika students.	Goal: To engage with Pasifika students and their families to enable access to purposeful external learning opportunities that will support NCEA Level 2 achievement.	Goal: To ensure appropriate support for ESOL students when engaging with external providers.
Evidence: Department meeting minutes.	Evidence: The pathway site. KAMAR data.	Evidence: NCEA achievement data. Student and Community Voice.	Evidence: Student Voice.
Impact/Outcome:			

Department Goal 3			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Goal: For the HOLA to engage with the school's Literacy and Numeracy team to ensure the provision of best practice strategies within the Department.	Goal: For the Department to better utilise data available on KAMAR to track and analyse student achievement and plan for engagement opportunities.	Goal: For the Department to gain an understanding of cross curricular approaches to Literacy and Numeracy.	Goal: To understand the importance of students obtaining Literacy and Numeracy during external opportunities.
Evidence: Department meeting minutes.	Evidence: KAMAR data. Data tracking sheets.	Evidence: Whole staff PLD meetings PLugs website.	Evidence: KAMAR data. Student Voice.
Impact/Outcome:			

Department Goal 4			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Goal: For HOLA to promote the use of My Mahi.	Goal: To reward staff and students who engage with My Mahi. To communicate opportunities available within the Department to students and their families via social media platforms.	Goal: To provide PLD for the Department in the use of the social media platforms to provide content.	Goal: To develop the role and responsibilities of the students who serve as Career Ambassadors.
Evidence: My Mahi data analysis.	Evidence: My Mahi data analysis.	Evidence: PLD is recorded in Professional Growth Cycle documents.	Evidence: Career Ambassadors meeting minutes.
Impact/Outcome:			

Department Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Goal: For the HOLA to promote the principles and practice of Manakitanga as the guiding kaupapa within the Department.	Goal: To utilise the My Mahi data to determine and acknowledge weekly and monthly staff engagement with the app.	Goal: To provide My Mahi PLD for the Department.	Goal: To acknowledge the Department for the use of My Mahi in the classroom setting.
Evidence: Department meetings minutes.	Evidence: My Mahi data.	Evidence: PLD is recorded in Professional Growth Cycle documents.	Evidence: My Mahi data.
Impact/Outcome:			

How has the Board prioritised its strategic goals?

Through consultation with families at Student Achievement Conferences and the Subject Pathways Evening, with tangata whenua and mana whenua at the Maori Parents Hui and with the School Board as representatives of the school community.

The Board gives effect to Tiriti o Waitangi by

Ensuring the curriculum reflects Maori perspective.
Making equitable provision in the curriculum for the instructional needs of Maori students.
Providing opportunities for students who wish to learn Maori language and culture.
Recognising Maori values in the provision of resources and facilities within the school.
Understanding and recognise the unique status of tangata whenua in Aotearoa New Zealand.
Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
Practising and developing the use of te reo and tikanga Māori.

Ensuring the school's plans, policies, and local curriculum reflect local tikanga Maori, matauranga Maori and te ao Maori.
Improving the progress of Maori students.
Making progress towards providing instruction in tikanga and te reo Maori.

The Board seeks to meet the needs of the following students

(a) Māori students:

Tamaki College enacts a Maori Achievement policy which has the following purpose -

To build whanaungatanga with our ākonga Māori and whānau, and our local hapū and iwi to ensure everyone is informed and involved as our education partners.
To recognise and build on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau.
To promote a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum).
To ensure that the school is a physically and emotionally safe place and work to eliminate racism, discrimination, and stigma and engage with any national, regional, and local implementation plans developed by the Ministry of Education and education agencies.
To support staff to access appropriate professional learning and development.
To implement effective, high quality teaching and leadership practices that promote success for Māori as Māori.

(b) Pacific students:

Tamaki College enacts a Pasifika Achievement policy which has the following purpose -

To work reciprocally with diverse Pacific communities to respond to unmet needs, (with an initial focus on needs arising from the COVID-19 pandemic).
To confront systemic racism and discrimination in education.
To enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.
To partner with families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met.
To grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages.

(c) students with disabilities:

Tamaki College enacts an Inclusive Education policy which takes into account students with differing needs, including students who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or come from diverse ethnic communities.

(d) students with learning support needs, including gifted and talented students:

Tamaki College enacts a Learning Support policy which takes account of neurodiverse learners and learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments, gifted learners, English language learners (ELL), those who are not achieving, or at risk of not achieving and those at risk of disengaging.

(e) students who are, or are at risk of, not progressing towards or achieving
their highest possible standard in educational achievement:

Tamaki College enacts a Learning Support policy which takes account of neurodiverse learners and learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments, gifted learners, English language learners (ELL), those who are not achieving, or at risk of not achieving and those at risk of disengaging.

(f) students in respect of whom a care or protection order has been made
under the Oranga Tamariki Act 1989:

Tamaki College enacts a Child Protection policy which takes into account the Oranga Tamariki Act 1989 and a VIsitors to the School policy which aims to ensure the school is able to uphold any access or custody arrangements on individual children.

(g) students in the youth justice system

Students within the youth justice system are supported by the Director of Pastoral and the Guidance team.

The Board undertakes to

c)perform its functions and exercise its powers in a way that is financially responsible

(d)if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement;

(e)comply with all of its other obligations under this or any other Act.

Academic Targets

Year 9

Academic Targets	Processes and Resources	Measures and Evidence	Evaluation
By the end of Year 10, 80% of students will be reading at or above the expected Curriculum Level.	To utilise the My Mah app as a tool for academic goal setting. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring. To provide professional learning and development for staff.	Mid Year and End of Year PAT results.	
By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.	To utilise the My Mah app as a tool for academic goal setting. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring. To provide professional learning and development for staff.	Mid Year and End of Year easTTle results.	

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.	To utilise the My Mah app as a tool for academic goal setting. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring. To provide professional learning and development for staff.	Mid Year and End of Year PAT results.	

Year 10

Academic Targets	Processes and Resources	Measures and Evidence	Evaluation
By the end of Year 10, 80% of students will be reading at or above the expected Curriculum Level.	To utilise the My Mah app as a tool for academic goal setting. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Project K and HIVA. To provide professional learning and development for staff.	Mid Year and End of Year PAT results.	
By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.	To utilise the My Mah app as a tool for academic goal setting. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Project K and HIVA. To provide professional learning and development for staff.	Mid Year and End of Year easTTle results.	
By the end of Year 10, 70% of students are achieving in	To utilise the My Mah app as a tool for academic goal setting.	Mid Year and End of Year PAT results.	

Mathematics at or above the expected Curriculum Level.	To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Project K and HIVA. To provide professional learning and development for staff.		

Year 11

Academic Targets	Processes and Resources	Measures and Evidence	Evaluation
That 70% of the Year 11 cohort achieve NCEA Level 1.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigatorsto engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Blues Leadership programme. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	
That 90% of the Year 11 cohort achieve Numeracy Co-Requisite.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	

	of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Blues Leadership programme. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.		
That 90% of the Year 11 cohort achieve Literacy Co-Requisite.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigatorssupport workers to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Blues Leadership programme. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	

That 20 students from the Year 11 cohort achieve a Merit Endorsement.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Blues Leadership programme. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	
That 15 students from the Year 11 cohort achieve an Excellence Endorsement.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Blues Leadership programme.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	

	To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.		

Year 12

Academic Target	Processes and Resources	Measures and Evidence	Evaluation
That 85% of the Year 12 cohort will achieve NCEA Level 2.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	
That 10 students from the Year 12 cohort will achieve a Merit Endorsement.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	

	To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.		
That 5 students from the Year 12 cohort will achieve an Excellence Endorsement.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigatorss to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	
That 80% of the Year 12 cohort will have passed their Learner's Licence.	To utilise the My Mah app as a tool for goal setting. To host regular year level assemblies to promote the Driving Academy programme.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site.	

That 90% of the Year 12 Maori cohort will complete the academic year and return to Year 13.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site.	

Year 13

Academic Target	Processes and Resources	Measures and Evidence	Evaluation
That 70% of the Year 13 cohort will achieve NCEA Level 3.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Russell McVeagh and MATES. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	
That 5 students from the Year 13 cohort will achieve Merit Endorsements.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	

	of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Russell McVeagh and MATES. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.		
That 5 students from the Year 13 cohort will achieve Excellence Endorsements.	To utilise the My Mah app as a tool for academic goal setting. To host regular year level assemblies to promote academic achievement. To employ two attendance navigatorsto engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Russell McVeagh and MATES. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	
That 65% of the Year 13 cohort will achieve University Entrance Literacy.	To utilise the My Mah app as a tool for academic goal setting.	NCEA data collated weekly and presented to staff and the School	

	To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class programmes, e.g. Russell McVeagh and MATES. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.	Board on the Data Garden site. Finalised 2024 NCEA results.	
That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.	To utilise the My Mah app as a tool for academic goal setting. To regularly meet, both individually and collectively with those students identified as university bound to monitor achievement. To host regular year level assemblies to promote academic achievement. To employ two attendance navigators to engage with students and their families to promote the importance of regular attendance. To provide access to a range of mentoring and study class	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	

	programmes, e.g. Russell McVeagh and MATES. To provide professional learning and development for staff. To provide extended learning time at the start of the NCEA examination period to support academic success.		

Literacy and Learning Support

Academic Target	Processes and Resources	Measures and Evidence	Evaluation
Whare Manaki - That 100% of senior Whare Manaaki students gain 20 credits towards their National Certificate.	To utilise MOE resourcing to fund classroom based Learning Assistants. To provide professional learning and development for staff. To develop a range of online resources.	NCEA data collated weekly and presented to staff and the School Board on the Data Garden site. Finalised 2024 NCEA results.	
English Language Learners - That 100% of ELLs students will progress to their agreed individual ELLP stage.	To utilise MOE resourcing to fund classroom based Learning Assistants. To provide professional learning and development for staff. To develop a range of online resources.	Termly school reports. 2024 Department Portfolio.	
Foundation English - That 100% of Foundation English progress to their agreed ELLP stage.	To utilise MOE resourcing to fund classroom based Learning Assistants. To provide professional learning and development for staff. To develop a range of online resources.	Termly school reports.	