



Tāmaki College
EAST AUCKLAND

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 57

Principal: Soana Pamaka

School Address: Elstree Avenue, Glen Innes, Auckland

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

School Phone: 09 521 1104

School Email: mcenteer@tamaki.ac.nz

Accountant / Service Provider: Canterbury Education Services (CES)



Tamaki College

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
DJ Tuaru Temu	Presiding Member	Re-elected 2022	June 2025
Soana Pamaka	Principal	ex Officio March 2006	
Montague Jones	Parent Representative	Re-elected 2022	June 2025
Marryane Tukuafu	Parent Representative	Elected 2022	June 2025
Amelia Hingano	Parent Representative	Elected 2022	June 2025
Viola Fifita	Parent Representative	Elected 2022	June 2025
Peter Millar	Co-opted Representative	Co-opted 2022	June 2025
Jeremy Spruyt	Staff Representative	Elected 2023	June 2025
Mafi Manu	Learner Representative	Elected November 2023	October 2024
Aumau Faamita	Learner Representative	Elected 2022	October 2023
Georgie Thompson	Parent Representative	Re-elected 2022	February 2023

TAMAKI COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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Tamaki College

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

David Junior Tutaki Temu
Full Name of Presiding Member


Signature of Presiding Member

15/08/2024
Date:

Soana Pamaka
Full Name of Principal


Signature of Principal

15/08/2024
Date:



Tamaki College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	12,417,133	9,482,465	11,651,456
Locally Raised Funds	3	1,921,556	1,535,928	2,070,431
Interest		29,414	6,000	8,866
Gain on Sale of Property, Plant and Equipment		-	-	1,304
Total Revenue		14,368,103	11,024,393	13,732,057
Expense				
Locally Raised Funds	3	413,871	269,355	283,213
Learning Resources	4	10,285,203	8,761,985	8,756,881
Administration	5	1,518,407	1,413,858	1,619,247
Interest		14,185	5,000	8,951
Property	6	2,871,393	686,935	2,901,217
Loss on Disposal of Property, Plant and Equipment		5	-	7,489
Total Expense		15,103,064	11,137,133	13,576,998
Net Surplus / (Deficit) for the year		(734,961)	(112,740)	155,059
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(734,961)	(112,740)	155,059

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



Tamaki College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		2,085,082	2,085,082	1,893,014
Total comprehensive revenue and expense for the year		(734,961)	(112,740)	155,059
Contribution - Furniture and Equipment Grant		61,435	-	37,009
Equity at 31 December		1,411,556	1,972,342	2,085,082
Accumulated comprehensive revenue and expense		1,411,556	1,972,342	2,085,082
Equity at 31 December		1,411,556	1,972,342	2,085,082

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



Tamaki College

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	97,702	1,041,902	1,109,141
Accounts Receivable	8	870,660	494,618	494,619
GST Receivable		2,709	25,657	25,657
Prepayments		52,293	45,194	45,194
Inventories	9	65,304	74,956	74,956
Funds Receivable for Capital Works Projects	17	-	-	174,412
		<u>1,088,668</u>	<u>1,682,327</u>	<u>1,923,979</u>
Current Liabilities				
Accounts Payable	12	853,933	716,774	879,631
Revenue Received in Advance	13	115,208	167,701	167,701
Provision for Cyclical Maintenance	14	15,504	-	103,957
Finance Lease Liability	15	85,204	80,101	75,665
Funds held in Trust	16	10,948	13,109	13,109
		<u>1,080,797</u>	<u>977,685</u>	<u>1,240,063</u>
Working Capital Surplus/(Deficit)		7,871	704,642	683,916
Non-current Assets				
Property, Plant and Equipment	11	1,626,908	1,491,951	1,624,678
		<u>1,626,908</u>	<u>1,491,951</u>	<u>1,624,678</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	142,874	150,141	94,740
Finance Lease Liability	15	80,349	74,110	128,772
		<u>223,223</u>	<u>224,251</u>	<u>223,512</u>
Net Assets		<u>1,411,556</u>	<u>1,972,342</u>	<u>2,085,082</u>
Equity		<u>1,411,556</u>	<u>1,972,342</u>	<u>2,085,082</u>

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



Tamaki College

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		4,932,032	4,805,901	4,757,069
Locally Raised Funds		1,559,080	1,473,230	1,664,665
International Students		9,452	-	2,174
Goods and Services Tax (net)		22,948	(33,278)	(33,278)
Payments to Employees		(2,481,386)	(2,449,284)	(2,300,629)
Payments to Suppliers		(4,854,138)	(3,880,637)	(3,956,860)
Interest Paid		(14,185)	(5,000)	(8,951)
Interest Received		29,414	6,000	8,866
Net cash from/(to) Operating Activities		(796,783)	(83,068)	133,056
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,304
Purchase of Property Plant & Equipment (and Intangibles)		(388,769)	(155,123)	(232,888)
Net cash from/(to) Investing Activities		(388,769)	(155,123)	(231,584)
Cash flows from Financing Activities				
Furniture and Equipment Grant		24,426	-	37,009
Finance Lease Payments		(22,564)	47,172	40,799
Funds Administered on Behalf of Other Parties		172,251	13,109	15,553
Net cash from/(to) Financing Activities		174,113	60,281	93,361
Net increase/(decrease) in cash and cash equivalents		(1,011,439)	(177,910)	(5,167)
Cash and cash equivalents at the beginning of the year	7	1,109,141	1,219,812	1,114,308
Cash and cash equivalents at the end of the year	7	97,702	1,041,902	1,109,141

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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



Tamaki College

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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



e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

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

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years.

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on comparison to recent market transactions.

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

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

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



l) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the School to provide services in the future. The fees grants are recorded as revenue as the obligations are fulfilled or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

m) Funds Held in Trust

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

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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



2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	2,651,076	2,314,443	2,410,717
Teachers' Salaries Grants	5,200,695	4,892,562	4,729,705
Use of Land and Buildings Grants	2,067,641	-	2,073,257
Other Government Grants	1,659,694	1,408,328	1,608,367
Ka Ora, Ka Ako - Healthy Lunches	838,027	867,132	829,410
	<u>12,417,133</u>	<u>9,482,465</u>	<u>11,651,456</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	4,755	5,000	22,480
Fees for Extra Curricular Activities	153,759	150,400	111,124
Trading	155,883	150,000	142,487
Fundraising & Community Grants	67,641	-	8,560
Other Revenue	1,530,066	1,230,529	1,785,780
International Student Fees	9,452	-	-
	<u>1,921,556</u>	<u>1,535,929</u>	<u>2,070,431</u>
Expense			
Extra Curricular Activities Costs	193,461	114,355	125,511
Trading	220,410	155,000	139,641
Fundraising and Community Grant Costs	-	-	18,061
	<u>413,871</u>	<u>269,355</u>	<u>283,213</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>1,507,685</u>	<u>1,266,574</u>	<u>1,787,218</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	2,622,550	1,948,399	1,937,798
Equipment Repairs	757	2,500	2,605
Information and Communication Technology	164,969	208,689	162,039
Library Resources	17,295	11,881	8,971
Employee Benefits - Salaries	6,937,523	6,207,020	6,292,369
Staff Development	228,959	147,000	80,689
Depreciation	313,150	236,496	272,410
	<u>10,285,203</u>	<u>8,761,985</u>	<u>8,756,881</u>



5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	13,896	10,896	10,578
Board Fees	3,375	3,000	2,000
Board Expenses	6,848	12,600	3,659
Communication	32,533	36,500	34,324
Consumables	52,865	48,500	52,619
Healthy Lunches	525,215	445,000	591,598
Other	68,418	58,700	-
Postage	16,247	25,000	-
Employee Benefits - Salaries	620,603	612,022	768,258
Insurance	111,047	95,000	88,911
Service Providers, Contractors and Consultancy	67,360	66,640	67,300
	1,518,407	1,413,858	1,619,247

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	59,864	48,000	58,157
Consultancy and Contract Services	122,664	118,100	119,700
Cyclical Maintenance	45,481	55,401	18,677
Grounds	88,342	42,000	36,259
Heat, Light and Water	112,640	130,000	118,689
Rates	272	500	527
Repairs and Maintenance	181,875	122,346	287,862
Use of Land and Buildings	2,067,641	-	2,073,257
Security	31,740	22,500	41,105
Employee Benefits - Salaries	160,874	148,088	146,984
	2,871,393	686,935	2,901,217

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

7. Cash and Cash Equivalents

	Actual	Budget (Unaudited)	Actual
	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	97,702	1,041,902	1,109,141
Cash and cash equivalents for Statement of Cash Flows	97,702	1,041,902	1,109,141



8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	299,888	94,385	94,385
Receivables from the Ministry of Education	148,936	-	-
Teacher Salaries Grant Receivable	421,836	400,234	400,234
	<u>870,660</u>	<u>494,619</u>	<u>494,619</u>
Receivables from Exchange Transactions	299,888	94,385	94,385
Receivables from Non-Exchange Transactions	570,772	400,234	400,234
	<u>870,660</u>	<u>494,619</u>	<u>494,619</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	-	-	120
School Uniforms	65,304	74,956	74,836
	<u>65,304</u>	<u>74,956</u>	<u>74,956</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Artworks	4,500	-	-	-	(462)	4,038
Building Improvements	932,404	-	-	-	(60,407)	871,997
Furniture and Equipment	163,929	42,106	(5)	-	(39,780)	166,250
Information and Communication Technology	156,919	78,577	-	-	(84,491)	151,005
Motor Vehicles	141,974	145,300	-	-	(35,209)	252,065
Leased Assets	207,009	43,509	-	-	(89,821)	160,697
Library Resources	17,943	5,920	(27)	-	(2,980)	20,856
Balance at 31 December 2023	<u>1,624,678</u>	<u>315,412</u>	<u>(32)</u>	<u>-</u>	<u>(313,150)</u>	<u>1,626,908</u>

The net carrying value of information & communication technology equipment held under a finance lease is \$160,697 (2022: \$207,008)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.



	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Artworks	9,257	(5,219)	4,038	9,257	(4,757)	4,500
Building Improvements	4,330,231	(3,458,234)	871,997	4,330,601	(3,398,197)	932,404
Furniture and Equipment	852,686	(686,436)	166,250	834,338	(670,409)	163,929
Information and Communication Technology	882,455	(731,450)	151,005	973,718	(816,799)	156,919
Motor Vehicles	380,356	(128,291)	252,065	236,953	(94,979)	141,974
Textbooks	30,304	(30,304)	-	30,304	(30,304)	-
Leased Assets	307,945	(147,248)	160,697	280,756	(73,747)	207,009
Library Resources	84,586	(63,730)	20,856	78,785	(60,842)	17,943
Balance at 31 December 2023	6,877,820	(5,250,912)	1,626,908	6,774,712	(5,150,034)	1,624,678

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	276,902	198,432	198,432
Accruals	10,746	10,578	10,578
Banking Staffing Overuse	27,523	-	162,857
Employee Entitlements - Salaries	472,695	426,203	426,203
Employee Entitlements - Leave Accrual	66,067	81,561	81,561
	853,933	716,774	879,631
Payables for Exchange Transactions	853,933	716,774	879,631
	853,933	716,774	879,631

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	95,028	-	-
Other revenue in Advance	20,180	167,701	167,701
	115,208	167,701	167,701



14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	198,697	198,697	180,020
Increase to the Provision During the Year	45,481	55,401	18,677
Use of the Provision During the Year	(85,800)	(103,957)	-
Provision at the End of the Year	<u>158,378</u>	<u>150,141</u>	<u>198,697</u>
Cyclical Maintenance - Current	15,504	-	103,957
Cyclical Maintenance - Non current	142,874	150,141	94,740
	<u>158,378</u>	<u>150,141</u>	<u>198,697</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	95,420	80,101	87,158
Later than One Year and no Later than Five Years	86,024	74,110	139,687
Later than Five Years	(15,891)	-	(22,407)
	<u>165,553</u>	<u>154,211</u>	<u>204,438</u>
Represented by			
Finance lease liability - Current	85,204	80,101	75,666
Finance lease liability - Non current	80,349	74,110	128,772
	<u>165,553</u>	<u>154,211</u>	<u>204,438</u>

16. Funds held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	10,948	13,109	13,109
	<u>10,948</u>	<u>13,109</u>	<u>13,109</u>

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



17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Asbestos Removal #208178	(18,770)	18,770	-	-	-
Block BB ILE Upgrade #208179	(142,312)	142,312	-	-	-
Fire Alarm #173817	(13,330)	13,330	-	-	-
Totals	<u>(174,412)</u>	<u>174,412</u>	<u>-</u>	<u>-</u>	<u>-</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

-

2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Asbestos Removal #208178	(26,585)	16,315	(8,500)	-	(18,770)
BIP	(13,810)	-	-	13,810	-
Block CB Refurbishment	3,684	-	-	(3,684)	-
New Technology Building	(10,378)	-	-	10,378	-
Block BB ILE Upgrade #208179	(140,546)	174,466	(176,232)	-	(142,312)
HVAC Project #224634	7,949	-	(7,949)	-	-
Fire Alarm #173817	(5,360)	-	(7,970)	-	(13,330)
Heating Upgrade #207921	(2,289)	-	-	2,289	-
Automated Barrer Arms	(18,124)	(8,091)	26,366	-	-
Leak Repairs to Drainage	9,766	-	-	(9,766)	-
Boundary Fence #234322	15,483	3,500	(19,903)	919	-
Totals	<u>(180,210)</u>	<u>186,190</u>	<u>(194,188)</u>	<u>13,946</u>	<u>(174,412)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(174,412)

18. Related Party Transactions

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

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



19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	3,375	2,000
<i>Leadership Team</i> Remuneration Full-time equivalent members	790,525 6	756,394 6
Total key management personnel remuneration	<u>793,900</u>	<u>758,394</u>

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

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	180-190
Benefits and Other Emoluments	0-10	0-10

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	15.00	7.00
110-120	6.00	6.00
120-130	5.00	2.00
130-140	2.00	-
	<u>28.00</u>	<u>15.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

22. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$Nil.

(Capital commitments at 31 December 2022: \$490,579).

(b) Operating Commitments

As at 31 December 2023, the Board has not entered into any operating leases (31 December 2022: Nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	97,702	1,041,902	1,109,141
Receivables	870,660	494,619	494,619
Total financial assets measured at amortised cost	<u>968,362</u>	<u>1,536,521</u>	<u>1,603,760</u>

Financial liabilities measured at amortised cost

Payables	853,933	716,774	879,631
Finance Leases	165,553	154,211	204,437
Total financial liabilities measured at amortised cost	<u>1,019,486</u>	<u>870,985</u>	<u>1,084,068</u>

24. Events after Balance date

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



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF TAMAKI COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

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

Opinion

We have audited the financial statements of the School on pages 1 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- b) comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 15 August 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information obtained at the date of our audit report is the Statement of Variance, Evaluation of the school's students' progress and achievement, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of KiwiSport Funding and Statement of Compliance with Good Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Brendan Lyon
Partner¹
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand

¹ The title 'Partner' conveys that the person is a senior member within their respective division and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is external audit, conducted via the Crowe Australasia external audit division and Unison SMSF Audit. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

Statement of Variance

Strategic Focus 1

Learners at the centre – Learners with their whānau are at the centre of education.

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Actions.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
To continue the RISE Refresh, updating the RISE documentation to reflect the revised school values.	A PB4L/RISE Refresh was addressed as part of staff PLD.	The school's 2023 Planner and PLuGs website that documents staff PLD. Professional Growth Cycle records kept by staff. Term 3 Staff Voice.	A full PLD programme meant that RISE Refresh received limited exposure or action.	The RISE Refresh will be added to the 2024 PLD programme.
To support Deans, HOLAs and classroom teachers to appropriately utilise the RISE Behaviour Flowchart.	A PB4L/RISE Refresh was addressed as part of staff PLD.	The school's 2023 Planner and PLuGs website that documents staff PLD. Professional Growth Cycle records kept by staff. Term 3 Staff Voice.	A full PLD programme meant that RISE Refresh received limited exposure or action. Deans and HOLAs sought, where possible, to support classroom teachers to implement the RISE Behaviour Flowchart.	A Deans' Handbook will be developed for staff that will outline a range of pastoral procedures, including how to appropriately utilise the RISE Behaviour Flowchart.
To utilise the House System to develop both potential students leaders in Years 9 - 12 and academic staff pathwaying to (pastoral) middle leadership.	Each House provided opportunities for Year 9 -12s students to take part in House assemblies and House competition featured regularly throughout the academic year. An assistant House Dean was appointed to Kowhai to work with the Dean.	Applicants were generated from each House for Student Leadership and STARS Mentor positions. House assembly presentations and house competition results.	A variation in House sizes and the number of Year 12 classes in each House meant that some Houses generated more Student Leaders and STARS Mentors. The Assistant Principal needed to provide support to two House Deans to help them generate assembly content.	To continue to utilise the House System to develop both potential students leaders in Years 9 -12 and academic staff pathwaying to (pastoral) middle leadership. The assistant Kowhai House Dean is to become the Dean of Rata.

Strategic Focus 2

Learners with their whānau are at the centre of education.

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

Actions.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
To embed Akomanga Kaihanga (including Literacy and Numeracy) as a key programme in the junior school.	Although Akomanga Kaihanga projects were very sporadic throughout the year, a strong emphasis was placed on Literacy and Numeracy across all Year 10 classes in preparation for the changes to NCEA Literacy and Numeracy.	The design of the 'Level Up' Literacy and Numeracy programme in Year 10.	The focus of the teacher appointed to the Akomanga Kaihanga role changed during the course of the year.	To appoint a teacher to the Akomanga Kaihanga role, whose sole academic focus is the programme and its development.
To continue the Hybrid Learning trail in Term 1.	Hybrid Learning continued throughout the year, with the Year 10 cohort returning in Term 3.	Staff and Student Voice.	Staff and Student Voice indicated the return of Year 10s would be valuable with regard to their progress.	Hybrid Learning will not continue in 2024, instead a 10 day timetable is being trialed.
To ensure that Year 7 - 10 Technology is a unified and consecutive programme, that builds upon itself and serves to promote the school as the preferred destination for Year 9 students.	Year 7 - 10 Technology expanded its programme to include STEM, Robotics, Art and Te Reo Maori.	Teacher sites and workspace. KAMAR data. Academic reports. Year 9 enrolments.	Staff numbers/restrictions meant that 'Technology' became a very broad subject, however the additions were welcomed by the school's Kahui Ako.	To expand the junior Technology programme to include Soft Materials.

Strategic Focus 3

Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner.

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Actions.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
To provide opportunities for students to access the P Tech programme.	The PTech programme was provided at Years 11, 12 & 13. Students took part in both a school based component of the programme and external component at venues such as MIT and Techorium.	KAMAR Attendance Records. KAMAR Markbooks. EOTC applications.	Overall school attendance was reflected in the decline in numbers attending PTech as the year progressed.	To continue to provide opportunities for students to access the P Tech programme.
To provide opportunities for students to access the Puhoro STEM programme.	The Puhoro STEM programme took place every Monday afternoon (and at a number of specialist external events) with 14 students attending regularly.	KAMAR Attendance Records. KAMAR Markbooks. EOTC applications.	The direct involvement of a Puhoro Champion meant that student attendance was consistent throughout the year.	To continue to provide opportunities for students to access the Puhoro STEM programme.
To provide opportunities for students to access the Pumanawa programme.	The Pumanawa programme provided opportunities for 28 students to attend such events as HIVA, Tu'u Malohi, Te Kura o Tamaki Study Class, Pacific Wayfinders and University Open Days.	EOTC applications.	The attendance at each event was determined by factors such as a student's age, interest and future pathway.	To continue provide opportunities for students to access the Pumanawa programme.

Strategic Focus 4

Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau.

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Actions.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
To continue to engage with Ka Hikitia through the staff PLD programme.	Dr Rae Siilata led a staff PLD session in relation to Ka Hikitia.	The school's 2023 Planner and PLuGs website that documents staff PLD. Professional Growth Cycle records kept by staff.	A full PLD programme meant that Ka Hikitia received limited exposure. A reflection on Ka Hikitia was included in Professional Growth Cycle documents.	To revisit Ka Hikitia as part of the staff PLD programme. To incorporate Ka Hikitia into the 2024 Strategic Plan.
To continue to engage with Local Histories Curriculum through the staff PLD programme.	Emeritus Professor Graeme Aitken led a staff PLD session in relation to the Local Histories curriculum.	The school's 2023 Planner and PLuGs website that documents staff PLD. Professional Growth Cycle records kept by staff.	A full PLD programme meant that the Local Histories received limited exposure. All Year 9 classes took part in the Local Histories Hikoi.	To incorporate the Local Histories Curriculum into the junior Social Studies programme.

Strategic Focus 5

Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau.

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Actions.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
<p>To provide a calendared PLD programme for staff, utilising CORE Ed and other external providers (as appropriate) in relation to Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.</p>	<p>The school provided the following PLD sessions; Local Curriculum Design The Graduate Profile Local Histories Manaiakalani Ka Hikitia COL Inquires PB4L NCEA Literacy Tapasa Executive Function HIVA ADHD Amygdala Hijack Te Wiki o te Reo Maori Mental Health Awareness Koi Tu</p>	<p>The school developed and followed a PLD Planner which documented all the PLD provided to the staff during the year. The PLD Planner linked each PLD session to the school goals and where appropriate the NELPS, Ka Hikitia, Tapasa, and Our Code, Our Standards. Professional Growth Cycle records kept by staff.</p>	<p>Time and appropriate resources did not allow for the inclusion of Hybrid Learning, Creativity, Numeracy, Project Based Learning, Tataiako, Tu'u Malohi and the NELPS. The school took advantage of initially unplanned PLD such as Local Curriculum Design, The Graduate Profile Manaiakalani, COL Inquires PB4L, Executive Function, HIVA, ADHD, Amygdala Hijack Te Wiki o te Reo Maori, Mental Health Awareness and Koi Tu</p>	<p>To develop a PLD Planner for 2024 to include learnings not addressed in 2023. To incorporate Ka Hikitia and Tapasa into the 2024 Strategic Plan.</p>

Strategic Focus 6

Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.

Actions.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
<p>To continue to foster partnerships with Pacific Futures Limited, P Tech, Puhoro and Pumanawa</p>	<p>Through Pacific Futures Ltd the school was able to host the Tereora Academy which provided a wide range of social and educational services to students and the college community.</p> <p>Through the PTech programme students in Years 11, 12 & 13 were able to take part in both a school based digital technologies programme and external digital technologies programmes venues such as MIT and Techorium.</p> <p>Through the Puhoro programme students of Maori heritage were able to access weekly, culturally responsive STEM sessions.</p> <p>Through the Pumanawa programme students were able to access a variety of external STEM programmes related to their age, interest</p>	<p>The Tereora Annual Report and PFL Penelope reporting data. KAMAR data.</p> <p>NCEA achievement data. Student Voice.</p> <p>The Puhoro Annual Report. Student Voice. Facilitator and Champion feedback.</p> <p>Student Voice EOTC applications.</p>	<p>Overall school attendance was reflected in the decline in numbers attending PTech as the year progressed.</p> <p>The direct involvement of a Puhoro Champion meant that student attendance was consistent throughout the year.</p> <p>The attendance at each event was determined by factors such as a student's age, interest and future pathway.</p>	<p>To continue to engage with Pacific Futures Ltd to ensure continued access to the services provided by the Tereora Academy.</p> <p>To continue to provide opportunities for students to access the P Tech programme.</p> <p>To continue to provide opportunities for students to access the Puhoro STEM programme.</p> <p>To continue provide opportunities for students to access the Pumanawa programme.</p>

	and future pathway.			
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ANNUAL PLAN GOALS FOR 2023

The School Board has identified the following annual plan goals for 2023.

Goal 1 Māori Achievement

(Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning)

To raise Māori student achievement and cultural visibility.

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

Goal 2 Pasifika Achievement

(Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs)

To understand and demonstrate the cultural competencies of Tapasa.

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

Goal 3 Literacy and Numeracy

(Ensure every learner/ ākonga gains sound foundation skills, including language, 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 NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

Goal 4 Student Wellbeing

(Ensure places of learning are **safe**, inclusive and free from racism, discrimination and bullying)

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

Goal 5 Staff Wellbeing

(Develop staff to strengthen teaching, leadership and learner support capability across the education workforce)

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

School Goals (from Departments)

English

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.
That 85% of Māori students will achieve NCEA Level 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: The HOLA will support support staff in implementing learnings, stories, ideas, texts, and concepts from our local curriculum PLD into the English programme.	Goal: To delegate responsibilities to specific Department members and support them in developing a programme that is resourced and meaningful to our Department.	Goal: To ensure appropriate PLD to allow the Department to implement learnings, stories, ideas, texts, and concepts from our local curriculum into the English programme.	Goal: 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.
Evidence: Staff Voice indicates HOLA support during implementation.	Evidence: Workspace, Department and teacher sites.	Evidence: PLD is documented in Professional Growth Cycle documents.	Evidence: Department meeting minutes, Workspace, Department and teacher sites.
Impact: Staff have begun to implement Maori concepts and stories that connect to the local curriculum.	Impact: Staff continue to develop Workspace, Department and teacher sites.	Impact: Staff have benefited from relevant PLD, which has been shared at Department meetings and implemented in practice.	Impact: Department meetings have been an opportunity for staff to share resources and current practice.

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

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

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will support the Department to focus on one of the three key Tapasā competencies (turu) throughout the year.</p>	<p>Goal: To calendar regularly review meetings.</p>	<p>Goal: To engage with Tapasā PLD during whole staff PLD sessions.</p>	<p>Goal: To integrate learnings from Tapasā PLD into teaching practice.</p>
<p>Evidence: Review meetings recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Review meetings recorded in Professional Growth Cycle documents.</p>	<p>Evidence: PLD is recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Workspace, teacher sites.</p>
<p>Impact: The HOLA met with staff members to determine which turu to focus on throughout the year.</p>	<p>Impact: The HOLA has tracked each staff member's development in relation to the integration of the turu.</p>	<p>Impact: Staff have worked to integrate learnings from Tapasa in their teaching practice.</p>	<p>Impact: The HOLA has supported staff to integrate the learning from Tapasa into their teaching practice.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

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 will promote the implementation of Literacy strategies into the Departments teaching programme.	Goal: To create and document Literacy strategies on the Department site, on teacher sites and within Workspaces.	Goal: To work with Literacy experts to increase the Department's knowledge of Literacy strategies.	Goal: For the Department to trial and review Literacy strategies with the teaching programme.
Evidence: Staff Voice on the effectiveness of HOLA promotion.	Evidence: The Department site, teacher sites and Workspace.	Evidence: Department discussions are documented.	Evidence: Department review is documented.
Impact: The HOLA has worked with staff members and the school's Literacy Facilitator to develop Literacy strategies with the Department.	Impact: The Department has worked to develop and curate appropriate Literacy resources.	Impact: The school's Literacy Facilitator has worked closely with the Department often attending their Department meetings.	Impact: The Department has reviewed its teaching practice following a trail of Literacy strategies

Goal 4 Student Wellbeing

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

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: The HOLA will promote the development of an Akonga Action Plan to understand and know learners.	Goal: To develop an Akonga Action Plan to understand and know learners.	Goal: To develop the skills of linguistic testing and data analysis to better know and support learners' needs.	Goal: For staff to develop and share resources that will support practice of their colleagues.
Evidence: Staff Voice indicates the effectiveness of HOLA promotion.	Evidence: A plan is developed and documented.	Evidence: Data tracking sheets.	Evidence: Department meeting minutes, Department site, teacher site and Workspace.
Impact: The Department has worked with the school's Literacy Facilitator to develop an Akonga Action Plan that can be utilized in 2024.	Impact: Planning for Department PLD in 2024 to introduce the Akonga Action Plan has begun.	Impact: The Literacy Facilitator will be working with the Department in 2024 to ensure purposeful use of the Akonga Action Plan.	Impact: Department members continue to develop a range of resources that are shared with the whole team.

Goal 5 Staff Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will encourage growth and leadership development with the Department.</p>	<p>Goal: For the HOLA to host regular meetings with individual Departments members to determine the degree of growth and leadership development.</p>	<p>Goal: To seek appropriate PLD for the Department to promote growth and leadership development.</p>	<p>Goal: For observations of teaching practice to indicate growth and leadership development.</p>
<p>Evidence: Staff Voice will indicate the degree of encouragement.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: PLD is recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Classroom observations document in Professional Growth Cycles.</p>
<p>Impact: The HOLA has identified the individual strengths of Department members and has created opportunities within their subject area.</p>	<p>Impact: The HOLA has hosted regular, in depth meetings with Department members to discuss their development, as documented in their PGC documents.</p>	<p>Impact: The HOLA has continued to source and provide appropriate PLD for Departments members, most notably in relation to the changes to NCEA Level 1.</p>	<p>Impact: The HOLA has undertaken classroom observations with all Department members to assess their development and this recorded in their PGC documents.</p>

Mathematics

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.
That 85% of Māori students will achieve NCEA Level 2.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department??</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department??</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department??</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department??</p>
<p>Goal: The 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.</p>	<p>Goal: That the Department will demonstrate effective planning, monitoring, and support for learners.</p>	<p>Goal: That leadership skills, strong work ethic, and refreshed knowledge will be evident within the Department.</p>	<p>Goal: 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 organized, and creating a safe space for students.</p>
<p>Evidence: The HOLA will establish and maintain Year 12 Data tracking sheets and follow up with Year 12 teachers as required.</p>	<p>Evidence: Topic review and programme adaption. Data tracking including deadlines. Student Voice.</p>	<p>Evidence: Effective use of the Department's year planner, daily planner unit plans and the Department's common Workspace.</p>	<p>Evidence: Staff Voice indicates successful collaborative planning and teaching. Edublog will provide evidence of teacher inquiry and knowledge-building skills. PLD will indicate an increased understanding of the Treaty of Waitangi.</p>
<p>Impact: The Department offered After school classes, Saturday classes, and Holiday classes. 12/14 (86%) Level 2 Maori learners gained 14+ credits, compared with 80% in 2022. 12 Level 2 Maori students qualified</p>	<p>Impact: The Department was able to work closely with Maori learners and engage with whanau, through a process of check-ins. The Department promoted a growth mindset and problem solving strategies. It rewarded students with high levels of</p>	<p>Impact: The Department effectively used its year planner, daily planner and unit plans and Department work space. The Department utilised the following tools; the literacy strategy frame framework, the KWL chart, the think-aloud strategy, the Videoing of</p>	<p>Impact: The Department developed common Workspace. Staff Voice indicates that Department members are more confident and settled in their classroom practices.</p>

<p>for partial diploma entry-level qualifications.</p>	<p>engagement and attendance at study classes. It provided the conditions for independent study and promoted its Year 13 programme. The Department was able to make adjustments to the programme as required.</p>	<p>lessons, the Chunk Check Chew strategy, and the in school COL's blog. The Department used SOLO taxonomy to identify Achieve, Merit, and Excellence grades. The Department benefited from shared data spreadsheets that tracked student progress. The Department valued the PLD provided by the school on Tataiako.</p>	
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Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

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

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA/Assist HOLA will promote the Department's target that by the end of the year, at least 60% of Pasifika students will have achieved 14+ credits in Mathematics at Level 2.</p>	<p>Goal: That the Department will demonstrate effective planning, monitoring, and support for learners.</p>	<p>Goal: That leadership skills, strong work ethic, and refreshed knowledge will be evident within the Department.</p>	<p>Goal: That effective teaching for Pasifika learners 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 create a safe space for students.</p>
<p>Evidence: The HOLA/Assist HOLA will establish and maintain <u>Year 12 Data tracking</u> sheets and follow up with Year 12 teachers as required.</p>	<p>Evidence: Topic review and program adaption. Data tracking including deadlines. Student Voice.</p>	<p>Evidence: Effective use of the Department's year planner, daily planner, unit plans, and the Department's common Workspace.</p>	<p>Evidence: Staff Voice indicates successful collaborative planning and teaching. Edublog will provide evidence of teacher inquiry and knowledge-building skills. PLD will indicate an increased understanding of Tapasa and Turu.</p>
<p>Impact: The Department offered After school classes, Saturday classes, and Holiday classes. 83% of Pasifika learners gained 14+ Level 2 credits compared with 79% in 2022. There was a noted increase in external examination attendance 47 Level 2 Pasifika students qualified</p>	<p>Impact: The Department was able to work closely with Pasifika learners and engage with families, through a process of check-ins. The Department promoted a growth mindset and problem solving strategies. It rewarded students with high levels of engagement and attendance at study classes. It provided the conditions for</p>	<p>Impact: The Department effectively used its year planner, daily planner and unit plans and Department work space. The Department utilised the following tools; the literacy strategy frame framework, the KWL chart, the think-aloud strategy, the Videoing of lessons, the Chunk Check Chew strategy, and the in school COL's blog.</p>	<p>Impact: The Department developed common Workspace. Staff Voice indicates that Department members are more confident and settled in their classroom practices.</p>

<p>for partial diploma entry-level qualifications. Achievement Standard 91269 was reintroduced for the higher achievers and produced exceptional results .</p>	<p>independent study and promoted its Year 13 programme. The Department was able to make adjustments to the programme as required, e.g the reintroduction of Achievement Standard 91269.</p>	<p>The Department used SOLO taxonomy to identify Achieve, Merit, and Excellence grades. The Department benefited from shared data spreadsheets that tracked student progress. The Department valued the PLD provided by the school on Tapasa.</p>	
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Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will promote the Department goal that at least 50% of Year 10 students achieve at or above the expected Curriculum Level in Mathematics in 2023, using the refreshed PAT assessment and data. The HOLA will promote the Department goal that at least 80% of Year 11 students achieve NCEA Numeracy by the end of Term 4 in 2023.</p>	<p>Goal: That Numeracy is tracked across all Year 11 Mathematics classes to monitor progress to the Department goal.</p>	<p>Goal: For the Department to take account of the Curriculum Refresh and changes to NCEA.</p>	<p>Goal: To provide meaningful lessons through planning.</p>
<p>Evidence: PAT data which is analysed beginning of year and end of year to track progress. Year 11 achievement data.</p>	<p>Evidence: Year 11 tracking sheets.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Workspace and site development to accommodate online learning.</p>
<p>Impact: The percentage of students in Year10 who are Stanine 4 and above is as follows; PAT February: 57/133 = 43% PAT November: 66/139 = 47% Overall, a shift has been made by the</p>	<p>Impact: 88% of Year 11 students have achieved NCEA Numeracy by the end of Term 4 in 2023 (meeting Department goal of 80%) from internal assessment results alone.</p>	<p>Impact: Staff Voice indicates that the Department feels informed and well prepared for Numeracy CAA and new Level 1 Mathematics and Statistics standards.</p>	<p>Impact: A common Junior Maths Workspace is available to all Junior Maths teachers to complement Workbooks appropriate to curriculum level. Achievement data indicates that Year 9 students have benefited</p>

Year10 cohort and is very close to the Department goal of 50%.			from differentiated curriculum programme.
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Goal 4 Student Wellbeing

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

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?
<p>Goal: The HOLA will promote the effective use of teaching and learning resources.</p> <p>The HOLA will co-ordinate after school and holiday study classes.</p> <p>The HOLA will oversee Maths Week, Mathex and the use of Education Perfect.</p>	<p>Goal: The Department will ensure that the curriculum is meaningful for students, connecting with their wider lives, and engaging the support of their families, whanau, and communities.</p> <p>The Department will provide after school and school holiday study sessions for students.</p>	<p>Goal: To increase Department familiarity with the Curriculum.</p> <p>To promote good classroom management skills.</p>	<p>Goal: For the Department to practice Whanaungatanga and build strong relationships with students.</p> <p>For the Department to connect with students' whanau via phone calls or during Student Achievement Conferences.</p>
<p>Evidence: The Department Annual Report and Analysis of Variance.</p>	<p>Evidence: Effective Unit Plans and Common Workspaces.</p>	<p>Evidence: Professional Growth Cycle. Pastoral entries on Kamar.</p>	<p>Evidence: Student Voice. Pastoral entries on Kamar.</p>
<p>Impact: Teachers in the Department have made significant connections with their students' whanau via phone calls or during student achievement conferences.</p>	<p>Impact: Improved achievement outcomes for all learners as evident in shifts of PAT and Numeracy data.</p>	<p>Impact: Classroom observations (both formal and informal visits) show teachers in the Department are developing self-efficacy and leading their own classroom practices with confidence - in both curriculum and pastoral matters.</p>	<p>Impact: Teachers have consistently worked with HOLA to improve student/teacher relations and ensure re-engagement of students in the classroom.</p>

Goal 5 Staff Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will communicate PLD opportunities to the Department ensuring everyone has had an opportunity to participate.</p>	<p>Goal: For all Department members to report on PLD at Department meetings and to keep appropriate records in their Professional Growth Cycle.</p>	<p>Goal: To develop Numeracy and Literacy strategies in readiness for the changes to NCEA.</p>	<p>Goal: To build Literacy skills in Mathematics.</p>
<p>Evidence: Reported in Department meetings minutes and Professional Growth Cycles.</p>	<p>Evidence: Reported in Department meetings minutes, Professional Growth Cycles and Department Annual Reports.</p>	<p>Evidence: Updated unit plans accommodate the Curriculum refresh.</p>	<p>Evidence: Lesson plans, Workspace, and EduBlogs.</p>
<p>Impact: The subject-related PLD has allowed Teachers to refresh and strengthen their content knowledge, especially in light of NCEA curriculum changes.</p>	<p>Impact: Department meetings have provided an opportunity for effective teaching and learning strategies to be shared by Teachers.</p>	<p>Impact: Teachers have effectively been using K-W-L Literacy strategy in their lessons. In addition Year 10 students have utilised Numeracy Pilot practice questions.</p>	<p>Impact: The Department worked with Literacy Facilitator to develop strategies to prepare students for the Numeracy Co-Requisite and the upcoming changes to NCEA Level 1.</p>

Science

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.

That 85% of Māori students will achieve NCEA Level 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 ensure increased support for Māori student achievement within the Department.	Goal: The Department will offer flexibility in the submission dates on a case-by-case basis.	Goal: For the Department to participate in the PLD sessions related to tikanga and te reo Māori.	Goal: For the Department to engage in 'know your learner' practices to increase Māori student achievement.
Evidence: Data tracking. Department meeting minutes.	Evidence: KAMAR records.	Evidence: PLD is recorded in Professional Growth Cycle documents.	Evidence: Student Voice, indicates levels of teacher knowledge.
Impact: Staff Voice highlighted the value in tracking student achievement data.	Impact: Although available, the Department did not need to exercise this flexibility.	Impact: Staff Voice indicated that Teachers felt better able to connect with tamariki following PLD sessions.	Impact: Staff Voice recorded Teachers increased confidence in pronouncing students' names correctly.

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

That 85% of Pacific students will achieve NCEA Level 2

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to ensure increased support for Pasifika student achievement within the Department, using the Tapasā competencies (Turu).</p>	<p>Goal: To use the Tapasā competencies (Turu) to set goals for Pasifika learners.</p>	<p>Goal: To learn about the Tapasā competencies (Turu), and participate in the PLD sessions offered by the school.</p>	<p>Goal: For the Department to engage in 'know your learner' practice, based on the Tapasā competencies (Turu) to increase Pasifika student achievement.</p>
<p>Evidence: Data tracking. Department meeting minutes.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: PLD is recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Student Voice.</p>
<p>Impact: Staff Voice highlighted the value in tracking student achievement data.</p>	<p>Impact: Student Voice endorsed the value of students setting themselves achievement goals.</p>	<p>Impact: Staff Voice indicated that Teachers felt better able to connect with students following PLD sessions.</p>	<p>Impact: Student Voice indicated that students appreciated Teachers taking an interest in them beyond the classroom environment.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

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: The HOLA will champion the inclusion of Research and Numeracy based standards in all Year 11 Science classes.	Goal: For the Department to create plan units that include research, reading texts, and writing paragraphs for reports.	Goal: To work with the school's Literacy Facilitator to rework assessments to include research, reading texts, and writing paragraphs for reports.	Goal: That at least once a week Students will be invited to blog about their learning.
Evidence: Unit plans, Department site, teacher sites and Workspace.	Evidence: Unit plans, Department site, teacher sites and Workspace.	Evidence: Unit plans, Department site, teacher sites and Workspace.	Evidence: Student blogs.
Impact: Student achievement data indicates that Science credits contributed to students gaining Numeracy, particularly as part of the Year 10 Level Up programme.	Impact: Literacy was a focus for the Department, particularly as part of the Year 10 Level Up programme.	Impact: The Department worked closely with the Literacy Facilitator to redesign four assessments to ensure a focus on reading literacy.	Impact: Staff Voice highlights the impact that regular blogging is having on students' writing skills.

Goal 4 Student Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will establish a regular communication channel between the Department and Mentor teachers.</p>	<p>Goal: To develop a format for direct student feedback to teachers, e.g. student blogs.</p>	<p>Goal: For the Department to undertake PLD in relation to blogging.</p>	<p>Goal: For the Department to establish a set time for weekly student blogging.</p> <p>Goal: For the Department to comment regularly on student blogs.</p> <p>Goal: For student blogs to be shared with Mentor teachers.</p>
<p>Evidence: Staff Voice on the effectiveness of communication channels.</p>	<p>Evidence: Student Voice, student blogs.</p>	<p>Evidence: PLD is recorded on Professional Growth Cycle documents.</p>	<p>Evidence: Student blogs.</p>
<p>Impact: Staff Voice indicates that there was limited contact between the Department and Mentor teachers.</p>	<p>Impact: Currently a limited number of classes are using blogging as a format for feedback.</p>	<p>Impact: Further Department PLD is required to ensure that all students have the opportunity to blog.</p>	<p>Impact: Student Voice, for those students who do blog are positive about its benefits.</p>

Goal 5 Staff Wellbeing

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

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: To ensure the HOLAs as regular catch-ups with the Department to provide encouragement and motivation.</p>	<p>Goal: To timetable one-to-one meetings with the Department on a rotation basis.</p>	<p>Goal: To seek appropriate subject based PLD for the Department.</p>	<p>Goal: To ensure the learnings from PLD are implemented in the classroom.</p>
<p>Evidence: Google calendar. Staff Voice.</p>	<p>Evidence: Google calendar. Staff Voice.</p>	<p>Evidence: PLD is recorded in the Professional Growth Cycle document.</p>	<p>Evidence: Unit plans, Department site, teacher sites and Workspace.</p>
<p>Impact: Staff Voice indicates some increase in motivation. However this was impacted by changes in staffing the during the year.</p>	<p>Impact: One-to-one were conducted with each staff member, although not as frequently as originally planned.</p>	<p>Impact: The Department attended whole school PLD and subject specialist events.</p>	<p>Impact: The Department is actively planning for the changes to NCEA.</p>

Social Science

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.
That 85% of Māori students will achieve NCEA Level 2.

<p>Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: By the end of the year the HOLA will have worked collaboratively with the Department to develop a detailed plan to address Māori student achievement and cultural visibility.</p>	<p>Goal: By the end of the year the Department will ensure that the Aotearoa Histories programme has been developed across the Year 9 and 10 programme incorporating the Big Ideas and enhancing local Māori Mana Whenua history.</p>	<p>Goal: By the end of the year the Department will have engaged in meaningful PLD to develop units and lessons in the junior school based on our local curriculum ensuring Māori visibility.</p>	<p>Goal: By the end of the Department will have developed at least one Year 9 and one Year 10 unit that incorporates literacy strategies to support Māori learners.</p>
<p>Evidence: The Department plan.</p>	<p>Evidence: The Year 9 and 10 Aotearoa Histories programme.</p>	<p>Evidence: The junior unit and lesson plans. PLD is recorded in the Professional Growth Cycle documents.</p>	<p>Evidence: Literacy strategies are documented in units of work.</p>
<p>Impact: The Department has developed its three year Action Plan in relation to Māori student achievement and cultural visibility.</p>	<p>Impact: The Aotearoa Histories programme has been successfully used with Year 10 students as part of the Level Up programme to assist students with gaining Literacy and Numeracy.</p>	<p>Impact: All Year 9 students were able to take part in the Manu Whenua led hikoi that addressed the local curriculum.</p>	<p>Impact: Year 9 students undertake a unit of work that addresses their Pepeha, while Year 10 students undertake a unit of work that addresses Te Tiriti o Waitangi.</p>

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

That 85% of Pacific students will achieve NCEA Level 2

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: By the end of the year the HOLA will have collaboratively developed a detailed plan to address Pasifika student achievement and cultural visibility.</p>	<p>Goal: By the end of the year, the Department will have ensured that competencies of the Tapasā are reflected in our pedagogy through our Professional Growth Cycle.</p>	<p>Goal: By the end of the year the Department will have engaged in meaningful PLD to develop units and lessons in the juniors school based on our local curriculum and Tapasā .</p>	<p>Goal: By the end of the year the Department will have actioned Turu #1; 'Identities, Languages and Cultures', selecting a number of aspects to address and review.</p>
<p>Evidence: The Department plan.</p>	<p>Evidence: Department site, teacher sites and Workspace. PLD is recorded in Professional Growth Cycle documents.</p>	<p>Evidence: The junior units of work and lesson plans. PLD recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Staff Voice the effect of actioning and reviewing Turu #1.</p>
<p>Impact: The Department is utilising whole staff PLD to guide Teachers in implementing Tapasā in their teaching practice.</p>	<p>Impact: Through the Professional Growth Cycle process Teachers have been reflecting on relevant whole staff PLD that supports their teaching pedagogy for our Pasifika learners.</p>	<p>Impact: As part of the Department Meeting format Teachers have shared effective strategies that have supported Pasifika learners.</p>	<p>Impact: Student Voice acknowledges that students feel safe within the teaching spaces and value that their names are pronounced correctly.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

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: By end of the year the HOLA will have supported the Department to implement literacy strategies targeting students who are at asTTle levels 3 and 4.	Goal: By the end of the year the Department will develop a system to identify and address students with literacy needs in the junior school.	Goal: By the end of the year the Department will have engaged in Literacy PLD with the school's Literacy Facilitator and implemented strategies linked to the Aotearoa Histories Progress Outcomes for Year 10.	Goal: By the end of the year the Department will have developed a kete of strategies to support low ability readers and writers in the junior school.
Evidence: Literacy strategies are documented.	Evidence: Data tracking sheets.	Evidence: PLD is recorded in Professional Growth Cycle documents.	Evidence: The kete of strategies.
Impact: The Department has utilised achievement data to inform their practice and to meet the needs of their learners.	Impact: The Department has worked closely with the Literacy Facilitator to develop Literacy strategies.	Impact: The Department Meeting format provides a platform for discussing whole staff PLD and the strategies to implement their learning.	Impact: The Year 10 programme in particular has had a strong emphasis on Literacy as part of the Level Up programme.

Goal 4 Student Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will ensure that students in the Departments care will be referred to the necessary student support services when needed, based on advice from staff.</p>	<p>Goal: By end of the year the Department will develop processes for utilising the student support services.</p>	<p>Goal: By the end of the year the Department will know how to utilise the student support services better.</p>	<p>Goal: By the end of the year the Department will know how to recognise signs of behaviour that require intervention from the student support network.</p>
<p>Evidence: KAMAR Pastoral entries.</p>	<p>Evidence: KAMAR Pastoral entries.</p>	<p>Evidence: Staff Voice.</p>	<p>Evidence: Staff Voice.</p>
<p>Impact: The HOLA has supported staff in dealing with concerns about students and has provided individual follow-up when required.</p>	<p>Impact: The Department has developed and documented systems for supporting students in their care.</p>	<p>Impact: Department Meetings have provided a platform for staff to their concerns when addressing students with particular needs.</p>	<p>Impact: Staff Voice indicated the value of Department Meetings to discuss supporting students' varied learning needs.</p>

Goal 5 Staff Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will ensure that staff are supported through informal and formal discussions that will identify pedagogical practices needed to enhance their teaching and learning.</p>	<p>Goal: By the end of year, a Department PLD plan will be developed to identify pedagogical practices that are needed to enhance teaching and learning.</p>	<p>Goal: By the end of the year the Department will have taken part in purposeful PLD to enhance their teaching and learning.</p>	<p>Goal: By the end of the year the Department will be able to review and reflect on pedagogical practices to identify their strengths and weaknesses as teaching practitioners starting with the junior school.</p>
<p>Evidence: Staff Voice.</p>	<p>Evidence: The Department PLD plan.</p>	<p>Evidence: PLD is recorded in the Professional Growth Cycle document.</p>	<p>Evidence: Professional Growth Cycle discussions.</p>
<p>Impact: The HOLA has encouraged ongoing staff discussions with regard to pedagogy and effective Literacy practices.</p>	<p>Impact: The Department has implemented a buddy system for sharing best practice.</p>	<p>Impact: Department Meetings provide a platform for discussing learnings gained at whole staff PLD sessions.</p>	<p>Impact: Professional Growth Cycle discussions provided the opportunity to discuss teaching practice in the junior school.</p>

Health & Physical Education

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.
That 85% of Māori students will achieve NCEA Level 2.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will role model and actively demonstrate the use of more Te Reo and CRRP within the Department.</p>	<p>Goal: To identify Māori learners within the Department and modify the learning contexts to suit the needs and strengths of the akonga.</p>	<p>Goal: To ensure all members of the Department are familiar with CRRP and have the opportunity to be observed through a CRRP template.</p>	<p>Goal: To see evidence of the following in the classroom context; Mahi tahi / Kotahitanga (working together - one work together). Where power is shared and learners have the right to self-determination.</p>
<p>Evidence: Staff Voice indicating regular use of Te Reo and demonstration of tikanga by the HOLA.</p> <p>Staff Voice indicates confidence in the use of CRRP.</p>	<p>Evidence: Kamar spreadsheets and Department tracking sheets will provide evidence.</p>	<p>Evidence: The CRRP template will be linked to Professional Growth Cycles documents as evidence for classroom observations.</p>	<p>Evidence: Teacher Reflection which asks the following questions. What can I do to be a better teacher? What can I do to help improve my students' learning for next term?</p> <p>Student Reflection which asks the following questions. What can you do to improve your learning for next term? How do you learn best?</p>
<p>Impact: Staff Voice indicated the value of the HOLA acting as a role model.</p>	<p>Impact: Staff Voice highlighted the value in tracking student achievement data.</p>	<p>Impact: Professional Growth Cycle documented classroom observations.</p>	<p>Impact: Staff Voice indicates that both summative and formative feedback and assessment will be the key to making shifts towards higher quality pedagogy to suit the needs of learners.</p>

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

That 85% of Pacific students will achieve NCEA Level 2

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will enable Pacific learners and staff to share the expertise and knowledge they bring to the classroom.</p>	<p>Goal: To implement the findings from Tapasā within the Department's learning spaces.</p>	<p>Goal: To strengthen the capability through providing PLD that will ensure the whole Department is invested in the increased success amongst our Pacific learners, parents, families and communities.</p>	<p>Goal: To continuously develop and expand the range of Pacific resources with the Department.</p>
<p>Evidence: Department meetings.</p>	<p>Evidence: Learning space displays. PLD recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Department meeting minutes. PLD recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Staff Voice, Student Voice, teacher planning, units of work, physical displays in learning areas.</p>
<p>Impact: Department Meetings provided a forum for staff to share their expertise and knowledge.</p>	<p>Impact: Professional Growth Cycle documents recorded learning from PLD sessions.</p>	<p>Impact: Staff Voice highlighted the value of school wide PLD in relation to Pacific Achievement.</p>	<p>Impact: Staff Voice indicated the value of Department Planners and shared resources.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will initiate the development and design of appropriate Literacy based resources that will support Year 10 students moving into Year 11 in 2024 to have greater success in navigating the changes to NCEA Literacy.</p>	<p>Goal: To ensure quality of the Department's moderation processes to enable the success of our learners, especially in the Literacy rich standards.</p>	<p>Goal: To investigate opportunities to promote Numeracy within the Department.</p>	<p>Goal: To continue to develop resources and work alongside the English Department as a result of the findings that came from the Kaiako Literacy Action Plan created in 2022.</p>
<p>Evidence: HPE Literacy folder.</p>	<p>Evidence: HPE Internal Moderation coversheets and Response to External Moderation documents.</p>	<p>Evidence: Documentation of Numeracy activities.</p>	<p>Evidence: Department Literacy resources.</p>
<p>Impact: The Department put into practice principles from the Literacy project when developing Literacy resources to support Year 10 students.</p>	<p>Impact: The Department benefited from the development of the 5 step approach to moderation.</p>	<p>Impact: The continued development of both Numeracy and Literacy activities will be a Department focus in 2024.</p>	<p>Impact: The Department continues to work with the English Department.</p>

Goal 4 Student Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will offer opportunities and support to the Department to engage in EOTC events as these are extremely beneficial for not only building whanaungatanga but also develop student confidence and Hauora.</p>	<p>Goal: To ensure that the Department is aware of the correct processes for applying for trips and the completion of RAMS.</p>	<p>Goal: To actively seek funding and opportunities for students to be engaged in EOTC events.</p>	<p>Goal: That all the Department effectively use whanaungatanga to support learners and develop professional relationships.</p>
<p>Evidence: Staff Voice. Student Voice.</p>	<p>Evidence: EOTC documentation.</p>	<p>Evidence: Funding reports</p>	<p>Evidence: Student Voice.</p>
<p>Impact: The Department hosted a number of EOTC events, including Year 12 Physical Education Camp. In addition the HOLA is a member of the Health and Safety Committee.</p>	<p>Impact: The HOLA has support staff to complete EOTC documentation.</p>	<p>Impact: The Department has sought advice of the Executive Officer in completing funding applications and the approval of the School Board.</p>	<p>Impact: Student Voice indicates the value of whanaungatanga.</p>

Goal 5 Staff Wellbeing

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

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: The HOLA will ensure the Department is supported and provided opportunities to share and contribute to the overall achievement and success of the learning area.	Goal: To ensure that the whole Department is actively involved in PLD and Department meetings in order to promote collaboration.	Goal: For the Department to know how to reflect on practice, in order maintain wellbeing.	Goal: To ensure that wellbeing practices are implemented in the classroom.
Evidence: Department meetings. Professional Growth Cycle meetings.	Evidence: Department meetings. Whole school PLD sessions.	Evidence: Staff Voice.	Evidence: Staff Voice. Student Voice.
Impact: Department Meetings have provided a forum for staff to discuss student achievement.	Impact: The Department valued the provision of Teacher Only Days to prepare for the changes to NCEA.	Impact: The Department has documented its responses to the changes in NCEA in preparation for 2024.	Impact: Staff Voice indicates the value in discussing the Standards for the Teaching Profession.

Technology

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.
That 85% of Māori students will achieve NCEA Level 2.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will encourage the Department to pronounce students' names correctly, to treat students and their whanau with respect and to make an effort to understand a Māori worldview.</p>	<p>Goal: 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.</p>	<p>Goal: To seek the expertise of iwi by inquiring into local stories and history to develop a more localized and culturally responsive local curriculum.</p>	<p>Goal: 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 help demonstrate respect and care for Māori students.</p>
<p>Evidence: Staff Voice. Student Voice.</p>	<p>Evidence: Department meeting minutes, Department site, teacher sites and Workspace. Student Voice.</p>	<p>Evidence: PLD records, Department meeting minutes, Department site, teacher sites and Workspace.</p>	<p>Evidence: Department site, teacher site and Workspace. Student Voice.</p>
<p>Impact: Student Voice indicates that they feel valued, respected and validated.</p>	<p>Impact: Student Voice indicated that they valued the display of Maori in the classroom. Department based PLD enriched staff knowledge with regard to Maori world view and kupu.</p>	<p>Impact: Student Voice indicated that they valued the opportunity to attend Hikoi which introduced them to significant sites with the community.</p>	<p>Impact: Build on existing knowledge to enhance personal growth, better understand and how to implement some of this knowledge into our lessons.</p>

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

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

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to identify myself and my own culture, explore my own assumptions and biases and to recognise and critically reflect on my own values and beliefs, with the question, 'How do these impact on daily actions and interactions with others?'</p>	<p>Goal: 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.</p>	<p>Goal: 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.</p>	<p>Goal: 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.</p>
<p>Evidence: Professional Growth Cycle document.</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace. Student Voice.</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace. Student Voice.</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace. Student Voice.</p>
<p>Impact: The HOLAs reflection has produced a better understanding of Pasifika learners. The HOLA's ability to share personal experiences has allowed a greater degree of connection with learners.</p>	<p>Impact: The Department has sought to work in an inclusive manner.</p>	<p>Impact: The Department has actively participated in student activities, e.g. Language Weeks to ensure students feel they belong.</p>	<p>Impact: Student Voice has validated students' sense of belonging and confidence in expressing themselves.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to support staff to work with the school's literacy and numeracy team.</p>	<p>Goal: For the Department to calendar meetings with the school's literacy and numeracy team to discuss Department wide strategies to support students.</p>	<p>Goal: 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.</p>	<p>Goal: To implement literacy and numeracy strategies in the classroom setting and to review their effectiveness.</p>
<p>Evidence: Staff Voice</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace.</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace.</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace. Student Voice.</p>
<p>Impact: The HOLA has support Staff to evaluate their practice and make appropriate changes to their practice and delivery.</p>	<p>Impact: The tracking of achievement data has seen a shift in Student reading and writing.</p>	<p>Impact: Department Meetings have provided a platform to develop a more meaningful understanding of literacy and numeracy strategies.</p>	<p>Impact: Professional Growth Cycle conversations have focused on the review of classroom delivery in relation to Literacy and Numeracy strategies.</p>

Goal 4 Student Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to support the building of strong cultural identity amongst students to help strengthen their wellbeing.</p>	<p>Goal: 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.</p>	<p>Goal: 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.</p>	<p>Goal: To make an effort to use simple words and greetings in students' own language. To include parents in the learning journey and understand that they value being involved. To know that each student wants to learn but in a way and a pace that is suitable for them.</p>
<p>Evidence: Student Voice.</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace.</p>	<p>Evidence: Student Voice</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace. Student Voice.</p>
<p>Impact: Student Voice indicates that they feel empowered by the HOLA's example.</p>	<p>Impact: Department Meetings have provided a platform for discussions about important cultural and linguistic elements.</p>	<p>Impact: Student Voice indicates that they feel more valued seeing their teachers participating in events such as Language Weeks.</p>	<p>Impact: Student Voice indicates that they feel valued and accepted.</p>

Goal 5 Staff Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will seek to motivate and inspire the Department through consultation, feedback and support, to bring about positive change and realization of potential.</p>	<p>Goal: The Department will calendar team building activities, wellbeing initiatives and social events each term.</p>	<p>Goal: The Department will work together to communicate effectively, create a climate of inclusion and establish a culture of collaboration and continuous learning.</p>	<p>Goal: For staff to feel confident in implementing new strategies in the classroom.</p>
<p>Evidence: Staff Voice.</p>	<p>Evidence: Google calendar.</p>	<p>Evidence: Staff Voice</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace.</p>
<p>Impact: Staff Voice acknowledges the importance of teamwork and collaboration.</p>	<p>Impact: Staff Voice indicates the impact of positive working relationships.</p>	<p>Impact: Staff Voice indicates the impact of effective communication.</p>	<p>Impact: Staff Voice indicates staff confidence in implementing new strategies in the classroom.</p>

Te Reo Maori

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.
That 85% of Māori students will achieve NCEA Level 2.

<p>Leadership</p> <p>What acts of leadership (HOD and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to promote the continued development of the junior school programme.</p> <p>For the HOLA to promote the development and use of Te Reo Māori as a language.</p>	<p>Goal: To document the development of the junior school programme.</p>	<p>Goal: To build language acquisition skills through kapa haka, waiata, purakau and field trips.</p>	<p>Goal: To continue to integrate Māori texts and authors into the teaching programme and language development and use.</p>
<p>Evidence: Staff Voice. Student Voice.</p>	<p>Evidence: Department meeting minutes, Department site, teacher sites and Workspace.</p>	<p>Evidence: Department meetings, PLD records, Student Voice and trip applications.</p>	<p>Evidence: Student Voice. Department meeting minutes, Department site, teacher sites and Workspace.</p>
<p>Impact: Wider Staff Voice indicates value of the promotion and use of Te Reo Māori.</p>	<p>Impact: Kaiako Maori have used a range of platforms to document the development of the junior school programme.</p>	<p>Impact: Student Voice highlighted the value of learning waiata etc. Students benefited from the skills and enthusiasm of a talented kapa haka tutor.</p>	<p>Impact: Te Reo Maori NCEA results reflect the value of the continued integration of Māori texts and authors into the teaching programme.</p>

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

That 85% of Pacific students will achieve NCEA Level 2

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOD and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to promote the demonstration of the Tapasā competencies within the Department.</p>	<p>Goal: To document the Department's integration of the Tapasā competencies.</p>	<p>Goal: For the Department to attend school wide PLD related to the Tapasā competencies.</p>	<p>Goal: To implement the Tapasā competencies into classroom practice.</p>
<p>Evidence: Staff Voice.</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace.</p>	<p>Evidence: PLD is recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Student Voice. Department site, teacher sites and Workspace.</p>
<p>Impact: Staff Voice indicates the value of the HOLA promoting the Tapasā competencies within the Department.</p>	<p>Impact: The documentation process continues within the Department.</p>	<p>Impact: All Department members attended school wide PLD related to the Tapasā competencies.</p>	<p>Impact: Kaiako are continuing the work to implement the Tapasā competencies into classroom practice.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

<p>Leadership What acts of leadership (HOD and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: 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.</p>	<p>Goal: To document content additions in the Level 1 and junior programmes.</p>	<p>Goal: To ensure Department based PLD allows for provision of further content knowledge.</p>	<p>Goal: To implement the additions to the programme in the classroom setting.</p>
<p>Evidence: Staff Voice indicates support.</p>	<p>Evidence: Department meetings, Department site, teacher sites and Workspace.</p>	<p>Evidence: PLD records. Department meetings, Department site, teacher sites and Workspace.</p>	<p>Evidence: Student Voice. Department site, teacher sites and Workspace.</p>
<p>Impact: A specialist Kapa Haka tutor was employed to teach waiata etc to junior students.</p>	<p>Impact: Kaiako Maori have used a range of platforms to document the development of the Level 1 and junior school programmes.</p>	<p>Impact: The HOLA continues to develop a Department based PLD programme for Kaiako.</p>	<p>Impact: Student Voice indicates the value of programme additions.</p>

Goal 4 Student Wellbeing

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

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

Goal 5 Staff Wellbeing

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

<p>Leadership What acts of leadership (HOD and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to provide one-to-one support for the Department. For the HOLA to organise external PLD for the Department.</p>	<p>Goal: To timetable one-to-one meetings with the Department on a rotation basis. To complete the trip applications for EOTC events.</p>	<p>Goal: To ensure that the Department understands the purpose of any external PLD, e.g. attending Koroneihana is to learn more about Kingitanga.</p>	<p>Goal: To integrate learnings of EOTC events in classroom practice.</p>
<p>Evidence: Staff Voice.</p>	<p>Evidence: Google calendar. Trip applications.</p>	<p>Evidence: PLD records. Staff Voice.</p>	<p>Evidence: Student Voice. Department site, teacher sites and Workspace.</p>
<p>Impact: Kaiako attended a number of end of term events.</p>	<p>Impact: A pattern of Department meetings developed as the academic year progressed.</p>	<p>Impact: Kaiako took advantage of a range of external PLD programmes.</p>	<p>Impact: Learnings from external PLD programmes were documented in Professional Growth Cycle documents.</p>

Music

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.

That 85% of Māori students will achieve NCEA Level 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: The HOLA will strategically include Māori Matauranga into the Music curriculum.	Goal: To identify and develop whanaungatanga with our Māori akonga and whanau.	Goal: To develop the knowledge of Māori Matauranga and Māori Puoro (Music) especially that of the local iwi - Ngati Paoa.	Goal: To utilise the available resources with the school and how skills and knowledge can be delivered in a culturally accepted practice.
Evidence: Māori students will be encouraged to research Māori artists and music in their Level 2 and Level 3 research projects.	Evidence: Māori 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 Māori - staff and students will invite local iwi to present to us Māori Matauranga and specific musics of Ngati Paoa.	Evidence: Māori staff and representatives of Ngati Paoa delivering presentations that staff and students can learn from and then share this knowledge in culturally appropriate forms.
Impact: Student Voice indicates an interest Māori Matauranga.	Impact: Student Voice indicates that Maori students were more comfortable and open to share their tikanga.	Impact: The Department has valued the contribution of Maori staff and students who have shared their knowledge of taonga puoro.	Impact: Staff Voice indicates the level of cohesiveness happens between the Maori and Music Departments.

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

That 85% of Pacific students will achieve NCEA Level 2

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: To better understand Tapasā and how this can be strategically implemented into the Music curriculum.</p>	<p>Goal: 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.</p>	<p>Goal: To keep up to date with current research concerning Pasifika student achievement and adjusting our approach to encourage student achievement.</p>	<p>Goal: To develop a music performance pedagogy that instills discipline, consistency and a growth mindset in performance and other aspects of music education.</p>
<p>Evidence: Attend and participate in Tapasā professional learning and development. Reflecting on the competencies and its alignment with the Music curriculum.</p>	<p>Evidence: A mark book that records academic progress and mentoring sessions with students and aiga.</p>	<p>Evidence: Active participation in Tapasā professional learning and development sessions. Personal professional development reading on articles particularly related to the arts and music.</p>	<p>Evidence: Discussions with staff around lessons, reflections, evaluations and practice. Reading of other pedagogies around practice and performance. To be included in the Professional Growth Cycle document.</p>
<p>Impact: The Department continues to develop resources to implement TAPASA content.</p>	<p>Impact: Student Voice indicates that Pasifika students appreciated being informed of their progress.</p>	<p>Impact: Staff Voice indicates the values of staff whole staff PLD in relation to Tapasā.</p>	<p>Impact: The Professional Cycle Process has provided a vehicle for discussion.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to develop a working relationship with those HOLA who are leading the Literacy and Numeracy Projects at the school, to best meet the learning needs of the students.</p>	<p>Goal: To implement the recommendations of the Literacy and Numeracy Projects proposed for the Department.</p>	<p>Goal: To strategically utilise Literacy and Numeracy strategies from both Projects.</p>	<p>Goal: To consistently reflect on the teaching and learning of Literacy and Numeracy and to evaluate what represents best practice for our student</p>
<p>Evidence: Literacy and Numeracy Project documents and resources that are being developed by the HOLAs of English and Mathematics.</p>	<p>Evidence: Department meeting minutes, Department site, teacher sites and Workspace.</p>	<p>Evidence: Literacy and Numeracy achievement data.</p>	<p>Evidence: Documented discussions as part of the Professional Growth Cycle process.</p>
<p>Impact: The Department worked with the Literacy Facilitator to ensure the provision of resources that allowed students to increase their literacy skills.</p>	<p>Impact: The Department has taken on board the recommendations provided and are working to implement them within their teaching practice.</p>	<p>Impact: The Department has begun to track Literacy and Numeracy achievement data.</p>	<p>Impact: The Professional Cycle Process has provided a vehicle for discussion.</p>

Goal 4 Student Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will create opportunities for whanau to engage with their child's learning by hosting the information evening, Music showcases and concerts.</p>	<p>Goal: To host a community event each term that allows whanau to come and engage with staff and students. For example, 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.</p>	<p>Goal: To be visible and communicate effectively all happenings to SLT, staff, students, whanau and the wider community.</p>	<p>Goal: To invite whanau and the community to be part of Department projects. To seek input from whanau and the community in relation to Maori Tikanga or Pasifika music and customs.</p>
<p>Evidence: Ticket sales. Staff, student and community voice.</p>	<p>Evidence: Social media. Staff, student and community voice.</p>	<p>Evidence: Department Annual Report.</p>	<p>Evidence: Social media. Department Annual Report.</p>
<p>Impact: Staff, student and community voice indicated the value of the Department's Showcase and EP Launch.</p>	<p>Impact: Staff, student and community voice reflects the importance of real life experiences in terms of music performance.</p>	<p>Impact: Effective communication has ensured that events held by the Department were well promoted.</p>	<p>Impact: Community Voice indicates the importance of whanau involvement in student learning and achievement.</p>

Goal 5 Staff Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to be approachable and transparent to all staff and listen effectively and respond appropriately and professionally with regard to the well being of the staff members.</p>	<p>Goal: To invite the Department to share good practice at Department meetings.</p>	<p>Goal: For the Department to have a better understanding of the RISE behaviour flow chart works and how pastoral issues are best handled.</p>	<p>Goal: To invite the Department to share wellbeing - such as workload, time management and other external pressures at Department meetings.</p>
<p>Evidence: Staff Voice.</p>	<p>Evidence: This will be documented in the Department meeting minutes.</p>	<p>Evidence: This will be documented in the Department meeting minutes and lodged on KAMAR.</p>	<p>Evidence: This will be documented in Department meeting minutes.</p>
<p>Impact: Staff Voice indicates the importance of a professional environment that effectively meets the needs of students.</p>	<p>Impact: Department Meetings have provided a platform for staff to share good practice.</p>	<p>Impact: Department Meeting have provided a platform for staff to discuss the implementation of the RISE behaviour flow chart.</p>	<p>Impact: Department Meetings have provided a forum for professional discussions.</p>

ESOL

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.
That 85% of Māori students will achieve NCEA Level 2.

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: To increase the personal knowledge of HOLA in relation to Māori language and culture.</p>	<p>Goal: To develop and enhance in the Department's system for 'knowing the learner'.</p>	<p>Goal: To increase the students' knowledge of Māori language and culture.</p>	<p>Goal: To actively include Māori contexts in texts for teaching.</p>
<p>Evidence: Participating in the school Powhiri and Māori Language Week. Attending relevant staff PLD. Professional reading.</p>	<p>Evidence: For each student to create their own pepeha.</p>	<p>Evidence: Student participation in the school powhiri and Māori Language Week. Te Reo Māori language posters displayed in the classroom.</p>	<p>Evidence: Student book lists.</p>
<p>Impact: The HOLA was actively involved in the Powhiri and Māori Language Week, increasing appreciation and respect of Maori culture.</p>	<p>Impact: Student Voice indicated the value in creating a pepeha, as it deepens the learners knowledge of who they are, and helps teachers know their learners better.</p>	<p>Impact: Student Voice indicated the value of taking part in the school powhiri.</p>	<p>Impact: Student Voice indicated the value of increasing their knowledge.</p>

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

That 85% of Pacific students will achieve NCEA Level 2

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: To become a better leader and teacher to Pasifika students (and others) by navigating, developing, nurturing, characteristics of a good teacher from the perspective of the students.</p>	<p>Goal: To provide a goal-setting tool for the students.</p> <p>To track student achievement across subjects across each term.</p>	<p>Goal: To foster and develop the knowledge and skills of 'talanoa' for students, teachers, and parents, to enhance student achievement.</p>	<p>Goal: To select at least 5 effective teaching strategies from the perspectives of Pasifika learners, and use them in the design and delivery of teaching and learning in the classrooms.</p>
<p>Evidence: Classroom observation. Student Voice, Professional reflection.</p>	<p>Evidence: Student goal setting. Student Voice. Data tracking sheets.</p>	<p>Evidence: Student, Staff and Community Voice.</p>	<p>Evidence: Department site, teacher site and Workspace. Student Voice.</p>
<p>Impact: The HOLA feels better equipped to make decisions and establish practices which can help Pasifika students and their learning.</p>	<p>Impact: Student Voice indicated the value of goal setting as a key to motivation.</p>	<p>Impact: Student, staff and community voice indicated the value of students being able to talanoa with families, as it builds positive relationships, which contributes to student success.</p>	<p>Impact: Student Voice indicates the value of specific teaching and learning strategies.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to focus on showcasing to students the importance of gaining the foundation skills for their learning especially in language, literacy (reading and writing), and numeracy.</p>	<p>Goal: To effect the processes of using assessment data to identify needs of students, then design teaching and deliveries to meet those needs.</p>	<p>Goal: To extend English vocabulary, reading, writing and literacy skills for Years 9 and 10 in preparation for NCEA Level 1 co-requisites.</p>	<p>Goal: To design and deliver integrated teaching units with multi-modal language skills - listening, reading, speaking, and writing, and a variety of texts.</p>
<p>Evidence: Student Voice. Department site, teacher site and Workspace.</p>	<p>Evidence: ELLP, PAT, asTTle data. Department site, teacher site and Workspace.</p>	<p>Evidence: Unit planning identifies use of phonemic, structural, and lexical vocabulary strategies in lessons. Unit planning identifies the use of different deep-dive reading and writing strategies in lessons.</p>	<p>Evidence: Department site, teacher site and Workspace. Unit and lesson plans.</p>
<p>Impact: Student Voice indicates the value of gaining foundation skills as stepping stones to success.</p>	<p>Impact: Staff Voice indicates the values of using an evidence-based approach to meet the learning needs of the students.</p>	<p>Impact: Unit plans provide relevant and appropriate strategies to meet the learning needs of students.</p>	<p>Impact: Staff Voice indicates the importance of students gaining the four key language skills, reading, writing, listening and speaking.</p>

Goal 4 Student Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: To develop relationships and encourage teamwork with students, teachers, and parents to ensure a safe and inclusive environment for students which will enhance their wellbeing.</p>	<p>Goal: To develop a family atmosphere within the Department so that students feel safe and included.</p>	<p>Goal: To foster and develop the knowledge and skills of 'talanoa' for students, teachers, and parents to enhance student wellbeing.</p>	<p>Goal: To adhere to and reinforce the school's RISE Values and high expectations for students.</p>
<p>Evidence: Student, Staff and Community Voice.</p>	<p>Evidence: Student Voice.</p>	<p>Evidence: Student, Staff and Community Voice.</p>	<p>Evidence: Student Voice. KAMAR Behaviour records.</p>
<p>Impact: Student Voice indicates that they feel safe and well supported and are able to focus on their learning.</p>	<p>Impact: Student Voice acknowledges the importance of a family atmosphere in the teaching and learning environment.</p>	<p>Impact: Student, staff and community voice indicated the value of students being able to talanoa with families, as it builds positive relationships, which contributes to student success.</p>	<p>Impact: Student Voice indicates the value of staff having high expectations for students.</p>

Goal 5 Staff Wellbeing

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

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

Art

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.

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

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will ensure effective communication within the Department in relation to Māori student achievement and cultural visibility.</p>	<p>Goal: To ensure Māori students have access to Māori artists materials relating to their identity to make connections.</p>	<p>Goal: To identify connections with Māori cultural visibility.</p> <p>To use E-Portfolios to encourage online learning and cultural visibility.</p> <p>To utilise the Workspace online learning tool to promote cultural visibility and Māori student achievement.</p>	<p>Goal: To enhance the range of materials sourced through Māori artists and within teaching pedagogy.</p> <p>To incorporate Māori tikanga etc into student connections.</p>
<p>Evidence: Staff Voice indicating the effectiveness of HOLA communication.</p>	<p>Evidence: Student Voice on the connectedness of resources relating to their identity.</p>	<p>Evidence: Student Artwork. Workspace.</p>	<p>Evidence: Student Voice. Physical resources.</p>
<p>Impact: Cultural visibility evident in the artworks produced.</p>	<p>Impact: The connectedness of resources is reflected in the artworks that the students produced.</p>	<p>Impact: The Department Workspace continues to be developed.</p>	<p>Impact: The Department's use of Māori artists within teaching pedagogy.</p>

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

That 85% of Pacific students will achieve NCEA Level 2

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: To ensure effective communication within the Department with regard to Tapasā and Pacific student achievement and cultural visibility.</p>	<p>Goal: To ensure Pacific students have access to Pacific artists materials relating to their identity to make connections.</p> <p>To enable students to link understanding of Western artists that may have some connection to their cultural background.</p>	<p>Goal: To identify connections with Pasifika culture and the cultural competencies of Tapasā .</p> <p>To use E-Portfolios to encourage online learning and cultural visibility.</p> <p>To incorporate technical skills with Workspace online learning, cultural visibility and Tapasā</p>	<p>Goal: To enhance the range of materials sourced through Pacific artists and within teaching pedagogy.</p> <p>To incorporate Pasifika values into student connections.</p>
<p>Evidence: Staff Voice of the effectiveness of the HOLA's communication.</p>	<p>Evidence: Student Voice on the connectedness of resources relating to their identity.</p>	<p>Evidence: Student Artwork.</p>	<p>Evidence: Student Voice. Physical resources.</p>
<p>Impact: Staff Voice indicated the values of Tapasā as it relates to students cultural visibility.</p>	<p>Impact: Student Voice indicated the linkage of western artists into their identity.</p>	<p>Impact: Student Artwork reflected cultural visibility and the incorporation of Tapasā values.</p>	<p>Impact: Student Voice indicated the importance of having access to Pasifika resources.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to promote an active teaching pedagogy within Research achievement standards. The HOLA will Investigate the use of selected artist models which students can access through reading and writing.</p>	<p>Goal: To use scaffolding to enable students to understand generic terminology in Visual Arts.</p>	<p>Goal: For the Department to teach students the skill of critical analysis, as it relates to the imagery in art works. To incorporate the use of e-portfolio for students as a tool for research.</p>	<p>Goal: For the Department to promote reading and critical analysis and effective methods to enhance research and understanding.</p>
<p>Evidence: Department meeting discussions.</p>	<p>Evidence: Student feedback via student dashboard identity progressions in students' learning and understanding.</p>	<p>Evidence: A collection of art works that can be used for critical analysis.</p>	<p>Evidence: Department meeting discussion.</p>
<p>Impact: Department Meetings provided a platform to discuss teaching pedagogy.</p>	<p>Impact: Student Voice identified the importance of understanding generic Visual Art terminology, especially with regard to research standards.</p>	<p>Impact: A scaffolding research template was used to promote critical understanding.</p>	<p>Impact: Department Meetings provided a forum to discuss critical analysis and research.</p>

Goal 4 Student Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will promote increased Department participation and communication with the school community.</p> <p>The HOLA will liaise with Tereora Academy and the Schools Student Support Network as required.</p>	<p>Goal: To ensure that interactions with Tereora Academy and the Schools Student Support Network are appropriately documented.</p>	<p>Goal: To ensure that the Department understands the process for making referrals and the need to document pastoral records on KAMAR.</p>	<p>Goal: To beware of students who may need additional support.</p>
<p>Evidence: Staff Voice</p>	<p>Evidence: KAMAR Pastoral records and Department meeting minutes.</p>	<p>Evidence: KAMAR Pastoral records and Department meeting minutes.</p>	<p>Evidence: KAMAR Pastoral records and Department meeting minutes.</p>
<p>Impact: Staff Voice indicated the value in engaging with the Tereora Academy and the Schools Student Support Network as required.</p>	<p>Impact: School following processes was completed.</p>	<p>Impact: Staff Voice indicated the importance of making contact with students' families.</p>	<p>Impact: Staff Voice indicated the importance of communicating regularly with Deans and Mentor Teachers.</p>

Goal 5 Staff Wellbeing

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

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: The HOLA will promote effective communication and teamwork.</p>	<p>Goal: To ensure the Department takes part in whole school PLD.</p>	<p>Goal: To ensure that knowledge gained from PLD is documented and shared at Department meetings.</p>	<p>Goal: To ensure the learnings from PLD are implemented in the classroom.</p>
<p>Evidence: Staff Voice</p>	<p>Evidence: PLD is recorded in the Professional Growth Cycle document.</p>	<p>Evidence: Unit plans, Department site, teacher sites and Workspace. Department meeting minutes.</p>	<p>Evidence: Unit plans, Department site, teacher sites and Workspace.</p>
<p>Impact: Staff Voice acknowledged the importance of communication and teamwork.</p>	<p>Impact: Professional Growth Cycle discusses acknowledged the value of whole school PLD.</p>	<p>Impact: Staff Voice acknowledged the value of adapting unit plans to teaching pedagogy.</p>	<p>Impact: Staff Voice acknowledged the importance of documenting unit plans.</p>

Careers

Goal 1 Māori Achievement

To raise Māori student achievement and cultural visibility.
That 85% of Māori students will achieve NCEA Level 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 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: Staff Voice indicated the value of the HOLA working collaboratively.	Impact: In addition to a pathway site, a subject selection booklet was produced.	Impact: Achievement data reflected the degree of Māori student participation in external opportunities.	Impact: Staff, student and community voice appreciated the commitment to Te Reo Māori by the Department.

Goal 2 Pacific Achievement

To understand and demonstrate the cultural competencies of TAPASA.

That 85% of Pacific students will achieve NCEA Level 2

<p style="text-align: center;">Leadership</p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p style="text-align: center;">Systems & Processes</p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Knowledge & Skills</p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p style="text-align: center;">Teaching Practice</p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>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.</p>	<p>Goal: To develop a pathway site that enables the Department to identify, connect and target engagements with external learning providers for Pasifika students.</p>	<p>Goal: To engage with Pasifika students and their families to enable access to purposeful external learning opportunities that will support NCEA Level 2 achievement.</p>	<p>Goal: To ensure appropriate support for ESOL students when engaging with external providers.</p>
<p>Evidence: Department meeting minutes.</p>	<p>Evidence: The pathway site. KAMAR data.</p>	<p>Evidence: NCEA achievement data. Student and Community Voice.</p>	<p>Evidence: Student Voice.</p>
<p>Impact: Staff Voice indicated the value in Pasifika staff members sharing their knowledge journey.</p>	<p>Impact: In addition to a pathway site, a subject selection booklet was produced.</p>	<p>Impact: Student and community voice acknowledge the value of the Subject Pathways Evening.</p>	<p>Impact: Student Voice indicated the importance of having first language communicators.</p>

Goal 3 Literacy and Numeracy

By the end of Year 10, 80% of students will be reading at or above the expected level

By the end of Year 10, 70% of students are writing at or above the expected Curriculum Level.

By the end of Year 10, 70% of students are achieving in Mathematics at or above the expected Curriculum Level.

That 90% of Year 11 students will achieve NCEA Literacy.

That 90% of Year 11 students will achieve NCEA Numeracy.

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: Staff Voice indicated the value in engaging with the school's Literacy and Numeracy team.	Impact: Staff Voice highlighted the importance of tracking student achievement and engagement data.	Impact: Staff Voice indicated the value of whole staff PLD.	Impact: Student Voice appreciated the value that the Department placed on Literacy and Numeracy.

Goal 4 Student Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For HOLA to promote the use of My Mahi.</p>	<p>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.</p>	<p>Goal: To provide PLD for the Department in the use of the social media platforms to provide content.</p>	<p>Goal: To develop the role and responsibilities of the students who serve as Career Ambassadors.</p>
<p>Evidence: My Mahi data analysis.</p>	<p>Evidence: My Mahi data analysis.</p>	<p>Evidence: PLD is recorded in Professional Growth Cycle documents.</p>	<p>Evidence: Career Ambassadors meeting minutes.</p>
<p>Impact: The HOLA took responsibility for the analysis of My Mahi data.</p>	<p>Impact: Staff acknowledgements and rewards were provided to staff.</p>	<p>Impact: The Department continues to develop the use of social media.</p>	<p>Impact: Staff Voice indicate the vital role that Careers Ambassadors played in events such as the Subject Pathways Evening.</p>

Goal 5 Staff Wellbeing

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

<p>Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p>Systems & Processes What systems or processes will need to be developed or enhanced within the Department?</p>	<p>Knowledge & Skills What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p>Teaching Practice What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Goal: For the HOLA to promote the principles and practice of Manakitanga as the guiding kaupapa within the Department.</p>	<p>Goal: To utilise the My Mahi data to determine and acknowledge weekly and monthly staff engagement with the app.</p>	<p>Goal: To provide My Mahi PLD for the Department.</p>	<p>Goal: To acknowledge the Department for the use of My Mahi in the classroom setting.</p>
<p>Evidence: Department meetings minutes.</p>	<p>Evidence: My Mahi data.</p>	<p>Evidence: PLD is recorded in Professional Growth Cycle documents.</p>	<p>Evidence: My Mahi data.</p>
<p>Impact: Department meetings were timetabled and staff were released to attend. Morning tea was provided.</p>	<p>Impact: Staff acknowledgements and rewards were provided to staff.</p>	<p>Impact: Professional Growth Cycle documents provided a record of My Mahi PLD.</p>	<p>Impact: A reward was provided to the class that engaged most with My Mahi.</p>

Achievement Data

Year 9

By the end of Year 9, 80% of students will be reading at asTTle Reading 4A.

By the end of Year 9, 70% of students are writing at asTTle Writing 4A.

By the end of Year 9, 70% of students are achieving in Mathematics at PAT.

Actions.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
To host weekly Year 9 STARS Mentoring sessions and the Year 9 Camp at Camp Adair.	Year 9 STARS Mentoring was held each Monday, rotating weekly through each period. Year 9 STARS Camp was held on the 8th and 9th of May.	Student Voice. Mentor Feedback. STARS Graduation Assembly.	On a handful of occasions there were insufficient STARS Mentors to provide a Mentoring session for Year 9 students.	To determine where best to place STARS Mentoring sessions with a 10 day timetable.
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Weekly Te Wha Arihi Mentoring sessions timetabled for 20 minutes on a Friday.	The Timetable. Staff and Student Voice.	Periodically the time was taken to host a full school assembly.	To determine where best to place Te Wha Arihi Mentoring sessions with a 10 day timetable.
To utilise the My Mahi app, as a tool for mentoring.	A limited number of staff utilised the My Mahi app, as a tool for mentoring.	Staff and Student Voice.	The teacher in charge of My Mahi only provided sporadic feedback to staff.	To develop a school wide calendar of My Mahi activities that can be addressed on a weekly basis.
To provide professional learning and development in relation to Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.	The school provided the following PLD sessions; Local Curriculum Design The Graduate Profile Local Histories Manaiakalani Ka Hikitia COL Inquires PB4L NCEA Literacy	The school developed and followed a PLD Planner which documented all the PLD provided to the staff during the year. The PLD Planner linked each PLD session to the school goals and where appropriate the NELPS, Ka Hikitia, Tapasa, and Our Code, Our Standards. Professional Growth Cycle	Time and appropriate resources did not allow for the inclusion of Hybrid Learning, Creativity, Numeracy, Project Based Learning, Tataiako, Tu'u Malohi and the NELPS. The school took advantage of initially unplanned PLD such as Local Curriculum Design, The Graduate Profile	To develop a PLD Planner for 2024 to include learnings not addressed in 2023. To incorporate Ka Hikitia and Tapasa into the 2024 Strategic Plan.

	<p>Tapasa Executive Function HIVA ADHD Amygdala Hijack Te Wiki o te Reo Maori Mental Health Awareness Koi Tu</p>	<p>records kept by staff.</p>	<p>Manaiakalani, COL Inquires PB4L, Executive Function, HIVA, ADHD, Amygdala Hijack Te Wiki o te Reo Maori, Mental Health Awareness and Koi Tu.</p>	
<p>To host Akomanga Kaihanga (project based learning classes) for all Year 9 students.</p>	<p>Although Akomanga Kaihanga projects were very sporadic throughout the year, a change of teacher in charge allowed one class in particular to host a showcase of their achievements at the end of the academic year.</p>	<p>Staff, Student and Community Voice. Showcase presentations.</p>	<p>The focus of the teacher initially appointed to the Akomanga Kaihanga role changed during the course of the year and a subsequent appointment was made and the programme was able to be revitalized with one class in particular.</p>	<p>To support the more recently appointed teacher in charge of Akomanga Kaihanga whose sole academic focus is the programme and its development. To engage with a range of external providers in further developing the programme.</p>
<p>To utilise the resources of Te Piko o te Mahuri to provide in class support for students with diverse learning needs.</p>	<p>The school was able to employ 10 Learning Assistants to provide in class support for students with diverse learning needs.</p>	<p>Staff Timetables. Te Piko o te Mahuri team meetings. Student IEPs.</p>	<p>The number of Learning Assistants meant that they could either work within their specialist area e.g Mathematics or across all subject areas.</p>	<p>To continue to employ Learning Assistants in 2024 as MOE funding allows.</p>
<p>To apply learnings from the Literacy and Numeracy Project to classroom practice.</p>	<p>The Literacy Facilitator worked across a number Departments to support the development of Literacy strategies. The Mathematics Department introduced staff to the new Numeracy Co-Requisite for NCEA.</p>	<p>Staff Voice. Department Annual Reports. Department resources. Professional Growth Cycle records kept by staff which recorded PLD sessions attended.</p>	<p>The school's Literacy and Numeracy focus changed during the course of the year to accommodate the coming changes to NCEA Literacy and Numeracy. The school instigated the Level Up Literacy and Numeracy programme to a) trial the new NCEA Literacy and Numeracy Co-Requisites and b) to provide the opportunity for</p>	<p>To further the work of the Level Up team as they take on the responsibility of promoting and supporting Literacy and Numeracy within the school, by providing a term by term focus on key aspects of Literacy and Numeracy.</p>

			Year 10 students to achieve NCEA Literacy and Numeracy before the change to the Co-Requisite is introduced.	
To further develop the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	Each House to varying degrees took an active role in developing its pastoral care structures, its contribution to school spirit and its promotion of academic achievement by holding regular meetings with team members and as a group of House Deans with the Assistant Principal.	House meeting minutes. Assistant Principal meeting minutes. House assemblies. House competition results.	Each House developed its own flavour and identity, which was very dependent on the Deans' approach and personality.	To further refine the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. To support the Deans who are still struggling to develop an identifiable House culture.

Year 10

By the end of Year 10, 80% of students will be reading at asTTle Reading 5A.

By the end of Year 10, 70% of students are writing at asTTle Writing 5A.

By the end of Year 10, 70% of students are achieving in Mathematics at PAT.

Actions.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
To support students who engage with the Project K programme.	Six female students were accepted into the 2023 intake.	Project documentation.	Tamaki College was able to fill its six allotted places.	To continue to work with Project K and consider opening the opportunity to male students.
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Weekly Te Wha Arihi Mentoring sessions timetabled for 20 minutes on a Friday.	The Timetable. Staff and Student Voice.	Periodically the time was taken to host a full school assembly.	To determine where best to place Te Wha Arihi Mentoring sessions with a 10 day timetable.
To utilise the My Mahi app, as a tool for mentoring.	A limited number of staff utilised the My Mahi app, as a tool for mentoring.	Staff and Student Voice.	The teacher in charge of My Mahi only provided sporadic feedback to staff.	To develop a school wide calendar of My Mahi activities that can be addressed on a weekly basis.
To provide professional learning and development in relation to Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.	The school provided the following PLD sessions; Local Curriculum Design The Graduate Profile Local Histories Manaiakalani Ka Hikitia COL Inquires PB4L NCEA Literacy Tapasa Executive Function HIVA ADHD	The school developed and followed a PLD Planner which documented all the PLD provided to the staff during the year. The PLD Planner linked each PLD session to the school goals and where appropriate the NELPS, Ka Hikitia, Tapasa, and Our Code, Our Standards. Professional Growth Cycle records kept by staff.	Time and appropriate resources did not allow for the inclusion of Hybrid Learning, Creativity, Numeracy, Project Based Learning, Tataiako, Tu'u Malohi and the NELPS. The school took advantage of initially unplanned PLD such as Local Curriculum Design, The Graduate Profile Manaiakalani, COL Inquires PB4L, Executive Function, HIVA, ADHD, Amygdala Hijack Te Wiki o te Reo Maori,	To develop a PLD Planner for 2024 to include learnings not addressed in 2023. To incorporate Ka Hikitia and Tapasa into the 2024 Strategic Plan.

	Amygdala Hijack Te Wiki o te Reo Maori Mental Health Awareness Koi Tu		Mental Health Awareness and Koi Tu.	
To further develop the Akomanga Kaihanga (project based learning) programme at Year 10.	Although Akomanga Kaihanga projects were very sporadic throughout the year, a strong emphasis was placed on Literacy and Numeracy across all Year 10 classes in preparation for the changes to NCEA Literacy and Numeracy.	The design and promotion of the Level Up Literacy and Numeracy programme in Year 10, i.e. the meeting of the English, Mathematics, Science and Social Science Heads of Learning, the promotional assembly and the information supplied to families.	The focus of the teacher initially appointed to the Akomanga Kaihanga role changed during the course of the year and a subsequent appointment was made and this allowed the programme to support the work of the Level Up programme.	To support the more recently appointed teacher in charge of Akomanga Kaihanga whose sole academic focus is the programme and its development. To engage with a range of external providers in further developing the programme.
To utilise the resources of Te Piko o te Mahuri to provide in class support for students with diverse learning needs.	The school was able to employ 10 Learning Assistants to provide in class support for students with diverse learning needs.	Staff Timetables. Te Piko o te Mahuri team meetings. Student IEPs.	The number of Learning Assistants meant that they could either work within their specialist area e.g Mathematics or across all subject areas.	To continue to employ Learning Assistants in 20024 as MOE funding allows.
To apply learnings from the Literacy and Numeracy Project to classroom practice.	In preparation for the changes to NCEA Literacy and Numeracy a Year 10 Level Up programme was introduced that incorporated English, Mathematics, Science and Social Studies. In addition the English and Mathematics Departments hosted Literacy and Numeracy trial classes for the new NCEA Co-Requisites.	The design and promotion of the Level Up Literacy and Numeracy programme in Year 10, i.e. the meeting of the English, Mathematics, Science and Social Science Heads of Learning, the promotional assembly and the information supplied to families.	The Year 10 Level Up Literacy and Numeracy programme resulted in 90 Year 10 students gaining NCEA Level 1 Literacy and 122 Year 10 students gaining Level 1 Numeracy. From the NCEA Co-Reqeuste trial group; 11/18 Year 10 students gained the Reading standard, 8/18 Year 10 students gained the Writing standard and 11/25 Year 10 students gained the Numeracy standard.	To further the work of the Level Up team as they take on the responsibility of promoting and supporting Literacy and Numeracy within the school, by providing a term by term focus on key aspects of Literacy and Numeracy.

<p>To further develop the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.</p>	<p>Each House to varying degrees took an active role in developing its pastoral care structures, its contribution to school spirit and its promotion of academic achievement by holding regular meetings with team members and as a group of House Deans with the Assistant Principal.</p>	<p>House meeting minutes. Assistant Principal meeting minutes. House assemblies. House competition results.</p>	<p>Each House developed its own flavour and identity, which was very dependent on the Deans' approach and personality.</p>	<p>To further refine the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. To support the Deans who are still struggling to develop an identifiable House culture.</p>
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Year 11

That 70% of the Year 11 cohort achieve NCEA Level 1.

That 90% of the Year 11 cohort achieve Numeracy.

That 90% of the Year 11 cohort achieve Level 1 Literacy.

That 20 students from the Year 11 cohort achieve a Merit Endorsement.

That 15 students from the Year 11 cohort achieve an Excellence Endorsement.

Criteria	2019	2020	2021	2022	2023
% Achievement	52%	65%	57%	52%	39%
Cohort No.	54/103	85/124	67/117	61/117	59/148
Literacy	94%	87%	82%	91%	80%
Numeracy	91%	85%	76%	86%	82%
Merit	15	21	19	18	22
Excellence	5	11	3	5	5

Actions/Targets.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
That 70% of the Year 11 cohort achieve NCEA Level 1.	37% (55/148) of the Year 11 cohort achieved NCEA Level 1. This number also includes one Year 9 student who achieved NCEA Level with Excellence. The provision of holiday study classes, Period 0 and Period 7 study classes and extended learning time.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	The following may be considered factors in differences between the target and the outcome. The variation in average school attendance rates. The Hybrid Learning trial. The variation in average examination attendance rates. The emphasis given to Level 1	To continue to provide holiday study classes, Period 0 and Period 7 study classes and extended learning time. To continue tracking achievement data on a weekly basis. To host regular year level assemblies to address student attendance. To employ two attendance

	Academic Mentors were appointed to each House.		Literacy and Numeracy in Year 10. The impending changes to Level 1 NCEA.	support workers to engage with students and their families to promote the importance of regular attendance.
That 90% of the Year 11 cohort achieve Literacy.	80% (118/148) of the Year 11 cohort achieved Literacy.	Achieved data was collated on a weekly basis and shared with staff. English Department tracking data. NZQA generated data.	A significant emphasis was placed on Level 1 Literacy Year 10, before the changes in NCEA in 2024, with 90 Year 10 students achieving Level 1 Literacy.	To further the work of the Level Up team as they take on the responsibility of promoting and supporting Literacy within the school, by providing a term by term focus on key aspects of Literacy.
That 90% of the Year 11 cohort achieve Level 1 Numeracy.	82% (121/148) of the Year 11 cohort achieved Numeracy.	Achieved data was collated on a weekly basis and shared with staff. Mathematics Department tracking data. NZQA generated data.	A significant emphasis was placed on Level 1 Numeracy Year 10, before the changes in NCEA in 2024, with 122 Year 10 students achieving Level 1 Numeracy.	To further the work of the Level Up team as they take on the responsibility of promoting and supporting Numeracy within the school, by providing a term by term focus on key aspects of Numeracy.
That 20 students from the Year 11 cohort achieve a Merit Endorsement.	This target was met with 22 students from the Year 11 cohort achieving a Merit Endorsement.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	IEPs were used to support a number students achieve their Merit Endorsement during the school's extended learning time.	To host regular year level assemblies to promote academic achievement.
That 15 students from the Year 11 cohort achieve an Excellence Endorsement.	5 students from the Year 11 cohort achieved an Excellence Endorsement. Of this number one was a Year 9 student.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	An IEP was used to support the Year 9 student achieve his Excellence Endorsement.	To host regular year level assemblies to promote academic achievement.
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Weekly Te Wha Arihi Mentoring sessions timetabled for 20 minutes on a Friday.	The Timetable. Staff and Student Voice.	Periodically the time was taken to host a full school assembly.	To determine where best to place Te Wha Arihi Mentoring sessions with a 10 day timetable.

<p>To utilise the My Mahi app, as a tool for mentoring.</p>	<p>A limited number of staff utilised the My Mahi app, as a tool for mentoring.</p>	<p>Staff and Student Voice.</p>	<p>The teacher in charge of My Mahi only provided sporadic feedback to staff.</p>	<p>To develop a school wide calendar of My Mahi activities that can be addressed on a weekly basis.</p>
<p>To provide access to a range of Mentoring Programmes, e.g the Blues Leadership programme.</p>	<p>Two cohorts of Year 11 students attend the Blues Leadership programme.</p>	<p>Provider, staff and students reports and feedback.</p>	<p>Initially only one cohort of students was invited to take part, however the programme was such a success that a second cohort was invited.</p>	<p>The school has been invited to participate in the programme in 2024.</p>
<p>To provide professional learning and development in relation to Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.</p>	<p>The school provided the following PLD sessions; Local Curriculum Design The Graduate Profile Local Histories Manaiakalani Ka Hikitia COL Inquires PB4L NCEA Literacy Tapasa Executive Function HIVA ADHD Amygdala Hijack Te Wiki o te Reo Maori Mental Health Awareness Koi Tu</p>	<p>The school developed and followed a PLD Planner which documented all the PLD provided to the staff during the year. The PLD Planner linked each PLD session to the school goals and where appropriate the NELPS, Ka Hikitia, Tapasa, and Our Code, Our Standards. Professional Growth Cycle records kept by staff.</p>	<p>Time and appropriate resources did not allow for the inclusion of Hybrid Learning, Creativity, Numeracy, Project Based Learning, Tataiako, Tu'u Malohi and the NELPS. The school took advantage of initially unplanned PLD such as Local Curriculum Design, The Graduate Profile Manaiakalani, COL Inquires PB4L, Executive Function, HIVA, ADHD, Amygdala Hijack Te Wiki o te Reo Maori, Mental Health Awareness and Koi Tu.</p>	<p>To develop a PLD Planner for 2024 to include learnings not addressed in 2023. To incorporate Ka Hikitia and Tapasa into the 2024 Strategic Plan.</p>
<p>To further refine the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.</p>	<p>Each House to varying degrees took an activerole in developing its pastoral care structures, its contribution to school spirit and its promotion of academic</p>	<p>House meeting minutes. Assistant Principal meeting minutes. House assemblies. House competition results.</p>	<p>Each House developed its own flavour and identity, which was very dependent on the Deans' approach and personality.</p>	<p>To further refine the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.</p>

	achievement by holding regular meetings with team members and as a group of House Deans with the Assistant Principal.			To support the Deans who are still struggling to develop an identifiable House culture.
To embed the work of the Academic Mentors to promote and track academic success.	An Academic Mentor was appointed to each house and aimed to meet twice a term with the Deputy Principal responsible for tracking achievement data.	Weekly NCEA achieved data generated by the Deputy Principal and various tracking sheets developed by each Academic Mentor.	Meetings between the Deputy Principal and Academic Mentors fell away during Term 3 with the long term absence of two mentors.	Currently there are no plans to provide Academic Mentors in 2024.
To continue the Akomanga Kaihanga programme to NCEA Level 1.	A limited number of Year 11 students were involved in Akomanga Kaihanga style projects during Year 11, the HIVA programme and WayFynders.	The HIVA award presentations and the WayFynders presentations.	The focus of the teacher initially appointed to the Akomanga Kaihanga role changed during the course of the year and a subsequent appointment was made.	To support the more recently appointed teacher in charge of Akomanga Kaihanga whose sole academic focus is the programme and its development. To engage with a range of external providers in further developing the programme.
To establish a STEAM Academy (Puhoro) and a Digital Academy (PTech).	The Puhoro STEM programme took place every Monday afternoon (and at a number of specialist external events) with 14 students attending regularly. PTech was a timetabled class of 24 students who attended a number of specialist external events.	KAMAR Attendance Records. KAMAR Markbooks. EOTC applications.	The STEAM Academy (Puhoro) and a Digital Academy (PTech) were actively supported by the Assistant Director of the school's Tereora Academy who ensured that students attended regularly and all logistical needs were met.	To continue to host both a STEAM Academy (Puhoro) and a Digital Academy (PTech) in 2024.
To provide Extended Learning Time at the start of the NCEA examination period to support academic success.	The school provided holiday study classes, Period 0 and Period 7 study classes and extended learning time once	Attendance and achievement data was tracked for the various study classes. Student Video Voice was recorded to describe the	Not all study classes were held in person, as some students responded better to the online environment.	To continue to provide holiday study classes, Period 0 and Period 7 study classes and extended learning time

	the NCEA examination period had begun.	benefit of the various study classes.		once the NCEA examination period had begun in 2024.
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Year 12

That 85% of the Year 12 cohort will achieve NCEA Level 2.

That 15 students from the Year 12 cohort will achieve a Merit Endorsement.

That 10 students from the Year 12 cohort will achieve an Excellence Endorsement.

That 80% of the Year 12 cohort will have passed their Learner's Licence.

That 75% of Year 12 cohort in the Trades Academy will receive a Vocational Pathway Award.

That 90% of the Year 12 Maori cohort will complete the academic year and return to Year 13.

Criteria	2019	2020	2021	2022	2023
% Achievement	74%	84%	73%	64%	55%
Cohort No.	70/94	75/89	89/121	64/100	69/125
Merit	11	6	8	7	13
Excellence	3	5	8	4	8

Actions/Targets.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
That 85% of the Year 12 cohort will achieve NCEA Level 2.	53% (61/125) of the Year 12 cohort achieved NCEA Level 2. The provision of holiday study classes, Period 0 and Period 7 study classes and extended learning time.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	The following may be considered factors in differences between the target and the outcome. The variation in average school attendance rates. The Hybrid Learning trial. The variation in average examination attendance rates. The impact of students working part-time, with some taking on shifts during school	To continue to provide holiday study classes, Period 0 and Period 7 study classes and extended learning time. To continue tracking achievement data on a weekly basis. To host regular year level assemblies to address student attendance. To employ two attendance support workers to engage with students and their

			hours.	families to promote the importance of regular attendance.
That 15 students from the Year 12 cohort will achieve a Merit Endorsement.	13 students from the Year 12 cohort achieved a Merit Endorsement.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	As above.	To host regular year level assemblies to promote academic achievement.
That 10 students from the Year 12 cohort will achieve an Excellence Endorsement.	8 students from the Year 12 cohort achieved an Excellence Endorsement.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	As above.	To host regular year level assemblies to promote academic achievement.
That 80% of the Year 12 cohort will have passed their Learner's Licence.	20% (24/125) of the Year 12 cohort passed their Learner's Licence. In addition, 9 Year 11 and 6 Year 13 students passed their Learners and Licence. With 2 Year 12 and 5 Year 13 students passing their Restricted Licence.	NZTA documentation. KAMAR achievement data.	The Driving Instructor had an extended period of absence due to bereavement.	For the Driver Instructor to work in conjunction with outside providers to ensure achievement targets are met.
That 75% of Year 12 cohort in the Trades Academy will receive a Vocational Pathway Award.	46% (14/30) of Year 12 in the Trades Academy received a Vocational Pathway Award. 6 students gained a Construction and Infrastructure award, 1 student gained a Manufacture and Technology award and 7 students gained a Services Instructies award.	NZQA generated data.	Insufficient tracking and promotion is reflected in the number of awards gained.	To determine the best method of the tracking Vocational Pathway Award throughout the academic year. To promote the value of the Vocational Pathway Award.
That 90% of the Year 12 Maori cohort will complete the academic year and return to Year 13.	This target was met 100% of the Year 12 Maori cohort completed the 2023 academic year and returned to Year 13. Of which 46% achieved NCEA Level 2.	KAMAR attendance data.	The college now has three full-time Te Reo Maori Kaiako who have actively promoted Māori student achievement and cultural visibility.	To continue to promote School Goal #1. To raise Māori student achievement and cultural visibility. That 85% of Māori i students will achieve NCEA Level 2.

To timetable weekly Te Wha Arihi Mentoring sessions for students.	Weekly Te Wha Arihi Mentoring sessions timetabled for 20 minutes on a Friday.	The Timetable. Staff and Student Voice.	Periodically the time was taken to host a full school assembly.	To determine where best to place Te Wha Arihi Mentoring sessions with a 10 day timetable.
To utilise the My Mahi app, as a tool for mentoring.	A limited number of staff utilised the My Mahi app, as a tool for mentoring.	Staff and Student Voice.	The teacher in charge of My Mahi only provided sporadic feedback to staff.	To develop a school wide calendar of My Mahi activities that can be addressed on a weekly basis.
To provide access to a range of Mentoring Programmes, e.g. STARS Mentoring.	Approx 30 Year 12 students took on the role of STARS Mentors to each Year 9 class. Four Year 12 students took part in the HIVA programme, learning conflict resolution skills. Ten Year 12 students attended the Antarctic Heritage Trust Explorers Conference.	Mentoring attendance records. STARS Mentors Graduation Assembly. HIVA Graduation Assembly. Student Voice.	The STARS Co-ordinator was both proactive and diligent in working with STARS Mentors. The HIVA team were dynamic and engaging. The Antarctic Heritage Trust Explorers Conference provided a range of excellent speakers and the opportunity to attend WERO Whitewater Park.	To continue to provide access to a range of Mentoring Programmes, e.g. STARS Mentoring and HIVA.
To provide professional learning and development in relation to Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.	The school provided the following PLD sessions; Local Curriculum Design The Graduate Profile Local Histories Manaiakalani Ka Hikitia COL Inquires PB4L NCEA Literacy Tapasa Executive Function HIVA ADHD Amygdala Hijack Te Wiki o te Reo Maori	The school developed and followed a PLD Planner which documented all the PLD provided to the staff during the year. The PLD Planner linked each PLD session to the school goals and where appropriate the NELPS, Ka Hikitia, Tapasa, and Our Code, Our Standards. Professional Growth Cycle records kept by staff.	Time and appropriate resources did not allow for the inclusion of Hybrid Learning, Creativity, Numeracy, Project Based Learning, Tataiako, Tu'u Malohi and the NELPS. The school took advantage of initially unplanned PLD such as Local Curriculum Design, The Graduate Profile Manaiakalani, COL Inquires PB4L, Executive Function, HIVA, ADHD, Amygdala Hijack Te Wiki o te Reo Maori, Mental Health Awareness and Koi Tu.	To develop a PLD Planner for 2024 to include learnings not addressed in 2023. To incorporate Ka Hikitia and Tapasa into the 2024 Strategic Plan.

	Mental Health Awareness Koi Tu			
To further refine the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	Each House to varying degrees took an active role in developing its pastoral care structures, its contribution to school spirit and its promotion of academic achievement by holding regular meetings with team members and as a group of House Deans with the Assistant Principal.	House meeting minutes. Assistant Principal meeting minutes. House assemblies. House competition results.	Each House developed its own flavour and identity, which was very dependent on the Deans' approach and personality.	To further refine the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. To support the Deans who are still struggling to develop an identifiable House culture.
To embed the work of the Academic Mentors to promote and track academic success.	An Academic Mentor was appointed to each house and aimed to meet twice a term with the Deputy Principal responsible for tracking achievement data.	Weekly NCEA achieved data generated by the Deputy Principal and various tracking sheets developed by each Academic Mentor.	Meetings between the Deputy Principal and Academic Mentors fell away during Term 3 with the long term absence of two mentors.	Currently there are no plans to provide Academic Mentors in 2024.
To provide Extended Learning Time at the start of the NCEA examination period to support academic success.	The school provided holiday study classes, Period 0 and Period 7 study classes and extended learning time once the NCEA examination period had begun.	Attendance and achievement data was tracked for the various study classes. Student Video Voice was recorded to describe the benefit of the various study classes.	Not all study classes were held in person, as some students responded better to the online environment.	To continue to provide holiday study classes, Period 0 and Period 7 study classes and extended learning time once the NCEA examination period had begun in 2024.
To provide access to Academy Programmes such as Health Science, Trades, Service and Police.	5x Year 12 students attended the Health Science Academy, 56x Year 12 students attended the Trades Academy, 15x Year 12 attended the Service Academy and 1x Year 12 student attended the Police Academy.	KAMAR Attendance Records. KAMAR Markbooks.	All academy programmes are also opened to Year 13 students and in the case of the Health Science Academy Year 11 students.	To continue to provide access to Academy Programmes such as Health Science, Trades, Service and Police in 2024.

<p>To establish a Digital Academy (PTech).</p>	<p>PTech was a timetabled class of 19 students who attended MIT one day a week as part of their programme.</p>	<p>KAMAR Attendance Records. KAMAR Markbooks.</p>	<p>The Digital Academy (PTech) was actively supported by the Assistant Director of the school's Tereora Academy who ensured that students attended regularly and all logistical needs were met.</p>	<p>To continue to provide a Digital Academy (PTech).</p>
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Year 13

That 95% of Year 13 cohort achieve NCEA Level 2 as their minimum qualification.

That 70% of the Year 13 cohort will achieve NCEA Level 3.

That 5 students from the Year 13 cohort will achieve Merit Endorsements.

That 5 students from the Year 13 cohort will achieve Excellence Endorsements.

That 65% of the Year 13 cohort will achieve University Entrance Literacy.

That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.

Criteria	2019	2020	2021	2022	2023
% Achievement	51%	61%	64%	59%	32%
Cohort No.	43/84	55/89	55/85	55/93	37/110
Merit	2	3	6	5	
Excellence	4	4	4	3	4
UE % Achievement	41% (identified)	78% (identified)	84% (identified)	88% (identified)	17% (identified)
UE Cohort No.	10/24 (identified)	18/23 (identified)	16/19 (identified)	16/18 (identified)	4/23 (identified)

Actions/Targets.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
That 95% of Year 13 cohort achieve NCEA Level 2 as their minimum qualification.	74% (81/110) of the Year 13 cohort achieved NCEA Level 2 as their minimum qualification.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	The following may be considered factors in differences between the target and the outcome. The variation in average school attendance rates. The Hybrid Learning trial.	To host regular year level assemblies to promote academic achievement.

			<p>The variation in average examination attendance rates.</p> <p>The impact of students working part-time, with some taking on shifts during school hours.</p>	
<p>That 70% of the Year 13 cohort will achieve NCEA Level 3.</p>	<p>32% (37/110) of the Year 13 cohort achieved NCEA 3. The provision of holiday study classes, Period 0 and Period 7 study classes and extended learning time.</p>	<p>Achieved data was collated on a weekly basis and shared with staff.</p> <p>NZQA generated data.</p>	<p>The following may be considered factors in differences between the target and the outcome.</p> <p>The variation in average school attendance rates.</p> <p>The Hybrid Learning trial.</p> <p>The variation in average examination attendance rates.</p> <p>The impact of students working part-time, with some taking on shifts during school hours.</p>	<p>To continue to provide holiday study classes, Period 0 and Period 7 study classes and extended learning time.</p> <p>To continue tracking achievement data on a weekly basis.</p> <p>To host regular year level assemblies to address student attendance.</p> <p>To employ two attendance support workers to engage with students and their families to promote the importance of regular attendance.</p>
<p>That 5 students from the Year 13 cohort will achieve Merit Endorsements.</p>	<p>1 student in the Year 13 cohort achieved a Merit Endorsement.</p>	<p>Achieved data was collated on a weekly basis and shared with staff.</p> <p>NZQA generated data.</p>	<p>As above.</p>	<p>To host regular year level assemblies to promote academic achievement.</p>
<p>That 5 students from the Year 13 cohort will achieve Excellence Endorsements.</p>	<p>4 students in the Year 13 cohort achieved an Excellence Endorsement.</p>	<p>Achieved data was collated on a weekly basis and shared with staff.</p> <p>NZQA generated data.</p>	<p>As above.</p>	<p>To host regular year level assemblies to promote academic achievement.</p>
<p>That 65% of the Year 13 cohort will achieve University Entrance Literacy.</p>	<p>42% (47/110) of the Year 13 cohort achieved University Entrance Literacy.</p>	<p>Achieved data was collated on a weekly basis and shared with staff.</p> <p>NZQA generated data.</p>	<p>The results are currently reported against the whole cohort, yet not every Year 13 takes English.</p>	<p>To adapt the target so that it reflects the correct number of students taking English at Year 13.</p>

That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.	17% (4/23) of the Year 13 cohort identified as university bound achieved University Entrance.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	Although Academic Mentors were appointed in part with a view to tracking progress towards University Entrance, the process lost momentum during Term 3 with the long term absence of two mentors.	To regularly meet, both individually and collectively with those students identified as university bound to monitor achievement.
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Weekly Te Wha Arihi Mentoring sessions timetabled for 20 minutes on a Friday.	The Timetable. Staff and Student Voice.	Periodically the time was taken to host a full school assembly.	To determine where best to place Te Wha Arihi Mentoring sessions with a 10 day timetable.
To utilise the My Mahi app, as a tool for mentoring.	A limited number of staff utilised the My Mahi app, as a tool for mentoring.	Staff and Student Voice.	The teacher in charge of My Mahi only provided sporadic feedback to staff.	To develop a school wide calendar of My Mahi activities that can be addressed on a weekly basis.
To provide access to a range of Mentoring Programmes.	22x Year 13 students attended the Russell McVeagh Mentoring programme. 12x Year 13 students attended the MATES Mentoring programme. 4x Year 13 students attended the Meredith Connell Mentoring programme. 10x Year 13 students attended the Dress in Confidence Mentoring programme.	Student Voice. Provider feedback. Attendance records.	MATES, Meredith Connell and Dress in Confidence were additions to the school's Mentoring programmes this year.	To continue to be involved with all Mentoring programmes, as we are invited, in 2024.
To provide professional learning and development in relation to Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA	The school provided the following PLD sessions; Local Curriculum Design The Graduate Profile Local Histories Manaiakalani Ka Hikitia COL Inquires	The school developed and followed a PLD Planner which documented all the PLD provided to the staff during the year. The PLD Planner linked each PLD session to the school goals and where appropriate	Time and appropriate resources did not allow for the inclusion of Hybrid Learning, Creativity, Numeracy, Project Based Learning, Tataiako, Tu'u Malohi and the NELPS. The school took advantage of	To develop a PLD Planner for 2024 to include learnings not addressed in 2023. To incorporate Ka Hikitia and Tapasa into the 2024 Strategic Plan.

changes, Tu'u Malohi, and the NELPs.	PB4L NCEA Literacy Tapasa Executive Function HIVA ADHD Amygdala Hijack Te Wiki o te Reo Maori Mental Health Awareness Koi Tu	the NELPS, Ka Hikitia, Tapasa, and Our Code, Our Standards. Professional Growth Cycle records kept by staff.	initially unplanned PLD such as Local Curriculum Design, The Graduate Profile Manaiakalani, COL Inquires PB4L, Executive Function, HIVA, ADHD, Amygdala Hijack Te Wiki o te Reo Maori, Mental Health Awareness and Koi Tu.	
To further refine the House System to provide a framework for pastoral care, school spirit and promoting academic achievement.	Each House to varying degrees took an active role in developing its pastoral care structures, its contribution to school spirit and its promotion of academic achievement by holding regular meetings with team members and as a group of House Deans with the Assistant Principal.	House meeting minutes. Assistant Principal meeting minutes. House assemblies. House competition results.	Each House developed its own flavour and identity, which was very dependent on the Deans' approach and personality.	To further refine the House System to provide a framework for pastoral care, school spirit and promoting academic achievement. To support the Deans who are still struggling to develop an identifiable House culture.
To embed the work of the Academic Mentors to promote and track academic success.	An Academic Mentor was appointed to each house and aimed to meet twice a term with the Deputy Principal responsible for tracking achievement data.	Weekly NCEA achieved data generated by the Deputy Principal and various tracking sheets developed by each Academic Mentor.	Meetings between the Deputy Principal and Academic Mentors fell away during Term 3 with the long term absence of two mentors.	Currently there are no plans to provide Academic Mentors in 2024.
To provide Extended Learning Time at the start of the NCEA examination period to support academic success.	The school provided holiday study classes, Period 0 and Period 7 study classes and extended learning time once the NCEA examination period had begun.	Attendance and achievement data was tracked for the various study classes. Student Video Voice was recorded to describe the benefit of the various study classes.	Not all study classes were held in person, as some students responded better to the online environment.	To continue to provide holiday study classes, Period 0 and Period 7 study classes and extended learning time once the NCEA examination period had begun in 2024.

<p>To provide access to Academy Programmes such as Health Science, Trades, Service and Police.</p>	<p>3x Year 13 students attended the Health Science Academy, 27x Year 13 students attended the Trades Academy, 7x Year 13 attended the Service Academy and 16x Year 13 students attended the Police Academy.</p>	<p>KAMAR Attendance Records. KAMAR Markbooks.</p>	<p>All academy programmes are also opened to Year 12 students and in the case of the Health Science Academy Year 11 students.</p>	<p>To continue to provide access to Academy Programmes such as Health Science, Trades, Service and Police in 2024.</p>
<p>To establish a Digital Academy (PTech).</p>	<p>PTech was a timetabled class of 8 students who attended Techorium one day a week as part of their programme.</p>	<p>KAMAR Attendance Records. KAMAR Markbooks.</p>	<p>The Digital Academy (PTech) was actively supported by the Assistant Director of the school's Tereora Academy who ensured that students attended regularly and all logistical needs were met.</p>	<p>To continue to provide a Digital Academy (PTech).</p>

Literacy and Learning Support

Whare Manaaki Students

That 100% of senior Whare Manaaki students gain 20 credits towards their National Certificate.

ELLS Students

That 100% of ELLs students will progress to their agreed individual ELLP stage.

Whare Manaki

Student 1	Student 2	Student 3	Student 4	Student 5
42 credits	52 credits	32 credits	56 credits	68 credits

ELLS

Year Level	Year 11	Year 12	Year 13
Number of Standards Offered	8	7	7

Actions/Targets.	What did we achieve?	Evidence.	Reasons for any differences (variances) between the target and the outcomes.	Planning for next year.
Whare Manaaki Students That 100% of senior Whare Manaaki students gain 20 credits towards their National Certificate.	100% of the five senior Whare Manaki students gained 20 credits towards their National Certificate. Three of the five students gained NCEA Level 3.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	Appropriate course selection (i.e. building and construction) and specialist Literacy and Numeracy support ensured the high rate of success.	To continue to provide opportunities for senior Whare Manaki students to attend appropriate mainstream classes.
ELLS Students That 100% of ELLs students will progress to their agreed individual ELLP stage.	9/22 Year 11 ELLs students achieved NCEA Level 1, of which 4 gained a Merit Endorsement. 9/15 Year 12 ELLs students achieved NCEA Level 2, of which 2 gained a Merit Endorsement and 1 an Excellence Endorsement.	Achieved data was collated on a weekly basis and shared with staff. NZQA generated data.	The ELLs teaching environment is highly supportive and regularly works with students on a one to one basis. The employment of a specialist ELLs Learning Assistant during the academic year.	To continue to provide specialist ELLs programmes.

	2/11 Year 13 ELLs students gained NCEA Level 3 of which 1 was an Excellence Endorsement.			
To timetable weekly Te Wha Arihi Mentoring sessions for students.	Weekly Te Wha Arihi Mentoring sessions timetabled for 20 minutes on a Friday.	The Timetable. Staff and Student Voice.	Periodically the time was taken to host a full school assembly.	To determine where best to place Te Wha Arihi Mentoring sessions with a 10 day timetable.
To utilise the My Mahi app, as a tool for mentoring.	A limited number of staff utilised the My Mahi app, as a tool for mentoring.	Staff and Student Voice.	The teacher in charge of My Mahi only provided sporadic feedback to staff.	To develop a school wide calendar of My Mahi activities that can be addressed on a weekly basis.
To provide professional learning and development in relation to Hybrid Learning, Creativity, Local Histories, Literacy and Numeracy, Tapasa, Ka Hikitia, Project Based Learning, Local Curriculum, Tataiako, NCEA changes, Tu'u Malohi, and the NELPs.	The school provided the following PLD sessions; Local Curriculum Design The Graduate Profile Local Histories Manaiakalani Ka Hikitia COL Inquires PB4L NCEA Literacy Tapasa Executive Function HIVA ADHD Amygdala Hijack Te Wiki o te Reo Maori Mental Health Awareness Koi Tu	The school developed and followed a PLD Planner which documented all the PLD provided to the staff during the year. The PLD Planner linked each PLD session to the school goals and where appropriate the NELPS, Ka Hikitia, Tapasa, and Our Code, Our Standards. Professional Growth Cycle records kept by staff.	Time and appropriate resources did not allow for the inclusion of Hybrid Learning, Creativity, Numeracy, Project Based Learning, Tataiako, Tu'u Malohi and the NELPS. The school took advantage of initially unplanned PLD such as Local Curriculum Design, The Graduate Profile Manaiakalani, COL Inquires PB4L, Executive Function, HIVA, ADHD, Amygdala Hijack Te Wiki o te Reo Maori, Mental Health Awareness and Koi Tu.	To develop a PLD Planner for 2024 to include learnings not addressed in 2023. To incorporate Ka Hikitia and Tapasa into the 2024 Strategic Plan.
To further refine the House System to provide a framework for pastoral care,	Each House to varying degrees took an (active) role in developing its pastoral care	House meeting minutes. Assistant Principal meeting minutes.	Each House developed its own flavour and identity, which was very dependent on	To further refine the House System to provide a framework for pastoral care,

school spirit and promoting academic achievement.	structures, its contribution to school spirit and its promotion of academic achievement by holding regular meetings with team members and as a group of House Deans with the Assistant Principal.	House assemblies. House competition results.	the Deans' approach and personality.	school spirit and promoting academic achievement. To support the Deans who are still struggling to develop an identifiable House culture.
To utilise the resources of Te Piko o te Mahuri to provide in class support for students with diverse learning needs.	The school was able to employ 10 Learning Assistants to provide in class support for students with diverse learning needs.	Staff Timetables. Te Piko o te Mahuri team meetings. Student IEPs.	The number of Learning Assistants meant that they could either work within their specialist area e.g Mathematics or across all subject areas.	To continue to employ Learning Assistants in 2024 as MOE funding allows.
To apply learnings from the Literacy and Numeracy Project to classroom practice.	In preparation for the changes to NCEA Literacy and Numeracy a Year 10 Level Up programme was introduced that incorporated English, Mathematics, Science and Social Studies. In addition the English and Mathematics Departments hosted Literacy and Numeracy trial classes for the new NCEA Co-Requisites.	The design and promotion of the Level Up Literacy and Numeracy programme in Year 10, i.e. the meeting of the English, Mathematics, Science and Social Science Heads of Learning, the promotional assembly and the information supplied to families.	The Year 10 Level Up Literacy and Numeracy programme resulted in 90 Year 10 students gaining NCEA Level 1 Literacy and 101 Year 10 students gaining Level 1 Numeracy. From the NCEA Co-Req trial group; 11/18 Year 10 students gained the Reading standard, 8/18 Year 10 students gained the Writing standard and 11/25 Year 10 students gained the Numeracy standard.	To further the work of the Level Up team as they take on the responsibility of promoting and supporting Literacy and Numeracy within the school, by providing a term by term focus on key aspects of Literacy and Numeracy.
To provide opportunities for Whare Manaki students to attend appropriate mainstream classes.	5x Year 13 Whare Manaki students attended appropriate mainstream classes.	KAMAR Attendance Records. KAMAR Markbooks.	Only 1 student attended a full mainstream programme, with 4 attending a partial mainstream programme.	To continue to provide opportunities for Whare Manaki students to attend appropriate mainstream classes in 2024.

Evaluation of the school's students' progress and achievement

Kia ora tatou, Kia orana, Talofa lava, Fakaalofa lahi atu,

Magandang hapon po, Salam Malaekum, Malo e lelei and a very warm Welcome to this auspicious occasion.

Special acknowledgements to Ngati Paoa, the mana whenua whose ancestral land we stand on.

This special occasion is about celebrating the success of our young people for the 2023 school Year. As we continue to live in a changing world full of uncertainties, it is important that as a community we continue to actively support and nurture our young people to retain hope and grow knowledge, resilience and character. Success looks different for everyone and even though the Ministry of Education defines this for us, we know that diversifying the meaning of success allows us to not only make it more relevant but it allows us to step our young people up a ladder that may often look impossible. In the past year we have worked hard to get to know our learners and tailor the support they need to excel. I acknowledge the Heads of Learning Areas because their job is to tailor a learning programme that both meets the needs of our students and complies with the requirements of New Zealand Qualifications Authority. I acknowledge our Deans because they are responsible for the outside of the classroom matters. We are fortunate to have the John Grant Te Puna o Waiora Student Support Centre Staff who are responsible for the physical and mental well being of our young people.

Our work is enhanced by a number of partners who support us by providing additional resources to enable our work.

Thank you to the Pasifika Futures Limited, The Tamaki Regeneration Company, Graeme Dingle Foundation, Kokako Lodge, First Foundation, Russell McVeagh, Auckland Blues, Black and White Golfers, and The RISE Group Trust.

We are grateful for the enablement of our young people's journey to success.

Congratulations to all our successful students. Well done and continue to do more this year. As we celebrate the success of the 2023 School Year let us remind ourselves that the single most important driver of success is attending school everyday, let us come together as the community that we are and do the best we can collectively for the excellence in the future of our young people.

We Connect, We RISE, We SUCCEED

NAU TE ROUROU, NAKU TE ROUROU KA ORA TE MANUHIRI

WITH YOU FOOD BASKET AND MY FOOD BASKET, THE PEOPLE WILL THRIVE

FAKATAUANGE KE HIFO MAI AE KELESI TA'ENGATA AE 'OTUA O TATAKI HOTAU FONONGA HE TA'U FAKAAKO OE 2024

'OFA ATU

Report on how the school has given effect to Te Tiriti o Waitangi

The school aims to implement the provisions and intents of the Tiriti o Waitangi by:

1. ensuring the curriculum reflects Maori perspective.
2. making equitable provision in the curriculum for the instructional needs of Maori students.
3. providing opportunities for students who wish to learn Maori language and culture.
4. recognising Maori values in the provision of resources and facilities within the school.
5. understanding and recognise the unique status of tangata whenua in Aotearoa New Zealand.
6. understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
7. practising and developing the use of te reo and tikanga Māori.



Statement of Kiwisport Funding

PO Box 18061
Glen Innes
Auckland
New Zealand

T: 09 521 1104
F: 09 528 5341
E: admin@tamaki.ac.nz
web: www.tamaki.ac.nz

14th March 2024

To whom it may concern

RE: Statement of Kiwi Sport Funding

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

In 2023 the school received total Kiwisport funding of \$17,326 (excluding GST). The funding was put towards the purchase of sports teams' registration fees and transportation costs, the total cost of which was \$17,326 (excluding GST).

The number of students participating in organised sport at the end of the school year was 278 or 40% of the school roll.

A handwritten signature in black ink that reads "Soana Pamaka".

Soana Pamaka
Principal

Statement of Compliance with Employment Policy

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

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

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

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