Tāmaki College

EAST AUCKLAND

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2024 Annual Report

Presiding Member’s Report

Taken from the Presiding Member’s Address at the school’s annual Celebration of Success.

Kia ora koutou, good evening whānau, staff, and most importantly, our students.

Tonight, we gather not only to celebrate successes of 2024 but to honour the journey it took to get here.

Success is not born in the spotlight—it is crafted in the darkness. It is in those late nights spent studying, those moments of boredom pushing through practice, and those quiet hours of reflection when no one is watching. Like water carving through rock, progress is slow, steady, and often unseen. But it is in that darkness that we **plan, dream, and prepare**—so that when the light of opportunity arrives, we **know our purpose** and are ready to shine.

Every achievement we celebrate tonight is a result of that preparation—of your resilience, discipline, and determination. Whether your success has been in academics, sports, arts, or service, it reflects your courage to push through the hard times and emerge stronger.

To our parents, whānau, and teachers—thank you for being the steady current that guides our students. Your support and sacrifices, often behind the scenes, are what make nights like this possible.

As a Board, we are proud of every student’s success because it represents more than results—it represents **character**. And we know the future of Tamaki College and our Tāmaki Community is bright because it is built by students who understand that **the hard work done in the night is what brings success in the day.**

So tonight, celebrate your achievements, and as you look ahead, remember: **Dream in the dark, work through the boredom, and shine in the light.** Because here at Tamaki College, your journey has only just begun.

Mauri ora, and congratulations to you all!

Principal’s Report

Taken from the Principal’s Address at the school’s annual Celebration of Success.

Ngaa mihi aroha kia koutou katoa, Kia orana, Talofa, Fakalofa lahi atu, Salam alaikum, Kamusta, Malo e lelei and a very warm Welcome to you all.

Today is about celebrating the success of our young people and as such I wish to acknowledge not just our young people but each and every one of our families. Your support is a very important part of the success of our young people. The College cannot do this very important work alone. We acknowledge your sacrifices, your nurturing and ensuring that our young people are learning ready when they arrive at school each day. This collaboration between yourselves and the College is key to the success of our young people. Thank you. I wish to acknowledge our teachers and staff, who work over and beyond their job descriptions to ensure that the best outcomes are achieved by our young people. Thank you to the Student Support Centre and as you know this support is crucial for our young people. You may or may not know but we have two Registered Nurses, Counsellors, a Social Worker on site and we run a weekly Doctor’s clinic to support the health and wellbeing of our students. Thank you to all our teachers and Professional Staff for their tireless support of our students.

Welcome to this special occasion of celebrating the success of our students for the 2024 Academic Year.

I will leave you with one of my favourite quotes from Dame Whina Cooper:

“TAKE CARE OF OUR CHILDREN.

TAKE CARE OF WHAT THEY HEAR.

TAKE CARE OF WHAT THEY SEE

TAKE CARE OF HOW THEY FEEL.

FOR HOW THE CHILDREN GROW,

SO WILL BE THE SHAPE OF AOTEAROA.”

School Board Members

Chair	DJ Tuaru Temu
Principal	Soana Pamaka
Staff Representative	Jeremy Spruyt
Student Representative	Hope Levi
Community Representative	Viola Fifita
Community Representative	Ameila Hingano
Community Representative	Monty Jones
Community Representative	Peter Millar
Community Representative	Marryann Tukuafu

Statement of Variance

Strategic Goal 1 Respect To build /develop a fully functioning Wellbeing Centre that promotes student wellbeing and self respect and creates an environment where students feel safe and valued.
Annual Target To continue the RISE Revision to ensure that it reflects the change in the school Values.

Actions.	**What did we achieve?**	**Evidence.**	**Reasons for any differences (variances) between the target and the outcomes.**	**Planning for next year.**
Staff PLD sessions focusing on the RISE Revision to create a new Behaviour Matrix and set of RISE lessons to teach the expectations.	Staff PLD sessions were given over to the following; Digital Discipline, Talanoa Ako, HIVA Conflict Resolution, Career Coaching, COL Presentations, Tuturu, Child Protection Policy, Diversity Discussion, Google and AI tools, Structured Literacy, Literacy and Numeracy, Physical Restraint Training, and Manaiakalani.	As documented in 2024 Staff PLD Planner managed by the Senior Leadership Team.	RISE Revision was the responsibility of the Deans, who chose a different focus for the year, i.e the development of a Dean's Handbook.	To include the RISE Values, the RISE Matrix and the RISE Behaviour Flowchart in the 2025 Staff PLD programme.
Student workshops focusing on the RISE Revision to create a new Behaviour Matrix and a set of RISE lessons to teach the expectations.	Student's engagement with RISE was tracked through Student Voice.	Term 2 Student Voice asked students how they had displayed the RISE values.	Time was directed to a range of other academic support and mentoring programmes.	To develop a set of RISE lessons to teach the meaning of School Values, and expectations of the RISE Behaviour Matrix and the RISE Behaviour Flowchart.
Community Voice collected in	Community Voice was	Graduate Profile summaries	As the 'Ideal Tamaki	To publish the Graduate

relation to the RISE Revision to create a new Behaviour Matrix and a set of RISE lessons to teach the expectations.	collected in relation to the Graduate Profile and not RISE per se. However values were considered in the discussions.	prepared by the Deputy Principal Partnerships and Pathways.	Graduate' is now more than 15 years old it was deemed that the Graduate Profile should be the priority.	Profile. To provide information to families about the RISE Values and the RISE Behavior Matrix and the RISE Behaviour Flowchart.
The new RISE Behaviour Matrix is developed and a set of RISE lessons to teach the expectations.	The RISE Behaviour Matrix was revised by the Senior Leadership Team.	The new RISE Behaviour Matrix was printed for staff. The new RISE Behavior Classroom posters were printed for staff.	The revision also included the RISE Behaviour Flowchart so the changes to cell phone regulations could be included.	To include the RISE Values, the RISE Matrix and the RISE Behaviour Flowchart in the 2025 Staff PLD programme.

Strategic Goal 2 Innovation To develop and implement a Local Curriculum that embraces students interest, aligns with career pathways, utilises digital learning and provides appropriate extension opportunities.
Annual Targets To implement the changes to NCEA Level 1. To introduce the Aotearoa New Zealand Histories Curriculum to the Year 9 and 10 programme.

Actions.	**What did we achieve?**	**Evidence.**	**Reasons for any differences (variances) between the target and the outcomes.**	**Planning for next year.**
Year 11 subjects will be taught using the new NCEA Level 1 standards.	All subjects, apart from Building and Construction and Catering are taught using the new Level 1 NCEA standards.	KAMAR markbooks, NCEA results, Department and teacher sites and workspaces.	Building and Construction and Catering are Unit Standard based courses.	To continue to teach the new NCEA Level 1 standards taking into account the changes to submitted externals and any other documented changes.
Units of Learning are developed for each new standard and documented on Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios.	The documentation of the new NCEA Level 1 units of learning on Department Sites, Teacher Sites, Teacher Workspaces, Department Portfolios and Internal Moderation Coversheets. In selected cases External Moderation Coversheets were also completed.	Department Sites, Teacher Sites, Teacher Workspaces, Department Portfolios, Internal Moderation Coversheets and External Moderation Coversheets.	Selection of External Moderation by NZQA.	To refine the new NCEA Level 1 units of learning, taking into account the changes to submitted externals and any other documented changes.
To introduce the Aotearoa New Zealand Histories Curriculum to the Year 9 and 10 programme.	All Year 9 students took part in a Local Histories Hikoi.	KAMAR attendance records, trip applications and RAMS forms.	A separate History Department and Head of Learning was established during the 2024 academic year to allow for introduction of the Aotearoa New Zealand Histories Curriculum to the	Aotearoa New Zealand Histories Curriculum will be often as an additional option subject in Year 9 and 10 in 2025.

			Year 9 and 10 programme in 2025.	
Units of Learning are developed and documented on Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios.	The focus for 2024 was on Year 9 Local Histories Hikoi, with the Unit of Learning developed in readiness for 2025.	Development of Units of Learning on Teacher Workspaces in the first instance.	The establishment of a separate History Department and Head of Learning meant the development of a Year 9 and 10 programme in 2025 could be given time and resourcing.	Aotearoa New Zealand Histories Curriculum will be often as an additional option subject in Year 9 and 10 with Units of Learning developed and documented on Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios.

Strategic Goal 3 Innovation To develop and implement Exit Ready programme to ensure that students have a complete kete of tools and resources before they leave school, e.g. CV, IRD Number, Bank Account, Drivers Licence, Passport and/or Birth Certificate.
Annual Target/Goal: To engage a suitably experienced staff to develop and implement a trial Exit Ready programme, that can be reviewed at the end of the year for its effectiveness.

Actions.	**What did we achieve?**	**Evidence.**	**Reasons for any differences (variances) between the target and the outcomes.**	**Planning for next year.**
To appoint a staff member to develop and trial an Exit Ready programme.	Our Gateway Co-ordinator was appointed as the Director of Employment.	Allocation of the Gate Co-ordinators hours and a revision of their role.	The Gateway Co-ordinator had the necessary skills and rapport with the students.	For the Gateway Co-ordinator to continue in their dual role.
To document the structure of a trial Exit Ready programme.	The Ahi Ka programme was developed to provide an Exit Ready programme for students transitioning from secondary school.	External reporting to the Ministry of Social Development.	External funding provided the opportunity, as did the identified need of those students transitioning from secondary school and those in the community who had left school, but had not yet found employment.	To continue to refine the Ahi Ka prgogramme.
To review the trial Exit Ready programme using Staff, Student and Community Voice and NCEA achievement data.	Approx 60 cadets have completed the Ahi Ka, moving onto employment, further education (or both) and in one case parenthood.	External reporting to the Ministry of Social Development. Cadet Voice. NCEA achievement data.	Through Community Voice it was identified that there was a need for an Exit Ready style programme for those who had already left school.	To continue the Ahi Ka programme for those who are in the process of leaving and for those who may have already left school.

Strategic Goal 4 Excellence To implement a programme of Teaching Excellence that addresses staff professionalism and ensures that students are confident in their identity.
Annual Targets To construct and deliver a staff PLD programme that addresses teaching excellence and professionalism. To provide a range of activities that builds students confidence in their identity.

Actions.	**What did we achieve?**	**Evidence.**	**Reasons for any differences (variances) between the target and the outcomes.**	**Planning for next year.**
To construction a staff PLD planner that outlines the various PLD sessions offered during the year and that links it to the following; Objectives of Boards in Governing Schools, the NELPS, Ka Hikita, the Action Plan for Pacific Education, the Standards for the Teaching Profession and the School Goals.	The 2024 Staff PLD Planner was a live document utlised by the Senior Leadership to track PLD programmes during the year. Topics addressed included; Digital Discipline, Talanoa Ako, HIVA Conflict Resolution, Career Coaching, COL Presentations, Tuturu, Child Protection Policy, Diversity Discussion, Google and AI tools, Structured Literacy, Literacy and Numeracy, Physical Restraint Training, and Manaiakalani.	The 2024 Staff PLD Planner and PLuGs website hosts presentations and documentation that has been shared with staff. Staff Professional Growth Cycle documents.	PLD content varied from time to time based on identifed need and the availability of presenters. In addition to whole staff PLD, there were occasions of individual and Department focused PLD e.g. the English Department attending the AATEL Big Day Out and Mathematics Department attending AMA events.	To continue to construction a staff PLD planner that outlines the various PLD sessions offered during the year and that links it to the following; Objectives of Boards in Governing Schools, the Ka Hikita, the Action Plan for Pacific Education, the Standards for the Teaching Profession and the School Goals.
To provide access to and support activities that build students confidence in their identity, e.g. Language Weeks, House competitions and assemblies, Polyfest, Sports, Mentoring programmes, Mental Health Awareness Week etc.	Tamaki College hosted International Language Week, Samoan Language Week, Cook Island Language Week, Filipino Language Week, Tongan Language Week, Te Wiki of te Reo Maori and Niuean Language Week. In addition students	Student Voice. KAMAR records. Social media posts. Trip applications and RAMS forms.	Due to changes in staff and/or emphasis, neither Matariki or Mental Health Awareness Week was widely celebrated.	To continue to provide access to and support activities that build students confidence in their identity, e.g. Language Weeks, House competitions and assemblies, Polyfest, Sports, Mentoring programmes, Mental Health Awareness Week etc.

ANNUAL PLAN GOALS FOR 2024

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

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

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

Impact/Outcome:	The Year 9, Year 10 and NCEA Level 1 English programmes have sought to bring Maori visibility to the forefront of classrooms by treating Maori stories, authors, texts and experiences as taonga.

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

Department Focus Goal 3	Literacy and 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?
Action: ***Literacy Support for student and staff***: The HOLA will support the Department by providing appropriate literacy support, initiatives and referrals to PLD for literacy. This will be a focus of Department Meetings. ***Inquiry Framework***: The HOLA will provide a robust and appropriate inquiry framework examining our Junior and Senior Achievement Data.	Action: To review which systems and processes are working, which ones need improvement and in which ones does the Department need to plug a gap. The review will begin with Achievement Data (NCEA Level 1, 2 and 3 English and Junior English PAT). To structure the Inquiry Framework as follows; ● What are the key drivers for the successes? ● What are the key drivers for non achievement? ● What is the solution to the problem? ● What are the next steps? ● Where are our quick wins (short term)? ● What can we put on the board and work on it (long term)?	Action: ***NCEA Level 1, 2 + 3 English PLD***: For all staff to attend, if available, AIM High English PLD with Alex Mofatt-Wood. ***Literacy PLD***: For all staff or those who are interested to attend and then to share and feedback to the department. ***Work with our literacy experts****:* For staff to work with the Literacy Facilitator to identify and implement effective literacy strategies and to work with the Facilitator to unpack, crunch and understand the data - what are the trends? What are the needs? How can we address them?	Action: To implement Literacy strategies and practices by working with the Literacy Facilitator and to analyse our Achievement Data.
Evidence: Department Meeting Minutes, Professional Growth Cycle documentation, Staff Voice, Achievement Data.	Evidence: Achievement Data, Review and Inquiry Documentation, Department Meeting Minutes.	Evidence: Professional Growth Cycle documentation, Department Portfolio records, Department Meeting Minutes.	Evidence: Department Site, Teacher Workspaces, Achievement Data.
Impact/Outcome:	The Department was able to support a number of students in their preparation and execution of the Literacy Co-Requisite, including 22 students in Year 10 who gained the NCEA Literacy Co-Requisite.		

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

	sheets ● Department moderation across NCEA Level 1, 2 and 3 English		
Evidence: Department Meeting Minutes, Professional Growth Cycle documentation, Staff Voice, Achievement Data.	Evidence:Achievement Data, Review and Inquiry Documentation, Department Meeting Minutes. Staff Voice, Internal Moderation Coversheets, External Moderation Coversheets.	Evidence: Professional Growth Cycle documentation, Department Portfolio records, Department Meeting Minutes.	Evidence: Department Site, Teacher Workspaces, Achievement Data.
Impact/Outcome:	The Department has in place robust systems and processes for tracking, marking and moderating our NCEA Level 1, 2 and 3 English assessments. The Department has a clear understanding of marking criteria across each year level, which is reflected in External Moderation results. The Department has developed a curriculum that encourages students to use their unique voices.		

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

	sheets ● Department moderation across NCEA Level 1, 2 and 3 English		
Evidence: Department Meeting Minutes, Professional Growth Cycle documentation, Staff Voice, Achievement Data.	Evidence:Achievement Data, Review and Inquiry Documentation, Department Meeting Minutes. Staff Voice, Internal Moderation Coversheets, External Moderation Coversheets,	Evidence: Professional Growth Cycle documentation, Department Portfolio records, Department Meeting Minutes.	Evidence: Department Site, Teacher Workspaces, Achievement Data, Student Voice.
Impact/Outcome:	The Department has revamped and adjusted its Junior English Curriculum to be more aligned with Te Mataiaho, which has meant greater connection between Year 9, Year 10 and Year 11. The Department revelled in the opportunity to produce a second volume of 'Our Voices' which documents student writing.		

Mathematics

Department Focus Goal 1	Maori Achievement		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will promote the Department's target that 60% of Māori students will achieve 14+ Level 2 Maths credits by the end of the Year in 2024.	Action: That the Department will demonstrate effective planning, monitoring, and support for learners by; Undertaking topic review and programme adaption. Data tracking including deadlines. Working closely with Maori learners and conversing with whanau. Providing treats and incentives. interventions based on the real situation.	Action: That leadership skills, strong work ethic, and refreshed knowledge will be evident within the Department, particularly in relation to; SOLO taxonomy to identify Achievement, Merit, and Excellence. Career lead team updates to promote career pathways. Literacy strategies.	Action: That effective teaching for Māori learners will be demonstrated by caring for Māori learners, developing relationships with Iwi and whanau, setting high expectations, and managing classrooms to promote learning by ensuring they are well managed, well organised, and creating a safe space for students.
Evidence: The HOLA and Assistant HOLA will establish and maintain Year 12 Data tracking sheets and follow up with Year 12 teachers as required. Attendance rolls and achievement data for after school classes, Saturday classes, and Holiday classes.	Evidence: Student Voice, Staff Voice, Achievement Data, Department Meeting Minutes.	Evidence: Evidence: The Department’s year planner, daily planner, unit plans, and the Department’s common Workspace.	Evidence: Collaborative planning and teaching. Teaching as Inquiry blogs and sharing with the staff. Staff voice. Self Reflection. Feedback from students. Professional Growth Cycle documentation.
Impact/Outcome:	The Department focused on promoting a growth mindset, problem-solving strategies and high levels of student engagement. Of the Maori Learners who took Year 12 Mathematics, 100% (5/5) achieved 14+ credits in Mathematics at Level 2 (exceeding the Department goal of 60%).		

Department Focus Goal 2	Pasifika Achievement		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will promote the Department's target that 60% of Pasifika students will achieve 14+ Level 2 Maths credits by the end of the Year in 2023.	Action: That the Department will demonstrate effective planning, monitoring, and support for learners by; Undertaking topic review and programme adaption. Data tracking including deadlines. Working closely with Pasifika learners and conversing with whanau. Providing treats and incentives. Make timely adjustments and interventions based on the real situation.	Action: That leadership skills, strong work ethic, and refreshed knowledge will be evident within the Department, particularly in relation to; SOLO taxonomy to identify Achievement, Merit, and Excellence. Career lead team updates to promote career pathways. Literacy strategies.	Action: That effective teaching for Pasifikalearners will be demonstrated by caring for Pasifika learners, developing relationships with whanau, setting high expectations, and managing classrooms to promote learning by ensuring they are well managed, well organised, and creating a safe space for students.
Evidence: The HOLA and Assistant HOLA will establish and maintain Year 12 Data tracking sheets and follow up with Year 12 teachers as required. Attendance rolls and achievement data for after school classes, Saturday classes, and Holiday classes.	Evidence: Student Voice, Staff Voice, Achievement Data, Department Meeting Minutes.	Evidence: Evidence: The Department’s year planner, daily planner, unit plans, and the Department’s common Workspace.	Evidence: Collaborative planning and teaching. Teaching as Inquiry blogs and sharing with the staff. Staff voice. Self Reflection. Feedback from students. Professional Growth Cycle documentation.
Impact/Outcome:	The Department promoted the importance of high engagement and meeting deadlines, the need to have a growth mindset, the value of attending study classes and developing independent learning skills, and the use of problem-solving strategies. Of the Pasifika Learners who took Year 12 Mathematics 82%eachieved 14+ credits in Mathematics at Level 2 (meeting the Department's goal of 60%).		

Department Focus Goal 3	Literacy and 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?
Action: The HOLA and Assistant HOLA will promote the Department's target that at least 50% of Year 10 students achieve at or above the expected Curriculum Level in Mathematics in 2024, using the refreshed PAT assessment and data. The HOLA and Assistant HOLA will promote the Department's target that at least 80% of Year 11 students achieve NCEA Numeracy Co-Requisite by the end of Term 4 in 2024.	Action: All teachers in the Department will track Numeracy Co-Requisite in their Year 10 and 11 Maths class.	Action: To ensure effective teaching of Curriculum. To engage with the Curriculum Refresh. To ensure appropriate support for staff to teach the Numeracy Co-Requisite.	Action: To provide meaningful lessons. To enhance Lesson Planning. To purchase appropriate resources (ie, the new and updated Alpha texts and Numeracy essentials workbook. To undertake resource development to accommodate changes in NCEA and Numeracy Co-Requisite.
Evidence: PAT analysed, Beginning and End of Year to track progress. Year11 Data tracking.	Evidence: Years 10 and 11 Data Tracking Data. Department Meeting Minutes.	Evidence: Unit Plans and Common Workspaces.	Evidence: Unit Plans, Department site, Common and Teacher Workspaces.
Impact/Outcome:	In Year 10 57/112 (52%) of learners were working at and above Stanine 4 in PAT Mathematics at the end of Term 4 compared to 81/127 (64%) at the beginning of Term 1. 19x Year 10 students and 5x Year 9 students gained the NCEA Numeracy Co-Requisite. The Department plans to offer a differentiated programme in Year 11 (2025) to support students who are yet to meet expected Curriculum Level.		

Department Focus Goal 4	Student Wellbeing		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will promote and support effective teaching and the development of learning resources for students, and the provision of after school and holiday study sessions for students. The HOLA and Assistant HOLA will support the Department to run Maths Week activities, Education Perfect programmes and AMA Mathex competitions.	Action: To ensure that the Mathematics curriculum is meaningful for students, connecting with their wider lives, and engaging the support of their families, whanau, and communities. To provide after school and holiday study sessions for students.	Action: To increase Department familiarity with Curriculum. To promote effective classroom management skills.	Action: To build strong Whanaungatanga relationships with students. For each Department member to connect with their students' whanau via phone calls or during student achievement conferences.
Evidence: Department Portfolio, Department Site, Student Voice, Common and Teacher Workspaces.	Evidence: Student Voice, Effective Unit Plans and Common Workspaces.	Evidence: Professional Growth Cycle documentation. Pastoral entries on KAMAR.	Evidence: Professional Growth Cycle. Pastoral entries on KAMAR. Student, Staff and Community Voice.
Impact/Outcome:	The Department has promoted whanau connection via phone calls and at Parents Evenings. Classroom observations (both formal and informal visits) show most teachers in the Department are developing self-efficacy and leading their own classroom practices with confidence - in both curriculum and pastoral matters. The Department has continued to offer a range of after school and school holiday study classes Mathex has remained an important feature of the Department's annual programme.		

Department Focus Goal 5			
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA and Assistant HOLA will communicate PLD opportunities to all Department members, ensuring everyone has had an opportunity to attend appropriate PLD sessions.	Action: To promote information sharing with the Department. To ensure that PLD records are maintained.	Action: To deep dive into Curriculum, to develop Content Knowledge. To understand the Numeracy Co-Requisite and New NCEA Achievement standard requirements. To develop Literacy and Numeracy strategies.	Action: To teach the Mathematics curriculum by weaving together relevant contextual information with skills. To undertake Literacy building in Maths.
Evidence: Reported in Department Minutes. Professional Growth Cycle documentation.	Evidence: Reported in Department Portfolio, highlighting benefit of PLD to each Department member. Professional Growth Cycle documentation.	Evidence: Updates on Unit Plans, accommodating the Curriculum Refresh. Staff Voice, Common Workspaces.	Evidence: Lesson Plans, Workspaces, Blogging in Maths.
Impact/Outcome:	Subject-related PLD have allowed teachers to refresh and strengthen their content knowledge, especially in light of NCEA curriculum changes. Teachers have effectively been using K-W-L literacy strategy in their lessons. A Department lunch was held to celebrate the team's effort and success throughout the year.		

Science

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

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

Department Focus Goal 3	Literacy and 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?
Action: For the HOLA in conjunction with the Department to create more Literacy and Numeracy learning activities related to day-to-day life.	Action: For the Department to collaborate and develop one Literacy and/or Numeracy activity per topic.	Action: To seek appropriate PLD to design Literacy and Numeracy activities.	Action: To utilise 'Do Now' activities to enhance Literacy and Numeracy with the Department.
Evidence: Department sites and Workspaces.	Evidence: Department sites and Workspaces.	Evidence: Professional Growth Cycle documents, Department sites and Workspaces.	Evidence: Staff Voice, PAT and NCEA Achievement data.
Impact/Outcome:	The Department worked closely with Literacy Facilitator to develop strategies for use with students.		

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

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

Social Science

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

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

Department Focus Goal 3	Literacy and 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?
Action: As part of the literacy and numeracy team, the HOLA will collaborate with other HOLAs to ensure consistency in approach across curriculum areas to implement relevant Literacy and Numeracy approaches to improve achievement.	Action: To implement Literacy strategies targeting students who are at e-asTTle Levels 3 and 4.	Action: To engage with the Literacy Facilitator during Department meetings to develop Literacy strategies.	Action: To identify which aspects of teaching practice need to be developed or enhanced as a result of classroom observations and discussions with staff during Professional Growth Cycle discussions.
Evidence: Curriculum Committee Minutes.	Evidence: Achievement Data, Department site, Workspaces, Unit Plans.	Evidence: Department Meeting Minutes, Achievement Data, Department site, Workspaces, Unit Plans.	Evidence: Professional Growth Cycle documentation.
Impact/Outcome:	The Department has worked with the Literacy Facilitator during the year to develop literacy strategies. The Department has provided study classes for students during the year.		

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

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

Health and Physical Education

Department Focus Goal 1	Maori Achievement		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will ensure everyone in the Department has an opportunity to be observed with a CRRP observation. This will enable staff to develop any areas (strengths or weaknesses) that will support the improved educational achievement of our Maori students.	Action: To ensure daily manaakitanga and mana motuhake for our Maori students achievement, performance and care.	Action: To practice ngā whakapiringatanga (creating a secure, well-managed learning environment), as the Department has large class numbers.	Action: To enable the Department time to reflect on best practice, and thus develop confidence and improved units of work. To identify any barriers to students' learning.
Evidence: Professional Growth Cycle documentation.	Evidence: Student Voice.	Evidence: Student Voice, Staff Voice.	Evidence: Staff Voice, Department Meeting Minutes, Units of Work.
Impact/Outcome:	The Department's focus on creating a welcoming and culturally supportive environment has greatly boosted Māori student engagement and success. Classroom observations have shown that staff, using the principles of CRRP, have built strong, caring relationships with students, making them feel valued and connected. Through the Department's use of whanaungatanga (relationship-building), students work together and share ideas, building respect and a sense of community to lessons. Staff also regularly include Māori culture by using te reo Māori greetings, Māori symbols, and examples in Health and Physical Education, making lessons more relatable and engaging.		

Department Focus Goal 2	Pasifika Achievement		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will support the school wide PLD and implementation of Tapasa to ensure the Department is culturally aware, confident and competent when engaging with Pacific Learners and their parents.	Action: To incorporate more Pacific words, songs, activities, and artefacts to connect and engage with children and their parents within our Learning Areas.	Action: To actively seek and adopt different ways of instruction and approaches to teaching that will ensure greater clarity for our Pacific learners.	Action:To acknowledge the importance of Pacific cultural values and approaches in teaching and learning. To recognise that all learners are different and adapt our pedagogy to motivate and engage our students no matter what context we are focusing on.
Evidence: Staff Voice, Department Meeting Minutes, Professional Growth Cycle documents.	Evidence: Student and Community Voice. Department Planning documentation.	Evidence: Student Voice, Department Planning documentation	Evidence: Student Voice, Department Meeting Minutes, Department Planning documentation.
Impact/Outcome:	As a result of implementing the Talanoa Ako PLD sessions, the Health and Physical Education students at Tamaki College have experienced significant positive outcomes. The knowledge gained through these sessions has allowed the Department to enhance the Cultural Games Unit, incorporating updated songs, activities, and artifacts that better connect with both students and their families. This approach has not only deepened engagement but also fostered stronger relationships between students, their parents, and the wider school community. In addition, the Department has adapted our instructional methods to include visual aids, diagrams, charts, videos, and hands-on activities, which have proven effective in helping Pacific Learners grasp abstract concepts and participate more actively in lessons. By fostering a classroom culture that emphasizes respect, care, and a sense of belonging, the Department has created an environment where students feel supported and motivated to thrive. The increased focus on group work, collaborative learning, and leadership has empowered our students to take on greater responsibility in their learning while enhancing their teamwork and leadership skills. Collectively, these strategies have contributed to a more inclusive, engaging, and empowering learning experience for all our students, particularly our Pacific Learners.		

Department Focus Goal 3	Literacy and 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?
Action: The HOLA will ensure that everyone in the Department is upskilling and taking on board the advice from the Literacy Facilitator following the school wide Literacy plan, in order to boost Literacy levels.	Action: To revisit the Department wide literacy activities and establish one location that these can be compiled.	Action: To seek advice from the Literacy Facilitator to enhance Department knowledge in relation to structuring a paragraph.	Action: To introduce more vocabulary into our learning areas as well as providing opportunities for students to practise reading aloud or in small groups, to summarise sentences, brainstorm and highlight key works
Evidence: Staff Voice, Department Meeting Minutes.	Evidence: Department site, Workspaces.	Evidence: Department Meeting Minutes.	Evidence: Department sites, Workspace, Student Voice.
Impact/Outcome:	The Department has increased its capability to incorporate technical and complex vocabulary into lesson plans.		

Department Focus Goal 4	Student Wellbeing		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will seek provide clear expectations and to model consistency of practice for all staff.	Action: To continue to develop the systems and processes around our shared spaces. To develop a Term by Term Overview.	Action: To continue to develop leadership within the Department with a particular focus on utilising the strengths we have as a team. To support appropriate PLD opportunities for the Department.	Action: To develop strategies and teaching practices to manage the changes in the 2023 timetable structure and maximise students' learning time. To focus on the implementation of our new Year 11/NCEA Level 1 Programme and to prepare Year 12/NCEA Level course changes in 2025.
Evidence: Staff Voice, Department site,	Evidence: The Term by Term Overview document.	Evidence: Department Meeting Minutes, Professional Growth Cycle documents.	Evidence: Staff Voice, Department Planning documents.
Impact/Outcome:	Clarity around Health and Physical Education policies and student expectations during Department Meetings has positively impacted the learning environments and increased student engagement. The Department has implemented the following: ● Unlock changing rooms at the start and end of lesson for students to get changed (10mins). ● Keys are not to be given to students. ● Changing rooms are to be locked during lessons. ● If students need to use a bathroom they must use a toilet pass. ● There will be a Department Meeting every fortnight at 8:30am ● A review of the gear shed storage system.		

Department Focus Goal 5	Staff Wellbeing		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will lead by example to ensure that everyone in the Department is actively contributing to the team.	Action: To utilise systems and processes to create a positive culture within the Department. To promote and encourage the prioritising of self-care and a healthy work life balance.	Action: To develop greater trust and a willingness to openly and comfortably discuss wellbeing within the Department.	Action: To promote and practice clear communication with the Department. .
Evidence: Staff Voice.	Evidence: Staff Voice.	Evidence: Staff Voice.	Evidence: Staff Voice.
Impact/Outcome:	By prioritising staff well-being through regular collaborative meetings, open communication, and departmental check-ins, the Health and Physical Education Department has experienced notable improvements in engagement, motivation, and overall team cohesion. Staff feel supported and valued, fostering a culture of open idea exchange where even challenging conversations are handled with respect and transparency. This approach not only enhances work-life balance within the Department but also strengthens interpersonal relationships, contributing to a more positive work environment.		

Technology

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

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

Department Focus Goal 3	Literacy and 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?
Action: For the HOLA to support staff to work with the school's Literacy and Numeracy team.	Action: For the Department to calendar meetings with the school's Literacy and Numeracy team to discuss Department wide strategies to support students.	Action: For the Department to book one-to-one meetings with the school's Literacy and Numeracy team to discuss and implement subject specific Literacy and Numeracy strategies.	Action: For individual Department members to book a time with the school's Literacy and Numeracy team. To implement Literacy and Numeracy strategies in the classroom setting and to review their effectiveness.
Evidence: Staff PLD, Department meetings, Literacy Experts.	Evidence: Department meetings Department site, Teacher sites, Workspace, Personal blogs.	Evidence:Department meetings, Department site, Teacher sites, Workspace, Personal blogs.	Evidence: Department meetings, Department site, Teacher sites Workspace, Student Voice, Personal blogs.
Impact/Outcome:	The Department has worked with the Literacy Facilitator to incorporate Literacy strategies into classroom practice.		

Department Focus Goal 4	**Student Wellbeing**

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

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

Art and Design

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

Impact/Outcome:	The Department incorporated aspects of Te Ao Māori into the Visual Arts and DVC courses. The Department hosted trips to the museum and the art gallery, where staff and students heard the stories of the marae and learnt to weave tuku tuku. Parents, families and the community were invited to view the student Visual Art work at the exhibition which was held in the Glen Innes town centre.

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

Department Focus Goal 3	Literacy and 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?
Action: The HOLA will support staff with the Literacy and Numeracy requirements and connect them with the Literacy Facilitator.	Action: To work closely with the Literacy Facilitator during Department meetings to discuss and develop Literacy strategies to support our learners.	Action: For Staff members to book a time with the Literacy Facilitator to plan and establish ways to support learners within their own specialised areas.	Action: To utilise Literacy strategies in the teaching of all year levels so that it becomes the norm.
Evidence: Class sites, Workspaces, Blogs and reflections. Presence at staff PLD.	Evidence: Department meetings.	Evidence: This will show in the planning on class sites and workspaces.	Evidence: Literacy and numeracy are talked about explicitly when they are being used.
Impact/Outcome:	The Department has worked closely with the Literacy Facilitator and Language Enrichment Specialist to develop literacy strategies that can be used in the classroom. These strategies are continuing to be built into the general planning on class sites and workspaces. Explicit mention is made to students when the Department is focusing on Literacy (or Numeracy) strategies.		

Department Focus Goal 4	Student Wellbeing		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA seeks to build strong cultural identity. To embrace and strengthen our students' cultural identity, so it can help strengthen their wellbeing. To acknowledge different cultures in my students through classroom displays	Action: To incorporate cultural and linguistic elements, such as metaphors, blessings, proverbs, legends, individual values, inclusive and collaborative practices, and decision making processes; and integrate this knowledge into our planning and teaching practices. To incorporate cultural storytelling with the students' art and design work. To allow students in Art and DVC to work on their own interests.	Action: To understand that culture and language is important to the student. To pronounce learners' names and words in their language correctly. To participate in student cultural celebrations, language weeks etc.	Action: To makean effort to use simple words and greetings in learners' own language. To include parents in the learning journey and understand that they value being involved. To know that each learner wants to learn but in a way and a pace that is suitable for them.
Evidence: Flags from each ethnicity to be displayed in classrooms. Presence at staff PLD.	Evidence: Department whakatauki to be shown on class sites. Students can make their own decisions regarding what they are to draw and design.	Evidence: Joining in with cultural language weeks. Practice student names.	Evidence: Set up the courses so that students can learn at a pace that is suited to them.
Impact/Outcome:	The Department has displayed the flags of each students' ethnicities in their classrooms. Student Voice indicates that this has been appreciated by the students. Very strong cultural storytelling has been shown in the Visual Art work at Level 1, 2 and 3. Department whakatauki are shown on the class sites. Courses have been set up to cater for the students' different learning styles and working speeds, with teacher sites including examples of rewindable learning.		

Department Focus Goal 5	Staff Wellbeing		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will motivate and inspire the Department with the aim of helping team members fulfill their potential and inspire positive change. To provide feedback, consult and support the team to help bring ideas to life.	Action: The host department gets togethers at the end of every term. To engage in team building activities to foster positive relationships within the Department. To instigate well being initiatives.	Action: to inspire collaborative culture to help encourage and adopt continuous learning so the team can proactively share critical ideas that benefit all. To communicate effectively and regularly. To establish a climate of belonging.	Action: To acknowledge and recognise team members for their contributions. To be aware of and looking out for one another. To be accessible to lend a ear to members who have concerns, ideas or opinions to share.
Evidence: Sharing of ideas, Department meetings.	Evidence: Attendance at Departament events.	Evidence: Bringing your own ideas to course planning.	Evidence: An ‘Open door’ - both physically and digitally.
Impact/Outcome:	The Department held a weekly team meeting to discuss planning assessment. The Department joined with the Technology Department for activities, lunches and dinners. The Department has sought to develop a culture of sharing and support.		

Music

Department Focus Goal 1	Maori Achievement		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action:To strategically include Maori Matauranga into the Tamaki College Music curriculum.	Action: To identify and develop whanaungatanga with our Maori akonga and whanau.	Action: To develop the knowledge of Maori Matauranga and Maori Puoro (Music) especially that of the local iwi - Ngati Paoa.	Action: To utilise the resources available especially Måtua Harley and how skills and knowledge can be delivered in a culturally accepted practice.
Evidence: Maori students will be encouraged to research Maori artists and music in their Level 2 and Level 3 research projects.	Evidence: Maori students will be identified in markbooks and communications will be made with whanau. This will be recorded and maintained throughout the year.	Evidence: Leading up to Matariki and Te Wiki o te reo Maori - staff and students will invite Matua Harley and iwi to present to us Maori Matauranga and specific musics of Ngati Paoa.	Evidence: Maori staff and representatives of Ngati Paoa deliver presentations that staff and students can learn from and then share this knowledge in culturally appropriate forms.
Impact/Outcome:	The Department has developed units of learning with a focus on Te Ao Maori. The Department has clearly seen the benefit of Hikoi in terms of student knowledge and understanding.		

Department Focus Goal 2	Pasifika Achievement		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: To better understand TAPASA and how this can be strategically implemented in the Tamaki College Music curriculum.	Action: To track the progress of all Pasifika students and 'check in' with informal talanoa sessions to maintain the 'va' with students and aiga at home.	Action: To keep up to date with current research concerning Pasifika student achievement and adjusting our approach to encourage student achievement.	Action: To develop a music performance pedagogy that instils discipline, consistency and a growth mindset in performance and other aspects of Music education.
Evidence: Attend and participate in TAPASA Professional development. Reflecting on the competencies and its alignment with the Music curriculum.	Evidence: A markbook that records academic progress and mentoring sessions with students and aiga.	Evidence: Active participation in TAPASA Professional development sessions. Personal professional development reading on articles particularly related to the Arts and Music.	Evidence: Discussions with staff around lessons, reflections, evaluations and practice. Reading of other pedagogies around practice and performance. Could be included in the Professional Growth Cycle.
Impact/Outcome:	The Department benefited from the Talanoa Ako professional learning and development sessions.		

Department Focus Goal 3	Literacy and 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?
Action: To develop a working relationship with Literacy and Numeracy experts to assist in our Literacy delivery and how to best meet the needs of our students.	Action: To implement the recommendations the Literacy and Numeracy programmes propose for our learning area.	Action: To strategically utilise Literacy and Numeracy strategies that other learning areas may use. This further entrenches the learning of these essential skills.	Action: To consistently reflect on the literacy/numeracy teaching and learning and evaluating the best practice for our students.
Evidence: Literacy and Numeracy programmes that are being developed by the Head of Learning of English and Mathematics.	Evidence: This will be gathered through meeting and correspondence from the leaders of these programmes. Implementation of recommendations from the LIteracy and Numeracy projects.	Evidence: This will be evident in the Literacy/Numeracy based assessments in Year 9-13.	Evidence: This can be collected towards the Professional Growth Cycle document and reflected upon on Term reviews.
Impact/Outcome:	The Department has benefited from working with Literacy Facilitator. Classroom observations would indicate increased engagement by junior students.		

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

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

ESOL

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

Impact/Outcome:	The Department has displayed Te Reo Maori words in the classroom. The Department has utilised texts about Maori culture in its teaching and learning. ESOL students took part in the Powhiri and Te Wiki o te Reo Maori.

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

their own success. More consistent and effective contacts with parents on students who need to improve their attendance, punctuality, and attitude for their success. Effective follow-up with high expectations for students not working or achieving.			Department sites.
Impact/Outcome:	The HOLA met with Pasifika families to promote connection and engagement. The promotion of cultural values and goal setting was used where appropriate.		

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

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

meetings.			
Impact/Outcome:	The Department taught students about bullying. The Department sought to provide a forum for students to discuss their concerns.		

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

Te Reo Maori

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

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

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

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

Department Goal 5	Staff Wellbeing

Leadership What acts of leadership (HOD and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Action: For the HOLA to provide one-to-one support for the Department. For the HOLA to organise external PLD for the Department.	Action: To timetable one-to-one meetings with the Department on a rotation basis. To complete the trip applications for EOTC events.	Action: To ensure that the Department understands the purpose of any external PLD, e.g. attending Koroneihana is to learn more about Kingitanga.	Action: To integrate learnings of EOTC events in classroom practice.
Evidence: Staff Voice.	Evidence: Google calendar. Trip applications.	Evidence: PLD records. Staff Voice.	Evidence: Student Voice. Department site, teacher sites and Workspace.
Impact/Outcome:	The Department were able to host a number of EOTC events for students during the year including the King's Tangi, a Noho Marae at Pukekohe, a visit to Rawhiti Estate, a visit to Summerset St Johns, to trip to Te Ahurea Tino Rangatiratanga Kapa Haka Competition, a trip to the Waiheke Sculpture Festival, a visit to Warner Bros., and the Whatapaka Marae Poukai.		

Careers

Department Goal 1	Maori Achievement		
Leadership What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	**Systems & Processes** What systems or processes will need to be developed or enhanced within the Department?	**Knowledge & Skills** What knowledge and skills will need to be developed or enhanced within the Department?	**Teaching Practice** What aspects of teaching practice need to be developed or enhanced within the Department?
Goal: For the HOLA to work collaboratively with the Department to uphold the Treaty of Waitangi through a shared leadership model.	Goal: To develop a pathway site that enables the Department to identify, connect and target engagements with external learning providers for Māori students.	Goal: To encourage Māori student participation in external opportunities through Gateway STAR, Tertiary and Te Pukenga providers.	Goal: To recognise the official language status of Te Reo Māori within Aotearoa by normalising the use of Te Reo Māori within the Department.
Evidence: Department meeting minutes.	Evidence: The pathway site. KAMAR data.	Evidence: Participation and engagement data. Student Voice.	Evidence: The use of Te Reo Māori in Department communications, e.g. greetings, teaching and learning plans.
Impact/Outcome:	The Department created and maintained tracking sheets for Maori students in Years 9 to 13 to identify attendance, progress, courses attended, career aspirations etc.		

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

Department Goal 3	Literacy and 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/Outcome:	Staff Voice indicated the value of school wide PLD in relation to Literacy in particular and utilised a number of resources prepared by the school's Literacy Facilitor.		

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

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

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 utilise the My Mahi app as a tool for academic goal setting.	The My Mahi app was available to all students in Year 9.	Data generated by My Mahi. Awards presented to students and teachers for engagement and promotion respectively.	My Mahi is most often utilised during Extended Mentoring sessions, however this time slot is also used for House and full school Assemblies.	To continue utilising the My Mahi app as a tool for academic goal setting.
To employ two Attendance Navigators to engage with students and their families to promote the importance of regular attendance.	The Attendance Navigators, using names supplied by the Deans, visited students with poor attendance, and their families, to promote the importance of regular attendance.	Reports generated by the Attendance Navigators. Attendance data reported to the Senior Leadership Team and the School Board.	In addition to home visits the Attendance Navigators collected a number of students each morning to ensure that they attended school.	As funding allows to employ at least one Attendance Navigator to engage with students and their families to promote the importance of regular attendance.
To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring.	All Year 9s attended the weekly STARS Mentoring programme on a Monday morning and the Year 9 STARS Camp in May.	Attendance records, trip applications and RAMS forms. Student and Staff Voice.	Periodically STARS Mentoring was postponed due to illness or public holidays.	To continue to provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring.
To provide professional learning and development for staff.	Staff PLD sessions included the following content; Digital Discipline, Talanoa Ako, HIVA Conflict Resolution, Career	The 2024 Staff PLD Planner. Individual Professional Growth Cycle documents.	PLD content varied from time to time based on identifed need and the availability of presenters. In addition to	To continue to provide a range of professional learning and development for staff.

	Coaching, COL Presentations, Tuturu, Child Protection Policy, Diversity Discussion, Google and AI tools, Structured Literacy, Literacy and Numeracy, Physical Restraint Training, and Manaiakalani.		whole staff PLD, there were occasions of individual and Department focused PLD e.g. the English Department attending the AATEL Big Day Out and Mathematics Department attending AMA events.	

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 utilise the My Mah app as a tool for academic goal setting.	The My Mahi app was available to all students in Year 10.	Data generated by My Mahi. Awards presented to students and teachers for engagement and promotion respectively.	My Mahi is most often utilised during Extended Mentoring sessions, however this time slot is also used for House and full school Assemblies.	To continue utilising the My Mahi app as a tool for academic goal setting.
To employ two Attendance Navigators to engage with students and their families to promote the importance of regular attendance	The Attendance Navigators, using names supplied by the Deans, visited students with poor attendance, and their families, to promote the importance of regular attendance.	Reports generated by the Attendance Navigators. Attendance data reported to the Senior Leadership Team and the School Board.	In addition to home visits the Attendance Navigators collected a number of students each morning to ensure that they attended school.	As funding allows to employ at least one Attendance Navigator to engage with students and their families to promote the importance of regular attendance.
To provide access to a range of mentoring and study class programmes, e.g. Project K and HIVA.	12x students attended the HIVA Peer Mediation programme. 2x students attended the Moana Pacific Wellbeing programme. 2x students attended the Project K Mentoring programme. 3x students attended the Curious Minds conference. 19x students attended 1 of 3	KAMAR attendance records, trip applications and RAMS forms. Participation certificates, Student Voice and NCEA credits.	The school was able to take advantage of opportunities offered during the course of the year, e.g. the Curious Minds conference and the Moana Pacific Wellbeing programme, as well those that had been planned in advance.	To continue to provide access to a range of mentoring and study class programmes, e.g. Project K and HIVA. In particular the additional places for male students on the Project K Mentoring programme.

	Blue Light Camps. 29x students attended the PTech programme. 11x students took part in Mathex. 7x students attended the Te Kura o Tamaki Study Class. 10x students attended the STAR Maori Design course.			
To provide professional learning and development for staff.	Staff PLD sessions included the following content; Digital Discipline, Talanoa Ako, HIVA Conflict Resolution, Career Coaching, COL Presentations, Tuturu, Child Protection Policy, Diversity Discussion, Google and AI tools, Structured Literacy, Literacy and Numeracy, Physical Restraint Training, and Manaiakalani.	The 2024 Staff PLD Planner. Individual Professional Growth Cycle documents.	PLD content varied from time to time based on identifed need and the availability of presenters. In addition to whole staff PLD, there were occasions of individual and Department focused PLD e.g. the English Department attending the AATEL Big Day Out and Mathematics Department attending AMA events.	To continue to provide a range of professional learning and development for staff.

Year 11

That 70% of the Year 11 cohort achieve NCEA Level 1.
That 90% of the Year 11 cohort achieve Numeracy Co-Requisite.
That 90% of the Year 11 cohort achieve Literacy Co-Requisite.
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	2020	2021	2022	2023	2024
% Achievement	65%	57%	52%	39%	46%
Cohort No.	85/124	67/117	61/117	59/148	70/150
Literacy	87%	82%	91%	80%	82%
Numeracy	85%	76%	86%	82%	87%
Merit	21	19	18	22	10
Excellence	11	3	5	5	12

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.	46% of the Year 11 cohort achieved NCEA Level 1.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes. In addition to targeted life skill credits offered during the extended learning period.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.

That 90% of the Year 11 cohort achieve Literacy Co-Requisite.	82% of the Year 11 cohort achieved the Literacy Co-Requisite.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	A proportion of students took advantage of the opportunity to gain Literacy in Year 10, while others gained it through their English credits this year or through the CAA (common assessment activity).	To appoint a school Literacy Co-ordinator.
That 90% of the Year 11 cohort achieve Numeracy Co-Requisite.	87% of the Year 11 cohort achieved the Numeracy Co-Requisite.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	A proportion of students took advantage of the opportunity to gain Numeracy in Year 10, while others gained it through their English credits this year or through the CAA (common assessment activity).	To appoint a school Numeracy Co-ordinator.
That 20 students from the Year 11 cohort achieve a Merit Endorsement.	10 students from the Year 11 cohort achieved a Merit Endorsement.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.
That 15 students from the Year 11 cohort achieve an Excellence Endorsement.	12 students from the Year 11 cohort achieved an Excellence Endorsement.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.
To utilise the My Mah app as a tool for academic goal setting.	The My Mahi app was available to all students in Year 11.	Data generated by My Mahi. Awards presented to students and teachers for engagement and promotion respectively.	My Mahi is most often utlised during Extended Mentoring sessions, however this time slot is also used for House and full school Assemblies.	To continue utilising the My Mahi app as a tool for academic goal setting.

To host regular year level assemblies to promote academic achievement.	Both whole cohort and house based assemblies were used to promote academic achievement.	Presentations prepared for assemblies.	Other events offered to support and promote achievement included; 9x students attended the Blueprints programme. 1x student attended Whaka Piki Ake programme. 3x students attended the HIVA programme. 5x students attended the Moana Pacific Wellbeing programme. 8x students attended the Puhoro programme. 4x students attended the UoA Hand on Heart programme. 5x students attended the Bluelight camp.	To continue to host regular year level assemblies to promote academic achievement.
To employ two Attendance Navigators to engage with students and their families to promote the importance of regular attendance.	The Attendance Navigators, using names supplied by the Deans, visited students with poor attendance, and their families, to promote the importance of regular attendance.	Reports generated by the Attendance Navigators. Attendance data reported to the Senior Leadership Team and the School Board.	In addition to home visits the Attendance Navigators collected a number of students each morning to ensure that they attended school.	As funding allows to employ at least one Attendance Navigator to engage with students and their families to promote the importance of regular attendance.
To provide professional learning and development for staff.	Staff PLD sessions included the following content; Digital Discipline, Talanoa Ako, HIVA Conflict Resolution, Career Coaching, COL Presentations, Tuturu, Child Protection Policy, Diversity Discussion, Google and AI tools, Structured Literacy, Literacy and Numeracy, Physical Restraint Training, and	The 2024 Staff PLD Planner. Individual Professional Growth Cycle documents.	PLD content varied from time to time based on identifed need and the availability of presenters. In addition to whole staff PLD, there were occasions of individual and Department focused PLD e.g. the English Department attending the AATEL Big Day Out and Mathematics Department	To continue to provide a range of professional learning and development for staff.

	Manaiakalani.		attending AMA events.	
To provide extended learning time at the start of the NCEA examination period to support academic success.	Extended learning time was offered on a as needed basis for students who needed to continue preparing for external examinations or to finish internal assessments	Subjects that utilised the extended learning time were English, Mathematics, BioChem, Physics, Business Studies, Geography, History, Social Studies, Health, Te Reo Maori, ESOL, Art and DVC.	Extended learning times varied between subject and year level with anywhere between a couple hours being offered to a couple of weeks. Targeted life skill credits were also offered during the extended learning period.	To continue to provide a time of extended learning at the beginning of the NCEA examination period to support academic success.

Year 12

That 85% of the Year 12 cohort will achieve NCEA Level 2.
That 10 students from the Year 12 cohort will achieve a Merit Endorsement.
That 5 students from the Year 12 cohort will achieve an Excellence Endorsement.
That 80% of the Year 12 cohort will have passed their Learner's Licence.
That 90% of the Year 12 Maori cohort will complete the academic year and return to Year 13.

Criteria	2020	2021	2022	2023	2024
% Achievement	84%	73%	64%	55%	63%
Cohort No.	75/89	89/121	64/100	69/125	84/132
Merit	6	8	7	13	7
Excellence	5	8	4	8	14

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.	62% of the Year 12 cohort achieved NCEA Level 2.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes. In addition to targeted life skill credits offered during the extended learning period.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.
That 10 students from the Year 12 cohort will achieve a Merit Endorsement.	6 students from the Year 12 cohort achieved a Merit Endorsement.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.

That 5 students from the Year 12 cohort will achieve an Excellence Endorsement.	9 students from the Year 12 cohort achieved an Excellence Endorsement.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.
That 80% of the Year 12 cohort will have passed their Learner's Licence.	&&% of the Year 12 cohort passed their Learner's Licence.	The Driver Instructor's records. NCEA records of credits earned for gaining a Learner's Licence.	A series of three day Intensives are held to progress the rate of Licence attainment.	To host regular year level assemblies to promote the Driving Academy.
That 90% of the Year 12 Maori cohort will complete the academic year and return to Year 13.	This goal was met with 100% of the Year 12 Maori cohort completing the academic year and returning for Year 13.	KAMAR attendance records.	The introduction of the Kapa Haka, the range of Te Reo Maori EOTC activities and a series of whanau hui.	To continue to promote School Goal 2 in relation to Maori Achievement and Cultural Visibility.
To utilise the My Mah app as a tool for academic goal setting.	The My Mahi app was available to all students in Year 12.	Data generated by My Mahi. Awards presented to students and teachers for engagement and promotion respectively.	My Mahi is most often utilised during Extended Mentoring sessions, however this time slot is also used for House and full school Assemblies.	To continue utilising the My Mahi app as a tool for academic goal setting.
To host regular year level assemblies to promote academic achievement (and the Driving Academy programme).	Both whole cohort and house based assemblies were used to promote academic achievement and the Driving Academy programme.	Presentations prepared for assemblies.	Other events offered to support and promote achievement included; HIVA, Moana Pacific Wellbeing programme, PTech, Puhoro, NZMA, Working at Heights, Site Safe, STAR, Gateway, Oceania, OPC, Outward Bound, Spirit of Adventure, RYPEN, Sister United, Explorers Trust, and Sci Tech.	To continue to host regular year level assemblies to promote academic achievement (and the Driving Academy programme).
To employ two Attendance Navigators to engage with	The Attendance Navigators, using names supplied by the	Reports generated by the Attendance Navigators.	In addition to home visits the Attendance Navigators	As funding allows to employ at least one Attendance

students and their families to promote the importance of regular attendance.	Deans, visited students with poor attendance, and their families, to promote the importance of regular attendance.	Attendance data reported to the Senior Leadership Team and the School Board.	collected a number of students each morning to ensure that they attended school.	Navigator to engage with students and their families to promote the importance of regular attendance.
To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring.	34x students served as STARS Mentors to Year 9 students. 8x students attended the Antarctic Heritage Trust Explorers conference. 7x students attended the Decision Reach Out Toro Mai Trust OPC programme. 2x students attended the Dale Carnegie programme. 4x students attended the RYPEN Camp. 4x students sailed on the Spirit of Adventure. 4x students attended Outward Bound. 10x students attended the Moana Pacific Wellbeing programme. 7x students attended the HIVA programme. 14x students attended the Sisters United conference. 5x students attended the Puhoro programme. 12x students attended the KATTI programme.	KAMAR attendance records, trip applications and RAMS forms. Participation certificates, Student Voice and NCEA credits.	The school was able to take advantage of opportunities offered during the course of the year, e.g. the Moana Pacific Wellbeing programme, as well those that had been planned in advance.	To continue to offer a range of mentoring and study class programmes.
To provide professional learning and development for staff.	Staff PLD sessions included the following content; Digital Discipline, Talanoa Ako, HIVA Conflict Resolution, Career Coaching, COL Presentations,	The 2024 Staff PLD Planner. Individual Professional Growth Cycle documents.	PLD content varied from time to time based on identifed need and the availability of presenters. In addition to whole staff PLD, there were	To continue to provide a range of professional learning and development for staff.

	Tuturu, Child Protection Policy, Diversity Discussion, Google and AI tools, Structured Literacy, Literacy and Numeracy, Physical Restraint Training, and Manaiakalani.		occasions of individual and Department focused PLD e.g. the English Department attending the AATEL Big Day Out and Mathematics Department attending AMA events.	
To provide extended learning time at the start of the NCEA examination period to support academic success.	Extended learning time was offered on a as needed basis for students who needed to continue preparing for external examinations or to finish internal assessments	Subjects that utilised the extended learning time were English, Mathematics, BioChem, Physics, Business Studies, Geography, History, Social Studies, Health, Te Reo Maori, ESOL, Art and DVC.	Extended learning times varied between subject and year level with anywhere between a couple hours being offered to a couple of weeks. Targeted life skill credits were also offered during the extended learning period.	To continue to provide a time of extended learning at the beginning of the NCEA examination period to support academic success.

Year 13

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	2020	2021	2022	2023	2024
% Achievement	61%	64%	59%	32%	58%
Cohort No.	55/89	55/85	55/93	37/110	69/118
Merit	3	6	5		7
Excellence	4	4	3	4	9
UE % Achievement	78% (identified)	84% (identified	88% (identified)	17% (identifed)	65% (identified)
UE Cohort No.	18/23 (identified)	16/19 (identified)	16/18 (identified)	4/23 (identifed)	19/29 (identified)

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 13 cohort will achieve NCEA Level 3.	58% of the Year 13 cohort achieved NCEA Level 3.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.

That 5 students from the Year 13 cohort will achieve Merit Endorsements.	7 students from the Year 13 cohort achieved a Merit Endorsement.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.
That 5 students from the Year 13 cohort will achieve Excellence Endorsements.	9 students from the Year 13 cohort achieved an Excellence Endorsement.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	To support student achievement Tamaki College offered after school and school holiday study classes.	To host regular year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.
That 65% of the Year 13 cohort will achieve University Entrance Literacy.	44% of the Year 13 cohort achieved University Literacy.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	University Entrance Literacy data is tracked across the whole cohort, not just those identified as university bound.	To host regular, targeted year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.
That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.	65% of the Year 13 cohort identified as university bound achieved University Entrance.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	Individual conversations with students were an important part of the tracking process.	To host regular, targeted year level assemblies to promote academic achievement. To continue to provide after school and school holiday study classes.
To utilise the My Mah app as a tool for academic goal setting.	The My Mahi app was available to all students in Year 13.	Data generated by My Mahi. Awards presented to students and teachers for engagement and promotion respectively.	My Mahi is most often utilised during Extended Mentoring sessions, however this time slot is also used for House and full school Assemblies.	To continue utilising the My Mahi app as a tool for academic goal setting.
To host regular year level assemblies to promote academic achievement.	Both whole cohort and house based assemblies were used to promote academic achievement.	Presentations prepared for assemblies.	Other events offered to support and promote achievement included: MATES, Russell McVeagh Mentoring, STAR, Gateway,	To continue to host regular year level assemblies to promote academic achievement and importance of University Entrance.

			the UoA Apollo programme, Pacific Academy, PTech, and Oceania.	
To employ two Attendance Navigators to engage with students and their families to promote the importance of regular attendance.	The Attendance Navigators, using names supplied by the Deans, visited students with poor attendance, and their families, to promote the importance of regular attendance.	Reports generated by the Attendance Navigators. Attendance data reported to the Senior Leadership Team and the School Board.	In addition to home visits the Attendance Navigators collected a number of students each morning to ensure that they attended school.	As funding allows, to employ at least one Attendance Navigator to engage with students and their families to promote the importance of regular attendance.
To provide access to a range of mentoring and study class programmes, e.g. Russell McVeagh and MATES.	17x students attended the MATES Study programme. 29x students attended Russell McVeagh Mentoring programme. 10x attended the UoA Apollo Engineering programme. 21x students attended the Pacific Academy Mathematics programme. 6x students attended the Moana Pacific Wellbeing programme. 3x students attended the Puhoro programme. 42x students attended the Blues Leadership programme. 11x students attended the Sisters United conference. 11x students attended the Blueprints programme. 3x students attended the KATTI programme.	KAMAR attendance records, trip applications and RAMS forms. Participation certificates, Student Voice and NCEA credits.	The school was able to take advantage of opportunities offered during the course of the year, e.g. the Pacific Academy Mathematics programme. and the Moana Pacific Wellbeing programme, as well those that had been planned in advance.	To continue to offer a range of mentoring and study class programmes.
To provide professional learning and development for staff.	Staff PLD sessions included the following content; Digital Discipline, Talanoa Ako, HIVA	The 2024 Staff PLD Planner. Individual Professional Growth Cycle documents.	PLD content varied from time to time based on identifed need and the availability of	To continue to provide a range of professional learning and development for staff.

	Conflict Resolution, Career Coaching, COL Presentations, Tuturu, Child Protection Policy, Diversity Discussion, Google and AI tools, Structured Literacy, Literacy and Numeracy, Physical Restraint Training, and Manaiakalani.		presenters. In addition to whole staff PLD, there were occasions of individual and Department focused PLD e.g. the English Department attending the AATEL Big Day Out and Mathematics Department attending AMA events.	
To provide extended learning time at the start of the NCEA examination period to support academic success.	Extended learning time was offered on a as needed basis for students who needed to continue preparing for external examinations or to finish internal assessments.	Subjects that utilised the extended learning time were English, Mathematics, BioChem, Physics, Business Studies, Geography, History, Social Studies, Health, Te Reo Maori, ESOL, Art and DVC.	Extended learning times varied between subject and year level with anywhere between a couple hours being offered to a couple of weeks. Targeted life skill credits were also offered during the extended learning period.	To continue to provide a time of extended learning at the beginning of the NCEA examination period to support academic success.

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	Student 6
10 credits	33 credits	0 credits - not enrolled in a National Certificate programme			

ELLs

Year Level	Year 11	Year 12	Year 13
Number of Standards Offered	9 standards	8 standards	6 standards

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.	One student gained NCEA Numeracy (10 credits) and one student gained NCEA Literacy (10 credits) and 23 other credits in English and Art. The four other senior Whare Manaki students were not enrolled in a National Certificate programme.	Weekly data tracking from the beginning of Term 2 that is documented on Data Garden site and is reported to staff and the School Board. Official NZQA results.	Availability of Learning Support and the development of targeted programmes.	For the two students who gained NCEA credits to continue with a personalised programme. As appropriate to include other senior Whare Manaki students in mainstream courses.
ELLs Students That 100% of ELLs students will progress to their agreed individual ELLP stage.	Eight Year 11 ELLs students gained NCEA Level 1, 13 Year 12 ELLs students gained in NCEA Level 2 and 7 Year 13	KAMAR records and student Progress Reports. MOE Reporting.	Availability of Learning Support and the development of targeted programmes.	To continue to offer an English Language Learners programme.

	ELLs students gained NCEA Level 3.			
Foundation English Students That 100% of Foundation English progress to their agreed ELLP stage.	Four Foundation English students gained NCEA Literacy, and 9 Foundation English students gained NCEA Numeracy.	KAMAR records and student Progress Reports. MOE Reporting.	Availability of Learning Support and the development of targeted programmes.	To continue to offer a Foundation English programme with appropriate bi-lingual support.
To utilise MOE resourcing to fund classroom based Learning Assistants.	Tamaki College employed 8 Learning Assistants to support ESOL students and students with Special Education Needs.	Learning Assistant timetables.	The college was in a position to employ two specialist Learning Assistants, one who spoke Spanish and one who spoke Dari.	
To provide professional learning and development for staff.	Staff PLD sessions included the following content; Digital Discipline, Talanoa Ako, HIVA Conflict Resolution, Career Coaching, COL Presentations, Tuturu, Child Protection Policy, Diversity Discussion, Google and AI tools, Structured Literacy, Literacy and Numeracy, Physical Restraint Training, and Manaiakalani.	The 2024 Staff PLD Planner. Individual Professional Growth Cycle documents.	PLD content varied from time to time based on identifed need and the availability of presenters. In addition to whole staff PLD, there were occasions of individual and Department focused PLD e.g. the English Department attending the AATEL Big Day Out and Mathematics Department attending AMA events.	To continue to provide a range of professional learning and development for staff.
To develop a range of online resources.				

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.

Good Employer

The school aims to be a Good Employer by:

1. ensuring good and safe working conditions; and
2. providing an equal employment opportunities programme; and
3. ensuring the impartial selection of suitably qualified persons for appointment; and
4. recognising

   (i)the aims and aspirations of Māori; and

   (ii)the employment requirements of Māori; and

   (iii)the need for involvement of Māori as employees of the entity; and
5. providing opportunities for the enhancement of the abilities of individual employees; and
6. recognising of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups; and
7. recognising of the employment requirements of women; and
8. recognising the employment requirements of persons with disabilities.