



# Tāmaki College

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E A S T A U C K L A N D

## 2025 Annual Report

# Presiding Member's Report

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

Qadametān ru-ye cheshm, Tena koutou, Tena tatou katoa.

Distinguished guests, families, whānau, staff, and most importantly our incredible young people – thank you for being here tonight.

On behalf of the Board, it is my privilege to welcome you to our Celebration of Success.

Tonight is about recognising effort, commitment, resilience, and excellence.

It is about acknowledging the hours of study, the early mornings, the late nights, the practices, the rehearsals, the mentoring, and the quiet determination that sits behind every certificate and every award.

To our students – we are proud of you.

Your achievements reflect not only your ability, but your character. You have represented our college with dignity, courage, and heart.

To our teachers, support staff, and leaders – thank you. Your belief in our young people, your expectations, and your care make success possible.

And to our parents, caregivers, and wider whānau – we see you. The transport, the encouragement, the sacrifices. Your partnership matters more than you may ever realise. As the Fijian saying reminds us, na loloma ni qase, e sega ni wili rawa – the love of our families cannot be measured.

Success in a school is never achieved alone. It is always collective.

As a Board, our job is governance.

We set direction, we make sure resources are in place, and we hold high expectations so every learner has the opportunity to thrive.

Tonight we celebrate what has been achieved in 2025, but we also look forward.

This year, the Board is sharpening its focus on four key priorities:

## **1. Giving effect to Te Tiriti o Waitangi.**

This means honouring partnership, protecting identity, language and culture, and ensuring participation and equity for Māori learners and whānau. It is about making sure our actions match our words and that every young person can succeed as themselves.

## **2.Stronger engagement with parents and whānau.**

When families and schools work together, attendance improves, achievement rises, and young people feel supported from every side. We want our families informed, welcomed, and actively involved in learning.

## **3.Improving attendance.**

Being at school every day matters. Attendance is the gateway to achievement. If students are not present, opportunities are missed. We are committed to systems and support that help every student be here, ready to learn.

## **4.Raising achievement.**

We want success that opens doors – in further education, training, employment, culture, leadership, and life. Our expectation is progress for every learner, and excellence wherever it can be reached.

These priorities are not just words on paper - They are commitments to our community.

To our young people – we want you to dream big!

But more importantly, we want you to have the skills, qualifications, confidence, and support to reach those dreams.

Your success is our purpose.

A celebration like tonight reminds us of what is possible. It shows what happens when talent meets support, when effort meets opportunity, and when belief replaces doubt.

Let us keep building that environment together.

Congratulations to every award recipient, and to every student who has given their best last year. Whether you walk across the stage or cheer from your seat, you are part of our story.

Thank you for allowing us, as a Board, to serve this community.

Ngā mihi nui, and enjoy the rest of the evening.

# Principal's Report

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

Fakafeta'i ki he 'Otua Mafimafi koe'uhi koe ngaahi tapuaki kuo foaki ma'a kitautolu pea tau toe a'usia mai 'a e aho ko 'eni i he 2026.

Good evening, members of the School Board, distinguished guests, dedicated staff, proud parents and caregivers, and most importantly, our incredible students.

Tonight, we gather for our annual Senior Celebration of Success—a pivotal moment to pause, reflect, and wholeheartedly acknowledge the outstanding 2025 achievements of our students. This evening is not just about presenting awards; it's about celebrating the journey, the effort, and the resilience that has led each of you to this point.

## **Acknowledging Key Pillars of Success**

The success we celebrate today is built on two fundamental pillars: Attendance and Student Achievement.

### **The Power of Presence: Attendance**

To our students: your commitment to being present, day in and day out, has been a defining factor in your success. High attendance is the bedrock of learning. It is a commitment to your future, showing discipline and determination. It means you were there for the crucial lessons, the collaborative discussions, and the vital feedback. For many of you, your excellent attendance record is the first award you should give yourselves, as it demonstrates the non-negotiable dedication required to excel in your studies. We commend those who have maintained exemplary attendance—it has undeniably paid off in your academic outcomes.

### **The Fruits of Effort: Student Achievement**

When we look at the results achieved by this group in 2025, we see evidence of hard work, excellent teaching, and effective guidance. Your student achievement—the credits, the awards, the personal milestones—are a tangible reflection of your growth.

I want to take a moment to specifically acknowledge the success of our 2025 external exams. The attendance to the exams by the cohort before you set a high benchmark. That success provides inspiration and a clear path forward. We look forward to your achievements this year to prove that you are not only maintaining that trajectory but are raising the bar even higher. Whether you are aiming for tertiary study, an apprenticeship, or direct entry into the workforce, your achievements are equipping you with valuable qualifications and skills.

### **Gratitude and Looking Ahead**

To the staff: thank you for your unwavering expertise, passion, and commitment to nurturing the potential within every student.

To the parents and caregivers: thank you for your endless support, encouragement, and partnership. Your belief in your children is instrumental to their success. We look forward to walking alongside our young people in the 4 Terms ahead.

To our students: As you look to the year ahead of you, remember the lessons learned this year, the discipline shown in your school attendance and the diligence demonstrated in your studies will serve you well, no matter where life takes you.

In 2026 we would like to encourage our students to reach for the heights of their potential. It is with this in mind that we have set the following conditions for Year 13 Graduation in 2026.

The Year 13 Graduation conditions for 2026 are as follows:

Attendance must be 90% for each Term. This means that your attendance in Terms 1, 2, 3 and 4 must be 90% or better.

You must complete 75% of the internal assessment for each of your 5 subjects by Term 4. This means if you do Social Science, the number of internal credits offered is 16, 75% of 16 is 12 credits.

The calibre of our student leaders continues to go and to our current Year 12 students, if you are thinking of applying to be a student leader for 2027, you must have a 90% or better attendance for each Term this year. This means for Year 12s your attendance for Terms 1, 2, 3 and 4 must be 90% or better.

Finally, Congratulations to all our award recipients and to all of us, students, staff and families, may we have a successful 2025. Enjoy this special evening.

Ke 'iate kitautolu hono kotoa pe ae kelesi moe 'alo'ofa ae 'Otua Mafimafi.

Tu'a 'ofa atu.

## School Board Members

Presiding Member	DJ Tuaru Temu, returned
Principal	Soana Pamaka
Staff Representative	Jeremy Spruyt, succeeded by Samuel Denny
Student Representative	Hope Levi, succeeded by Deborah Ta'ufo'ou
Community Representative	Viola Fifita, returned
Community Representative	Ameila Hingano, succeeded by Delina Otani
Community Representative	Monty Jones, retired and succeeded by Lisiola Usai
Community Representative	Peter Millar, retired
Community Representative	Marryann Tukuafu, returned



# 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.
<p>To host Staff PLD sessions which unpack the RISE Values, the new RISE Behaviour Matrix and the updated RISE Behaviour Flowchart so that staff are equipped to teach the expectations of the new RISE Behaviour Matrix and the updated RISE Behavior Flowchart.</p>	<p>The RISE Values provided the basis for the google slides and the information presented to staff when introducing the new RISE Behaviour Matrix, which was used to create RISE Mini Lessons for use during Mentoring in 2026.</p>	<p>The PLD google slides, the PLuGs site and the 2025 PLD Planner.</p>	<p>Staff PLD sessions were given over to a wide of topics including Structured Literacy, the Child Protection Policy, Relational Pedagogy, Literacy Strategies, Akomanga Kaihanaga, Rhythm and Pattern and Mathematics, Transitions, Learning Focused Culture, Numeracy, Miro, Graphic Organisers and Student Desmos, Te Tiriti, Effective Teaching, Gemini, Design Thinking Framework, Learning Focused Culture, Attendance Codes, Tuturu - Motivational Interviewing, Manaikalani, COL Inquires, Internal Moderation Process, Inquiry Based Framework for Teaching and Learning, The Importance of Collegiality, Lockdown Procedures.</p>	<p>RISE, including the Values, Behaviour Matrix and Behaviour Flowchart will continue to be addressed as part of the Staff PLD programme in 2026.</p>
<p>To create a set of RISE lessons</p>	<p>Through the Staff PLD</p>	<p>The 2025 PLD Planner and</p>	<p>The Staff PLD focused in the</p>	<p>To establish a shared</p>

<p>for students to teach the meaning of the RISE Values, the expectations of the new RISE Behaviour Matrix and the updated RISE Behavior Flowchart.</p>	<p>programme staff were able to work in pairs to create a series of RISE Mini Lessons for use during Mentoring in 2026.</p>	<p>the series of documented RISE Mini Lessons.</p>	<p>main on the Matrix, as that served as the basis for the RISE Mini Lessons.</p>	<p>calendar which outlines when each RISE Mini Lesson will be taught to the school as a whole.</p>
<p>Community Voice collected in relation to the RISE Values, the new RISE Behaviour Matrix and the updated RISE Behaviour Flowchart and RISE lessons that students undertook.</p>	<p>Community Voice was not collected in relation to RISE.</p>	<p>The collection of alternative Community Voice - see differences and variations.</p>	<p>Community Voice was collected in relation to attendance so that the Attendance Policy and Attendance Procedures could be updated.</p>	<p>To collect Community Voice in relation to RISE.</p>
<p>To ensure that each classroom (and office as appropriate) has the RISE Values (in the key school languages), the new RISE Behaviour Matrix and the updated RISE Behavior Flowchart clearly displayed.</p>	<p>A classroom/office audit was completed to ensure that it had the RISE Values (in the key school languages), the new RISE Behaviour Matrix and the updated RISE Behavior Flowchart clearly displayed.</p>	<p>Classroom/office visits and checklists.</p>	<p>Prizes were provided as an incentive for staff to ensure that their classrooms (and offices as appropriate) displayed the new RISE Behaviour Matrix and the updated RISE Behavior Flowchart.</p>	<p>To continue ensure, through audits, that each classroom (and office as appropriate) has the RISE Values (in the key school languages), the new RISE Behaviour Matrix and the updated RISE Behavior Flowchart clearly displayed.</p>

**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.
Units of Learning are updated for each new (revised) Standard and documented on Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios.	Updated units of learning for each new (revised) Standard were documented on Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios.	Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios. NCEA results.	While units of Learning were documented on Department and Teacher sites etc, a number of Departments experimented with paper based learning for students.	To continue to refine and teach the updated units of learning for each new (revised) Standard.
To introduce the Aotearoa New Zealand Histories Curriculum to the Year 9 and 10 programme.	History, utilising the Aotearoa New Zealand Histories Curriculum has been introduced as part of the Year 9 and 10 option programme.	86x Year 9s have taken History in 2025 and 66x Year 10 have taken History in 2025, which utilises the Aotearoa New Zealand Histories Curriculum'.	The option classes included; Food Technology, STEM, Graphics, Art, PTech, ESports, Service Academy, Health, Financial Education, History, Physical Education, Te Ao Haka and Te Reo Maori.	To continue to offer History, utilising the Aotearoa New Zealand Histories Curriculum as part of the Year 9 and 10 option programme.
Units of Learning for the Aotearoa New Zealand Histories Curriculum are developed and documented on Department Sites, Teacher Sites, Teacher Workspaces and Department Portfolios.	Units of Learning for the Year 9 and 10 History programme, using the Aotearoa New Zealand Histories Curriculum have been developed and documented on Department Sites, Teacher Sites, and the Department Portfolios.	Department Sites, Teacher Sites, and the Department Portfolios, in addition to students' exercise books.	The History Department has chosen to return to a 'pen and paper' model for teaching History as this ensures great student engagement.	To continue to teach History, using the Aotearoa New Zealand Histories Curriculum, using a 'pen and paper.'

**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.	An Exit Ready programme, called Ahi Ka, ran in conjunction with the Tereora Academy. Staff from both the college and the academy were involved in its delivery.	Attendance records, MSD reports.	Funding was only secured by the Tereora Academy until the end of June.	To work with WaYFyders and Pay RISE were appropriate to provide Ahi Ka programme opportunities for students to attend.
To document the structure of a trial Exit Ready programme.	The Ahi Ka programme was documented inline with funding and reporting expectations to MSD.	Programme documentation, funding and MSD reports.	MSD expectations with regard to documentation and reporting.	To work with WaYFyders and Pay RISE were appropriate to provide Ahi Ka programme and to document it as appropriate.
To review the trial Exit Ready programme using Staff, Student and Community Voice and NCEA achievement data.	Student Voice was collected as part of the programme review.	Student Voice documented in MSD reports.	MSD expectations with regard to documentation and reporting.	To review Ahi Ka in line with MSD expectations.

**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.	A 2025 PLD Planner was constructed that outlined the various PLD sessions offered during the year and their links 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 2025 PLD Planner.	The NELPS remained in the PLD Planner in spite of their change in status.	To construct a PLD for 2026 sans the NELPS, but keeping in place Objectives of Boards in Governing Schools, 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, including but to limited to, e.g. Language Weeks, House competitions and assemblies, Polyfest, Matariki, Sports, Mentoring programmes, Mental Health Awareness Week etc.	This year Kapa Haka, Niuean, Cook Island, Samoan and Tongan Cultural Groups took part in Polyfest. The college celebrated Samoan Language Week, International Language Week, Cook Island Language Week, Filipino Language Week, Tongan Language Week and Te Wiki O Te Reo Maori. The college entered teams in	Student Voice, documented on the Student Voice site. Cultural, sporting and co-curricular activities that were documented as films for viewing at the annual Manaikalani Film Festival.	Mental Health Awareness Week was not celebrated, due to time and staffing constraints.	To continue to provide access to and support activities that build students confidence in their identity, including but to limited to, e.g. Language Weeks, House competitions and assemblies, Polyfest, Matariki, Sports, Mentoring programmes, Mental Health Awareness Week etc.

	the following sporting codes; Netball, Rugby, Rugby League, Volleyball, Basketball, and Badminton.			
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# ANNUAL PLAN GOALS FOR 2025

The School Board has identified the following annual plan goals for 2025.

## **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/ākongā, disabled learners/ākongā 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/ ākongā 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.

# Department Responses to School Goals

## English

Department Focus Goal 1	To support staff to make contact with students' homes to encourage regular attendance.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will encourage all staff to contact home for students who are:</p> <ul style="list-style-type: none"> <li>● Doing well in class.</li> <li>● Making significant progress</li> <li>● Successful with NCEA Assessments</li> <li>● Displaying concerning behavior.</li> </ul>	<p>Action: The Department will work with the Attendance Team to discuss students who have low attendance in English. The Department will develop next steps with the Attendance Team to support students' return to class.</p>	<p>Action: The Department will work alongside the Attendance Team to develop appropriate strategies.</p>	<p>Action: The Department will provide an engaging programme of learning to encourage regular student attendance.</p>
<p>Evidence: Department meeting minutes, KAMAR records.</p>	<p>Evidence: Department meeting minutes, attendance tracking sheets.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Department and teachers sites, Workspace, KAMAR records.</p>
<p><b>Impact/Outcome:</b></p>		<p>Department meeting minutes and KAMAR records indicate that the Department is working collaboratively with the Deans and Attendance Officers to review and improve student attendance.</p>	

Department Focus Goal 2	To provide an Inquiry Framework for Staff to address Maori Achievement.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will provide a robust and appropriate Inquiry Framework for addressing Junior and Senior Maori Achievement Data for English.</p>	<p>Action: The Department will utilise the following Inquiry Framework when addressing Maori Achievement Data (NCEA Level 1, 2 and 3 English, and Junior English Data - PAT).</p> <ul style="list-style-type: none"> <li>*What are the key drivers for the successes?</li> <li>*What are the key drivers for non achievement?</li> <li>*What is the solution to the problem?</li> <li>*What are the next steps?</li> <li>*Where are our quick wins (short term)?</li> <li>*What can we put on the board and work on it (long term)?</li> </ul>	<p>Action: For the Department to attend Te Reo Maori related PLD.</p>	<p>Action: The Department will utilise a range of Literacy strategies and practices. The Department will utilise data to support Maori achievement.</p>
<p>Evidence: Department meetings minutes, Inquiry Framework document.</p>	<p>Evidence: Inquiry Framework document, KAMAR records.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Department and teacher sites, Workspace, KAMAR records.</p>
<p><b>Impact/Outcome:</b></p>	<p>Discussion within the Department has determined that focus on culturally responsive teaching practices and the disaggregation of achievement data will allow for tailored interventions and curriculum choices.</p>		

Department Focus Goal 3	To provide an Inquiry Framework for Staff to address Pasifika Achievement.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will provide a robust and appropriate Inquiry Framework for addressing Junior and Senior Pasifika Achievement Data for English.</p>	<p>Action: The Department will utilise the following Inquiry Framework when addressing Pasifika Achievement Data (NCEA Level 1, 2 and 3 English, and Junior English Data - PAT).</p> <ul style="list-style-type: none"> <li>*What are the key drivers for the successes?</li> <li>*What are the key drivers for non achievement?</li> <li>*What is the solution to the problem?</li> <li>*What are the next steps?</li> <li>*Where are our quick wins (short term)?</li> <li>*What can we put on the board and work on it (long term)?</li> </ul>	<p>Action: To implement learnings, ideas, texts, and concepts from our Tapasa the English programme.</p>	<p>Action: The Department will utilise a range of Literacy strategies and practices. The Department will utilise data to support Pasifika achievement.</p>
<p>Evidence: Department meetings minutes, Inquiry Framework document.</p>	<p>Evidence: Inquiry Framework document, KAMAR records.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Department and teacher sites, Workspace, KAMAR records.</p>
<p><b>Impact/Outcome:</b></p>	<p>Department meeting minutes indicate that the work that the Department has done in prioritising the literacy strategies and structured literacy strategies have been effective. Making this 'the main thing' and the main priority has been a focus for the Department. Student Voice indicates that they feel confident in their writing and reading.</p>		

Department Focus Goal 4	To implement effective Literacy strategies and practices.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will seek appropriate Literacy PLD and make Literacy a focus of Department Meetings.	Action: The Department will utilise the following Inquiry Framework when addressing Achievement Data (NCEA Level 1, 2 and 3 English, and Junior English Data - PAT).  *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: The Department will work with the school's Literacy Facilitators to implement effective literacy strategies and to unpack the corresponding data to identify needs and trends.	Action: The Department will utilise a range of Literacy strategies and practices. The Department will utilise data to support achievement.
Evidence: Department meeting minutes.	Evidence: Inquiry Framework document, KAMAR records.	Evidence: Professional Growth Cycle documents.	Evidence: Department and teacher sites, Workspace, KAMAR records.
<b>Impact/Outcome:</b>	The Department has enhanced Year 9 and Year 10 literacy levels by focusing on two key areas: <ul style="list-style-type: none"> <li>● <b>Reading and Writing Fluency:</b> By increasing the frequency of low-stakes writing tasks, such as quick-writes and journals, to embed writing as a daily practice. This has been paired with regular independent reading of diverse, high-interest texts to build reading stamina and comprehension.</li> <li>● <b>Cross-Curricular Consistency:</b> The establishment and consistent use of common instructional language and a unified set of literacy strategies (e.g., annotation methods, paragraph structures) across all English classes. This departmental alignment has reduced confusion and solidifies foundational skills for students.</li> </ul>		

Department Focus Goal 5	To seek appropriate Literacy PLD for staff.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will seek appropriate Literacy PLD and make Literacy a focus of Department Meetings.</p>	<p>Action: The Department will utilise the following Inquiry Framework when addressing Achievement Data (NCEA Level 1, 2 and 3 English, and Junior English Data - PAT).</p> <ul style="list-style-type: none"> <li>*What are the key drivers for the successes?</li> <li>*What are the key drivers for non achievement?</li> <li>*What is the solution to the problem?</li> <li>*What are the next steps?</li> <li>*Where are our quick wins (short term)?</li> <li>*What can we put on the board and work on it (long term)?</li> </ul>	<p>Action: The Department will attend AIMHI English PLD.</p>	<p>Action: Action: The Department will utilise a range of Literacy strategies and practices, including Structured Literacy and Little Monsters Literacy Strategies. The Department will utilise data to support achievement. The Department will seek Student Voice to determine what influences students' wellbeing.</p>
<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Inquiry Framework document, KAMAR records.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Department and teacher sites, Workspace, KAMAR records, Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>The HOLA sought to ensure that the Department has a clear, shared vision for student achievement and pedagogical excellence, to bring about a unified sense of purpose and direction. In addition the HOLA sought to foster a positive and trusting environment where teachers felt safe to experiment, share best practices, and hold courageous conversations about teaching and learning.</p>		

Department Focus Goal 6	To promote leadership opportunities through the delegation of specific Department responsibilities.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will lead the redesign of the English curriculum to motivate and engage students to ensure that it is meaningful and mana enhancing for both the student and their teacher.</p>	<p>Action: The HOLA will delegate responsibilities to specific Department members and support them in developing a programme that is resourced and meaningful to the Department. This will be actioned through the delegation of:</p> <ul style="list-style-type: none"> <li>*Internal Moderation Cover sheets</li> <li>*External Moderation Cover sheets</li> <li>*Department Moderation across NCEA Level 1, 2 and 3 English</li> </ul>	<p>Action: The Department will attend AIMHI English PLD and seek Leadership PLD for those Department members who are interested or who have potential.</p>	<p>Action: The Department will revisit its digital footprint (Google Sites + Workspaces) and upskill accordingly. This will ensure learning is accessible, rewindable, relevant and current for all students.</p>
<p>Evidence: Department meeting minutes, Curriculum documents, Department site.</p>	<p>Evidence: Moderation cover sheets.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Department and teacher sites, Workspace.</p>
<p><b>Impact/Outcome:</b></p>	<p>Teachers in the Department were encouraged to work collaboratively to promote well-being.</p>		

# Mathematics

Department Focus Goal 1	To promote the use and understanding of the Tamaki College Attendance Procedure flowchart with the Department.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLD will ensure all teachers follow the Tamaki College Attendance Procedure flowchart.</p>	<p>Action: That all teachers will follow the prescribed actions in the Tamaki College Attendance Procedure flowchart.</p>	<p>Action: That all teachers will come familiar with the Tamaki College Attendance Procedure flowchart.</p>	<p>Action: That all teachers take responsibility for the attendance in their classes. That all teachers will monitor and track attendance in their classes. That all teachers will follow the Tamaki College Attendance Procedure flowchart.</p>
<p>Evidence: Department meeting minutes, Professional Growth Cycle discussions.</p>	<p>Evidence: KAMAR records, attendance tracking sheets.</p>	<p>Evidence: Department meeting minutes, KAMAR records.</p>	<p>Evidence: KAMAR records, attendance tracking sheets.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department has used the following process throughout the year; each teacher has used KAMAR to record their initial phone call home and follow up conversations with students showing prolonged absence from Mathematics classes. Continued patterns of lateness or unexplained absences are referred to the Dean.</p>		

Department Focus Goal 2	That 60% of Māori students will achieve 14+ Level 2 Mathematics credits by the end of the year.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
<p>Action: The HOLA and the 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 2025.</p>	<p>Action: The Department will demonstrate effective planning, monitoring, and support for learners.</p>	<p>Action: To promote leadership skills, strong work ethic, and refreshed knowledge within the Department. To work with the school's Literacy specialist. To engage with Katalina Mau from Pacifica Academy to support student engagement with Externals.</p>	<p>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.</p>
<p>Evidence: The HOLA /Asst HOLA will;</p> <ul style="list-style-type: none"> <li>*Establish and maintain Year 12 Data tracking sheet to follow up student progress.</li> <li>*Provide after school study classes, Saturday study classes, and Holiday study classes.</li> <li>*Enrol more students for Externals to increase Maori endorsement in Mathematics.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>*Topic review and programme adaption.</li> <li>*Data tracking including deadlines.</li> <li>*Working closely with Maori learners using data tracking sheet, and conversing with whanau.</li> <li>*Make timely adjustments and interventions based on the real situation.</li> <li>*One to one support to bridge the gap if indeed.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>*The Department's year planner, daily planner, unit plans, and the Department's common Workspace.</li> <li>*SOLO taxonomy to identify Achievement, Merit, and Excellence.</li> <li>*Career lead team updates to promote career pathways.</li> <li>*Literacy strategies.</li> <li>*Creating Maori contextual based questions.</li> <li>*PEEL structure writing framework.</li> <li>*Collaborative Inquiry.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>*Collaborative planning and teaching.</li> <li>*Teaching as Inquiry blogs and sharing with the staff.</li> <li>*Knowledge-building skills.</li> <li>*Continue to attend PLD to enhance learners' achievement.</li> <li>*Staff voice.</li> <li>*Self Reflection.</li> <li>*Feedback from students.</li> <li>*Apply Tuturu workshop techniques.</li> <li>*One-to-one support is given to Maori learners.</li> </ul>
<p><b>Impact/Outcome:</b></p>	<p>14 out of 15 Maori learners have gained 14+ credits (93%) this compared to 5 out of 5 (100%) in 2024 . Fourteen students qualified for partial diploma entry-level qualifications compared to five last year. 93% of Maori students have achieved 14+ credits in Mathematics at Level 2 (meeting the Department goal of 60%) from the NCEA internals offered during the year.</p>		

Department Focus Goal 3	That at least 60% of Pasifika students will achieve 14+ Level 2 Mathematics credits by the end of the year.		
Leadership	Systems & Processes	Knowledge & Skills	Teaching Practice
What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	What systems or processes will need to be developed or enhanced within the Department?	What knowledge and skills will need to be developed or enhanced within the Department?	What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA/Assist HOLA will promote the Department's target that by the end of the year, at least 60% of Pasifika students will have achieved 14+ credits in Mathematics at Level 2.	Action: The Department will demonstrate effective planning, monitoring, and support for learners.	Action: To promote leadership skills, strong work ethic, and refreshed knowledge within the Department.	Action: That effective teaching for Pasifika learners will be demonstrated by caring for Pasifika 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:  *Establish and maintain Year 12 Data tracking sheet to follow up student progress. *Provide after school study classes, Saturday study classes, and Holiday study classes. *Enrol more students for External to increase Pasifika endorsement in Mathematics.	Evidence:  *Topic review and program adoption. *Data tracking including deadlines. *Student Voice. *Catch up with students if needed. *Extra support to meet the 14+ mark. *Working closely with Pasifika learners and conversing with whanau.	Evidence:  *Department's year planner, daily planner, unit plans, and the Department's common Workspace. *SOLO taxonomy to teach Achievement, Merit, and Excellence. *Career lead team updates to promote career pathways. *Working with Marc Literacy specialist. *Working closely with katalina to motivate the learners towards externals. *Creating Pasifika contextual based questions. *PEEL structure writing framework. *Collaborative Inquiry.	Evidence:  *Collaborative planning and teaching. *Teaching as Inquiry blogs and sharing with the staff. Pasifika knowledge-building skills. *Continue to attend PLD to enhance learners' achievement. *Staff voice. *Self Reflection. *Feedback from students. Working Dr Lesieli's Director of language implementations. *Working with Katalina Mau Pacifica Pathway director Auckland University.
<b>Impact/Outcome:</b>	88% Pasifika students gained 14+ credits this year compared to 82% in 2024. Forty students qualified for partial diploma entry-level qualifications this year, compared to 31 last year. 88% percent of Pasifika students achieved 14 or more Level 2 Mathematics credits from NCEA internals by the end of		

the year, exceeding the departmental target of 60%.

Staff Voice there was a noted increase in the meeting of deadlines, attendance at study class, habits of independent learning, the embracing of a growth mindset and attendance external examinations by students.

Department Focus Goal 4	To utilise the Silent Numeracy tasks as a 'Do Now' in Mathematics classrooms.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
<p>Action: The HOLA/Assist HOLA will promote the Department's targets that at least 50% of Year 10 students achieve at or above the expected Curriculum Level in Mathematics in 2025, using the refreshed PAT assessment and data, and that at least 80% of Year 11 students achieve NCEA Numeracy (passing Co-Requisite assessment and/or passing L1/2 NCEA Numeracy standards) by the end of Term 4 in 2025.</p>	<p>Action: That all teachers in the Department track Numeracy in their Year 10 and 11 Mathematics classes. That all teachers in the Department incorporate 10-15 minutes of Silent Numeracy (SSN) and track progress using the viTal sheets.</p>	<p>Action: That all teachers to engage in effective teaching of Curriculum and refreshed Curriculum at LLevel 1.. That all teachers engage in effective teaching of Numeracy skills with the curriculum.</p>	<p>Action: Tha all teachers to develop, plan and deliver meaningful lessons. That all teachers follow the Common Daily planner and common Workspace, where applicable.</p>
<p>Evidence: PAT data, Year 11 Data tracking.</p>	<p>Evidence: Years 10 and 11 Data tracking.</p>	<p>Evidence: Effective unit plans and common Workspaces.</p>	<p>Evidence: Purchase of resources (new updated Alpha texts and Numeracy essentials workbooks. Resources developed to accommodate changes in NCEA and Numeracy Co-Requisite.</p>
<p><b>Impact/Outcome:</b></p>	<p>74/130 (57%) of learners were working at or above Stanine 4 in the Year 10 PAT Mathematics at the end of Term 4 in comparison to 57/112 (52%) at the end of Term 4, 2024.</p>		

Department Focus Goal 5	To provide opportunities and support for students both inside and outside of the classroom.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will promote provide effective teaching and the use of learning resources for students and the provision of after school, Saturday and holiday study sessions for students.</p> <p>The HOLA will promote Maths Week activities and engagement with AMA Mathex competitions.</p>	<p>Action: The Department will ensure that the Mathematics curriculum is meaningful for students by connecting with their wider lives, and by seeking the support of their families, whanau, and communities.</p> <p>The Department will provide after school, Saturday and holiday study sessions for students.</p>	<p>Action: The Department will seek PLD on the Curriculum and classroom management skills.</p>	<p>Action: The Department will promote Whanaungatanga by building strong relationships with students.</p> <p>Each teacher in the Department will connect with their students' whanau via phone calls or during Student Achievement conferences.</p>
<p>Evidence: Student voice, KAMAR records, trip applications.</p>	<p>Evidence: Effective unit plans, common Workspaces, Student voice.</p>	<p>Evidence: Professional Growth Cycle document.</p>	<p>Evidence: Professional Growth Cycle documents, KAMAR records, Student voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>Staff Voice and KAMAR records indicate that teachers are making connections with their students' whanau via phone calls and at Parent Teacher Interviews and working with the HOLA to improve student/teacher relations and ensure re-engagement of students in the classroom.</p> <p>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.</p> <p>The provision of afterschool and school holiday study class have contributed to a shift in Numeracy and internal assessment results.</p>		

Department Focus Goal 6	To promote PLD opportunities for staff.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HoLA and Assistant HoLA will communicate PLD opportunities to all teachers and teacher aides, ensuring everyone has had an opportunity to attend an appropriate PLD sessions,</p>	<p>Action: That teachers will record their PLD record in their Professional Growth Cycle documents.</p>	<p>Action: That teachers will have the opportunity to attend PLD related to Curriculum content knowledge, the implementation of Numeracy Co-Requisite and New NCEA Achievement standard requirements, together with Literacy and Numeracy strategies.</p>	<p>Action: That the Department will teach the Mathematics curriculum by weaving together relevant contextual information with skills. That the Department will build Numeracy and Literacy skills into the Mathematics programme.</p>
<p>Evidence: Department meeting minutes, Department site, Professional Growth Cycle documents.</p>	<p>Evidence: Professional Growth Cycle documents, Department Portfolio.</p>	<p>Evidence: Professional Growth Cycle documents, Unit and Daily LessonPlans, Department and teacher sites, Workpace.</p>	<p>Evidence: Unit and Daily LessonPlans, Department and teacher sites, Workpace, Blogging.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department has attended the school's whole staff PLD programme and various AMA PLD sessions (e.g. Numeracy, Statistics and Calculus), details of which teachers record in their Professional Growth Cycle documents.</p>		

# Science

Department Focus Goal 1	To ensure that student attendance to class is monitored and followed up.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The Level Leads will monitor attendance at each level.</p>	<p>Action: The Department will refer chronic and irregular attendance to Ako Ora Director.</p> <p>The Department will reward students with 80% + attendance.</p>	<p>Action: The Department will ensure that absences are followed up and referred, following the Attendance Procedure flowchart.</p> <p>The Department will ensure that good attendance is acknowledged.</p>	<p>Action: The Department will ensure that lessons cater for absences so that returning students are able catch-up on missed work and encourage regular attendance.</p>
<p>Evidence: Department attendance monitoring document.</p>	<p>Evidence: Department meeting minutes, Department attendance monitoring document, Excellence attendance certificates.</p> <p>Communications with students and families, via email or phone call.</p>	<p>Evidence: Phone calls, emails and referrals, KAMAR records.</p>	<p>Evidence: Lesson plans and unit plans, Department and teacher site, Workspace.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department made use of Education Perfect which helped students to work at their own pace.</p> <p>Student tasks and resources were shared through Workspace.</p> <p>Teachers made phone calls to the parents of students whose achievement was lagging.</p> <p>House assemblies were used to acknowledge students who were making good progress.</p>		

Department Focus Goal 2	To identify Maori Learners in each class and monitor and support their attendance and learning.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The Level Leads will create a list of Maori Learners in each level.</p>	<p>Action: The Department will view the list as a working document, updating it as required.</p>	<p>Action: The Department will seek appropriate support to assist Maori students.</p>	<p>Action: The Department will engage with whanau to support Maori student achievement.</p>
<p>Evidence: The list to be shared in the Department Workspace.</p>	<p>Evidence: The list of Maori in the Department Workspace.</p>	<p>Evidence: Emails and Department meeting minutes.</p>	<p>Evidence: Emails, texts, KAMAR records, Meet the Teacher attendance records.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department continues to develop its monitoring/tracking processes for Maori students.</p>		

Department Focus Goal 3	To identify Pasifika Learners in each Level and monitor and support their attendance and learning.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The Level Leads will create a list of Pasifika Learners in each level.</p>	<p>Action: The Department will track attendance and monitor progress of Pacific students using the list as a working document.</p>	<p>Action: The Department will seek appropriate support to assist Pasifika students.</p>	<p>Action: The Department will provide targeted support e.g. after school and school holiday study classes, to Pasifika students.</p>
<p>Evidence: The list to be shared in the Department Workspace.</p>	<p>Evidence: The list is updated regularly.</p>	<p>Evidence: Emails and Department meeting minutes.</p>	<p>Evidence: NCEA Achievement data.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department continues to develop its monitoring/tracking processes for Pasifika students.</p>		

Department Focus Goal 4	To incorporate Numeracy and Literacy strategies into units of learning.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The Level Leads will check weekly that Literacy and Numeracy strategies are being used by all.</p>	<p>Action: The Junior Level Lead will drive the embedding Numeracy and Literacy within the Department.</p>	<p>Action: The Department will continue to work with the school's Literacy Facilitator and will invite the school's Numeracy Facilitator to Department meetings when available.</p>	<p>Action: To utilise the school wide Numeracy 'Do Now' programme. To ensure a range of Literacy activities are used in each topic.</p>
<p>Evidence: Emails and Department meeting minutes.</p>	<p>Evidence: Literacy and Numeracy will be an item on the Department meeting agenda and minutes.</p>	<p>Evidence: Department meeting agenda and minutes.</p>	<p>Evidence: Numeracy Vital tracking sheets, Department and Teacher site, Workspaces.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department hosts STEPSWEB sessions. The Department engages with the Numeracy Do Now for students and tracks this via the VITAL sheets. The Department provides Literacy worksheets for students. The Department includes Literacy and Numeracy as a regular item on its Department meeting agenda. Staff Voice indicates that the capacity of students to write whole sentences is improving. The Junior Science Lead attends the AIMHI Literacy Cluster meetings. Both the HOLA and the Junior Science Lead are members of the CAA Team.</p>		

Department Focus Goal 5	To identify students who are struggling with attendance and behaviour for support and follow-up.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The Level Leads will check in weekly with the Department to determine if there are students who need to be followed up with respect to attendance and behaviour.</p>	<p>Action: The Department will following a three step process            Step 1: Classroom teacher to talk to the student.            Step 2: Classroom Teacher to contact home (phone call or email).            Step 3: Classroom Teacher to refer to the Ako Ora Director.</p>	<p>Action: The Department will under PLD on how to under the following;            *Conference individual students.            *Word an email home.            *What to say when ringing home.            The Department will challenge itself to say a kind and encouraging word a day to each class.</p>	<p>Action: To use a range of formative assessment tools.</p>
<p>Evidence: Emails, Tracking sheets, KAMAR records.</p>	<p>Evidence: Emails, KAMAR records.</p>	<p>Evidence: Department meeting minutes</p>	<p>Evidence: Evaluation of teaching programmes, Student Voice.</p>
<p><b>Impact/Outcome:</b> The Department made referrals to the Ako Ora Director as appropriate. Staff Voice indicates increased examination attendance and internal assessment completion rates.</p>			

Department Focus Goal 6	We are collegial, kind and considerate of our colleagues.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The Level Leads will seek to know the Department so that better support can be provided. The Level Leads will organise a termly celebration.</p>	<p>Action: The Level Leads will plan regular check-ins with the Department. The Department will practice random words of kindness and random acts of kindness.</p>	<p>Action: The Department will seek to work together to create a positive working environment through kindness, consideration and willingness to share good practice, acknowledge good practice in the Department and words of encouragement.</p>	<p>Action: To use a system of Buddy teachers to support colleagues. To encourage collaboration and sharing of resources with the Department.</p>
<p>Evidence: Emails, Staff Voice.</p>	<p>Evidence: Emails, Department meeting minutes, Staff Voice.</p>	<p>Evidence: Staff Voice.</p>	<p>Evidence: Resources shared on the Department site and shared Drive.</p>
<p><b>Impact/Outcome:</b></p>	<p>Staff Voice indicates that the Buddy teacher concept has worked well, as was the provision of kai during Department meetings, the open communication, sense of fun and belonging.</p>		

# Social Science

Department Focus Goal 1	To improve attendance to our subject classes through tracking and communicating with students and staff alike.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will work with the Department to develop a support plan to identify and track consistent attendance to class issues.</p>	<p>Action: The Department will seek to follow the Tamaki College Attendance Procedure flowchart,</p>	<p>Action: The Department will investigate ways to ensure that lessons are engaging to entice students to be in class.</p>	<p>Action: The Department undertake to build relationships with students through understanding relational pedagogy skills as developed by Dr Russel Bishop.</p>
<p>Evidence: Attendance tracking sheets, Department meeting minutes.</p>	<p>Evidence: Attendance tracking sheets, Department meeting minutes.</p>	<p>Evidence: Department meeting minutes, Department and teacher sites, Workspace.</p>	<p>Evidence: Department meeting minutes, Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>Department tracking and data indicates that student attendance to most senior Social Science classes was over 65% which was positive and aligned with the school's attendance focus.</p>		

Department Focus Goal 2	To ensure that our Junior units and lesson plans are inclusive of relevant Māori content that aligns with the 4 main mechanisms identified in the Best Evidence Synthesis in Social Sciences: Connection, Alignment, Community and Interest.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will develop a detailed plan to address Maori student achievement and cultural visibility.</p>	<p>Action: To ensure that each of the 4 main mechanisms of the Best Evidence Synthesis in Social Sciences are highlighted in each unit of work and that the Department are using them as a guide.</p>	<p>Action: To engage in meaningful PLD to develop units of work and lessons in the juniors school based on our local curriculum ensuring Maori visibility.</p>	<p>Action: To develop at least one Year 9 and one Year 10 unit of work that incorporates literacy strategies to support Maori learners.</p>
<p>Evidence: Department meeting minutes, Department planning documents.</p>	<p>Evidence: Department meeting minutes, Department and teacher sites, Workspace.</p>	<p>Evidence: Department meeting minutes, Department and teacher sites, Workspace.</p>	<p>Evidence: Department meeting minutes, Department and teacher sites, Workspace.</p>
<p><b>Impact/Outcome:</b></p>	<p>Department meeting minutes record discussions about how to address Maori achievement. In the junior school, students learn about Ngati Paoa and complete an in-depth research around protest and resistance.</p>		

Department Focus Goal 3	To support staff in understanding the Tapasā with ongoing discussion, PLD and relevant learning experiences.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will look at collaboratively developing detailed plans to address Pasifika student achievement and cultural visibility.</p>	<p>Action: The Department will utilise data driven systems to support the implement the Tapasā competencies of the</p>	<p>Action: To engage in meaningful PLD to develop units of work and lessons in the juniors school based on our local curriculum ensuring Pasifika achievement is addressed.</p>	<p>Action: To identify through classroom observations Professional Growth Cycle discussions, aspects of Teaching Practice that need to be developed.</p>
<p>Evidence: Department meeting minutes, Department planning documents.</p>	<p>Evidence: Department meeting minutes, Department data tracking documents.</p>	<p>Evidence: Department meeting minutes, Department and teacher sites, Workspace.</p>	<p>Evidence: Professional Growth Cycle documents.</p>
<p><b>Impact/Outcome:</b></p>	<p>Through Student Voice and whole class discussions, Pasifika students have shared how they enjoy the topics that were taught and how valued they felt within the classroom. The Department's units of learning are culturally responsive with teachers constantly adding to and adapting their teaching practice to meet the needs of Pasifika students. During Polyfest and Language Weeks, students are encouraged to bring their learnings to the classroom with the Department encouraging participation during each of the Language Weeks.</p>		

Department Focus Goal 4	To develop a structured literacy plan to support our learners in their reading and writing in the Junior school.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will continue to collaborate with other HOLA's to ensure consistency in approach across curriculum areas to implement relevant literacy and numeracy approaches to improve achievement.	Action: The Department will implement literacy strategies targeting students who are at asTTle Level 3 and 4.	Action: The Department will utilise the school's Literacy Facilitators to provide PLD during Department meetings to support student learning.	Action: To identify through classroom observations Professional Growth Cycle discussions, aspects of Teaching Practice that need to be developed.
Evidence: Curriculum committee minutes.	Evidence: Department meeting minutes, Tracking sheets, Department and teacher sites.	Evidence: Department meeting minutes, Units of learning.	Evidence: Professional Growth Cycle documents.
<b>Impact/Outcome:</b>	The Department utilises a master tracking sheet across each of the Social Science subjects which has helped to keep an accurate record of achievement for both junior and senior students. Staff Voice indicates that teachers have found the use of the tracking sheet valuable in providing data and comments on student achievement during the course of the year. Department meeting minutes indicate the value of examining students's PAT scores to determine progress.		

Department Focus Goal 5	To ensure that students who require ongoing support in our learning areas are identified and a clear plan is put in place to support them.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will ensure that students in the Department's care will be referred to the necessary Student Support team when needed on advice from staff.	Action: By end of the year the Department will have developed processes for utilising the Student Support team.	Action: By the end of the year the Department will know how to best utilise the Student Support team.	Action: By the end of the year the Department will know how to recognise signs of behaviour that will require assistance/guidance from the Student Support team
Evidence: Emails, KAMAR records.	Evidence: Department meeting minutes, documented Department processes.	Evidence: Staff Voice.	Evidence: Staff Voice.
<b>Impact/Outcome:</b>	The Department developed a 'Social Sciences Code' to assist in managing student behaviour. Staff Voice indicates that this has allowed for a consistency in approach to managing student behaviour and ensuring that the appropriate support is provided for students.		

Department Focus Goal 6	To ensure that regular staff meetings are held (both formal and informal) to support staff in their practice.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will ensure that at least once a term, our staff are acknowledged through a support plan that we will develop together.</p>	<p>Action: To build a better and more regular communication system that supports the Department's needs.</p>	<p>Action: For the HOLA to engage in ongoing discussions with other HOLA's to understand how they best support their Department.</p>	<p>Action: To develop a plan that supports new staff in understanding their pedagogy and content knowledge better so that they feel empowered in the classroom.</p>
<p>Evidence: Staff Voice, Support plan.</p>	<p>Evidence: Department meeting minutes, Staff Voice.</p>	<p>Evidence: Emails, Curriculum committee minutes.</p>	<p>Evidence: Professional Growth Cycle documents, Staff Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>Staff Voice indicates that staff appreciated the 'high trust model' and feel well supported in their practice.</p>		

# Health and Physical Education

Department Focus Goal 1	To actively promote attendance.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will lead the Department's efforts to achieve the school-wide attendance goal. This will involve regular communication about the importance of attendance, celebrating both individual and class achievements, active involvement in school-wide attendance initiatives, and prioritising attendance discussions at Department meetings to foster collaborative problem-solving and the sharing of effective strategies.</p>	<p>Action: The Department will take a proactive approach to attendance and intervene early to address at-risk student issues before they escalate, utilising the school's systems and processes for early identification.</p>	<p>Action: The Department will engage in PLD focused on understanding the factors that contribute to student absenteeism, particularly within the context of your school community. This might include exploring topics like student well-being, cultural responsiveness, and strategies for engaging students who are disengaged. Staff will also be trained on how to effectively use the school's attendance tracking system.</p>	<p>Action: The Department will focus on creating engaging and inclusive learning experiences in HPE classes that motivate students to attend. This might involve incorporating student voice and choice in activities, connecting curriculum to student interests, and fostering a positive and supportive classroom environment. The Department will also utilise strategies to build strong relationships with students and create a sense of belonging in their classes.</p>
<p>Evidence: Department meeting minutes,</p>	<p>Evidence: Regular use of KAMAR entries and tracking of rolls</p>	<p>Evidence: Ensuring staff are attending school PLD and actively involved.</p>	<p>Evidence: Lesson plans or unit plans that demonstrate the incorporation of student voice and choice.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department has focused on creating engaging and inclusive learning experiences that genuinely motivate students to attend. Department lesson plans and unit plans demonstrate the incorporation of student voice and choice, to actively build positive and supportive classroom environments. The Department seeks to strengthen student-teacher relationships, by fostering a sense of belonging in each class, as the most sustainable way to increase attendance.</p>		

Department Focus Goal 2	To improve culturally responsive teaching for Māori learners.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
<p>Action: The HOLA will lead a collaborative process of CRRP observations and reflective practice within the Department, aimed at improving culturally responsive teaching for Māori learners.</p> <p>Throughout the year, the Department will participate in at least one observation cycle and share best practices to collectively enhance our impact on Māori student achievement.</p>	<p>Action: The Department will seek to provide respectful and empowering interactions that foster self-determination and raise the aspirations of our Maori students.</p> <p>This daily focus on manaakitanga and mana motuhake will enhance the achievement, performance, and care of our Maori students.</p>	<p>Action: The Department aims to create a secure and well-managed learning environment, especially given large classes and a shared space environment.</p> <p>The Department seeks to prioritise effective strategies for managing these large groups and fostering a culture that supports the achievement and safety of all students.</p>	<p>Action: The Department will schedule time each term to enable reflection on best practices and a review of Units of learning.</p> <p>The aim is to develop confidence, improve units of work, and enhance best practice when creating/reteaching content. Additionally, it will allow the Department to identify and address any barriers within student learning, so that obstacles can be overcome in the future.</p>
<p>Evidence: Complete CRRP observations for all HPE staff</p>	<p>Evidence: Student Voice.</p>	<p>Evidence: Student Voice, Staff Voice.</p>	<p>Evidence: Department meeting minutes, Department and teacher sites, Workspace.</p>
<b>Impact/Outcome:</b>		The Department has undertaken the collaborative process of implementing CRRP observations and prioritising manaakitanga and mana motuhake to positively influence teaching practice and student outcomes.	

Department Focus Goal 3	To ensure the Department is culturally aware, confident and competent when engaging with Pacific Learners.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
<p>Action: The HOLA will continue to support and promote 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. The HOLA recognises that good outcomes are dependent on good teaching practice and more than ever the HOLA will be upskilling my own pedagogy around Pacific learners.</p>	<p>Action: For the Department to better connect and engage with students and their parents. For the Department to integrate more Pacific language, songs, activities, and cultural items into Units of learning.</p>	<p>Action: The Department recognises that Pacific learners have diverse learning styles and may differ from their non-Pacific peers. To enhance understanding for Pacific learners, the Department will actively seek and implement diverse instructional methods and teaching approaches.</p>	<p>Action: The Department acknowledges the importance of Pacific cultural values and approaches in teaching and learning The Department recognises that all learners are different and aims to adapt pedagogy to motivate and engage students no matter what the context.</p>
<p>Evidence: Talanoa Ako PLD sessions, Staff PLuGs site, Professional Growth Cycle documents.</p>	<p>Evidence: Units of learning, Department and teacher sites, Workspace, Student and Community Voice.</p>	<p>Evidence: Units of learning, Department and teacher sites, Workspace which include diagrams, charts, videos, and demonstrations.</p>	<p>Evidence: Student Voice to determine if students feel supported and connected.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department has sought to encourage more group work and cooperative learning activities where students can work together and support each other's learning. To date this has been particularly successful in Health classes.</p>		

Department Focus Goal 4	To engage in the explicit teaching of Literacy skills.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
<p>Action: The HOLA will promote the notion that Literacy skills must be explicitly taught to raise literacy levels, even in practical subjects such as Physical Education.</p> <p>The HOLA will ensure that the Department upskill and adhere to the school-wide literacy plan and advice from the school's Literacy Facilitators.</p>	<p>Action: The Department will review its Department wide literacy activities, with the aim of compiling a common set of activities, including those that can be used during relief lessons.</p>	<p>Action: The Department will seek guidance from the school's Literacy Facilitators, in particular in relation to structuring a paragraph.</p> <p>The Department aims to follow the school wide approaches to Literacy and implement them within current units of work.</p>	<p>Action: The Department will provide students with more opportunities to read aloud, read in small groups, summarize sentences, brainstorm, and highlight keywords to improve their reading and comprehension skills.</p> <p>The Department will incorporate literacy activities into lessons, such as having students read instructions or information from the board.</p>
<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: A shared digital folder of Literacy activities.</p>	<p>Evidence: Emails booking times with the Literacy Facilitators, Units of work.</p>	<p>Evidence: Unit of work.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department introduced and implemented a Junior Health booklet this year. The Junior Health booklet has not only provided a strong, structured foundation for teaching key health concepts but has also led to a significant improvement in teacher confidence when delivering literacy-rich content in the classroom. The consistency and quality of the booklet have made the learning objectives clearer for both staff and students, contributing to a more effective teaching environment.</p>		

Department Focus Goal 5	To optimise student learning time and access to facilities.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will create clear expectations for the Department and model best practice to ensure consistency.</p> <p>The essential component to increasing student wellbeing is by ensuring the Department are confident and competent in their mentoring abilities and understanding of departmental expectations.</p>	<p>Action: The Department will ensure that there is equitable allocation of learning space for all students given the significant class sizes and the concurrent scheduling of multiple classes. The Department will seek to enhance the systems and processes surrounding shared spaces. This will be achieved by implementing a term-by-term overview.</p>	<p>Action: The HOLD will endeavor to provide professional development opportunities for the Department and leverage collective strengths to further cultivate leadership within the department.</p>	<p>Action: The Department is committed to teaching practice that optimises student learning time.</p>
<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department establish clear behaviour expectations for students using RISE classroom contracts which has ensured consistency, and laid a strong foundation for student care and mentoring.</p> <p>The Department has reviewed the use of its various learning spaces to ensure equitable access.</p> <p>Staff Voice has indicated the value of PLD in cultivating greater staff competence and collective leadership.</p> <p>The Department has developed 'Do Now' activities and updated unit plans promoting quality pedagogy.</p>		

Department Focus Goal 6	To promote staff wellbeing.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will actively lead and support the Department, ensuring that all feel empowered to contribute and offer suggestions.</p>	<p>Action: The Department will foster a positive culture by prioritising self-care, maintaining a healthy work-life balance, and ensuring an open, inclusive, and positive learning environment.</p>	<p>Action: To enhance staff wellbeing, the Department seeks to foster a culture of open communication and trust where all feel comfortable openly discussing thoughts and feelings without fear of stigma.</p>	<p>Action: The Department seeks to promote open communication to address the diverse needs of our classes. This includes clear and prompt communication regarding absences, personal needs, and equipment care, as well as expressing concerns and sharing challenges as they arise.</p>
<p>Evidence: Staff Voice.</p>	<p>Evidence: Staff Voice.</p>	<p>Evidence: Staff Voice.</p>	<p>Evidence: Staff Voice.</p>
<p><b>Impact/Outcome:</b></p>		<p>The Department has sought to refine its meeting process to promote wellbeing and effective practice. This has included; having clear and shared department meeting minutes with all key links in one place allowing teachers to easily revisit discussions and decisions, eliminating the need for constant resharing of documents. Teachers can take resources from the minutes and integrate them into their individual drives according to their preferred folder layouts. Regular Department meetings ensure every teacher has the opportunity to contribute ideas and feedback, as evidenced by meeting minutes that show suggestions being genuinely considered and implemented.</p>	

# Technology

Department Focus Goal 1	To promote and recognise attendance.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will host regular Department meetings focused on attendance strategies. The HOLA will implement attendance recognition initiatives.</p>	<p>Action: The Department will maintain regular check-ins with students below 90% attendance by contacting home.</p>	<p>The Department will use KAMAR attendance data to help track attendance patterns and identify students needing support.</p>	<p>Action: The Department will undertake some training in interpreting and using attendance data. To hold regular discussions in Department meetings about patterns and interventions.</p>
<p>Evidence: Staff PLD, Department meetings, Classroom observations, Professional Growth Cycle documents, KAMAR records, Launch evenings</p>	<p>Evidence: Department meetings reviewing attendance data. Attendance rewards and recognitions records. KAMAR records to track improvements/shifts in attendance.</p>	<p>Evidence: KAMAR - attendance records, Department meetings minutes.</p>	<p>Evidence: Department meeting minutes, Attendance records on KAMAR.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department has sought to improve partnerships and relations with whanau to increase student attendance. Staff Voice indicates that teachers feel supported in addressing attendance issues.</p>		

Department Focus Goal 2	To Maori student identity and achievement.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will encourage the Department to;</p> <ul style="list-style-type: none"> <li>* pronounce students' names correctly,</li> <li>*to treat students and their whanau with respect and to</li> <li>*make an effort to understand a Māori worldview.</li> </ul>	<p>Action: To promote and document the Department's knowledge and use of te reo Māori for greetings, instructions, and praise.</p> <p>To promote the development of positive student identity, which values Māori knowledge.</p>	<p>Action: To seek the expertise of iwi by inquiring into local stories and history to develop a more localised and culturally responsive local curriculum.</p>	<p>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 help demonstrate respect and care for Māori students.</p>
<p>Evidence: Classroom observation, Professional Growth Cycle documents, Staff PLD</p>	<p>Evidence: Department meeting minutes, Department sites, Teacher sites, Workspace, Personal blogs</p>	<p>Evidence: PLD records, Department meeting minutes, Department site, Teacher sites, Workspace, Personal blogs</p>	<p>Evidence: Department site, Teacher sites, Workspace, Classrooms</p>
<p><b>Impact/Outcome:</b></p>	<p>Student Voice indicated that students feel valued, respected and validated.</p> <p>The Department actively prepared classroom displays of some common Maori words used on a daily basis to validate the learning and acknowledge student background.</p> <p>Teachers were actively encouraged led the school karakia during staff briefing, engage with the Powhiri and celebrate Matariki and Te Wiki o te Reo Maori.</p>		

Department Focus Goal 3	To promote Pasifika identity and achievement.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will: *to 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 document, 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
<b>Impact/Outcome:</b>		Teachers were actively encouraged to take part in Language Week celebrations.	

Department Focus Goal 4	To develop and utilise Literacy and Numeracy strategies.		
Leadership	Systems & Processes	Knowledge & Skills	Teaching Practice

What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	What systems or processes will need to be developed or enhanced within the Department?	What knowledge and skills will need to be developed or enhanced within the Department?	What aspects of teaching practice need to be developed or enhanced within the Department?
Action: 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: To implement literacy and numeracy strategies in the classroom setting and to review their effectiveness.
Evidence: Staff PLD, Department meetings, Literacy Experts emails	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
<b>Impact/Outcome:</b>		Staff Voice indicates that teachers are willing to make the changes and re-evaluate their practices, delivery etc in relation to Literacy and Numeracy.	

Department Focus Goal 5	To promote student wellbeing and cultural identity.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> 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. Professional Growth Cycle documents.	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.
<b>Impact/Outcome:</b>	Student Voice indicates the following; <ul style="list-style-type: none"> <li>● Students feel more valued seeing that their teachers are also participating in things that they feel strongly about., e.g Language Week celebrations, Matariki, Pink Shirt Day etc</li> <li>● Students are empowered by what they see from their teachers, their actions and choice</li> <li>● Students feel accepted and that they belong within the Department</li> </ul>		

Department Focus Goal 6	To promote staff wellbeing collaboration and communication.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>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 department togetherness.</p>	<p>Action: The Department will calendar team building activities, wellbeing initiatives and social events each term.</p>	<p>Action: The Department will work together to communicate effectively, create a climate of inclusion and establish a culture of collaboration and continuous learning.</p>	<p>Action: For staff to feel confident in implementing new strategies in the classroom.</p>
<p>Evidence: Department minutes, TOD, Department Outings.</p>	<p>Evidence: Google calendar, Staff PLD, TOD, SITES.</p>	<p>Evidence: Department minutes, Teacher sites.</p>	<p>Evidence: Department meetings. Department site, Teacher sites Workspace.</p>
<p><b>Impact/Outcome:</b></p>	<p>Staff Voice indicates the value of teamwork, collaboration and positive working relationships with the Department. Teachers value the opportunity to be role models for students.</p>		

# Creative Arts

Department Focus Goal 1	To plan courses to support the students both in the class and those at home, so that work can be completed wherever they are based.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will showcase the effective use of planning and appropriate tools to structure courses for the students. The HOLA will check the marking of the roll by the Department and give support where needed.</p>	<p>Action: The Department will ensure the accurate and regular marking of the roll. The Department will plan courses for all year levels that can be used both in class and at home.</p>	<p>Action: The Department will seek to develop appropriate KAMAR knowledge. The Department will structure courses to include; *Help videos *Exemplars (NZQA &amp; teacher made) *Step by step instructions</p>	<p>Action: The Department will use standard documents to enable planning to all levels. The Department will ensure that resources included in class websites and workspaces allows access for students who are both in the class and at home.</p>
<p>Evidence: KAMAR, Class websites, Workspaces.</p>	<p>Evidence: KAMAR, Class websites, Workspaces</p>	<p>Evidence: PLD on the use of KAMAR, Booking Manaikalani PLD on google tools and Workspaces.</p>	<p>Evidence: The Moderation process.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department has aimed to utilise KAMAR to best advantage. The Department has ensured that class websites and workspace are up-to-date that students can utilise them at any time. The Department has created support documents to assist students working in their own time. The Department has sought external assistance with the Internal Moderation process.</p>		

Department Focus Goal 2	To encourage the students to research a wider range of artists to include Māori influences.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will track Māori students' achievement data so the Department can see where interventions need to happen.</p>	<p>Action: The Department will support students' positive identity development and interrupt negative stereotypes.</p>	<p>Action: The Department to demonstrate their interest in and commitment to valuing Māori by extending their knowledge of tikanga Māori at every given opportunity.</p>	<p>Action: The Department will create opportunities in and out of school for students to access expert knowledge particularly to Māori artists and practices.</p>
<p>Evidence: A whole Department tracking sheet which will provide an overview.</p>	<p>Evidence: Encouraging students to look into their cultural heritage being mindful that some students won't know their ties. Using Māori artist references amongst other diverse artists to normalise their perspective.</p>	<p>Evidence: Staff PLD's on traditional and contemporary Māori artforms and music.</p>	<p>Evidence: Workshops held by Māori arts practitioners at school. Performances, Exhibition and gallery visits that include Māori artists and practitioners for the students to see themselves in these spaces.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department has successfully led trips to the Auckland Art Gallery and the Auckland War Memorial Museum. The Department has encouraged the use of students' own cultural references in their work and performances. Students have visited and learned more about the school marae, Te Poho o Tamaki.</p>		

Department Focus Goal 3	To encourage the students to use their cultural identity to bring their strengths to their creative work.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will track Pasifika students' achievement data so the Department can see where interventions need to happen.</p>	<p>Action: The Department will seek to understand a range of pedagogical approaches from other cultures, alternative worldviews, and belief systems.</p>	<p>Action: The Department will seek to understand values that are important to each learner and their families; e.g. faith, spirituality, family etc For the Department to identify and consider cultural models, methodologies, theories, and indigenous knowledge and approaches.</p>	<p>Action: The Department seeks to establish a learning environment to authentically reflect the cultures of all learners in our setting. The Department aims to integrate learners' cultural values into the local curriculum.</p>
<p>Evidence: A whole Department tracking sheet which will provide an overview.</p>	<p>Evidence: Encouraging students to look into their cultural heritage being mindful that some students won't know their ties. Using Pasifika artist references amongst other diverse artists to normalise their perspective.</p>	<p>Evidence: Encouraging students to use songs, instruments, hymnals in their languages. Allowing students to explore different facets of their cultural identity within their artwork.</p>	<p>Evidence: Creating opportunities for Pasifika creative arts practitioners to come and present to the students for workshops or talks and so on. Visits that include Pasifika artists and practitioners for the students to see themselves in these spaces.</p>
<p><b>Impact/Outcome:</b></p>	<p>Teachers have successfully used a Department wide tracking sheet to monitor student progress during the year. The Department has successfully led trips to the Auckland Art Gallery and the Auckland War Memorial Museum. The Department has encouraged the use of students' own cultural references in their work and performances.</p>		

Department Focus Goal 4	To support the students with their reading and comprehension for research.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
<p>Action: The HOLA will support the Department with the requirements of literacy and numeracy and connect them to the experts who will help with effective planning.</p>	<p>Action: The Department will work closely with the school's Literacy Facilitators during Department meetings and non contacts to discuss strategies and ways to help learners with literacy.</p> <p>The Department will work closely with the school's Numeracy Facilitator during Department meetings and non contacts to discuss strategies and ways to help learners with numeracy.</p>	<p>Action: For the Department to work with subject specialists to establish strategies to assistance learners within the Creative Arts.</p>	<p>Action: For the Department to book times with the school Literacy and Numeracy Facilitators.</p> <p>To utilise literacy and numeracy strategies across all year levels so students become familiar with them.</p>
<p>Evidence: A shared google doc with the resources to present in classes, Slam sessions.</p>	<p>Evidence: Creating lesson plans with the Facilitators for them to demonstrate how to effectively incorporate literacy and numeracy strategies.</p>	<p>Evidence: Meetings with subject specialists.</p>	<p>Evidence: A shared Department weekly checklist to show that we've incorporated strategies via 'Do Now' or lesson content.</p>
<p><b>Impact/Outcome:</b></p>	<p>Junior classes within the Department have engaged with Numeracy 'Do Nows' during the year.</p>		

Department Focus Goal 5	To allow the students to feel comfortable in the learning spaces by building in expectations and guidelines for the whole class.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will support the Department to follow the structured school guidelines.</p>	<p>Action: The Department will use social media to showcase the student work. The Department will allow students in Creative Arts to work on their own interests.</p>	<p>Action: The Department will use KAMAR correctly to load attendance and behaviour notes. The Department will pronounce learners' names and words in their language correctly. The Department will participate in students' cultural celebrations, language weeks etc</p>	<p>Action: The Department will get to know the students in terms of their strengths so a more positive relationship can happen.</p>
<p>Evidence: Present at all staff PLD regarding student wellbeing. Following specific guidelines regarding student well being.</p>	<p>Evidence: Students can make their own decisions regarding what they are to draw and design. Use of social media such as Instagram, TikTok and Facebook to showcase student work.</p>	<p>Evidence: Joining in with cultural language weeks and / or polyfest Practice student names</p>	<p>Evidence: Set up the courses so that students can learn at a pace that is suited to them and where they can include their own interest and strengths.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Music classes showcased the student work with a 'cafe' experience where the students performed for customers. The Visual Arts classes showcased the senior student work at the end of year Exhibition. Teachers attended the Monday morning whole staff PLD sessions. Social media has been used during the year to showcase student work. Courses were adapted as the year went along to suit the needs of the students.</p>		

Department Focus Goal 6	Regular out of school catch ups as a Department with the Technology Department.		
<p><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will</p> <ul style="list-style-type: none"> <li>*Aim to motivate and inspire the Department to fulfill their potential.</li> <li>*Aim to inspire positive change</li> <li>*Provide feedback, consult and support the Department to help bring ideas to life.</li> </ul>	<p>Action: To Liaise with the Technology Department to organise get togethers To host Department gets togethers at the end of every term.</p>	<p>Action: The Department aims to help encourage and adopt continuous learning so that ideas can be proactively shared.</p> <ul style="list-style-type: none"> <li>*Communicate effectively and regularly.</li> </ul> <p>Establish a climate of belonging.</p>	<p>Action: The Department seeks to acknowledge and recognise contributions and look out for one another.</p>
<p>Evidence: Open sharing of ideas within the team, Staff Voice.</p>	<p>Evidence: Attendance at the Department get togethers.</p>	<p>Evidence: Bringing own ideas to Department meetings.</p>	<p>Evidence: Being accessible and having an “open door” mind set across the Department - both physically and digitally.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department held various get-togethers during the year.</p> <p>The Department shared ideas and opinions both formally at Department meetings and more informally at break times.</p> <p>The Department operated an ‘open door’ policy in each other’s teaching spaces.</p> <p>The Department has worked cooperatively when moderating student work.</p>		

# History

Department Focus Goal 1	To track and promote attendance.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will track and proactively contact home for students who are not attending History as a subject.</p>	<p>Action: The Department will track attendance alongside achievement data.</p>	<p>Action: That the Department is familiar with KAMAR and comfortable making contact with home.</p>	<p>Action: For the Department to become familiar with the new Tamaki College Attendance System.</p>
<p>Evidence: Tracking sheets and KAMAR entries as appropriate.</p>	<p>Evidence: Tracking sheets and KAMAR entries as appropriate.</p>	<p>Evidence: Tracking sheets and KAMAR entries as appropriate.</p>	<p>Evidence: Tracking sheets and KAMAR entries as appropriate.</p>
<p><b>Impact/Outcome</b></p>	<p>The Department seeks to accurately mark roll on KAMAR. The Department engages in active attendance monitoring. The Department has sought to follow the Attendance Procedure Framework.</p>		

Department Focus Goal 2	To identify and track Maori student achievement.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will identify and track Maori student achievement.. The HOLA will organise the Year 9 Hikoi for all students.</p>	<p>Action: The Department will incorporate relevant contexts into the curriculum and seek authentic voices as part part of the local curriculum</p>	<p>Action: The Department will engage with PLD to ensure that our curriculum is developed to reflect the needs of Maori Learners.</p>	<p>Action: The Department will develop a junior History programme in both Years 9 and 10</p>
<p>Evidence: Tracking sheet, trip application.</p>	<p>Evidence: Student Voice.</p>	<p>Evidence: Aotearoa Histories Curriculum.</p>	<p>Evidence: Engagement in Junior History, Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>Although the Hikoi did not take place due to timetabling constraints, the Department did teach authentic learning contexts both locally and globally. Teachers attended the Monday morning whole staff PLD sessions. The Department designed and developed the Junior History programme to be engaging, scaffolded, and culturally responsive. Initial feedback from Student Voice, combined with student uptake and engagement, confirms its positive impact. The Department has created dynamic and relevant courses, which have established a strong foundational interest in History, which is critical for bolstering future engagement in senior NCEA pathways.</p>		

Department Focus Goal 3	To identify and track Pasifika student achievement.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will work with SLT and other departments to develop a plan to ensure the needs of Pasifika learners are met.</p>	<p>Action: The Department will ensure that Pasifika achievement is at the centre of both Classroom observations, and Professional Growth Cycle meetings and documentation</p>	<p>Action: The Department will engage in relevant PLD to grow capability in terms of raising Pasifika achievement.</p>	<p>Action: The Department will take part in regular Classroom observations with a focus on growth as per the Professional Growth Cycle</p>
<p>Evidence: Student Voice.</p>	<p>Evidence: Student Voice, Professional Growth Cycle documents.</p>	<p>Evidence: Staff voice, Classroom observations and Professional Growth Cycle documents.</p>	<p>Evidence: Staff voice, Classroom observations and Professional Growth Cycle documents.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department implemented a strategy led by the HOLA to support Pasifika learners. Systems were changed to prioritise Pasifika achievement in all meetings. PLD was completed to boost staff knowledge and skills, directly enhancing Teaching Practice through growth-focused observations. Evidence, including Student Voice, confirmed the successful execution of these actions.</p>		

Department Focus Goal 4	To prioritise Literacy and Numeracy within the Department.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will prioritise Literacy and Numeracy skills in Department Meetings.</p>	<p>Action: The Department will undertake PLD on the teaching of numeracy by inviting Numeracy Facilitator to Department meetings.</p>	<p>Action: The Department will undertake whole school PLD as provided by the Literacy and Numeracy Facilitators.</p>	<p>Action: The Department will utilise the ' Do Nows' as prepared by the Numeracy Facilitator</p>
<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Department Meeting minutes, Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>Literacy and Numeracy were prioritised within the Department - Numeracy Do Nows were done on occasion, along with explicit teaching of Literacy within the subject. To support this meetings were held with the Numeracy Coordinator.</p>		

Department Focus Goal 5	To track student progress and identify students at risk of not achieving.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will encourage the development of Culturally Responsive teaching and learning practices to enable student achievement.</p>	<p>Action: The Department will establish Data tracking sheets across all year levels. Regular meetings both at a Department level and with students who may be at risk of falling behind.</p>	<p>Action: To seek and engage with PLD as appropriate.</p>	<p>Action: The Department will have a focus on regular Classroom observations with a focus on growth as per the Professional Growth Cycle.</p>
<p>Evidence: Classroom observations, Professional Growth Cycle discussions.</p>	<p>Evidence: Tracking sheets.</p>	<p>Evidence: PLD attendance and Professional Growth Cycle documents.</p>	<p>Evidence: Classroom observation and Professional Growth Cycle discussions.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department's core action, to encourage the building of Culturally Responsive Teaching and Learning, was successfully embedded into Teaching Practice, leading to an environment that better enables student achievement. This shift was supported by critical developments in Systems and Processes, most notably the implementation of data tracking sheets across all year levels. These sheets, coupled with regular meetings created a proactive system for identifying and addressing learning gaps promptly, and minimising the number of students who fell behind.</p>		

Department Focus Goal 6	To host regular Department meetings.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will host regular check-ins with the Department enquiring as to needs.</p>	<p>Action: To host Department meetings on a regular basis.</p>	<p>Action: To utilise school PLD and NZHTA as a resource to build on knowledge and skills as needed.</p>	<p>Action: To engage with the School Goals by way of the Professional Growth Cycle.</p>
<p>Evidence: Staff voice.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Staff voice, Professional Growth Cycle documents.</p>	<p>Evidence: Professional Growth Cycle documents.</p>
<p><b>Impact/Outcome:</b></p>	<p>As a small Department engagement was on a daily basis.</p>		

# ESOL

Department Focus Goal 1	To promote the value and importance of regular school attendance.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will promote the importance of attending school to students and their families.</p>	<p>Action: The Department will track attendance and contact home if it should become a concern.</p>	<p>Action: The Department will become familiar with the Tamaki College Attendance Procedure flowchart.</p>	<p>Action: The Department will draw links between attendance and achievement during classroom discussions.</p>
<p>Evidence: Documented on the Department site.</p>	<p>Evidence: KAMAR records.</p>	<p>Evidence: The Flowchart is displayed in classrooms.</p>	<p>Evidence: Student Voice, Attendance data.</p>
<p><b>Impact/Outcome:</b></p>	<p>ESOL Student Attendance Data -            Year 9 - 43% at 90% attendance            Year 10 - 50% at 90% attendance            Year 11 - 31% at 90% attendance            Year 12- 53% at 90% attendance            Year 13 - 83% at 90% attendance</p>		

Department Focus Goal 2	To promote engagement with Te Reo Maori.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will promote engagement with Powhiri, te Wiki o te Reo Maori and Matariki.</p>	<p>Action: The Department will be encouraged to use karakia, pepeha and te Reo Maori greetings as appropriate in the classroom.</p>	<p>Action: The Department will encourage the use of te Reo Maori words and dictionaries as appropriate in the classroom.</p>	<p>The Departments seeks where appropriate to utilise te Reo Maori texts in its programme.</p>
<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Student Voice.</p>	<p>Evidence: Student Voice.</p>	<p>Evidence: Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>The HOLA and the Department took part in the Powhiri and Te Wiki o te Reo Maori. The Department displayed Maori words/visuals etc with the classroom.</p>		

Department Focus Goal 3	To increase students' interest and pride in their own identity, language.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA seeks to promote the Tapasa Turu within the Department.</p>	<p>Action: The Department aims to identify Pasifika learners and track their attendance and achievement.</p>	<p>Action: The Departments seeks to identify the most effective and relevant pedagogical strategies to engage Pasifika learners.</p>	<p>Action: The Department aims to increase students' interest and pride in their own identity, language and culture as a key to academic success.</p>
<p>Evidence: Department meeting minutes.</p>	<p>Evidence: KAMAR records.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Student Voice, Achievement data.</p>
<p><b>Impact/Outcome:</b></p>	<p>Of the five Pasifika students in the ESOL programme, two achieved Level 1 Literacy, during the year. In Term 4 an additional programme stream was developed to support Pasifika students who had not achieved Level 1 Literacy.</p>		

Department Focus Goal 4	To promote the use and teaching of numerical language.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will seek advice from the Numeracy Facilitator with regard to numerical language.</p>	<p>Action: The Department will participate in the Numeracy 'Do Now' activities.</p>	<p>Action: The Department will work with the Numeracy Facilitator to gain an understanding of numerical language.</p>	<p>Action: The Department will incorporate numerical language into its teaching programme.</p>
<p>Evidence: Emails, meeting minutes.</p>	<p>Evidence: Student Voice and Vital Tracking sheets.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Department and teacher sites, Workspace.</p>
<p><b>Impact/Outcome:</b></p>	<p>In the ESOL Department, by the end of the year, 33.3% of the Year 10 students are reading at the expected curriculum level, while in Year 11 80% of the students achieved the Level 1 Literacy Co-requisite.</p>		

Department Focus Goal 5	To promote the RISE Values and High Expectations within the Department.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will promote the RISE Values within the Department.</p>	<p>Action: The Department will follow the RISE Behaviour Flowchart and be beware of the Child Protection policy.</p>	<p>Action: The Department will attend staff PLD in relation to the RISE Behaviour Flowchart and be beware of the Child Protection policy.</p>	<p>Action: The Department will set high expectations for students in the classroom in terms of both behaviour and achievement.</p>
<p>Evidence: Department meeting minutes, Student Voice.</p>	<p>Evidence: KAMAR records.</p>	<p>Evidence: Professional Growth Cycle records.</p>	<p>Evidence: KAMAR records, achievement data.</p>
<p><b>Impact/Outcome:</b></p>	<p>The HOLA and Department attended the RISE PLD sessions, while Student Voice indicated the importance of student - teacher relations and high expectations with the classroom.</p>		

Department Focus Goal 6	To utilise the Professional Growth Cycle process.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will seek to provide sensitivity, honesty, connection and discussion during Department meetings.</p>	<p>Action: The Department will establish times for Professional Growth Cycle meetings and Classroom observations.</p>	<p>Action: For the Department to acquire more knowledge about various assessment tools available for ESOL learners.</p>	<p>Action: The Department will develop student profiles of their learners, to identify their needs and progress.</p>
<p>Evidence: Department meeting minutes, Staff Voice.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Student Profile documents.</p>
<p><b>Impact/Outcome:</b></p>	<p>Staff Voice indicated the value and importance of team work and opportunity to work in small group settings to meet the needs of students.</p>		

# Careers

Department Focus Goal 1	To promote programmes and courses that encourage attendance and engagement.		
<b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?	<b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?	<b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?	<b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?
Action: The HOLA will promote programmes and courses that encourage attendance and engagement e.g. STAR, Gateway, KATTI, Tertiary provider visits etc.	Action: The Department will continue to track the attendance and achievement of all students attending courses such as STAR and Gateway.	Action: The Department will become familiar with the Tamaki College Attendance Procedure flowchart.	Action: The Department will continue to promote My Mahi as a tool for goal setting and achievement tracking.
Evidence: Attendance and achievement data.	Evidence: Attendance and achievement data.	Evidence: The Flowchart is displayed in classrooms.	Evidence: My Mahi data.
<b>Impact/Outcome:</b>	The following STAR courses were offered; Barbering, Barista, Bartending, Customer Service, Electrical, Flight Attending, Forklift, Hairdressing, Plumbing, and Security. The following Gateway courses were offered; Barbering, Buckley Systems, Bunnings, Forklift, Plumbing, Radio Journalism, Retail (Mercy Hospice, Pak n Save, Woolworths), Security, Summer School (Food Service), and Winter School (Customer Service).		

Department Focus Goal 2	To promote Maori Achievement through a range of courses and programmes.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA promotes a range of programmes that support Maori engagement and achievement.</p>	<p>Action: The Department will continue to track the attendance and achievement of all students attending programmes that support Maori engagement and achievement.</p>	<p>Action: The Department seeks to identify appropriate courses and programmes to meet the needs of Maori students, or fund appropriate programmes at school through STAR Funding e.g. Te Ao Haka.</p>	<p>Action: The Department is aware of the need to address a range of learning styles through the classroom and offsite courses.</p>
<p>Evidence: Attendance and achievement data, Student Voice.</p>	<p>Evidence: Attendance and achievement data, Student Voice.</p>	<p>Evidence: Student Voice.</p>	<p>Evidence: Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department provided the opportunity for students to attend Whakapiki Ake. The Department was active in Te Wiki of Te Re Maori celebrations.</p>		

Department Focus Goal 3	To promote Pasifika Achievement through a range of courses and programmes.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA promotes a range of programmes that support Pasifika engagement and achievement.</p>	<p>Action: The Department will continue to track the attendance and achievement of all students attending programmes that support Pasifika engagement and achievement.</p>	<p>Action: The Department seeks to identify appropriate courses and programmes to meet the needs of Pasifika students.</p>	<p>Action: The Department is aware of the need to address a range of learning styles through the classroom and offsite courses.</p>
<p>Evidence: Attendance and achievement data, Student Voice.</p>	<p>Evidence: Attendance and achievement data, Student Voice.</p>	<p>Evidence: Student Voice.</p>	<p>Evidence: Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>Staff Voice indicated the value in engaging with Pacific Language Weeks. Student Voice indicated the benefit of the varying STAR and Gateway courses on offer.</p>		

Department Focus Goal 4	To promote Literacy through Subject Specific Vocabulary.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA seeks to promote the importance of Literacy and Numeracy across junior Careers programmes.</p>	<p>Action: The Department has a subject specific Vocabulary list that is utilised within the junior Careers programme.</p>	<p>Action: The Department attends all Literacy and Numeracy PLD provided the school.</p>	<p>Action: The Department will continue to use its specific Vocabulary list within the junior Careers programme.</p>
<p>Evidence: Department meeting minutes.</p>	<p>Evidence: Classrooms displays, Department and teacher sites, Workspace.</p>	<p>Evidence: Professional Growth Cycle documents.</p>	<p>Evidence: Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department has created and utilised a Careers specific Vocabulary list for use in the junior Careers programme.</p>		

Department Focus Goal 5	To plan and calendar a range of programmes, courses and events for students.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA promotes a student centred approach to the programmes, courses and events offered in the Careers Department.</p>	<p>Action: The Department seeks to calendar all programmes, courses and events offered in the Department.</p>	<p>Action: The Department aims to utilise a 'best fit' model when selecting students to attend programmes, courses and events offered in the Department.</p>	<p>Action: The Department programme leadership opportunities from the junior school onwards.</p>
<p>Evidence: Student Voice.</p>	<p>Evidence: School calendar.</p>	<p>Evidence: Student Voice.</p>	<p>Evidence: Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>Careers Ambassadors were acknowledged at Prizegiving and Celebration of Success. The Department actively calendared events for students.</p>		

Department Focus Goal 6	To seek and promote appropriate PLD for staff.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA promotes PLD opportunities for the Department.</p>	<p>Action: The Department applies for PLD using the established school processes.</p>	<p>Action: The Department applies for PLD based on identified needs.</p>	<p>Action: The Department acknowledges the benefit of PLD for teaching practice.</p>
<p>Evidence: PLD application forms.</p>	<p>Evidence: PLD application forms.</p>	<p>Evidence: PLD application forms.</p>	<p>Evidence: Professional Growth Cycle documents.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department attend PLD offered by the school and specialist PLD for the STAR and Gateway Co-ordinators.</p>		

# Te Reo Maori

Department Focus Goal 1	To engage with the school's Attendance Procedure Flowchart.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will promote the Attendance Procedure Flowchart at Department meetings.</p>	<p>Action: The Department will mark the roll in accordance with the Attendance Procedure Flowchart.</p>	<p>Action: The Department will take account of the varying attendance/non attendance codes and apply them accurately.</p>	<p>Action: The Department will mark the roll in an accurate and timely fashion.</p>
<p>Evidence: Department meeting minutes.</p>	<p>Evidence: KAMAR rolls.</p>	<p>Evidence: KAMAR rolls.</p>	<p>Evidence: KAMAR roll logs.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department sought to mark the roll in a timely and accurate fashion in accordance with Attendance Procedure Flowchart utilising the appropriate attendance and non attendance codes. The Department utilised the Deans Tracking sheets, to track attendance and recognise patterns of attendance.</p>		

Department Focus Goal 2	That 85% of Te Reo Māori ākonga will achieve NCEA Levels 2.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will establish a tracking sheet for the Department to record the progress of Te Reo Māori ākonga during the academic year.</p>	<p>Action: The Department will contribute to Te Reo Māori ākonga tracking sheet.</p>	<p>Action: The Department will utilise the school's weekly Data Garden sheets to assist with tracking Te Reo Māori ākonga progress in other subjects.</p>	<p>Action: The Department will set high expectations for Te Reo Māori ākonga during class time.</p>
<p>Evidence: Tracking sheet.</p>	<p>Evidence: Tracking sheet.</p>	<p>Evidence: Data Garden sheets.</p>	<p>Evidence: Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department used Data Garden to track student achievement during the year.  The Department led and promoted the Powhiri, Matariki and Te Wiki o Te Reo Maori.  The Department provided the kaiako and leadership for the Polyfest Kapa Haka ropu.  The Department supported the He Aute (Ngāti Pāoa Education Initiative).  The Department utilised bi-lingual signage with the Department.  The Department offered Te Ao Haka standards within its programme.</p>		

Department Focus Goal 3	To provide opportunities for Pasifika students to increase their knowledge of Te Reo Māori and Te Ao Haka.		
<p><b>Leadership</b> What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p><b>Systems &amp; Processes</b> What systems or processes will need to be developed or enhanced within the Department?</p>	<p><b>Knowledge &amp; Skills</b> What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p><b>Teaching Practice</b> What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will encourage the Department to promote Te Reo Māori and Te Ao Haka to Pasifika students.</p>	<p>Action: The Department will structure its teaching and learning to take account of students who have had limited exposure to Te Reo Māori and Te Ao Haka.</p>	<p>Action: The Department will seek to gain a better understanding of Pasifika language and culture through participation in Language Weeks.</p>	<p>Action: The Department will draw comparisons between Te Reo Māori and Pasifika languages.</p>
<p>Evidence: Student Voice, KAMAR rolls.</p>	<p>Evidence: Department and Teacher sites, Workspace, Student Voice.</p>	<p>Evidence: Staff Voice.</p>	<p>Evidence: Student Voice.</p>
<p><b>Impact/Outcome:</b></p>	<p>Staff Voice indicated the benefit of participation in Pasifika Language Week programmes.</p>		

Department Focus Goal 4	To promote NCEA Level 1 Te Reo Māori as a vehicle for gaining NCEA Literacy.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will promote the Department's Literacy Focus Goal in Department meetings.</p>	<p>Action: The Department will ensure that students are entered in the appropriate standards and that progress is tracked during the year.</p>	<p>Action: The Department will develop a clear understanding of each standard's requirements in relation to Literacy.</p>	<p>Action: The Department will engage in both explicit teaching of Literacy and the use of appropriate Literacy strategies.</p>
<p>Evidence: Department meeting minutes.</p>	<p>Evidence: KAMAR entries and tracking sheets.</p>	<p>Evidence: Teacher sites and Workspace.</p>	<p>Evidence: Teacher sites and Workspace.</p>
<p><b>Impact/Outcome:</b></p>	<p>Four Year 11 students were able to gain Literacy through Level 1 Te Reo Maori.</p>		

Department Focus Goal 5	To engage with families through activities such as Kapa Haka.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will promote and encourage parental engagement through Department meetings and lead Whanau Hui.</p>	<p>Action: The Department will promote activities such as Kapa Haka and Whanau Hui to students and their families.</p>	<p>Action: The Department will seek to utilise KAMAR as a tool for contacting families.</p>	<p>Action: The Department will draw links between activities such as Kapa Haka and learning Te Reo Māori.</p>
<p>Evidence: Department meeting minutes, Community Voice.</p>	<p>Evidence: Student Voice, Panui.</p>	<p>Evidence: KAMAR letter, email and text logs.</p>	<p>Evidence: Student Voice, Teacher sites and Workspace.</p>
<p><b>Impact/Outcome:</b></p>	<p>16 students took part in Kapa Haka, competing at Polyfest and earning between 4 and 29 credits towards NCEA. Student Voice recorded in the Tamaki Times student newspaper and in film for the Manaiakalani Film Festival indicate the challenge and the value of Kapa Haka.</p>		

Department Focus Goal 6	To promote overall staff wellbeing overall well-being; taha, hinengaro, taha tinana, taha wairua and taha whanau.		
<p align="center"><b>Leadership</b></p> <p>What acts of leadership (HOLA and/or personnel) will need to take place within the Department?</p>	<p align="center"><b>Systems &amp; Processes</b></p> <p>What systems or processes will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Knowledge &amp; Skills</b></p> <p>What knowledge and skills will need to be developed or enhanced within the Department?</p>	<p align="center"><b>Teaching Practice</b></p> <p>What aspects of teaching practice need to be developed or enhanced within the Department?</p>
<p>Action: The HOLA will develop systems within the Department to streamline daily routines, reduce stress, and enhance productivity.</p>	<p>Action: The Department will engage with systems established by the HOLA to streamline daily routines, reduce stress, and enhance productivity.</p>	<p>Action: The Department will engage with the school's information formats including the calendar, 'Looking Ahead' and 'Information for today...'</p>	<p>Action: The Department will provide students with a clear lesson structure that reflects the systems put in place by the Department.</p>
<p>Evidence: Department meeting minutes, planning documents and systems.</p>	<p>Evidence: Staff Voice, Department meeting minutes, planning documents and systems.</p>	<p>Evidence: Staff Voice, planning documents and systems.</p>	<p>Evidence: Student Voice, planning documents and systems.</p>
<p><b>Impact/Outcome:</b></p>	<p>The Department worked with an external facilitator to promote staff interaction.</p>		

# Achievement Data

## Year 9

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.

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 introduced to Year 9s as the part of the Careers Education programme and utilised during Extended Mentoring sessions.	My Mahi engagement data. Termly staff rewards for promoting student engagement with My Mahi.	The rate of student engagement with My Mahi was dependent on the encouragement offered by Mentor Teachers during Extended Mentoring.	To continue to utilise the My Mahi app as a tool for academic goal setting.
To employ an attendance navigator to engage with students and their families to promote the importance of regular attendance.	An Attendance Navigator was employed to engage with students and their families to promote the importance of regular attendance.	Navigator reports and attendance data.	A restructure of the school's social service wing meant additional staff were able to join the team of Attendance Navigators in an office based capacity.	To continue to utilise staff from the school's former social service wing to work as Attendance Navigators.
To implement the Attendance Procedure Flowchart.	The Attendance Procedure Flowchart was reviewed during the course of the year in conjunction with the Deans, the Attendance Navigators and from feedback gained from Community Voice.	The documented Attendance Procedure Flowchart was shared with staff and the Board.	The Attendance Procedure Flowchart revision process, allowed for the incorporation of feedback from the Deans, the Attendance Navigators and from feedback gained from Community Voice.	To implement the Attendance Procedure Flowchart with students and staff.
To provide access to a range of mentoring and study class programmes, e.g. Project K and HIVA.	The STARS Mentoring programme was offered to all Year 9 students on a weekly basis. In addition to 75x Year	Class rolls and KAMAR attendance data. STARS student feedback.	Not all Year 9s took the opportunity to attend Camp. Staffing restrictions meant that only two classes were	Changes to the school timetable will mean that STARS Mentoring will not be offered in 2026.

	9s who took the opportunity to attend the Year 9 STARS Camp. 56x Year 9s attended the Tu'u Malohi programme.		able to take part in Tu'u Malohi.	
To provide professional learning and development for staff.	Staff undertook the following Professional Learning and Development; Structured Literacy, the Child Protection Policy, Relational Pedagogy, Literacy Strategies, Akomanga Kaihanaga, Rhythm and Pattern and Mathematics, Transitions, Learning Focused Culture, Numeracy, Miro, Graphic Organisers and Student Desmos, Te Tiriti, Effective Teaching, Gemini, Design Thinking Framework, Learning Focused Culture, Attendance Codes, Tuturu - Motivational Interviewing, Manaiakalani, COL Inquires, Internal Moderation Process, Inquiry Based Framework for Teaching and Learning, The Importance of Collegiality, and Lockdown Procedures.	Staff Professional Growth Cycle Records.	With exception of three occasions the 2025 PLD planner followed during the year.	Planning for 2026 Staff PLD includes; Literacy and Numeracy RISE - Values, Matrix and Flowchart Classroom Management Restorative Practice Department Presentations
To appoint a Literacy Co-ordinator and a Numeracy Co-ordinator.	The CAA Team was established to address Literacy and Numeracy in conjunction with Melissa Chase from Evaluation Associates.	CAA Team Meeting minutes.	Due to the long term illness of the school's Literacy Facilitator a Manaiakalani Literacy specialist was invited to join the CAA team.	The CAA has recommended the appointment of Department Literacy and Numeracy Champions.

## Year 10

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.

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 utilised as the part of the Careers Education programme and utilised during Extended Mentoring sessions.	My Mahi engagement data. Termly staff rewards for promoting student engagement with My Mahi.	The rate of student engagement with My Mahi was dependent on the encouragement offered by Mentor Teachers during Extended Mentoring.	To continue to utilise the My Mahi app as a tool for academic goal setting.
To employ an attendance navigator to engage with students and their families to promote the importance of regular attendance.	An Attendance Navigator was employed to engage with students and their families to promote the importance of regular attendance.	Navigator reports and attendance data.	A restructure of the school's social service wing meant additional staff were able to join the team of Attendance Navigators in an office based capacity.	To continue to utilise staff from the school's former social service wing to work as Attendance Navigators.
To implement the Attendance Procedure Flowchart.	The Attendance Procedure Flowchart was reviewed during the course of the year in conjunction with the Deans, the Attendance Navigators and from feedback gained from Community Voice.	The documented Attendance Procedure Flowchart was shared with staff and the Board.	The Attendance Procedure Flowchart revision process, allowed for the incorporation of feedback from the Deans, the Attendance Navigators and from feedback gained from Community Voice.	To implement the Attendance Procedure Flowchart with students and staff.
To provide access to a range of mentoring and study class programmes, e.g. Project K and HIVA.	Eight Year 10 students engaged with Project K, nine Year 10 students took part in Mathex, three Year 10 students attended the Blue Light Life Skills Camp, and	KAMAR data, Student Voice, trip applications, school calendar, photographs and videos.	Funding from external providers determines the number of places on programmes such as Blue Light and Project K.	To continue to provide access to a range of mentoring and study class programmes.

	four Year 10 students sailed on Blue Light Steinlarger 2 Leadership Voyage.			
To provide professional learning and development for staff.	Staff undertook the following Professional Learning and Development; Structured Literacy, the Child Protection Policy, Relational Pedagogy, Literacy Strategies, Akomanga Kaihanga, Rhythm and Pattern and Mathematics, Transitions, Learning Focused Culture, Numeracy, Miro, Graphic Organisers and Student Desmos, Te Tiriti, Effective Teaching, Gemini, Design Thinking Framework, Learning Focused Culture, Attendance Codes, Tuturu - Motivational Interviewing, Manaiakalani, COL Inquires, Internal Moderation Process, Inquiry Based Framework for Teaching and Learning, The Importance of Collegiality, Lockdown Procedures.	Staff Professional Growth Cycle Records.	With exception of three occasions the 2025 PLD planner followed during the year.	Planning for 2026 Staff PLD includes; Literacy and Numeracy RISE - Values, Matrix and Flowchart Classroom Management Restorative Practice Department Presentations
To appoint a Literacy Co-ordinator and a Numeracy Co-ordinator.	The CAA Team was established to address Literacy and Numeracy in conjunction with Melissa Chase from Evaluation Associates.	CAA Team Meeting minutes.	Due to the long term illness of the school's Literacy Facilitator a Manaiakalani Literacy specialist was invited to join the CAA team.	The CAA has recommended the appointment of Department Literacy and Numeracy Champions.

## 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	2021	2022	2023	2024	2025
% Achievement	57%	52%	39%	46%	43%
Cohort No.	67/117	61/117	59/148	70/150	59/135
Literacy	82%	91%	80%	82%	73%
Numeracy	76%	86%	82%	87%	90%
Merit	19	18	22	10	7
Excellence	3	5	5	12	4

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.	40% of the Year 11 cohort achieved NCEA Level 1.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	Students utilised English and Mathematics credits to gain Literacy and Numeracy Co-Requisite. Provision of a credit boost programme.	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.

That 90% of the Year 11 cohort achieve Numeracy Co-Requisite.	90% of the Year 11 cohort achieved the Numeracy Co-Requisite.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	25% gained Numeracy from the Co-Requisite and 75 % gained Numeracy from Mathematics credits.	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To provide Numeracy 'Do Nows'.
That 90% of the Year 11 cohort achieve Literacy Co-Requisite.	73% of the Year 11 cohort achieved the Literacy Co-Requisite.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	23% gained Numeracy from the Co-Requisite and 77 % gained Literacy from English credits.	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To appoint a Literacy Co-ordinator.
That 20 students from the Year 11 cohort achieve a Merit Endorsement.	7 students from the Year 11 cohort achieved a Merit Endorsement.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	A period of extended study was offered in the first two weeks of the external examination cycle. After school and school holiday study classes were offered during the academic year.	To revise this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.
That 15 students from the Year 11 cohort achieve an Excellence Endorsement.	4 students from the Year 11 cohort achieved an Excellence Endorsement.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	A period of extended study was offered in the first two weeks of the external examination cycle. After school and school holiday study classes were offered during the academic year.	To revise this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.
To utilise the My Mahi app as a tool for academic goal setting.	The My Mahi app was utilised during Extended Mentoring sessions.	My Mahi engagement data. Termly staff rewards for promoting student engagement with My Mahi.	The rate of student engagement with My Mahi was dependent on the encouragement offered by Mentor Teachers during	To continue to utilise the My Mahi app as a tool for academic goal setting and for tracking NCEA results.

			Extended Mentoring.	
To host regular year level assemblies to promote academic achievement.	The SLT used whole school and year level assemblies to promote academic achievement. While the Deans used House assemblies to promote academic achievement.	Google slides from assemblies. Academic data used to create 'Spin the Wheel' awards for academic success.	Specific assemblies were also held for University Entrance candidates and for students sitting NCEA examinations.	To continue to host regular year level assemblies to promote academic achievement.
To create a school assessment calendar, accessible to students, staff and the community.	Calendars were created by teachers and/or departments to share with students.	Google calendars embedded into teacher and department sites.	Calendars reflected each Department's needs, planning (and style).	To seek to create a school assessment calendar, in a consistent style, that is accessible to students, staff and the community.
To utilise the KAMAR App to share weekly attendance and academic updates.	KAMAR was utilised to send weekly attendance data to families.	Emails to families.	In general students utilised My Mahi to track their academic achievement.	To continue to utilise the KAMAR App to share weekly attendance and academic updates.
To track data on a weekly basis.	Achievement data was tracked on a weekly basis using KAMAR from the end of Term 1 and published on the Data Garden site for staff and the School Board.	Data Garden site. School Board report.	The school has sought PLD in relation to the use of PAROT to track achievement data.	To continue to track achievement data on a weekly basis using KAMAR and/or PAROT.
To utilise Department tracking sheets.	Department Tracking Sheets were shared on request with the Senior Leadership Team.	Tracking sheets, KAMAR data, NCEA results.	Each Department was given the opportunity to produce its own style of tracking sheet.	To introduce a more standardised tracking sheet format to ensure consistency of reporting and data retrieval.
To employ an attendance navigator to engage with students and their families to promote the importance of regular attendance.	An Attendance Navigator was employed to engage with students and their families to promote the importance of regular attendance.	Navigator reports and attendance data.	A restructure of the school's social service wing meant additional staff were able to join the team of Attendance Navigators in an office based capacity.	To continue to utilise staff from the school's former social service wing to work as Attendance Navigators.

<p>To implement the Attendance Procedure Flowchart.</p>	<p>The Attendance Procedure Flowchart was reviewed during the course of the year in conjunction with the Deans, the Attendance Navigators and from feedback gained from Community Voice.</p>	<p>The documented Attendance Procedure Flowchart was shared with staff and the Board.</p>	<p>The Attendance Procedure Flowchart revision process, allowed for the incorporation of feedback from the Deans, the Attendance Navigators and from feedback gained from Community Voice.</p>	<p>To implement the Attendance Procedure Flowchart with students and staff.</p>
<p>To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring.</p>	<p>All Year 11 students were invited to attend RYDA, 9x Year 11 students attended the Puhoro programme, 24x Year 11 students enrolled in the PTech programme, 32x Year 11 students attended the Numeracy study classes to prepare for the CAA, 4x Year 11 students attend Special Olympics events, 25x Year 11 students took part in Gateway programmes, 22x Year 11 students attended the Winter Boost programme, 28x students attended the Spring Up programme, 2x Year 11 students attended the Women in Trades programme, 11x Year 11 students attended STAR courses.</p>	<p>KAMAR data, NCEA results, trip applications, Student Voice, school calendar, photographs and videos.</p>	<p>Two specific additional credit programmes were offered during the course of the year to support student achievement.</p>	<p>To continue to offer a range of mentoring, additional credits and study class programmes.</p>
<p>To provide professional learning and development for staff.</p>	<p>Staff undertook the following Professional Learning and Development; Structured Literacy, the Child Protection Policy, Relational Pedagogy, Literacy Strategies,</p>	<p>Staff Professional Growth Cycle Records.</p>	<p>With exception of three occasions the 2025 PLD planner followed during the year.</p>	<p>Planning for 2026 Staff PLD includes; Literacy and Numeracy RISE - Values, Matrix and Flowchart Classroom Management</p>

	Akomanga Kaihanga, Rhythm and Pattern and Mathematics, Transitions, Learning Focused Culture, Numeracy, Miro, Graphic Organisers and Student Desmos, Te Tiriti, Effective Teaching, Gemini, Design Thinking Framework, Learning Focused Culture, Attendance Codes, Tuturu - Motivational Interviewing, Manaikalani, COL Inquires, Internal Moderation Process, Inquiry Based Framework for Teaching and Learning, The Importance of Collegiality, Lockdown Procedures.			Restorative Practice Department Presentations
To appoint a Literacy Co-ordinator and a Numeracy Co-ordinator.	The CAA Team was established to address Literacy and Numeracy in conjunction with Melissa Chase from Evaluation Associates.	CAA Team Meeting minutes.	Due to the long term illness of the school's Literacy Facilitator a Manaikalani Literacy specialist was invited to join the CAA team.	The CAA has recommended the appointment of Department Literacy and Numeracy Champions.
To provide extended learning time at the start of the NCEA examination period to support academic success	Extended Learning Time was provided during the first two weeks of the examination period.	Curriculum Committee minutes, emails to families.	Students who had completed all their internals and who were not sitting an external examination could apply to their Dean to leave school at the beginning of the Extended Learning Time.	To provide a similar programme in 2026.

## 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	2021	2022	2023	2024	2025
% Achievement	73%	64%	55%	63%	68%
Cohort No.	89/121	64/100	69/125	84/132	110/161
Merit	8	7	13	7	13
Excellence	8	4	8	14	12

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.	65% of the Year 12 cohort achieved NCEA Level 2.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	Weekly tracking of achievement data. A period of extended study was offered in the first two weeks of the external examination cycle. After school and school holiday study classes were offered during the academic year.	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.
That 10 students from the Year 12 cohort will achieve a Merit Endorsement.	This target was met with 13 students from the Year 12 cohort achieving a Merit Endorsement.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	Weekly tracking of achievement data. A period of extended study was offered in the first two	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa

			weeks of the external examination cycle. After school and school holiday study classes were offered during the academic year.	Ako programme and other study classes. To host year level Achievement Assemblies.
That 5 students from the Year 12 cohort will achieve an Excellence Endorsement.	This target was met with 12 students from the Year 12 cohort achieving an Excellence Endorsement.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	Weekly tracking of achievement data. A period of extended study was offered in the first two weeks of the external examination cycle. After school and school holiday study classes were offered during the academic year.	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.
That 80% of the Year 12 cohort will have passed their Learner's Licence.	32x students in the Year 12 cohort passed their Learner's Licence, in addition to 7x Year 11 and 5x Year 13. 4x students in the Year 12 cohort passed their Restricted Licence and 2x Year 13.	NZQA Data. Driving Academy Director data.	Driving lessons and licence sessions were often in set blocks during the year, to accommodate the Directors reduced hours.	To revise this target for 2026.
To utilise the My Mahi app as a tool for academic goal setting.	The My Mahi app was utilised during Extended Mentoring sessions.	My Mahi engagement data. Termly staff rewards for promoting student engagement with My Mahi.	The rate of student engagement with My Mahi was dependent on the encouragement offered by Mentor Teachers during Extended Mentoring.	To continue to utilise the My Mahi app as a tool for academic goal setting and for tracking NCEA results.
To host regular year level assemblies to promote academic achievement.	The SLT used whole school and year level assemblies to promote academic achievement. While the Deans used House	Google slides from assemblies. Academic data used to create 'Spin the Wheel' awards for academic success.	Specific assemblies were also held for University Entrance candidates and for students sitting NCEA examinations.	To continue to host regular year level assemblies to promote academic achievement.

	assemblies to promote academic achievement.			
To create a school assessment calendar, accessible to students, staff and the community.	Calendars were created by teachers and/or departments to share with students.	Google calendars embedded into teacher and department sites.	Calendars reflected each Department's needs, planning (and style).	To seek to create a school assessment calendar, in a consistent style, that is accessible to students, staff and the community.
To utilise the KAMAR App to share weekly attendance and academic updates.	KAMAR was utilised to send weekly attendance data to families.	Emails to families.	In general students utilised My Mahi to track their academic achievement.	To continue to utilise the KAMAR App to share weekly attendance and academic updates.
To track data on a weekly basis.	Achievement data was tacked on a weekly basis from the end of Term 1 and published on the Data Garden site.	Data Garden site. School Board report.	The school has sought PLD in relation to the use of PAROT to track achievement data.	To continue to track achievement data on a weekly basis using KAMAR and/or PAROT.
To utilise Department tracking sheets.	Department Tracking Sheets were shared on request with the Senior Leadership Team	Tracking sheets, KAMAR data, NCEA results.	Each Department was given the opportunity to produce its own style of tracking sheet.	To introduce a more standardised tracking sheet format to ensure consistency of reporting and data retrieval.
To employ an attendance navigator to engage with students and their families to promote the importance of regular attendance.	An Attendance Navigator was employed to engage with students and their families to promote the importance of regular attendance.	Navigator reports and attendance data.	A restructure of the school's social service wing meant additional staff were able to join the team of Attendance Navigators in an office based capacity.	To continue to utilise staff from the school's former social service wing to work as Attendance Navigators.
To implement the Attendance Procedure Flowchart.	The Attendance Procedure Flowchart was reviewed during the course of the year in conjunction with the Deans, the Attendance Navigators and from feedback gained from Community Voice.	The documented Attendance Procedure Flowchart was shared with staff and the Board.	The Attendance Procedure Flowchart revision process, allowed for the incorporation of feedback from the Deans, the Attendance Navigators and from feedback gained from Community Voice.	To implement the Attendance Procedure Flowchart with students and staff.

<p>To provide access to a range of mentoring and study class programmes, e.g. STARS Mentoring.</p>	<p>38x Year 12 students served as STARS Mentors, 10x Year 12 students attended the Blues Leadership programme, 6x Year 12 students attended the Antarctic Heritage Trust programme, 6x Year 12 students sailed on the Spirit of Adventure, 6x Year 12 students attended the Outdoor Pursuits Centre, 5x Year 12 students attended Outward Bound, 2x Year 12 students served as Sisters United Mentors, 10x Year 12 students attended the Puhoro programme, 12x Year 12 students attended the Atarangi programme, and 1x Year 12 student attended the RYPEN Camp.</p>	<p>Student Voice, provider feedback, photographs. Student Incentives data.</p>	<p>The school maintains a yearly students incentives spreadsheet to ensure a consistent and even distribution of opportunities.</p>	<p>To continue to provide access to a range of mentoring, leadership and study class programmes.</p>
<p>To provide professional learning and development for staff.</p>	<p>Staff undertook the following Professional Learning and Development; Structured Literacy, the Child Protection Policy, Relational Pedagogy, Literacy Strategies, Akomanga Kaihanga, Rhythm and Pattern and Mathematics, Transitions, Learning Focused Culture, Numeracy, Miro, Graphic Organisers and Student Desmos, Te Tiriti, Effective Teaching, Gemini, Design Thinking Framework, Learning Focused Culture, Attendance Codes, Tuturu -</p>	<p>Staff Professional Growth Cycle Records.</p>	<p>With exception of three occasions the 2025 PLD planner followed during the year.</p>	<p>Planning for 2026 Staff PLD includes; Literacy and Numeracy RISE - Values, Matrix and Flowchart Classroom Management Restorative Practice Department Presentations</p>

	Motivational Interviewing, Manaikalani, COL Inquires, Internal Moderation Process, Inquiry Based Framework for Teaching and Learning, The Importance of Collegiality, Lockdown Procedures.			
To provide extended learning time at the start of the NCEA examination period to support academic success.	Extended Learning Time was provided during the first two weeks of the examination period.	Curriculum Committee minutes, emails to families.	Students who had completed all their internals and who were not sitting an external examination could apply to their Dean to leave school at the beginning of the Extended Learning Time.	To provide a similar programme in 2026.

## 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	2021	2022	2023	2024	2025
% Achievement	64%	59%	32%	58%	69%
Cohort No.	55/85	55/93	37/110	69/118	85/123
Merit	6	5		7	9
Excellence	4	3	4	9	16
UE % Achievement	84% (identified)	88% (identified)	17% (identified)	65% (identified)	78% (identified)
UE Cohort No.	16/19 (identified)	16/18 (identified)	4/23 (identified)	19/29 (identified)	25/32 (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.	69% of the Year 13 cohort achieved NCEA Level 3.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	Weekly tracking of achievement data. A period of extended study was offered in the first two weeks of the external examination cycle. After school and school holiday study classes were offered during the academic	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.

			year.	
That 5 students from the Year 13 cohort will achieve Merit Endorsements.	10 students from the Year 13 cohort achieved a Merit Endorsement.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	Weekly tracking of achievement data. A period of extended study was offered in the first two weeks of the external examination cycle. After school and school holiday study classes were offered during the academic year.	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.
That 5 students from the Year 13 cohort will achieve Excellence Endorsements.	15 students from the Year 13 cohort achieved an Excellence Endorsement.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	Weekly tracking of achievement data. A period of extended study was offered in the first two weeks of the external examination cycle. After school and school holiday study classes were offered during the academic year.	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.
That 65% of the Year 13 cohort will achieve University Entrance Literacy.	50% of the Year 13 cohort achieved University Entrance Literacy.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	The target currently includes all Year 13, however 65x Year 13 students took English in Year 13, of which 62x gained University Entrance, a 95% achievement rate.	To present the result in relation to the cohort that took English in Year 13. To acknowledge those who achieve University Entrance Literacy in Year 12.
That 100% of the Year 13 cohort identified as university bound will achieve University Entrance.	78% of the Year 13 cohort identified as university bound achieved University Entrance.	NZQA Data. School wide weekly data tracking from Term 2. Department data tracking.	Weekly tracking of achievement data. A period of extended study was offered in the first two weeks of the external examination cycle. After school and school holiday study classes were	To maintain this target for 2026. To utilise Department Tracking sheets, KAMAR and PAROT. To offer the Talanoa Ako programme and other study classes. To host year level Achievement Assemblies.

			offered during the academic year.	
To utilise the My Mahi app as a tool for academic goal setting.	The My Mahi app was utilised during Extended Mentoring sessions.	My Mahi engagement data. Termly staff rewards for promoting student engagement with My Mahi.	The rate of student engagement with My Mahi was dependent on the encouragement offered by Mentor Teachers during Extended Mentoring.	To continue to utilise the My Mahi app as a tool for academic goal setting and for tracking NCEA results.
To host regular year level assemblies to promote academic achievement.	The SLT used whole school and year level assemblies to promote academic achievement. While the Deans used House assemblies to promote academic achievement.	Google slides from assemblies. Academic data used to create 'Spin the Wheel' awards for academic success.	Specific assemblies were also held for University Entrance candidates and for students sitting NCEA examinations.	To continue to host regular year level assemblies to promote academic achievement.
To create a school assessment calendar, accessible to students, staff and the community.	Calendars were created by teachers and/or departments to share with students.	Google calendars embedded into teacher and department sites.	Calendars reflected each Department's needs, planning (and style).	To seek to create a school assessment calendar, in a consistent style, that is accessible to students, staff and the community.
To utilise the KAMAR App to share weekly attendance and academic updates.	KAMAR was utilised to send weekly attendance data to families.	Emails to families.	In general students utilised My Mahi to track their academic achievement.	To continue to utilise the KAMAR App to share weekly attendance and academic updates.
To track data on a weekly basis.	Achievement data was tacked on a weekly basis from the end of Term 1 and published on the Data Garden site.	Data Garden site. School Board report.	The school has sought PLD in relation to the use of PAROT to track achievement data.	To continue to track achievement data on a weekly basis using KAMAR and/or PAROT.
To utilise Department tracking sheets.	Department Tracking Sheets were shared on request with the Senior Leadership Team	Tracking sheets, KAMAR data, NCEA results.	Each Department was given the opportunity to produce its own style of tracking sheet.	To introduce a more standardised tracking sheet format to ensure consistency of reporting and data retrieval.

<p>To employ an attendance navigator to engage with students and their families to promote the importance of regular attendance.</p>	<p>An Attendance Navigator was employed to engage with students and their families to promote the importance of regular attendance.</p>	<p>Navigator reports and attendance data.</p>	<p>A restructure of the school's social service wing meant additional staff were able to join the team of Attendance Navigators in an office based capacity.</p>	<p>To continue to utilise staff from the school's former social service wing to work as Attendance Navigators.</p>
<p>To implement the Attendance Procedure Flowchart.</p>	<p>The Attendance Procedure Flowchart was reviewed during the course of the year in conjunction with the Deans, the Attendance Navigators and from feedback gained from Community Voice.</p>	<p>The documented Attendance Procedure Flowchart was shared with staff and the Board.</p>	<p>The Attendance Procedure Flowchart revision process, allowed for the incorporation of feedback from the Deans, the Attendance Navigators and from feedback gained from Community Voice.</p>	<p>To implement the Attendance Procedure Flowchart with students and staff.</p>
<p>To provide access to a range of mentoring and study class programmes, e.g. Russell McVeagh and MATES.</p>	<p>25x Year 13 students attended the Russell McVeagh Mentoring programme, and 17x Year 13 students attend the MATES programme.</p>	<p>Student Voice, provider feedback, photographs.</p>	<p>The school maintains a yearly students incentives spreadsheet to ensure a consistent and even distribution of opportunities.</p>	<p>To continue to provide access to a range of mentoring and study class programmes, e.g. Russell McVeagh and MATES.</p>
<p>To provide professional learning and development for staff.</p>	<p>Staff undertook the following Professional Learning and Development; Structured Literacy, the Child Protection Policy, Relational Pedagogy, Literacy Strategies, Akomanga Kaihanga, Rhythm and Pattern and Mathematics, Transitions, Learning Focused Culture, Numeracy, Miro, Graphic Organisers and Student Desmos, Te Tiriti, Effective Teaching, Gemini, Design Thinking Framework, Learning Focused Culture, Attendance Codes, Tuturu -</p>	<p>Staff Professional Growth Cycle Records.</p>	<p>With exception of three occasions the 2025 PLD planner followed during the year.</p>	<p>Planning for 2026 Staff PLD includes;  Literacy and Numeracy RISE - Values, Matrix and Flowchart  Classroom Management  Restorative Practice  Department Presentations</p>

	Motivational Interviewing, Manaikalani, COL Inquires, Internal Moderation Process, Inquiry Based Framework for Teaching and Learning, The Importance of Collegiality, Lockdown Procedures.			
To provide extended learning time at the start of the NCEA examination period to support academic success.	Extended Learning Time was provided during the first two weeks of the examination period.	Curriculum Committee minutes, emails to families.	Students who had completed all their internals and who were not sitting an external examination could apply to their Dean to leave school at the beginning of the Extended Learning Time.	To provide a similar programme in 2026.

## 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	Student 7	Student 8
40 credits	15 credits	25 credits	15 credits	15 credits	66 credits	15 credits	40 credits

Of note 1x Whare Manaki Student achieved NCEA Level 1 with Achieved Subject Endorsements in Level 1 English and Visual Arts and Level 2 Health, 5x Whare Manaki students achieved NCEA Level Visual Arts Endorsed with Achieved, 3x Whare Manaki students achieved Literacy and 4x Whare Manaki students have Numeracy.

### ELLS

Year Level	Year 11	Year 12	Year 13
Number of Standards Offered	6	7	6

Of note 10 out of 16 Year 11 ELs students achieved NCEA Level 1, of which gained an Achieved Subject Endorsement for ELs, 14 out of 22 Year 12 ELs students achieved NCEA Level 2, of which 5 gained an Achieved Subject Endorsement for ELs and one gained an Excellence, and 12 out of 13 Year 13 ELs students achieved NCEA Level 3, of which 4 gained an Achieved Subject Endorsement and 4 gained a Merit.

Actions/Targets.	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 utilised during Extended Mentoring sessions.	My Mahi engagement data. Termly staff rewards for promoting student engagement with My Mahi.	The rate of student engagement with My Mahi was dependent on the encouragement offered by Mentor Teachers during Extended Mentoring.	To continue to utilise the My Mahi app as a tool for academic goal setting and for tracking NCEA results.

To host regular year level assemblies to promote academic achievement.	The SLT used whole school and year level assemblies to promote academic achievement. While the Deans used House assemblies to promote academic achievement.	Google slides from assemblies. Academic data used to create 'Spin the Wheel' awards for academic success.	Specific assemblies were also held for University Entrance candidates and for students sitting NCEA examinations.	To continue to host regular year level assemblies to promote academic achievement.
To create a school assessment calendar, accessible to students, staff and the community.	Calendars were created by teachers and/or departments to share with students.	Google calendars embedded into teacher and department sites.	Calendars reflected each Department's needs, planning (and style).	To seek to create a school assessment calendar, in a consistent style, that is accessible to students, staff and the community.
To utilise the KAMAR App to share weekly attendance and academic updates.	KAMAR was utilised to send weekly attendance data to families.	Emails to families.	In general students utilised My Mahi to track their academic achievement.	To continue to utilise the KAMAR App to share weekly attendance and academic updates.
To track data on a weekly basis.	Achievement data was tacked on a weekly basis from the end of Term 1 and published on the Data Garden site.	Data Garden site. School Board report.	The school has sought PLD in relation to the use of PAROT to track achievement data.	To continue to track achievement data on a weekly basis using KAMAR and/or PAROT.
To utilise Department tracking sheets.	Department Tracking Sheets were shared on request with the Senior Leadership Team	Tracking sheets, KAMAR data, NCEA results.	Each Department was given the opportunity to produce its own style of tracking sheet.	To introduce a more standardised tracking sheet format to ensure consistency of reporting and data retrieval.
To employ an attendance navigator to engage with students and their families to promote the importance of regular attendance.	An Attendance Navigator was employed to engage with students and their families to promote the importance of regular attendance.	Navigator reports and attendance data.	A restructure of the school's social service wing meant additional staff were able to join the team of Attendance Navigators in an office based capacity.	To continue to utilise staff from the school's former social service wing to work as Attendance Navigators.
To implement the Attendance Procedure Flowchart.	The Attendance Procedure Flowchart was reviewed during the course of the year	The documented Attendance Procedure Flowchart was shared with staff and the	The Attendance Procedure Flowchart revision process, allowed for the incorporation	To implement the Attendance Procedure Flowchart with students and staff.

	in conjunction with the Deans, the Attendance Navigators and from feedback gained from Community Voice.	Board.	of feedback from the Deans, the Attendance Navigators and from feedback gained from Community Voice.	
To provide professional learning and development for staff.	Staff undertook the following Professional Learning and Development; Structured Literacy, the Child Protection Policy, Relational Pedagogy, Literacy Strategies, Akomanga Kaihanga, Rhythm and Pattern and Mathematics, Transitions, Learning Focused Culture, Numeracy, Miro, Graphic Organisers and Student Desmos, Te Tiriti, Effective Teaching, Gemini, Design Thinking Framework, Learning Focused Culture, Attendance Codes, Tuturu - Motivational Interviewing, Manaiaikalani, COL Inquires, Internal Moderation Process, Inquiry Based Framework for Teaching and Learning, The Importance of Collegiality, Lockdown Procedures.	Staff Professional Growth Cycle Records.	With exception of three occasions the 2025 PLD planner followed during the year.	Planning for 2026 Staff PLD includes; Literacy and Numeracy RISE - Values, Matrix, Flowchart, Classroom Management Restorative Practice Department Presentations
To provide extended learning time at the start of the NCEA examination period to support academic success.	Extended Learning Time was provided during the first two weeks of the examination period.	Curriculum Committee minutes, emails to families.	Students who had completed all their internals and who were not sitting an external examination could apply to their Dean to leave school at the beginning of the Extended Learning Time.	To provide a similar programme in 2026.

## 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.

