

# 2026 Tamaki College Annual Implementation Plan

## Our Vision

We Connect, We Rise, We Succeed.

## Our Mission

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

## The Tamaki College Graduate Profile Attributes

Creativity, Curiosity, Critical Thinking, Collaboration, Guardianship & Kaitiakitanga, Communication, Agency, and Culture, Language & Identity.

## Our Values

Respect

Innovation

Success

Excellence

## Education and Training Amendment Bill - Paramount Objective of Boards in Governing Schools

(2) To meet the paramount objective, the board must meet the following supporting objectives:  
 (c) to ensure that the school—  
 (i) is a physically and emotionally safe place for all students and staff; and  
 (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and  
 (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.  
 (d) to ensure that the school is inclusive of, and caters for, students with differing needs.

(2) To meet the paramount objective, the board must meet the following supporting objectives:  
 (e) to ensure that the school gives effect to Te Tiriti o Waitangi, including by—  
 (i) achieving equitable outcomes for Māori students; and  
 (ii) working to ensure that its plans, policies, and teaching and learning programmes reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and  
 (iii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

(2) To meet the paramount objective, the board must meet the following supporting objectives:  
 (b) to ensure that the school uses good quality assessment and aromatawai information to monitor and evaluate students' progress and achievement, including any assessment or aromatawai specified in a foundation curriculum policy statement.  
 (f) to give effect to its obligations in relation to—  
 (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and  
 (ii) teaching and learning programmes; and  
 (iii) monitoring and reporting students' progress.

(1) A board's paramount objective in governing a school is to ensure that every student at the school is able to attain their highest possible standard in educational achievement.  
 (2) To meet the paramount objective, the board must meet the following supporting objectives:  
 (a) to give effect to its obligation under section 36(2) to take all reasonable steps to ensure that the school's students attend the school when it is open.

### School Goals

<p><u>Goal 5 Student Wellbeing</u> Increasing Student, Family and Community Engagement with Schools Student Support Network.</p>	<p><u>Goal 2 Māori Achievement</u> To raise Māori student achievement and cultural visibility. That 85% of Māori students will achieve NCEA Level 2.</p> <p><u>Goal 3 Pasifika Achievement</u> To understand and demonstrate the cultural competencies of Tapasa. That 85% of Pasifika students will achieve NCEA Level 2.</p>	<p><u>Goal 4 Literacy and Numeracy</u> That all Year 9s are working towards Phase 4 of the English and Mathematics Curricula. That 90% of Year 11 students will achieve the NCEA Literacy Co-Requisite. That 90% of Year 11 students will achieve the NCEA Numeracy Co-Requisite.</p>	<p><u>Goal 1 Student Attendance</u> That 60% of students have 90% attendance.</p> <p><u>Goal 6 Staff Wellbeing</u> Staff at Tamaki College will be well supported so that their practice meets the needs of our students.</p>
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### Actions

<p>To select and review programmes and initiatives that promote student wellbeing and greater family and community engagement with the school's Student Support Network.</p> <p>To report on the outcomes of programmes and initiatives to the School Board.</p> <p>To actively teach the RISE Values and RISE Behaviour Expectations.</p>	<p>To track and monitor student achievement via Department Tracking sheets, KAMAR and PAROT.</p> <p>To initiate suitable interventions for students at risk of making insufficient progress.</p> <p>To provide Year 12 Mentor Teachers with a Weekly Tracking Sheet to monitor credit progress and internal assessment completion.</p> <p>To follow NZQA protocols in relation to assessment, moderation and reporting.</p> <p>To report student progress (and interventions) to the School Board.</p> <p>To celebrate Matariki and te Wiki o te Reo Maori.</p> <p>To implement 'Te Ara Reo Māori' (The Māori Language Path) where every curriculum area incorporates specific Te Reo vocabulary relevant to their subject.</p> <p>To host hui with local Iwi (Ngāti Pāoa) to align school curriculum with local</p>	<p>To appoint a Literacy Co-ordinator, to become a member of the CAA team, to oversee Year 9 &amp; 10 PAT and asTTle testing and to attend the AIMHI Literacy Cluster.</p> <p>To provide Staff Professional Learning and Development, including Literacy and Numeracy knowledge and strategies within each Learning Area and Course Planning to ensure timely preparation for the CAAs.</p> <p>To track Literacy and Numeracy results and/or progress.</p> <p>To utilise a range of tools/supports including; Structured Literacy, StepsWeb, Numeracy Do Now, the Talanoa Ako programme, Study classes and Booster sessions.</p> <p>To implement targeted intensive workshops in late Term 2 and early Term 3 for students identified via May CAA results as 'at risk' of not meeting the co-requisite standard.</p> <p>To report student progress (and</p>	<p>To accurately mark the roll using the correct attendance code.</p> <p>To address absence according to STAR - the Stepped Attendance Response.</p> <p>To host fortnightly SLT and Deans meetings to identify and follow up students who are RED, ORANGE and YELLOW using STAR - the Stepped Attendance Response.</p> <p>To offer a range of student attendance incentives including the weekly Hi5 for 25 draw, the monthly House attendance reward and the end of term Spin the Wheel draw.</p> <p>To host community Fono and Hui to report on Attendance Management Plan progress.</p> <p>To track student attendance and report to the School Board.</p> <p>To engage with the Professional Growth Cycle process.</p> <p>To provide a responsive staff PLD programme.</p> <p>To address the 2026 Standards for the</p>
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	histories and aspirations for Glen Innes, Pt England and Panmure. To celebrate Language Weeks.	interventions) to the School Board.	Teaching Profession. To report to the School Board.
<b>Process &amp; Resources</b>			
Staffing. RISE Lessons. RISE Behaviour Flowcharts. RISE Behaviour Matrix. RISE Postcards.	Staffing. Department Tracking sheets. KAMAR and PAROT Achievement data. Staff Assessment Information site. Hospitality for Hui.	Staffing. CAA Team meetings. PAT & easTTLe testing. StepsWeb. Numeracy Do Nows. Literacy and Numeracy workbooks. Department sites, Workspace etc.	Staffing. KAMAR. The Stepped Attendance Response. Prizes and rewards for attendance. Hospitality for Fono and Hui. Professional Growth Cycle documents. The 2026 Staff PLD Planner.
<b>Measures and Evidence</b>			
Health Centre data. KAMAR Behaviour data. Student Voice. Community Voice. NCEA Results, where appropriate. School Board Report.	NCEA Results. Internal Moderation Coversheets. External Moderation results. Te Reo vocabulary lists. Community Voice and Hui presentation and meeting minutes. Student Voice. School Board Report.	PAT and e-easTTLe results. CAA Team meeting minutes. 2026 Staff PLD Planner and PLUGS website. CAA Literacy and Numeracy results. Study Class etc Attendance data. School Board Report.	Attendance tracking and reporting sheets. KAMAR Data and KAMAR Audits. PAROT Data. The percentage of students that meet the Ministry of Education Targets. Fono and Hui presentation and meeting minutes. Staff Voice. Professional Growth Cycle documents. School Board Report.
<b>Evaluation</b> As documented in the school's 2026 Annual Report.			

## NCEA Targets

Year 11

<b>Academic Targets</b>	<b>Achievement Strategies</b>
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That 70% of the Year 11 cohort achieve NCEA Level 1.	<ul style="list-style-type: none"> <li>● Weekly tracking of Achievement Data.</li> <li>● Use of Department Tracking Sheets.</li> <li>● Achievement focused Year Level Assemblies.</li> <li>● Provision of after school and school holiday study classes.</li> <li>● Targeted preparation for the Literacy and Numeracy CAAs.</li> <li>● Provision Literacy and Numeracy CAA PLD for staff.</li> <li>● The development of a school wide assessment calendar.</li> <li>● A commitment to NCEA assessment protocols.</li> <li>● Provision of suitable credit enhancements e.g. Gateway and STAR.</li> <li>● A school wide focus on attendance, using STAR.</li> <li>● The promotion of My Mahi as a goal setting tool.</li> </ul>
That 90% of the Year 11 cohort achieve Numeracy Co-Requisite.	
That 90% of the Year 11 cohort achieve Literacy Co-Requisite.	
That 5 students from the Year 11 cohort achieve a Merit Endorsement.	
That 5 students from the Year 11 cohort achieve an Excellence Endorsement.	

### Year 12

Academic Target	Achievement Strategies
That 85% of the Year 12 cohort will achieve NCEA Level 2.	<ul style="list-style-type: none"> <li>● Weekly tracking of Achievement Data.</li> <li>● Use of Department Tracking Sheets.</li> <li>● Achievement focused Year Level Assemblies.</li> <li>● Provision of after school and school holiday study classes.</li> <li>● The development of a school wide assessment calendar.</li> <li>● A commitment to NCEA assessment protocols.</li> <li>● Provision of suitable credit enhancements e.g. Gateway and STAR.</li> <li>● A school wide focus on attendance, using STAR.</li> <li>● The promotion of My Mahi as a goal setting tool.</li> <li>● The provision of suitable Mentoring programmes for students.</li> </ul>
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.	

### Year 13

Academic Target	Achievement Strategies
That 70% of the Year 13 cohort will achieve NCEA Level 3.	<ul style="list-style-type: none"> <li>● Weekly tracking of Achievement Data.</li> <li>● Use of Department Tracking Sheets.</li> <li>● Achievement focused Year Level Assemblies.</li> <li>● Provision of after school and school holiday study classes.</li> <li>● The development of a school wide assessment calendar.</li> <li>● A commitment to NCEA assessment protocols.</li> <li>● Provision of suitable credit enhancements e.g. Gateway and STAR.</li> </ul>
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, taking Level 3 English, achieve University Entrance Literacy.

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

- A school wide focus on attendance, using STAR.
- Clear attendance and achievement Graduation criteria.
- The promotion of My Mahi as a goal setting tool.
- The provision of suitable Mentoring programmes for students.