



TUAKAU COLLEGE

Pai rawa atu i nga mea katoa
The very best in all things

ANNUAL PLAN 2022

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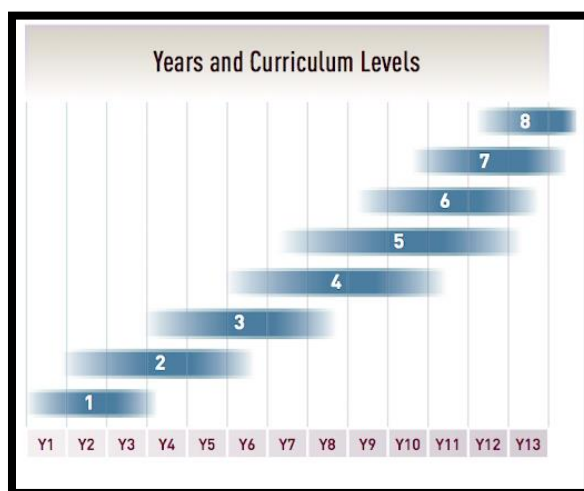
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WHAT DOES OUR ACHIEVEMENT LOOK LIKE?

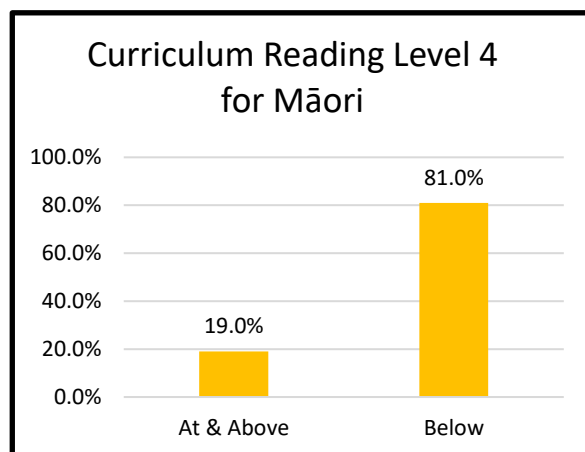
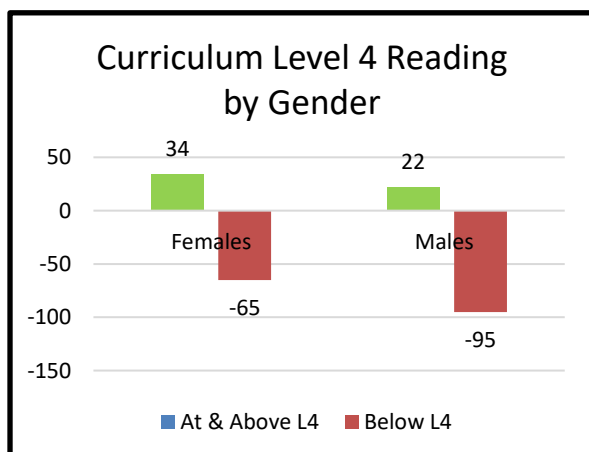
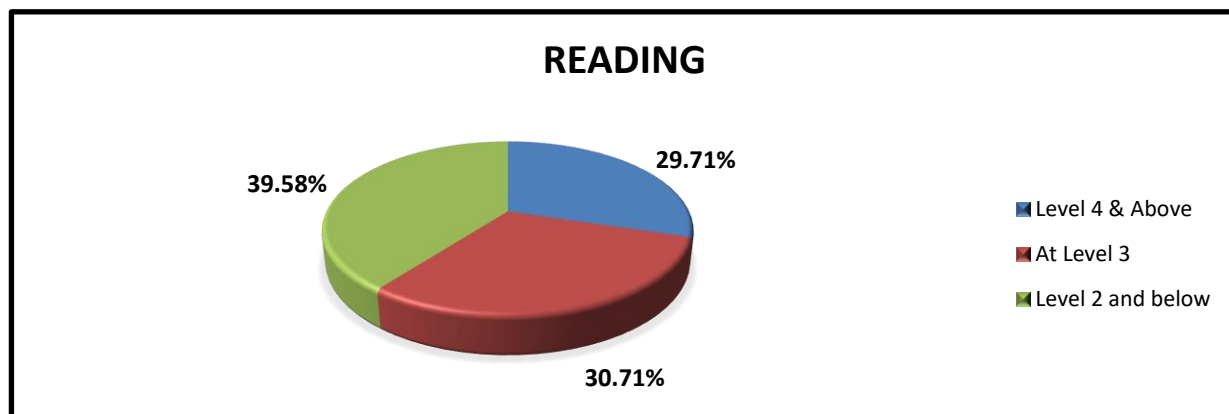
Curriculum Levels

There are 8 levels in the National Curriculum that stretch from year 1 to year 13. Each level represents a learning stage in that learning area(subject). Most of the Year 9 to 13 students will be learning between curriculum levels 4 and 8. A teenager may be at a different level for different learning areas. For example they may be working at curriculum level 4 in mathematics and level 5 in technology. Once each child masters most of the skills, knowledge and understanding of each stage they will progress to the next level. In 2021 there is a review refresh of the NZC and the curriculum leveling will be condensed. This work is presently being completed.

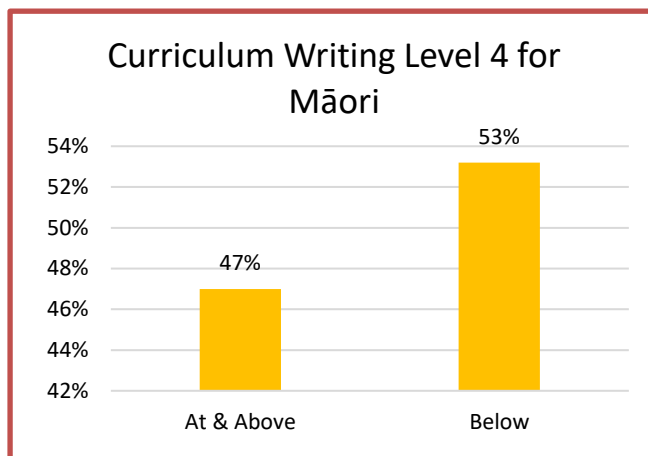
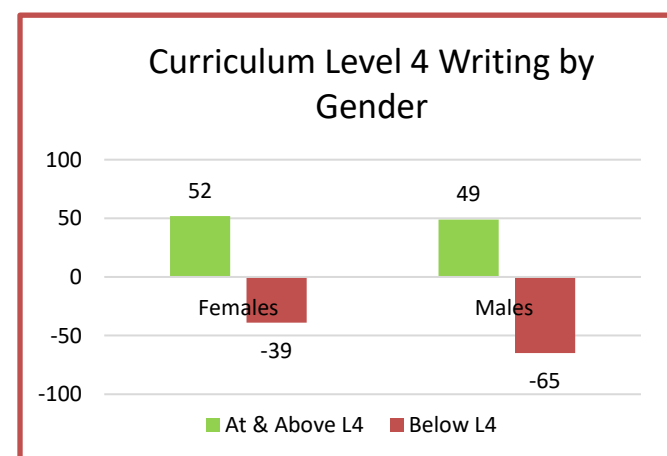
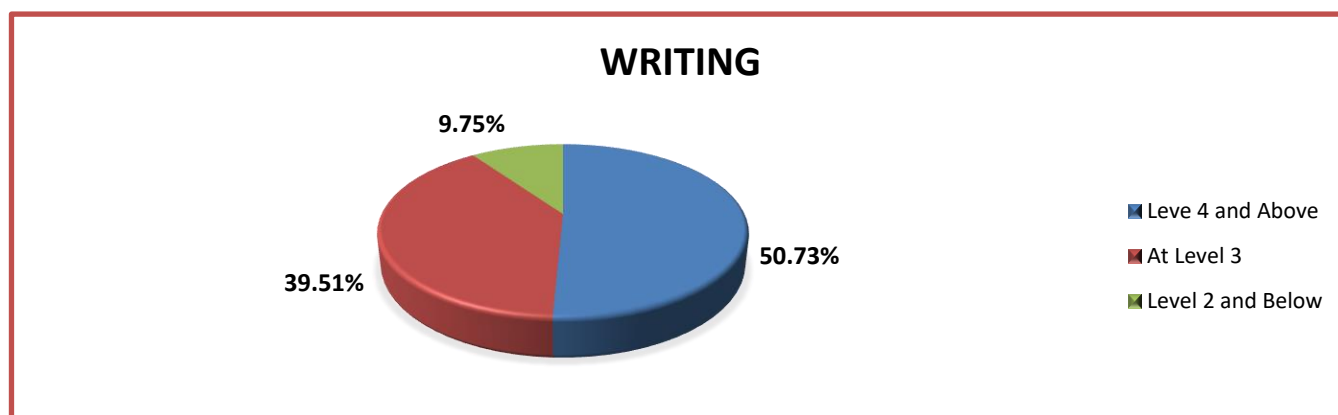


Years 7 & 8 Reading, Writing and Mathematics 2021

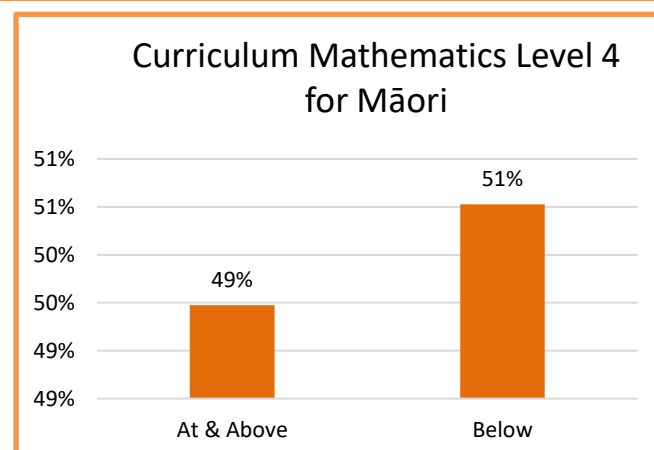
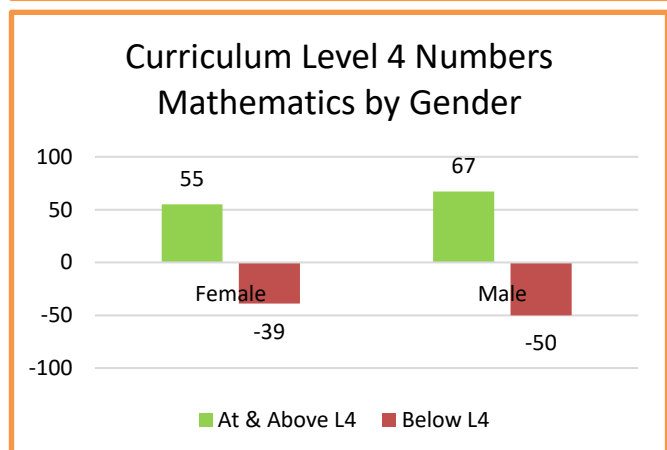
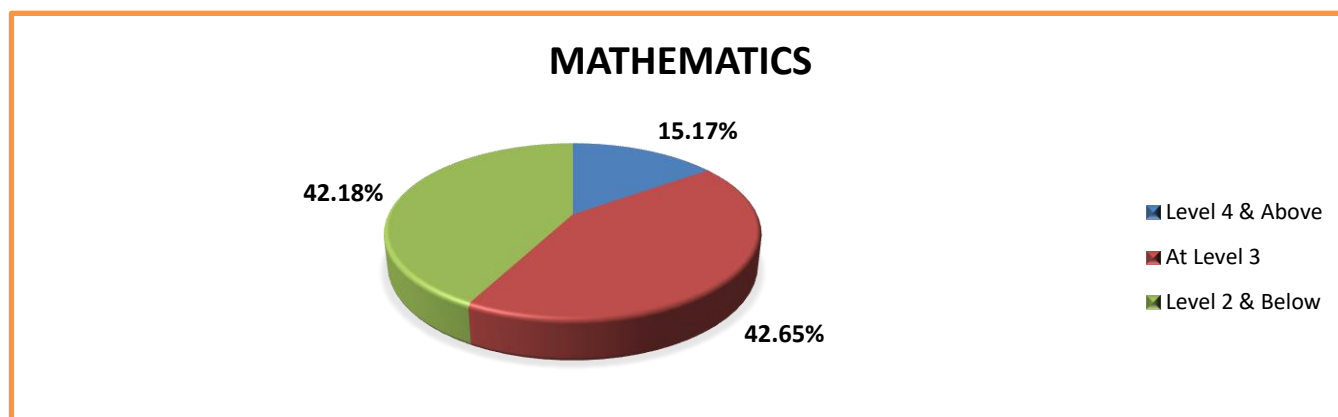
Reading



Writing



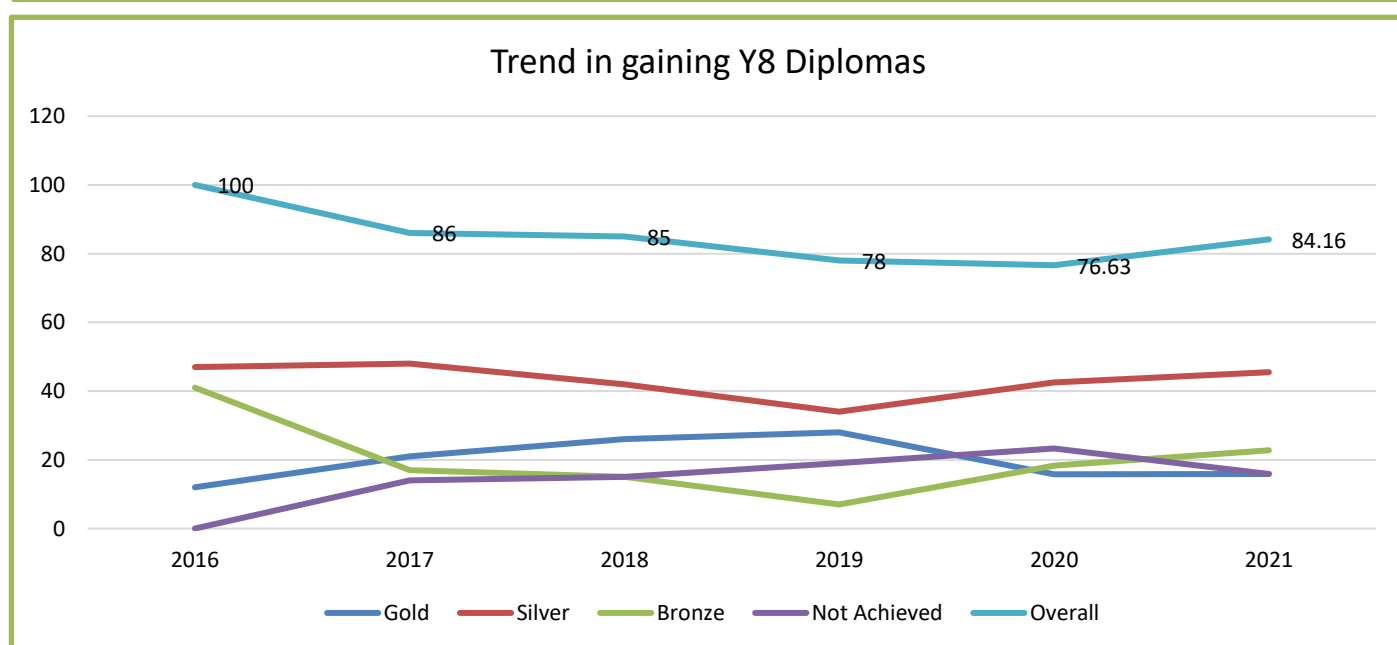
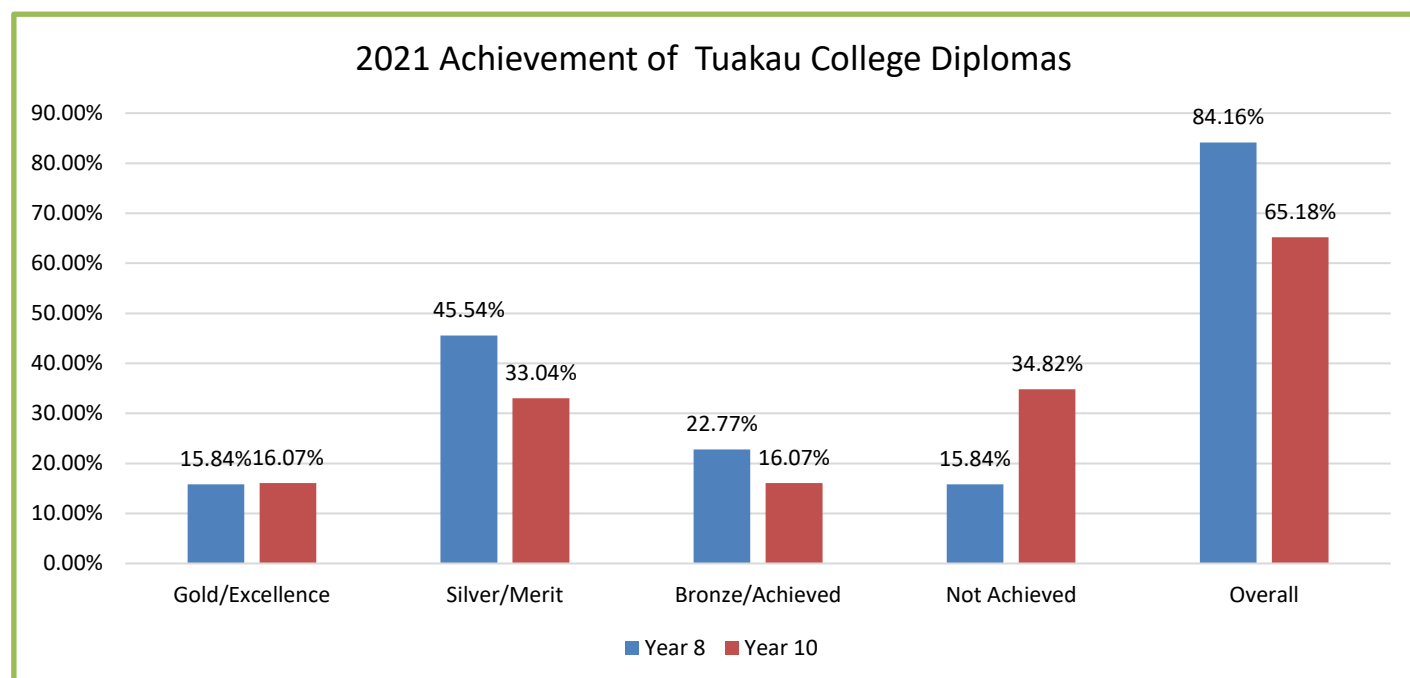
Mathematics

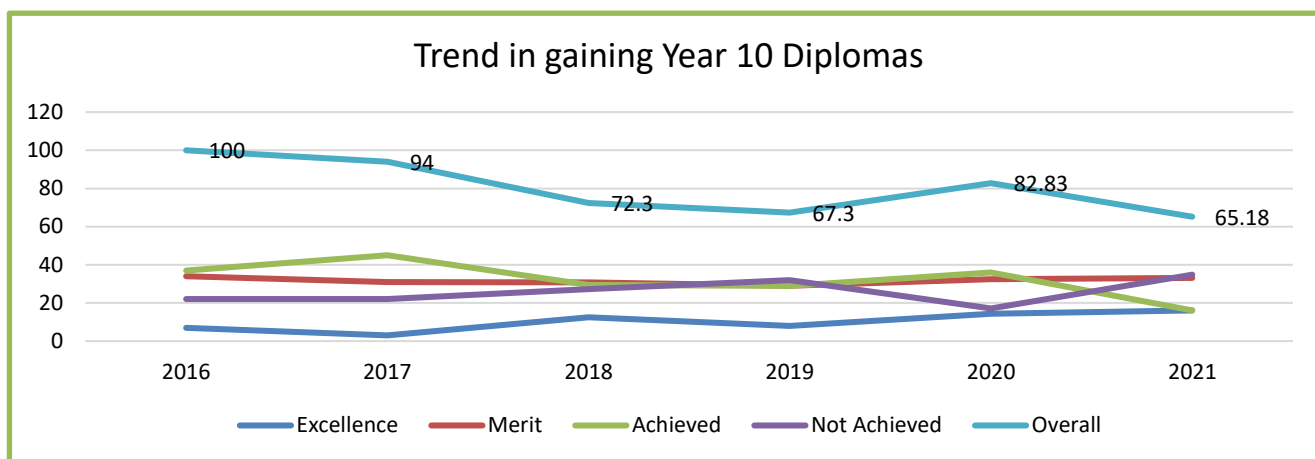


Years 8 & 10 Tuakau College Diplomas

The students gain credits each term to motivate and enable students to work towards a goal. Students accumulate credits from all of their subjects. The Diplomas are awarded after credits/points are accumulated over two years. In Years 9 and 10 the goal is to pass their diploma with an endorsement of Achieved, Merit or Excellence (there may be some students who will not pass their diploma). In Years 7 and 8 the goal is to pass their diploma with an endorsement of Bronze, Silver or Gold (there may be some students who will not pass their diploma). Students will also be able to gain credits for the extra-curricular activities, wearing the uniform correctly and following the rules of Tuakau College.

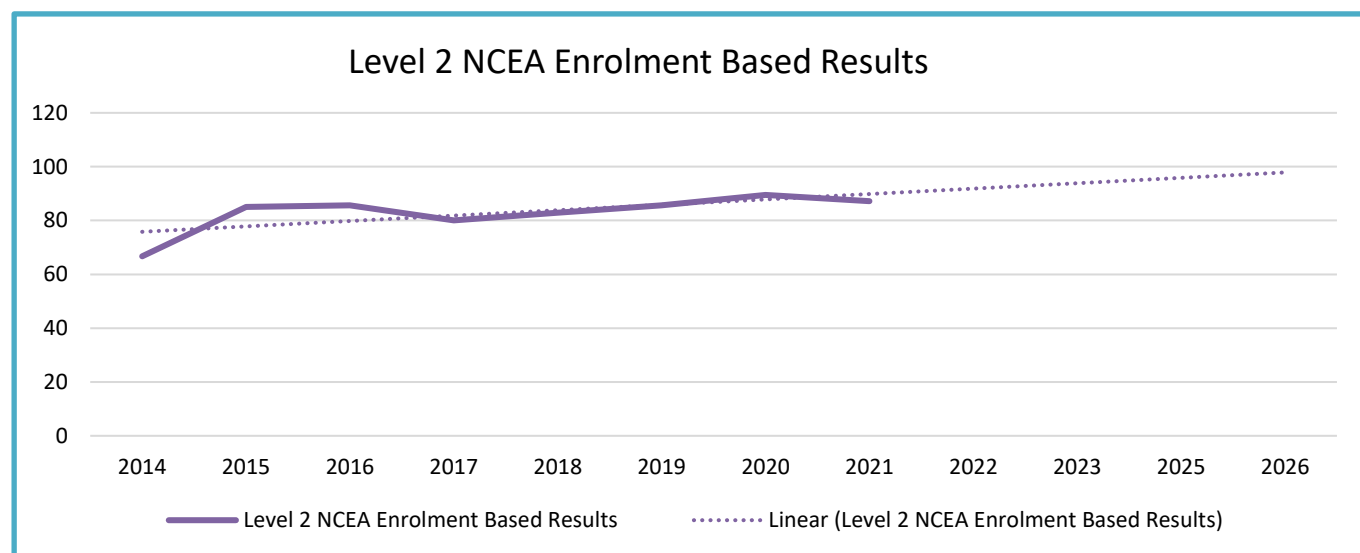
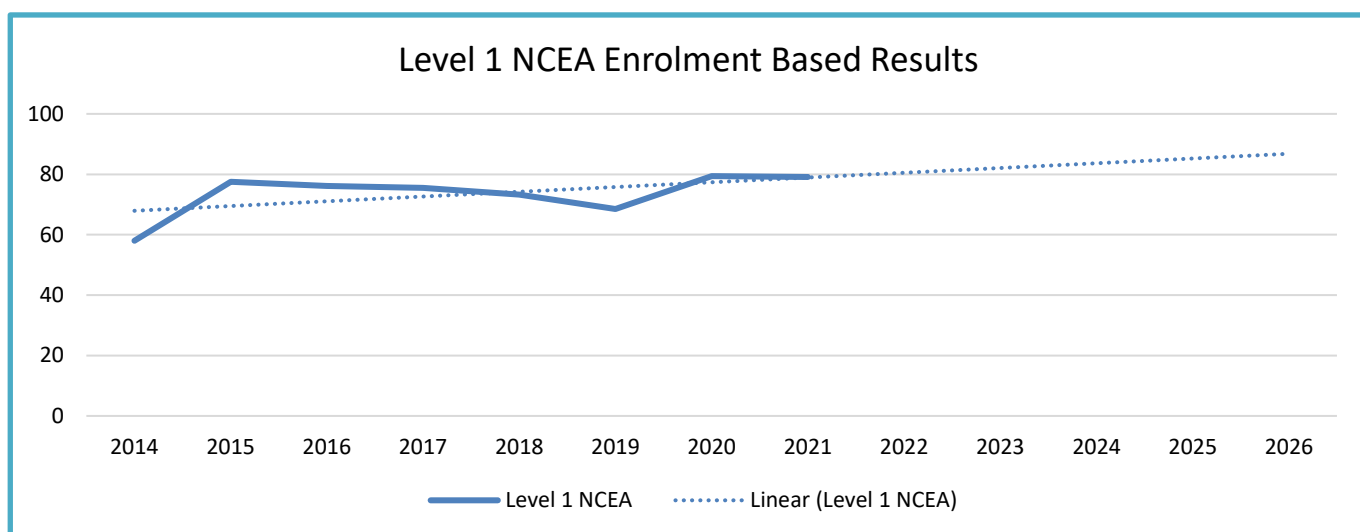
At the end of each term the students will either receive a credit update which will be a report with no comments, or a full report, explaining to the students what they need to do to improve. The calculations for each term are further modified to work out the **grade point average** and from here the students/parents are able to see if they are passing their diploma with what endorsement. The diplomas allow the students to set academic goals around achievement. These goals are achievable. The results from the Diplomas are below



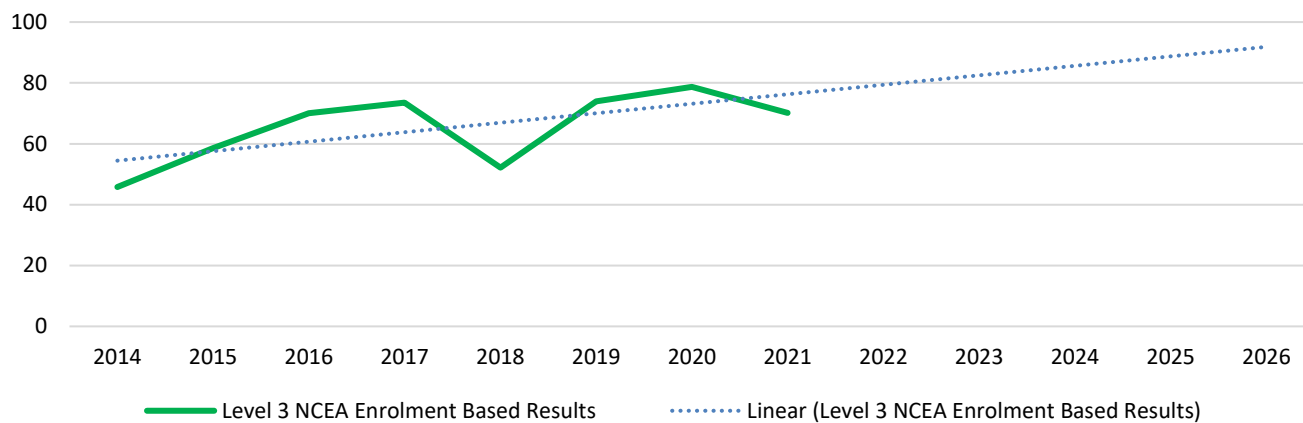


NCEA 2014-2021 Enrolment Based Results Whole School(source NZQA)

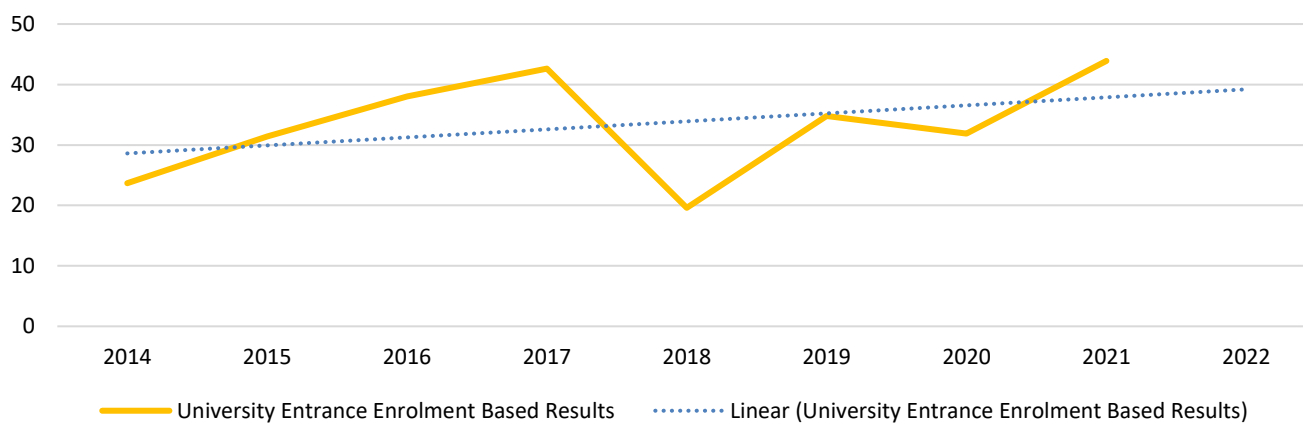
NCEA Levels	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Level 1	58	77.5	75.3	74.5	63.1	68.5	79.4	79.1			
Level 2	66.7	85.1	84.9	80	79.5	85.6	89.5	87.2			
Level 3	45.8	58.6	67.3	70.4	46.9	73.9	78.7	70.2			
UE	23.7	31.4	36.5	40.8	18.4	34.8	31.9	43.9			



Level 3 NCEA Enrolment Based Results

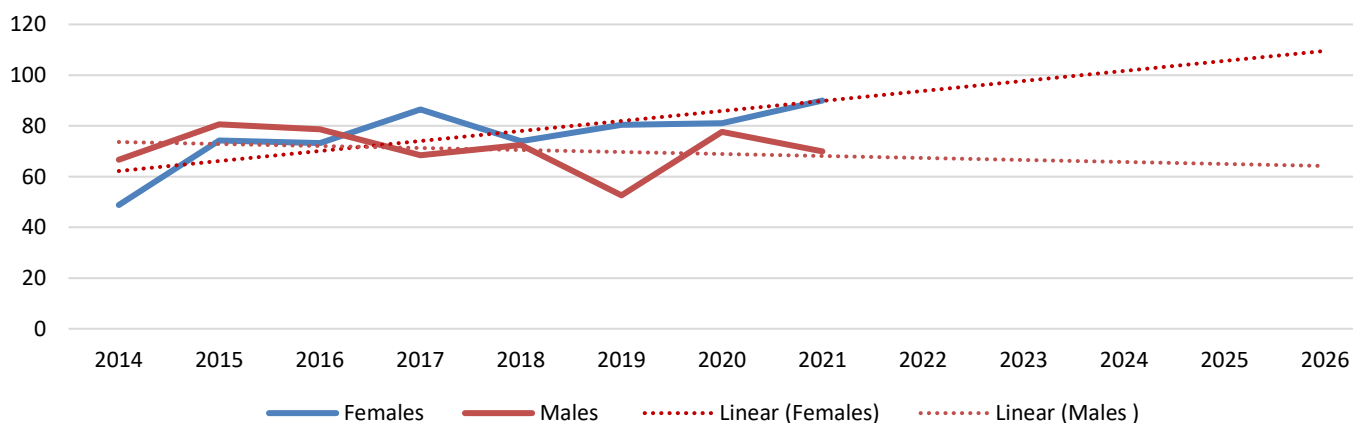


University Entrance Enrolment Based Results

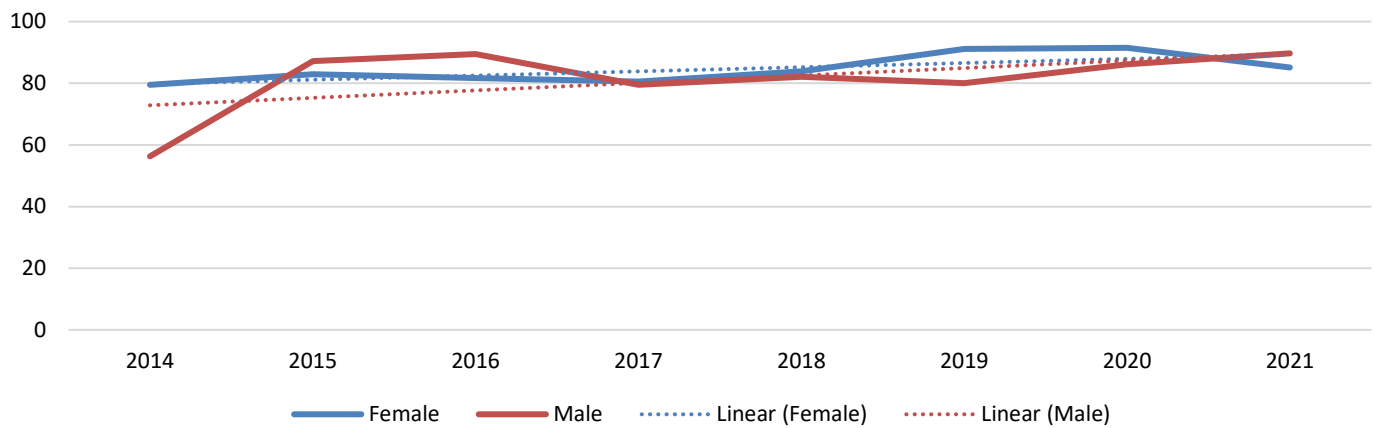


NCEA 2014-2021 Enrolment Based Results Gender Differences(source NZQA)

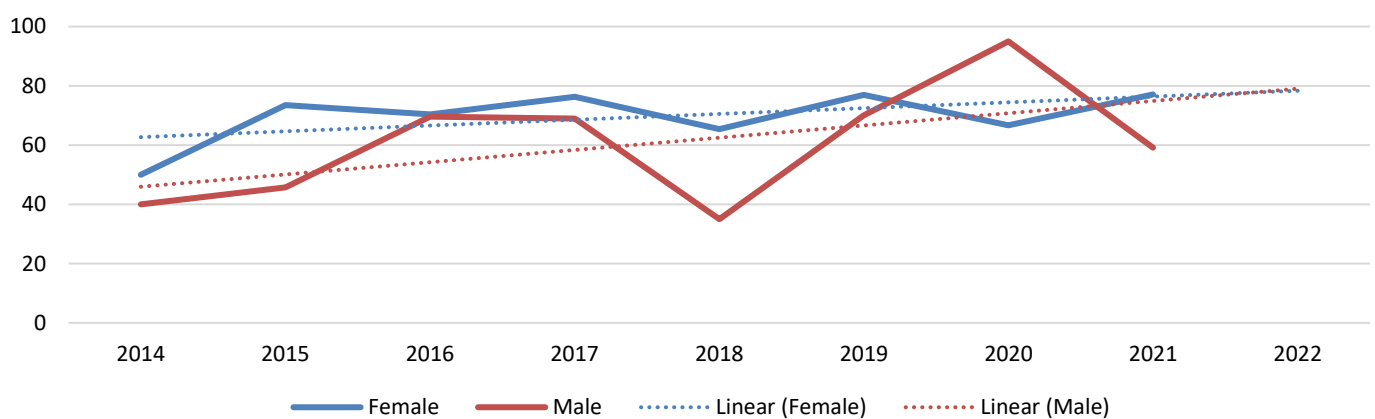
Level 1 NCEA Enrolment Results by Gender



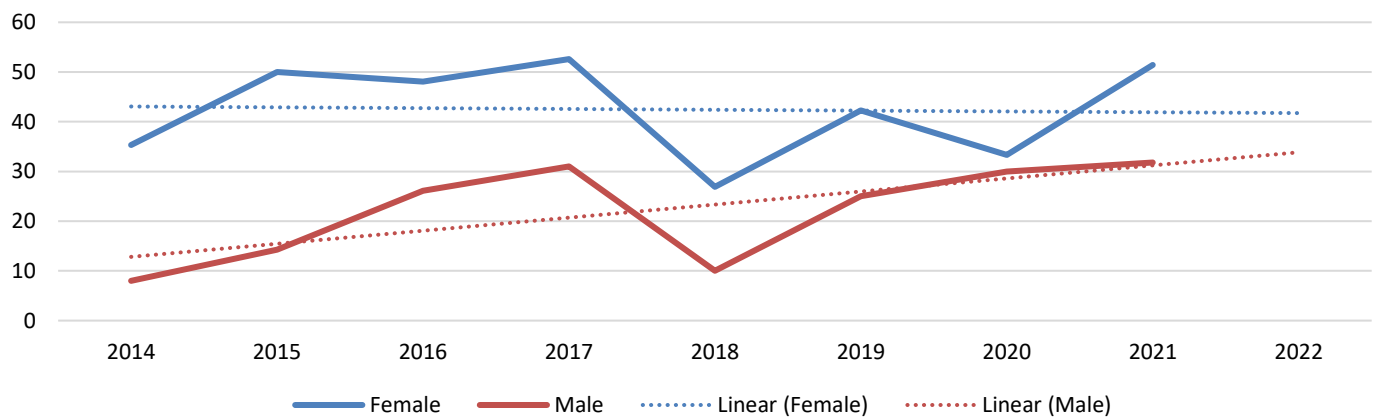
Level 2 Enrolment Results by Gender



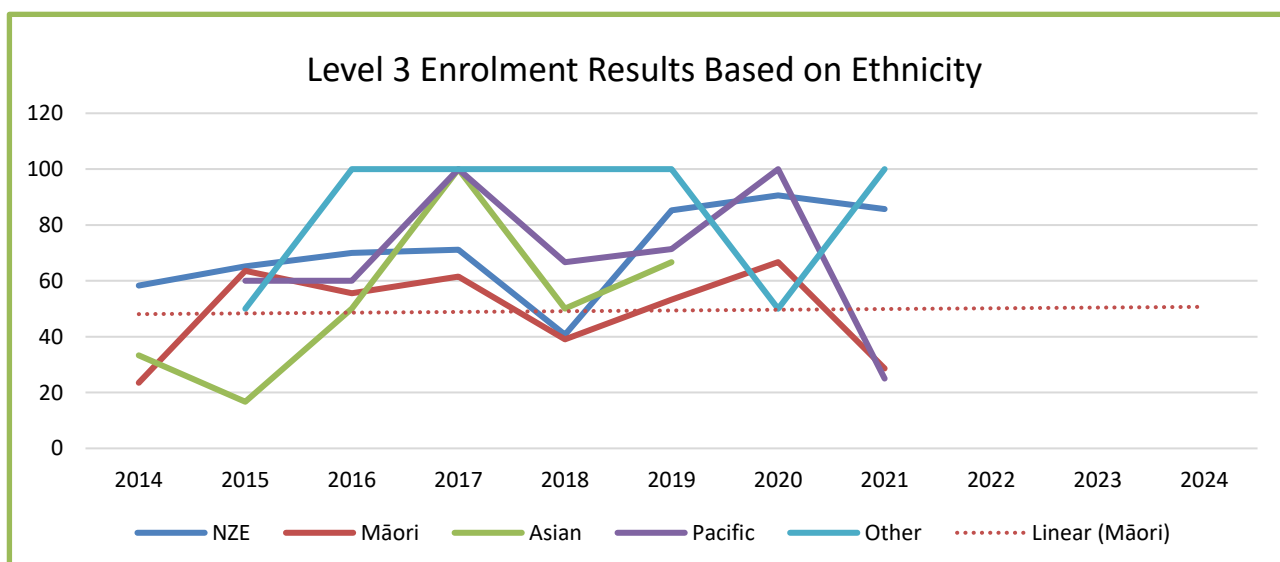
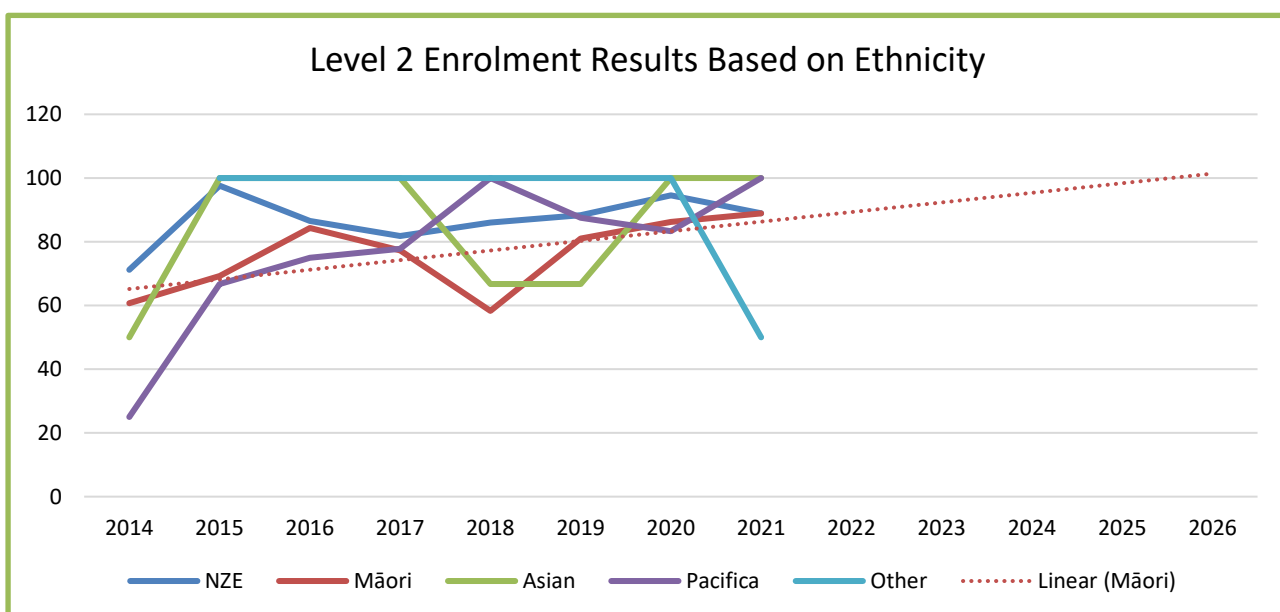
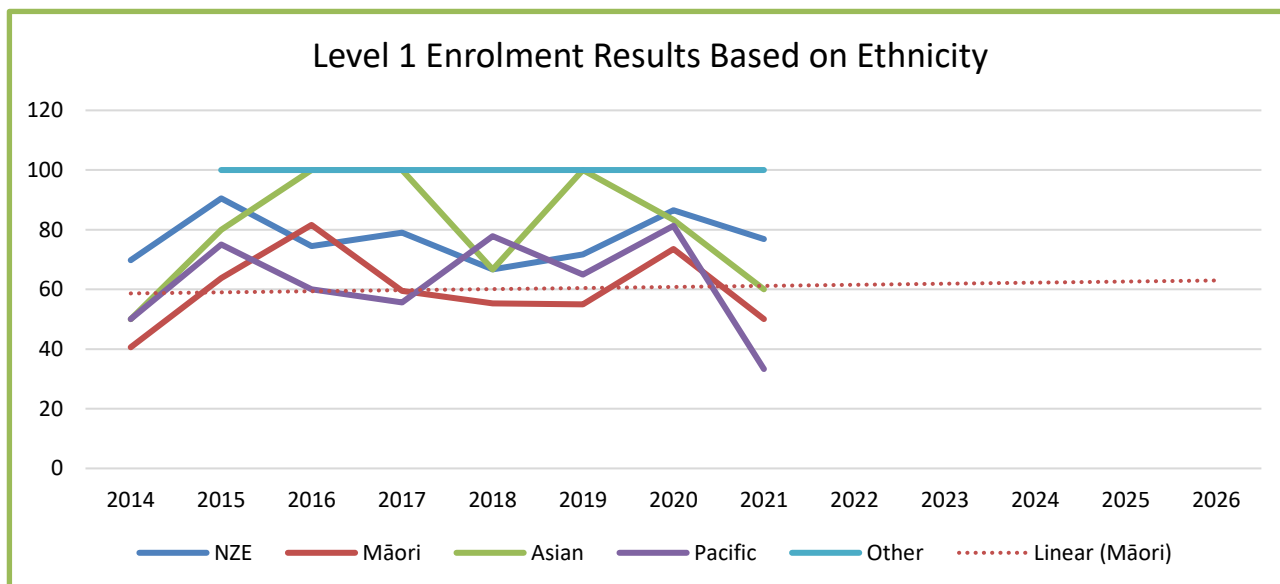
Level 3 Enrolment Results by Gender

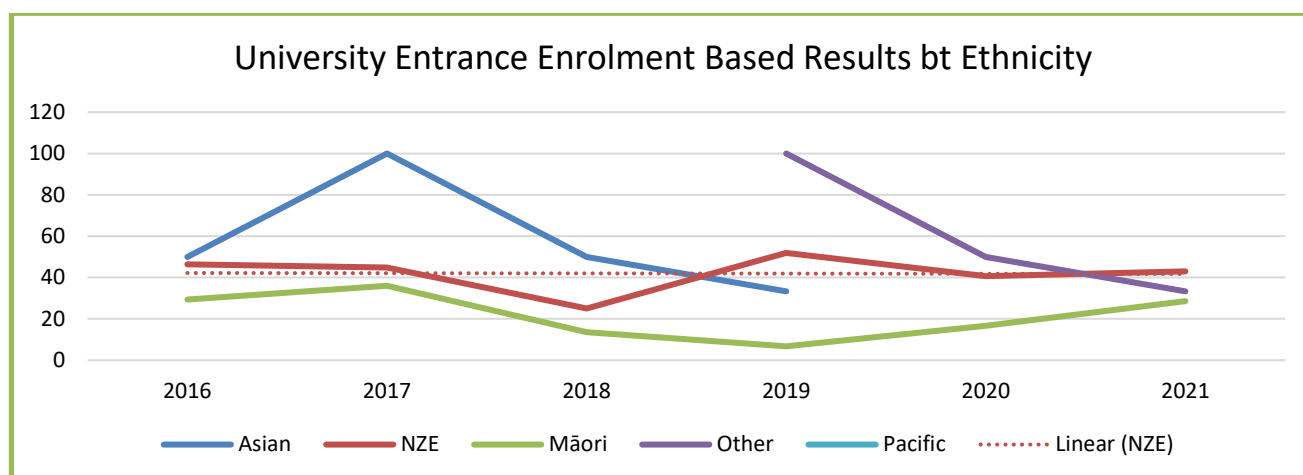


UE Enrolment Results by Gender

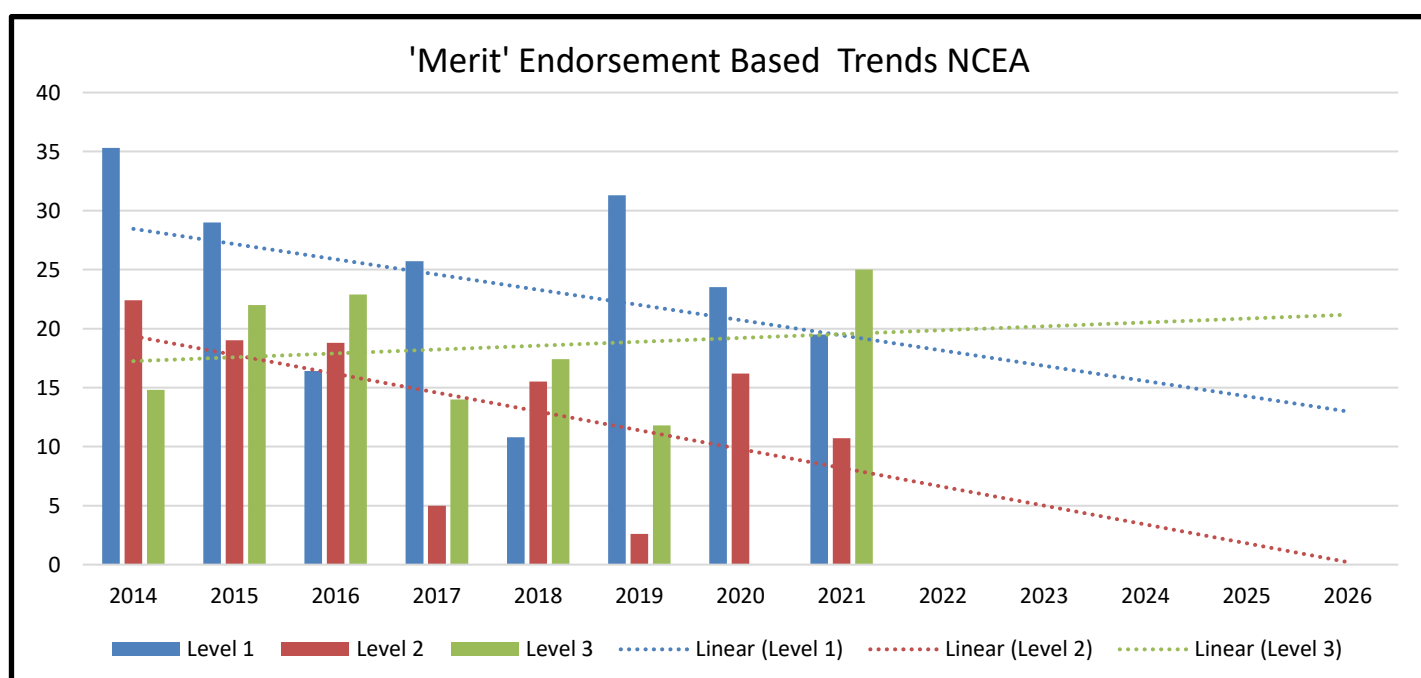
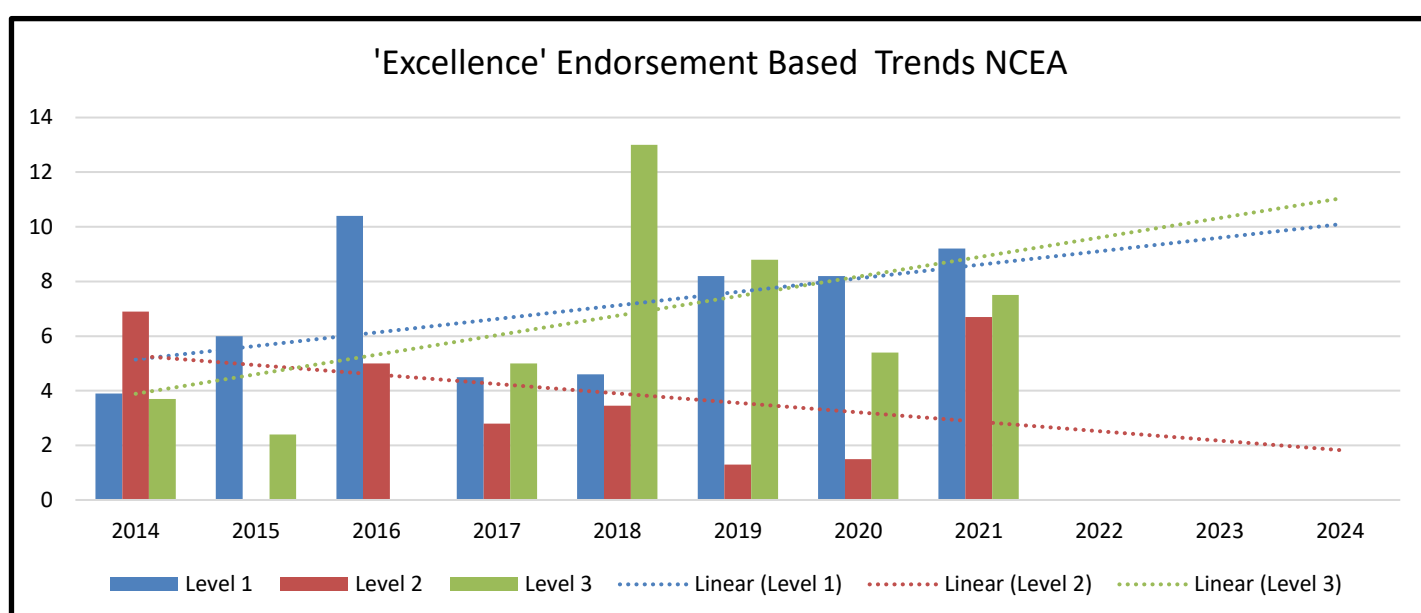


NCEA 2014-2021 Enrolment Based Results Ethnicity Differences(source NZQA)

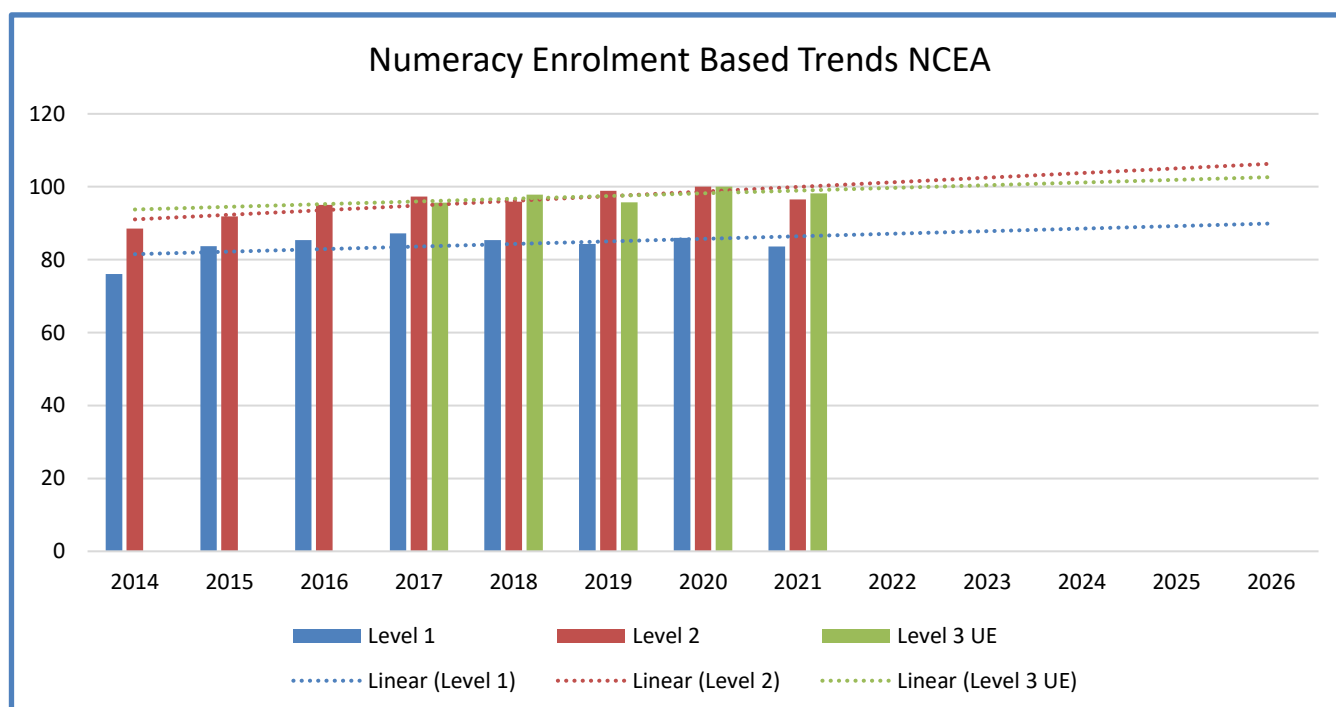
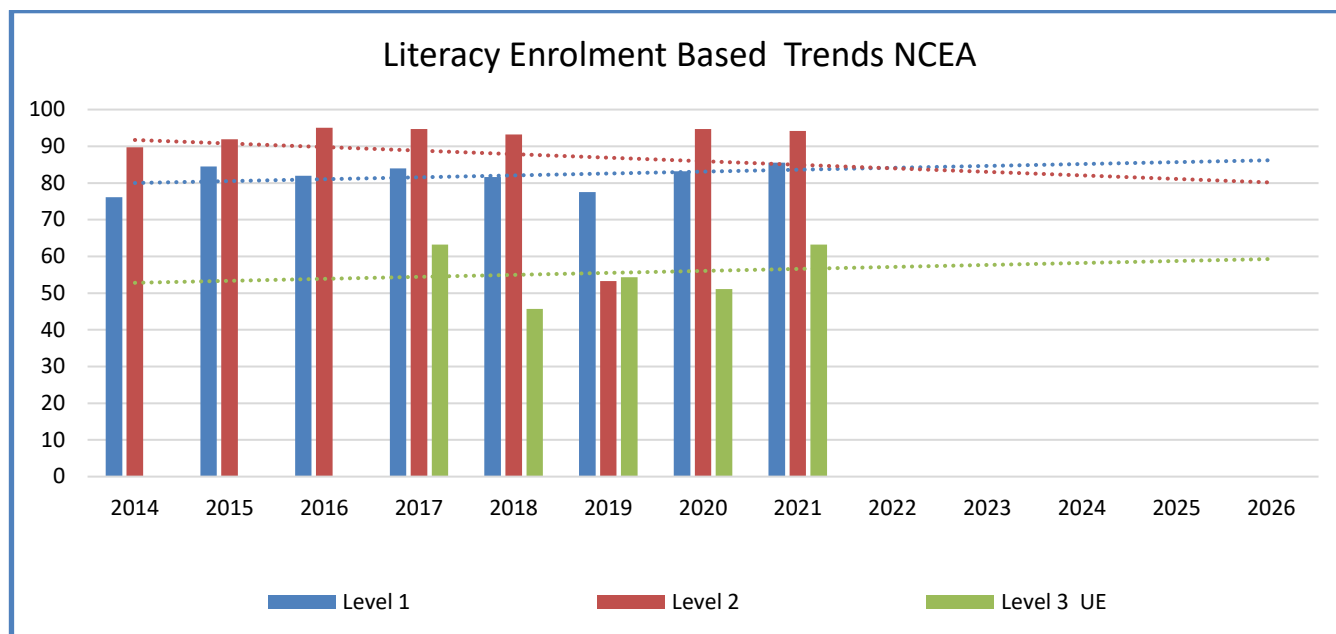




NCEA 2015-2021 Endorsement Enrolment Based Results Whole School(source NZQA)



NCEA 2014-2021 Literacy and Numeracy Results (source NZQA)



What impacts on achievement?

The following impacts on and forms the parameters for student achievement at Tuakau College.

The Charter:

The Mission Statement, Objectives and Goals and the Policies of the school set the guidelines and philosophy of the school.

The Curriculum:

The Curriculum will determine the essential learning areas and the essential skills, principals, key competencies, attitudes and values. Each department will have subject schemes of work and clearly stated goals and objectives.

The Students:

Each student is recognised as an individual and for each the focus is the College's Vision Statement:

The Staff:

We recognise the importance of a professionally committed staff with high expectations of themselves and the students they teach. This will involve:

- a commitment to excellence in teaching practices
- accountability for student achievement
- the development of quality programmes for all students
- development of a caring and productive classroom and school environment
- individual and co-operative learning practices, as appropriate
- continual monitoring and assessment that focuses on formative assessment to foster improvement as well as summative assessment - achievement is measured for the individual as well as against national standards
- clear systems of communication and decision-making
- a clearly articulated and widely accepted vision for the school
- participation in professional development programmes
- participation in performance management appraisal
- co-curricular activities and programmes
- the use of distance learning
- the teacher being a 'digital native' and learner in terms of digital technologies

The parents/caregivers and wider community: The contribution to achievement made by this group is important. It is reflected in the community's involvement in the school and the school's use of the community. The Board recognises that the "real world experience" aspirations and values of our parents have a major impact on student achievement.

Indicators are:

- attendance at meetings and interviews
- ensuring homework is done, sons/daughters are well equipped and correct uniform is worn
- supporting the school's expected standards of behaviour
- ensuring regular attendance
- willingness to be parent helpers in school activities, and/or representatives on the PTA
- Ability and willingness to support the school financially through school fees and fundraising.

The Board of Trustees:

We recognise the importance of a Board committed to its role of governance. The Board's support of the Principal and staff and the creation of a caring learning environment are seen as an integral part of this. This support is facilitated through awareness of, and actions in, the areas of finance, resourcing, cultural sensitivity, equity and acting as a good employer.



Tertiary Providers:

The tertiary requirements. The impact decisions are made for moving to a tertiary provider show the impact in the results.

The learning environment:

An orderly, supportive learning environment in which the following are recognised as significant factors impacting on achievement.

- students are achieving success and receiving positive reinforcements
- learning tasks are achievable
- routines and expectations are well established
- learning difficulties are recognised and catered for
- school and classroom climates are positive and challenging
- school buildings and grounds are well-maintained

The Teaching Resources:

The provision of adequate resources to support learning and teaching programmes is seen as an essential element of student achievement. To this end, this school endeavours to provide teaching resources that support the achievement of learning objectives and resources that are well maintained and readily accessible to the users. The Board notes that funding from Government will have a major impact on the ability of the school to successfully deliver the programmes to which it aspires.

Academic Counselling:

The provision of the opportunity for parents, students and the College to plan and set achievable goals is completed through the Academic Conferencing process. The College will ensure every student at every level is given time to produce goals. Through whānau forms these goals will be developed with the guidance of parents and staff. The process is positive and the achievable goals are revisited each year to ensure the student has a pathway to success.

Whaanau Forms:

These provide a safe, consistent framework for the College by providing a pastoral guidance system that supports the learner in and out of the College.

Positive Behaviour for Learning:

The school provides a positive climate that is conducive to learning through a supportive reward system.

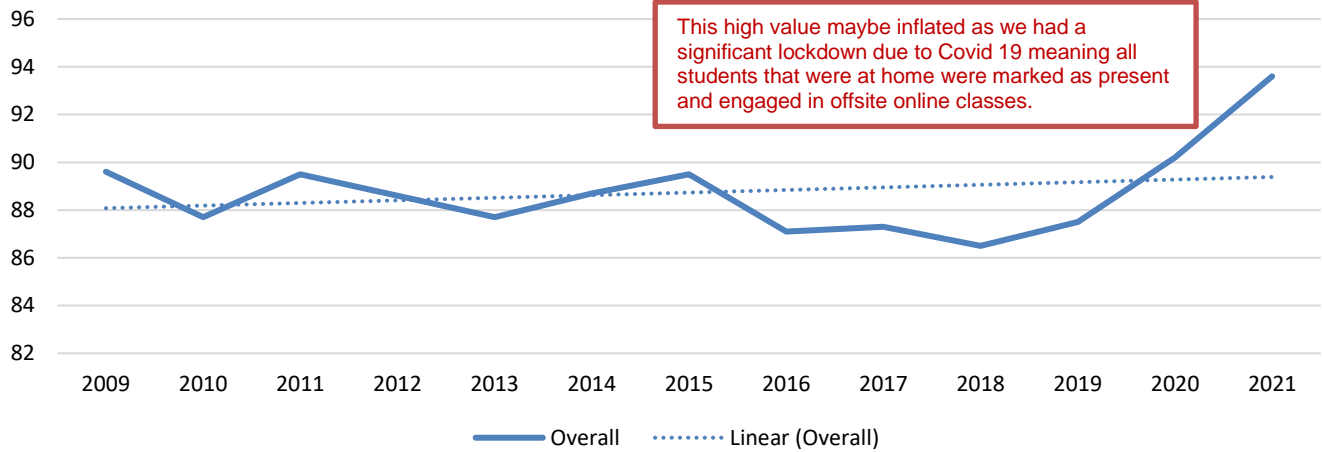
STUDENT ENGAGEMENT

Attendance (source KAMAR records Tuakau College)

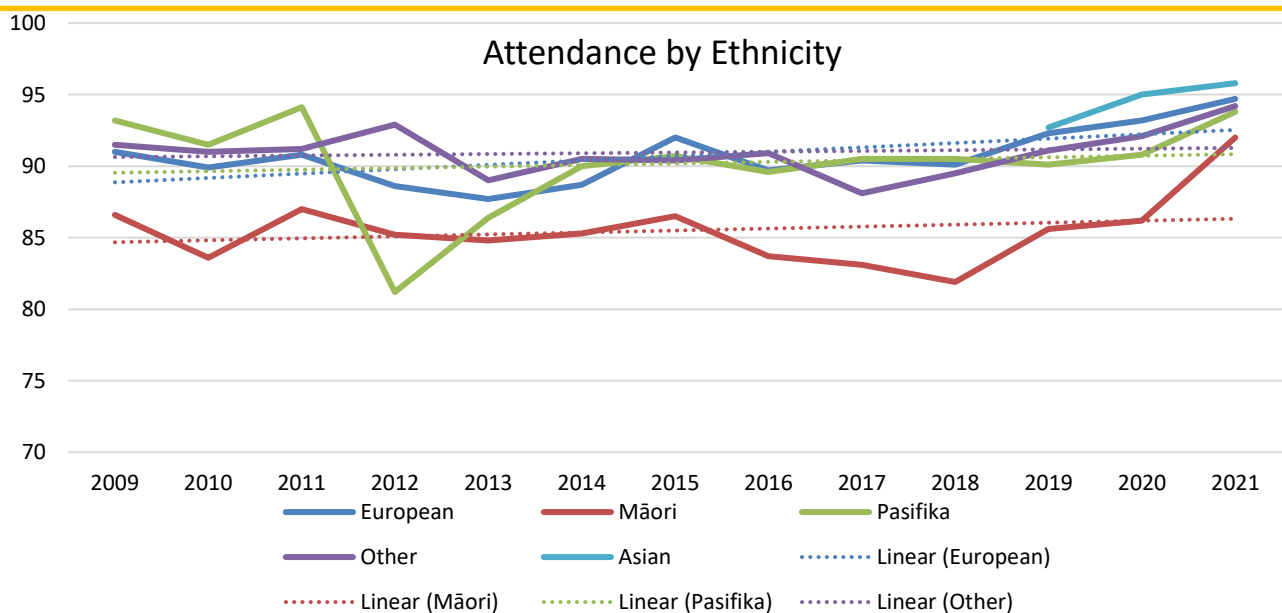
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Overall	89.6	87.7	89.5	88.6	87.7	88.7	89.5	87.1	87.3	86.5	87.5	90.2	93.6
European	91	89.8	90.8	91	86.4	91.2	92	89.7	90.4	90.1	92.7	93.2	94.7
Māori	86.6	83.6	87	85.2	84.8	85.3	86.5	83.7	83.1	81.9	85.6	86.2	92
Pasifika	93.2	91.5	94.12	81.2	86.4	90	90.7	89.6	90.5	90.5	90.1	90.8	93.8
Other	91.5	91	91.2	92.9	89	90.5	90.4	90.9	88.1	89.5	91.1	92.1	94.2
Asian											92.7	95	95.8
Male	89.4	88.3	90.1	89.7	88.2	89	89.6	87.3	87	85	89.8	90.9	93.6
Female	89.8	87	88.9	87.4	87.1	88.2	89.4	86.9	87.7	87.9	88.3	89.5	93.7



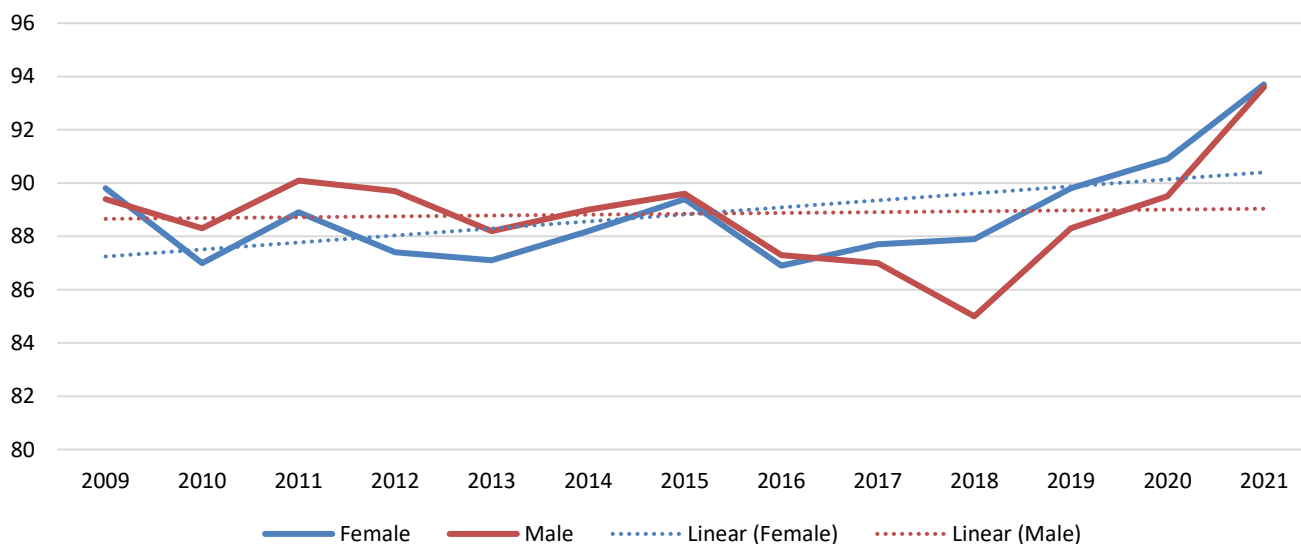
Overall Attendance



Attendance by Ethnicity



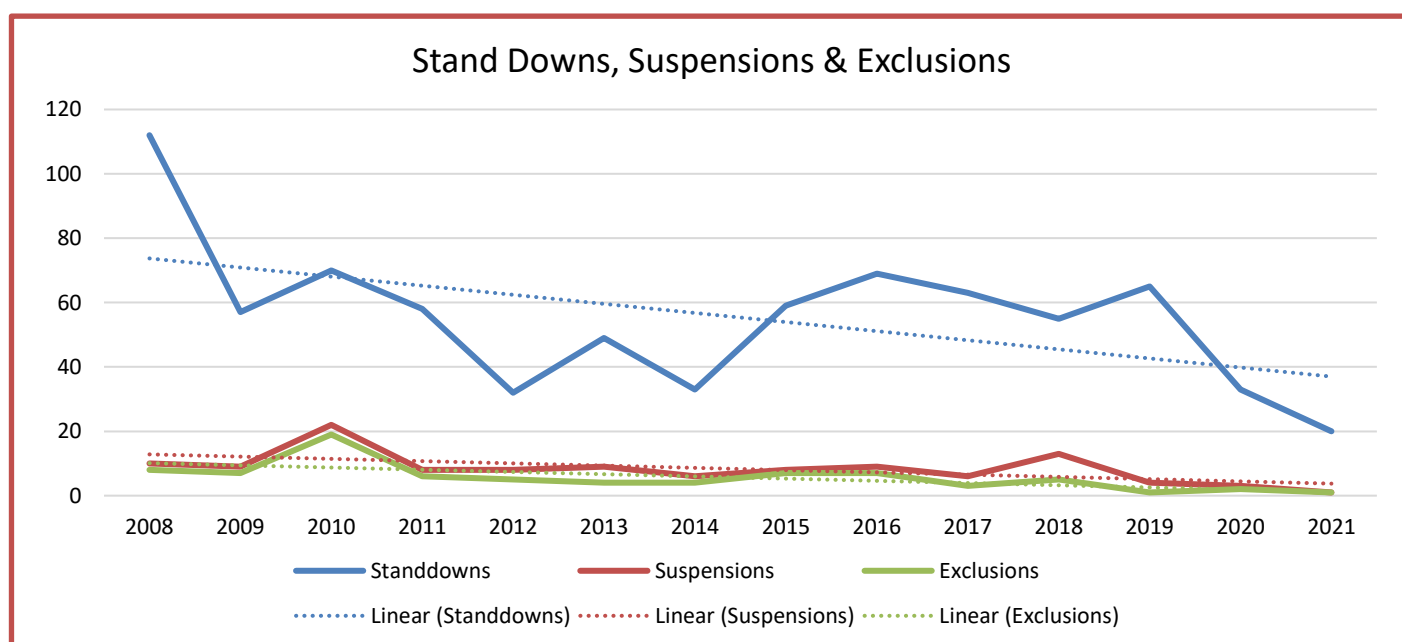
Attendance by Gender



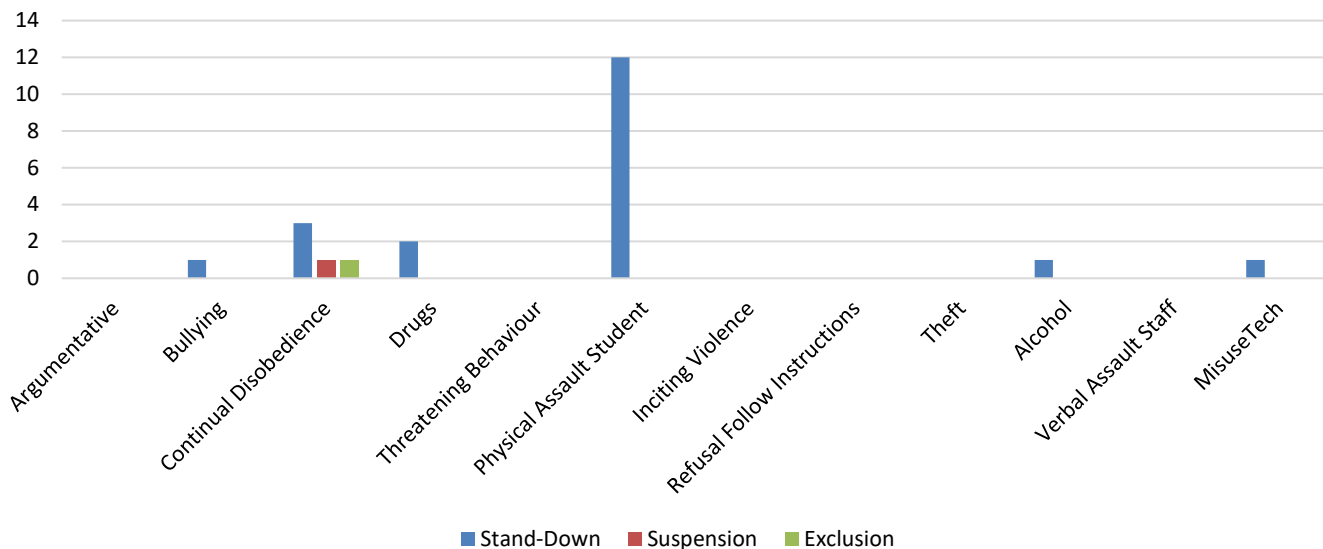
Stand-downs, Suspensions Exclusions(Source BOT Reports)

Overall		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
	No SD	112	57	70	58	32	49	33	59	69	63	55	65	33	20
	No SUS	10	9	22	8	8	9	6	8	9	6	13	4	3	1
	No Exc	8	7	19	6	5	4	4	7	7	3	5	1	2	1
Female															
	%SD	25	35	30	35	41	10	3	13.6	38	43	42	41.5	33.3	40
	%SUS	50	12	12	63	71	0	17	0	44	33.3	46	0	33.3	0
Male															
	%SD	75	65	70	65	59	90	97	86.4	62	57	58	58.5	66.6	60
	%SUS	50	88	88	33	29	100	83	100	56	66.6	54	100	66.6	100
SD															
	%NZE	30	33	28	22	21	27	21	29	19	14	18	18.5	24.2	40
	%NZM	70	67	66	72	68	69	70	66	75	82.5	80	73.9	69.7	55
	%Pas	0	0	4	6	3.5	0	9	5	6	3.5	2	6	3	0
	%Other	0	0	2	0	7.5	4	0	0	0	0	0	1.6	3	5
SUS															
	%NZE	10	12	9	12	0	11	0	12.5	22	0	0	0	33.3	0
	%NZM	90	88	82	63	71	89	100	87.5	78	100	100	100	66.6	100
	%Pas	0	0	9	25	29	0	0	0	0	0	0	0	0	0
	%Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exc															
	%NZE	25	24	10.5	33	20	0	0	14.3	29	0	0	0	50	0
	%NZM	75	86	79	50	60	100	100	85.7	71	100	100	100	50	100
	%Pas	0	0	10.5	33	20	0	0	0	0	0	0	0	0	0
	%Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0

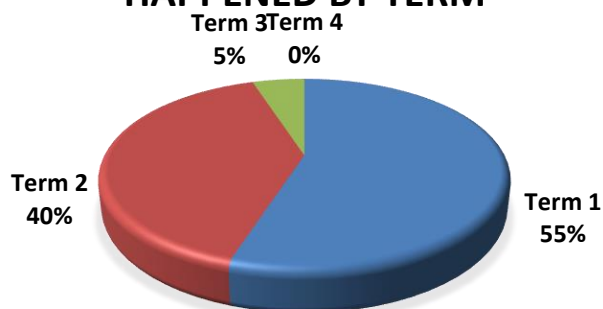
SD=Stand-down, SUS=Suspension, Exc=Exclusion,NZE=New Zealand European, NZM=New Zealand Maaori
Pas=Pasifika,



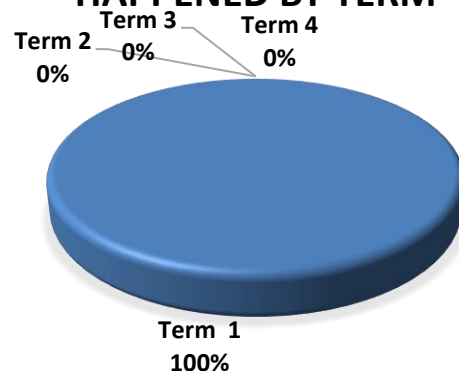
Reasons for Stand-downs, Suspensions, Exclusions 2021



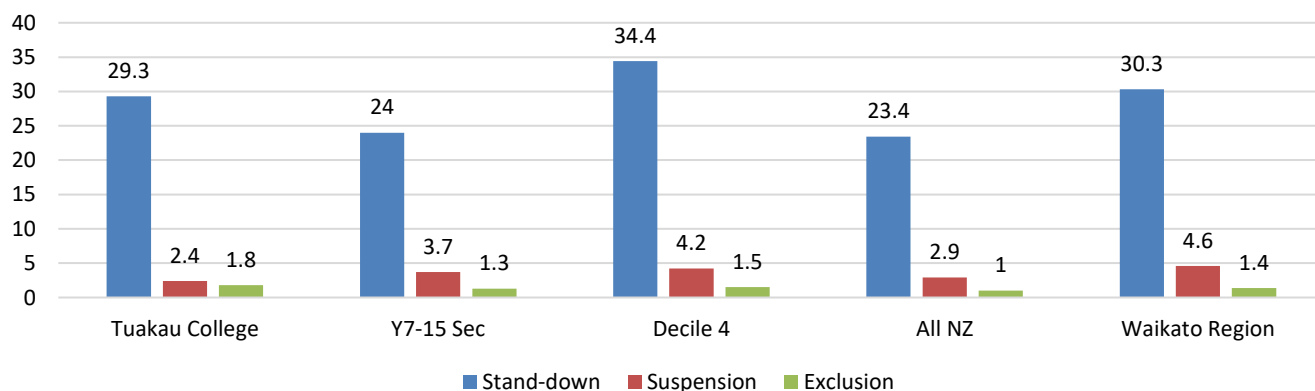
STAND DOWNS WHEN THEY HAPPENED BY TERM



SUSPENSIONS WHEN THEY HAPPENED BY TERM



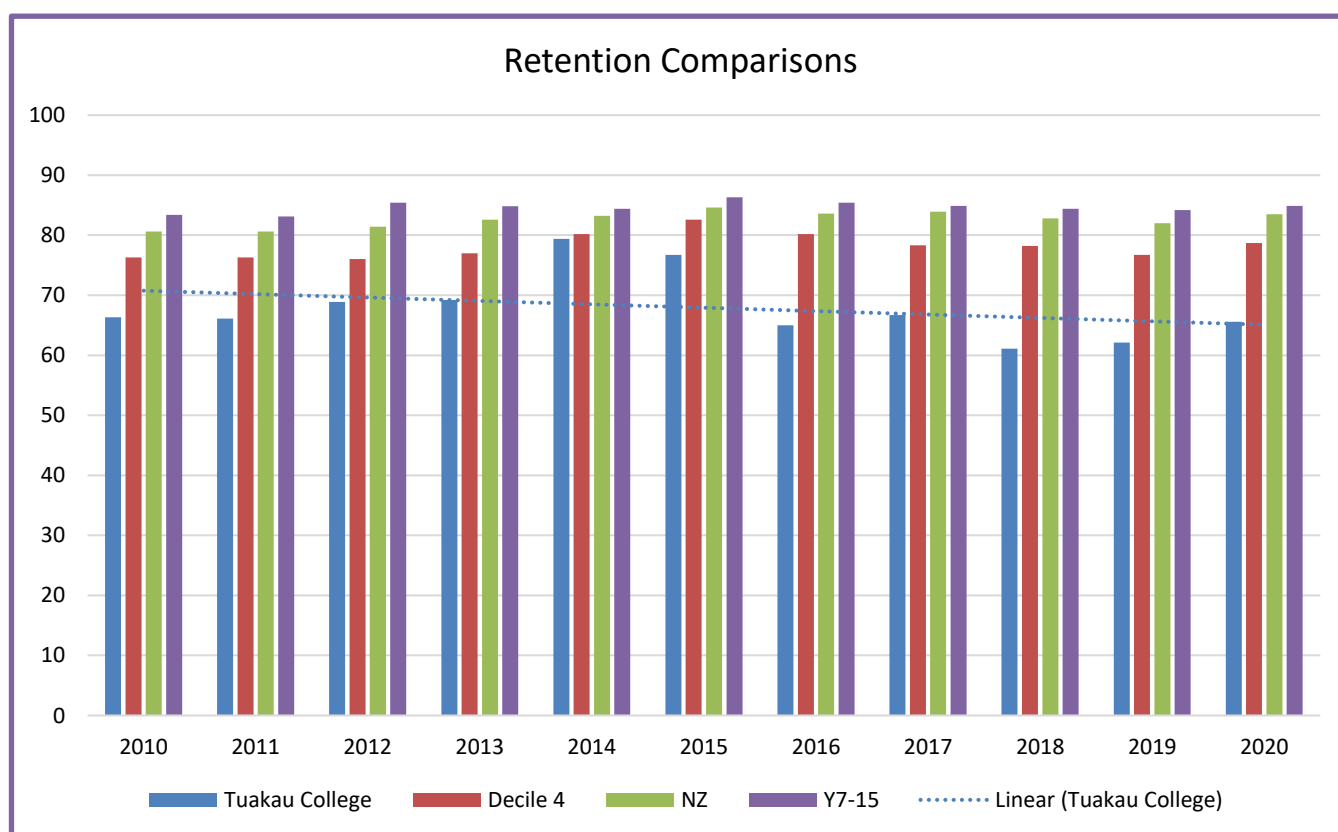
Engagement: SD, Sus & Exclusions Age-standardised per 1000 students 2020

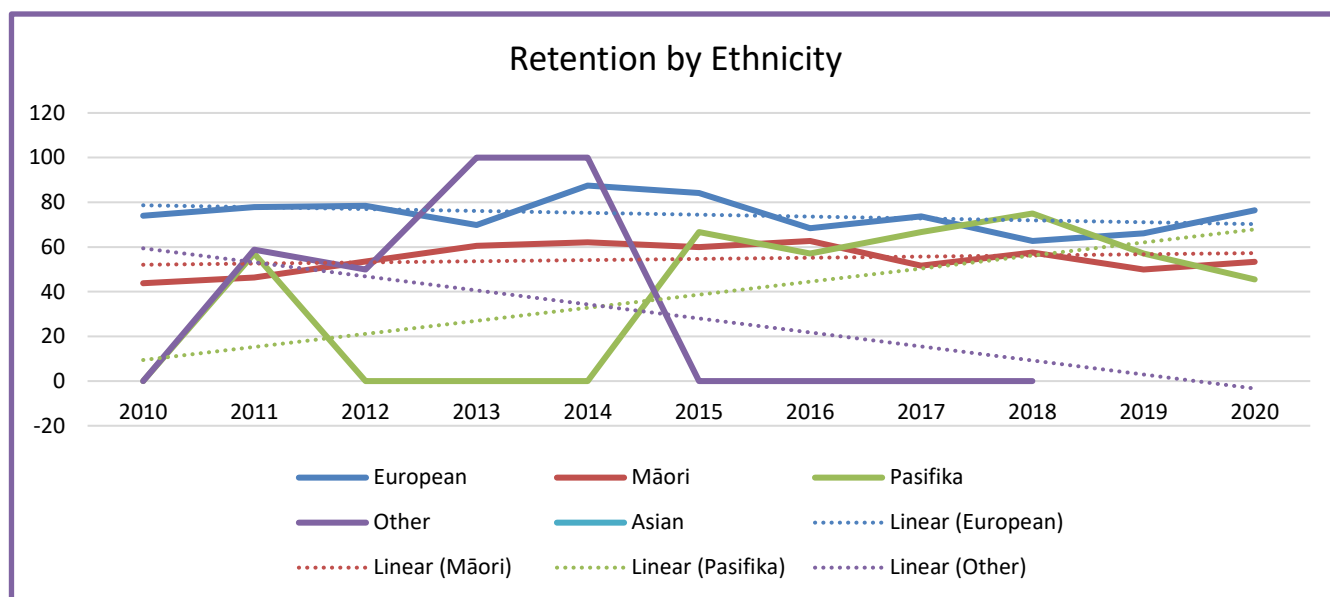


Retention(source Education Counts)

Overall	% Staying on until at least 17										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Tuakau College	66.3	66.1	68.9	69.2	79.4	76.7	65	66.7	61.1	62.1	65.6
Decile 4	76.3	76.3	76	77.0	80.2	82.6	83.6	78.3	78.2	76.7	78.7
NZ	80.6	80.6	81.4	82.6	83.2	84.6	83.6	83.9	82.8	82	83.5
Y7-15	83.4	83.1	85.4	84.8	84.4	86.3	85.4	84.9	84.4	84.2	84.9

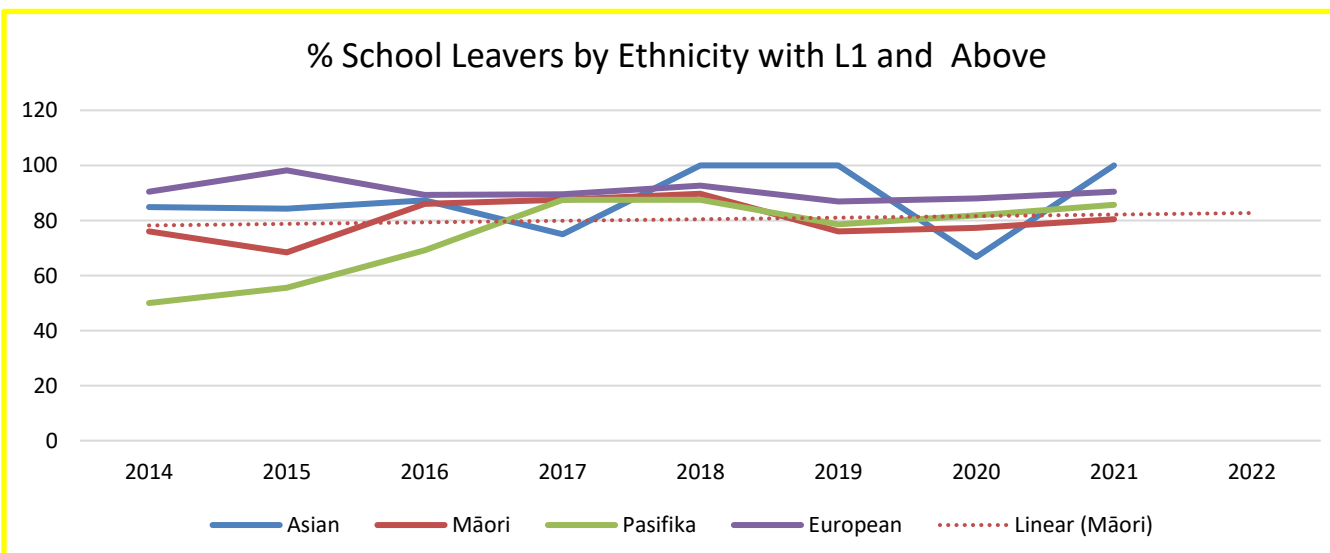
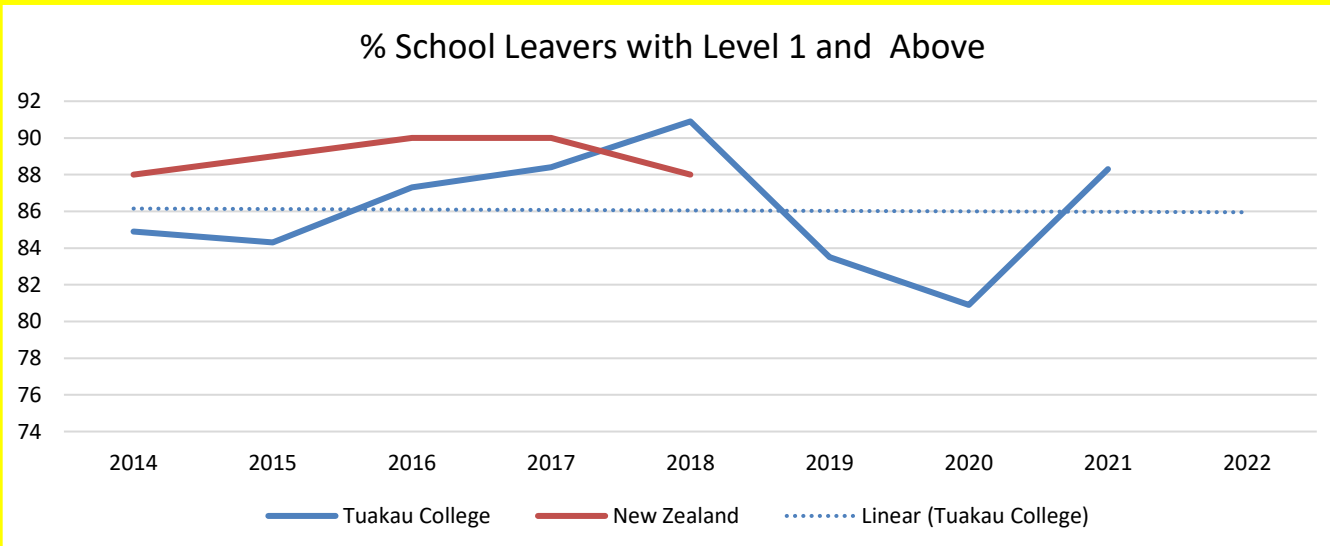
Gender & Ethnicity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Male	57.1	53.1	70.1	61.8	87.9	69	55.6	50.8	60.4	59.6	57.9
Female	75	75.8	67.9	76.9	78.4	83	75.4	87.8	65.9	64.2	71.2
European	74	77.8	78.4	69.8	87.5	84.2	68.4	73.7	62.7	66.1	76.5
Māori	43.8	46.3	52.3	60.5	62.1	60	62.7	51.7	57.5	50	53.3
Pasifika	0	57.1	0	0	0	66.7	57.1	66.7	75	57.1	45.5
Other	0	58.8	50	100	100	100	0	0	0	60	0



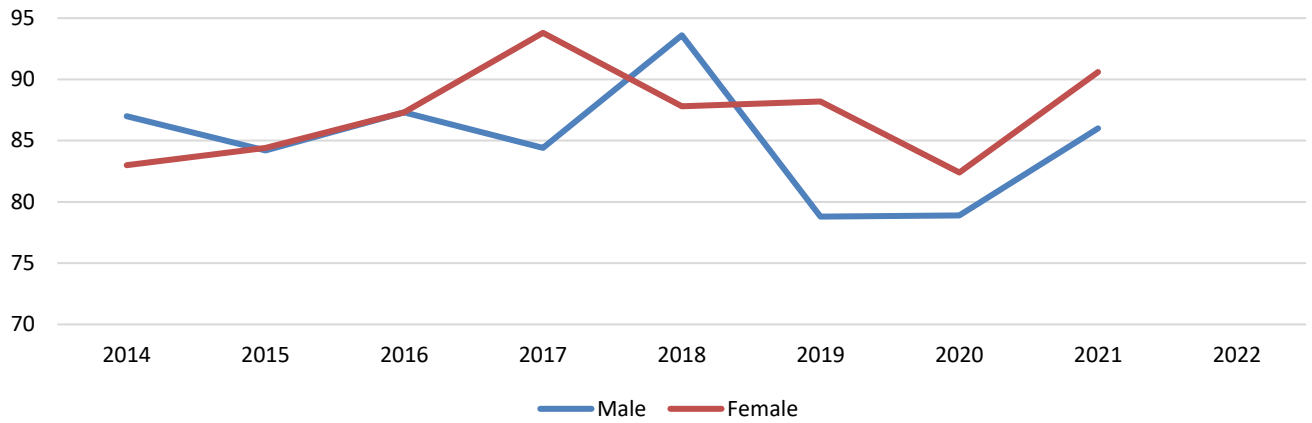


School Leavers Achievement (source Tuakau College Profile)

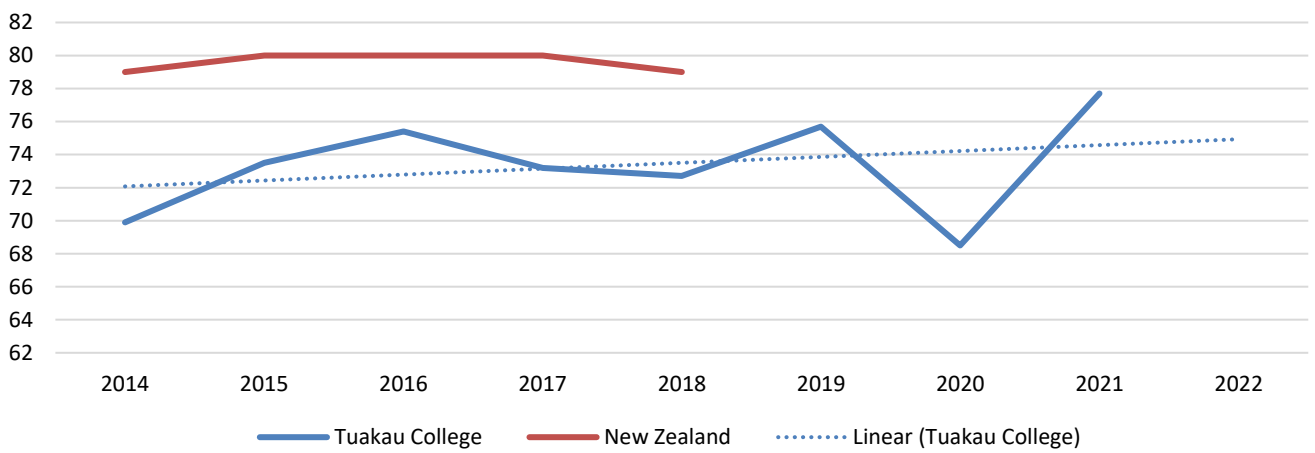
School leavers are students who permanently left school to enter the workforce and/or undertake further education and training outside of the compulsory schooling system sometime between 1 March and 28 February. School leavers are identified using ENROL.



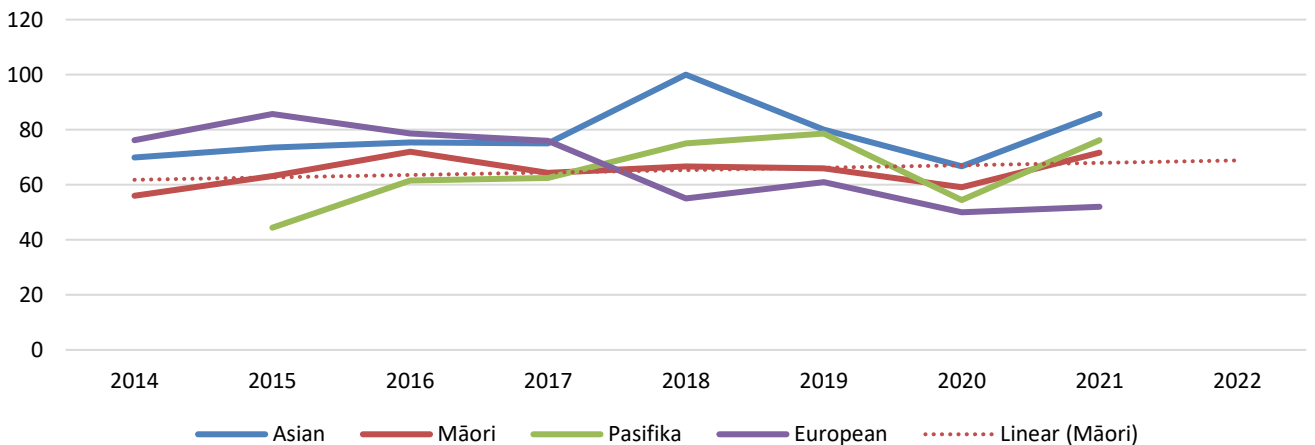
% Leavers by Gender gaining L1 Above

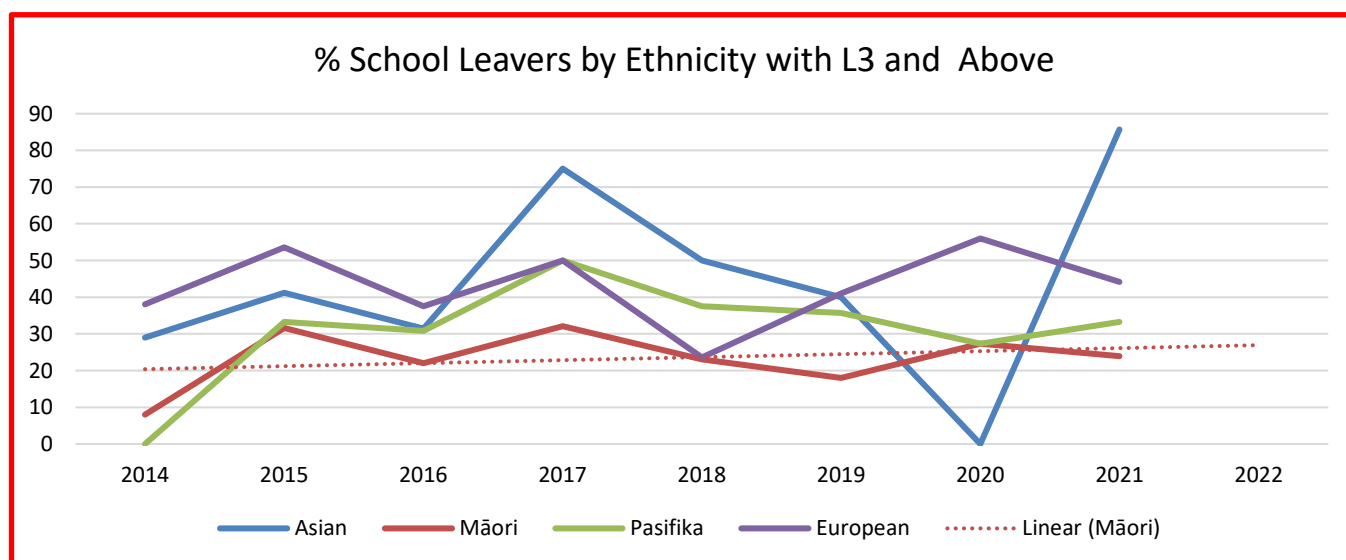
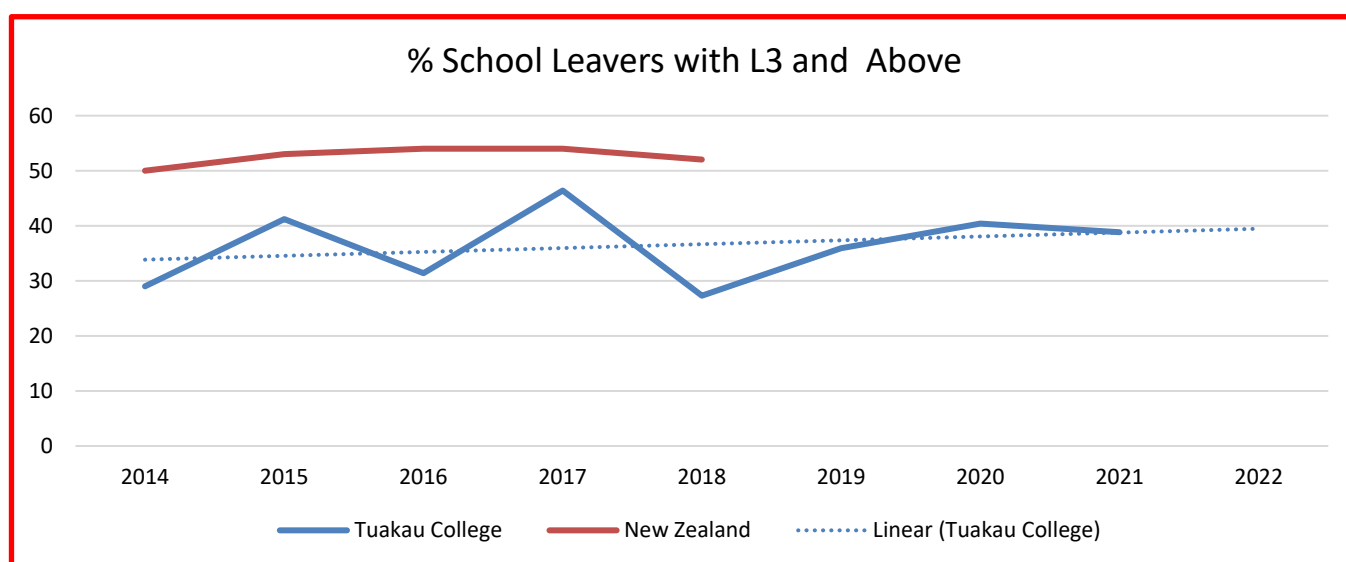
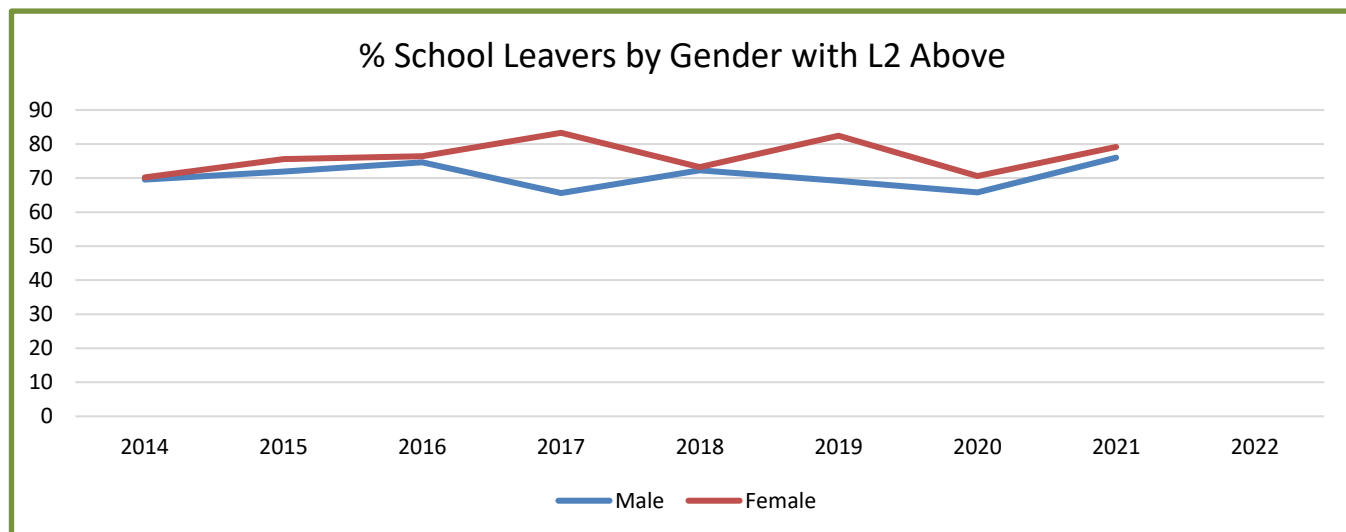


% School Leavers with L2 and Above

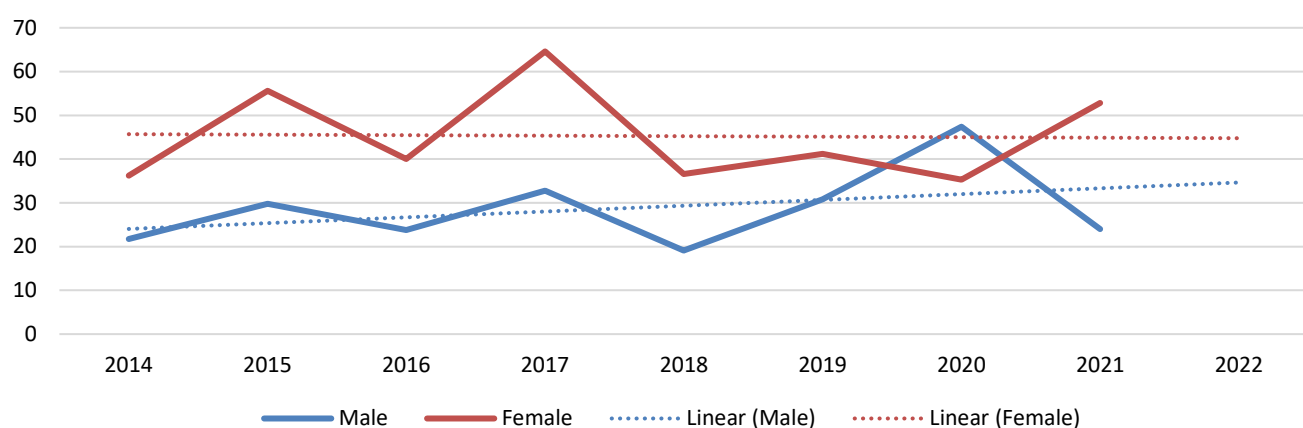


% School Leavers by Ethnicity with L2 and Above

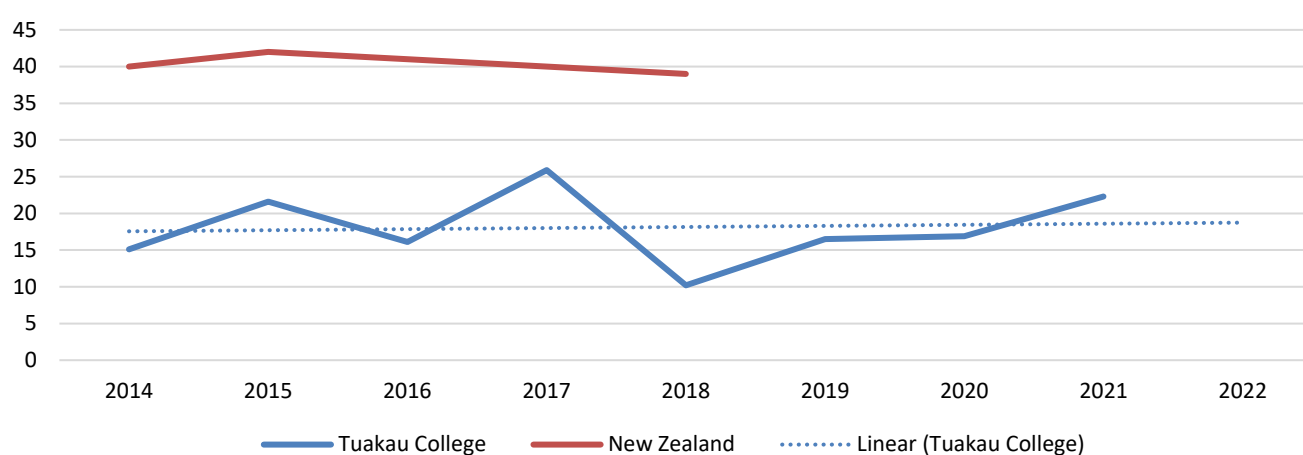




% School Leavers by Gender with L3 Above

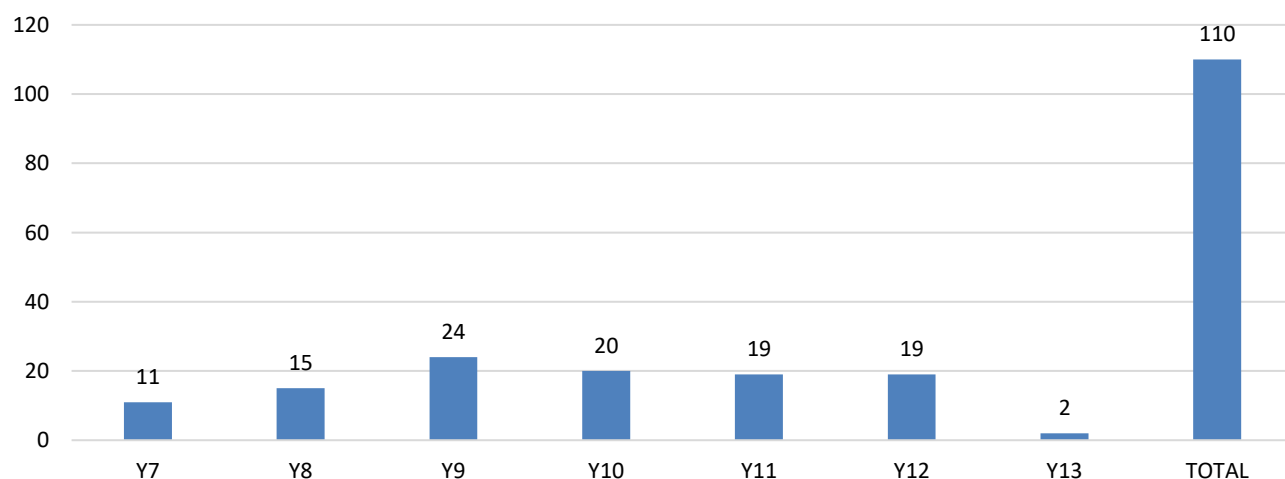


% School Leavers with UE

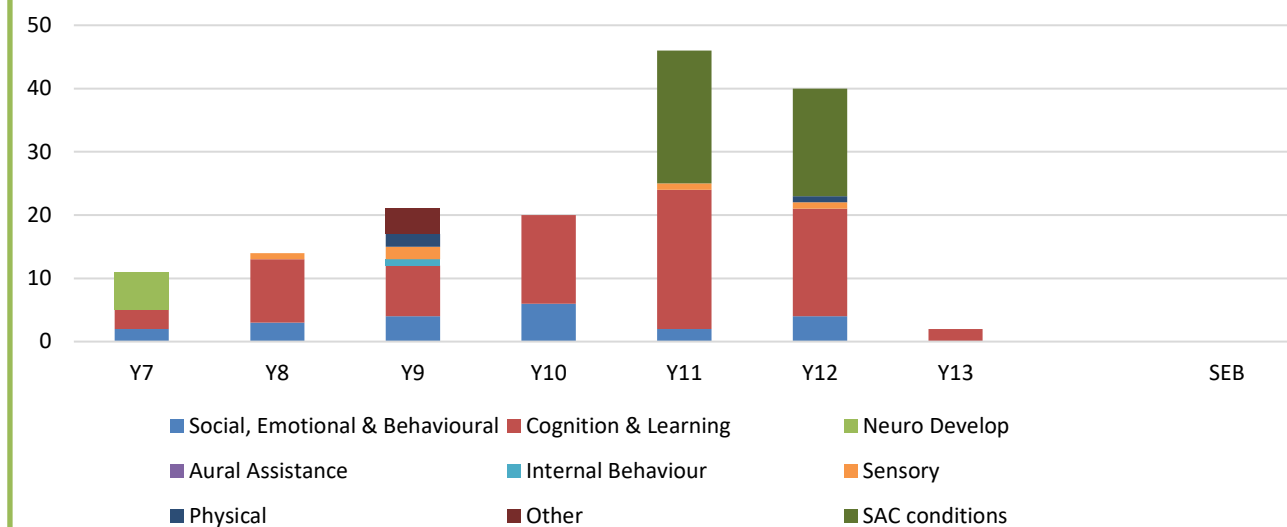


Special Education (source Tuakau College) 2022

Students Assisted via Te Whare Ako

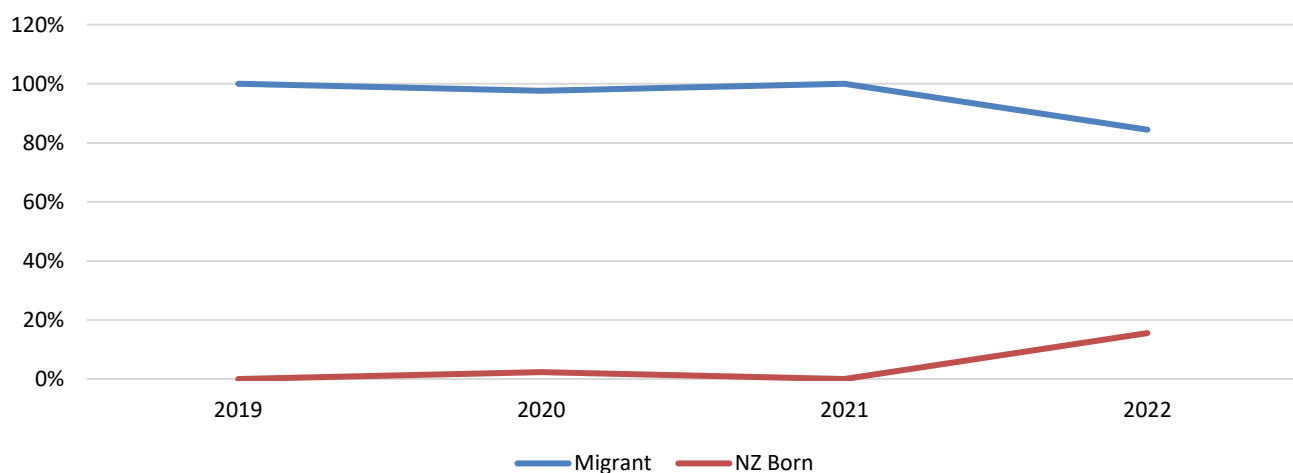


Learning Centre Students now Te Whare Ako

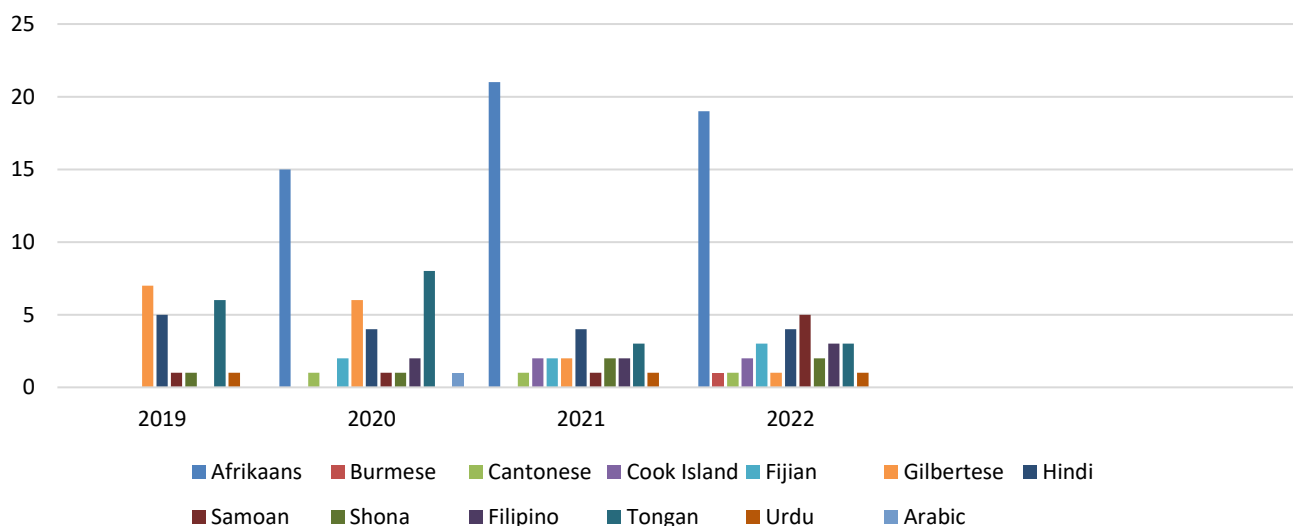


English Language Learning (source Tuakau College MOE Status List) ESOL

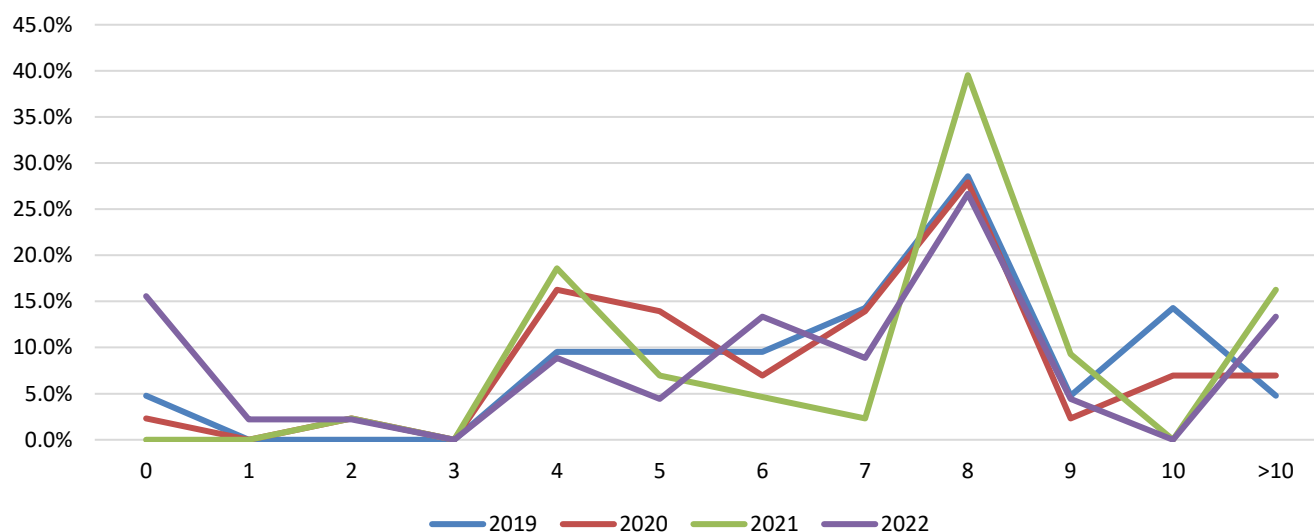
ESOL Student Background



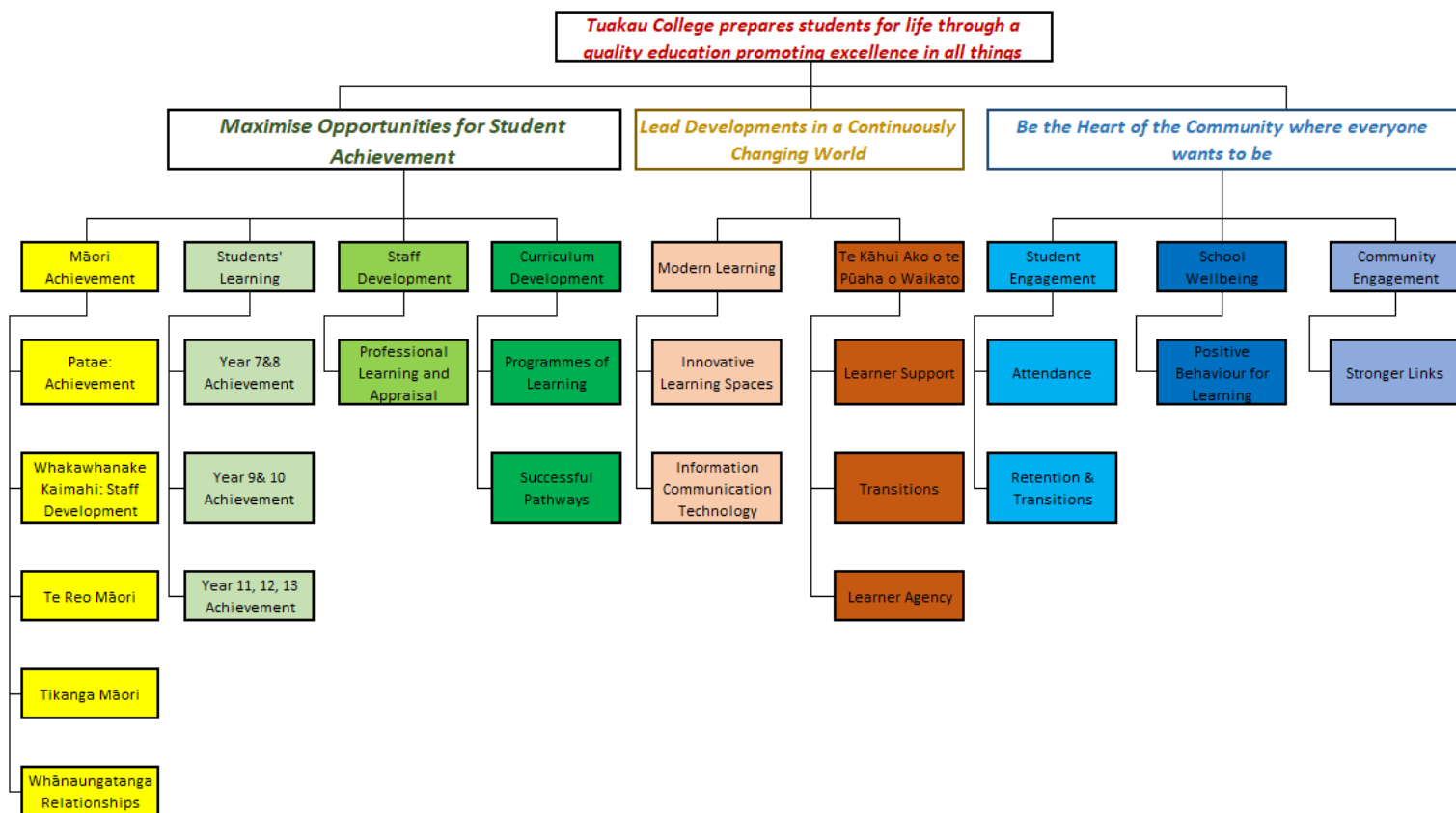
First Language Learning-ESOL data



Percentage of students Score 1-10 in ESOL listening, speaking, reading and writing.



ANNUAL PLAN 2022



IMPROVEMENT PLANS 2022

These are a series of improvement plans around each of the Strategic Focus area.

Mahere Matauranga Māori **Māori Education Plan**

1. Māori Education

Patae: Achievement

Annual Goal: To improve achievement

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
<ol style="list-style-type: none"> 1. Move 8 Māori students from Level 1 & 2 to Levels 3 and 4 in Reading 2. Move 5 Māori students from Level 1 & 2 into Level 3 or 4 in Writing 3. Move 5 more Māori students from Level 1 & 2 into Level 3 or 4 in Mathematics 	End of 2022	<ul style="list-style-type: none"> • Tracking and monitoring of student progress • Accelerated learning opportunities for all students • Using appropriate texts for all students • Continue to develop closer relationships with contributing school to ensure students are arriving with the correct curriculum level. 	Head Y7&8	Increased eASttle results at testing time Increased rubric grades and therefore increased graduation certificates
<ol style="list-style-type: none"> 4. Develop achievement levels in Te Reo Māori 	End of 2022	<ul style="list-style-type: none"> • Increased PLD for staff teaching Reo Rua • Look at what is happening in other schools 	Teachers of Reo Rua HOD Māori	Students are being measured against an agreed standard Student feel valued The number of students competent in speaking Te Reo Māori increases
<ol style="list-style-type: none"> 5. Increase the levels of success for Māori in NCEA: <ol style="list-style-type: none"> a. Increase the Level 1 pass rates so that 5 more students pass. b. Increase the Level 2 pass rates so that 5 more students pass c. Increase the Level 3 pass rates so that 5 more students pass 	End of 2022	<ul style="list-style-type: none"> • Track and monitor students • Ensure the standards used are meaningful and appropriate • Develop alternative programmes to ensure students are engaged 	All teachers HLA in each learning area	Increased success means an increase retention rate

Whakawhanake Kaimahi: Staff Development

Annual Goal: To develop staff so they are culturally placed in our community

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
<ol style="list-style-type: none"> 1. To support the Reo Rua teachers with ongoing PLD in teaching in a bilingual setting 	Ongoing	<ul style="list-style-type: none"> • Outside facilitator is used • Giving them time to develop these strategies 	Reo Rua teachers	More confident in using Te Reo Māori in the classroom
<ol style="list-style-type: none"> 2. Continue to develop culturally engaged staff by increasing their capacity to speak and to use Te Reo Māori. 	Ongoing	<ul style="list-style-type: none"> • Develop an understanding of the Treaty of Waitangi • Develop an appreciation of local History • Develop staff to be culturally engaged 	Principal	There is an appreciation and a development of culture within the staff



Te Reo Māori: Māori Language

Annual Goal: To increase and improve the levels of Te Reo Māori around the kura

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. A transition plan is in place for moving to Te Mārautanga o Aotearoa	End of 2025	<ul style="list-style-type: none"> Visit other schools that have already made the shift A comprehensive plan is in place 	Māori Rōpu HOD Māori Principal	More of the Te Mārautanga is used Schemes and units of work are being written
2. To maintain Reo Rua in Years 7 to 10	Ongoing	<ul style="list-style-type: none"> A class is set up for Y10 Reo Rua Teachers are identified A programme is in place and a review is completed at the end of the year 	Māori Rōpu HOD Māori Principal	A class is functioning at Year 10 as a bilingual class
3. To plan and develop a community based Te Reo Māori course in 2023	End of 2022	<ul style="list-style-type: none"> Survey the community If there is a need how is it going to be resourced Work with other schools and the Kāhui Ako 	HOD Māori Principal	A programme is ready to run

Tikanga Māori: Māori protocols

Annual Goal: To improve an understanding of Tainui tikanga Māori

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Ongoing consultation with our local Māori community	Ongoing	<ul style="list-style-type: none"> Informal discussions occur with kaumatua and local members of the various marae Must be included in the reviews that are occurring 	Principal	Increased communication

Whakawhanaungatanga: Relationships

Annual Goal: To improve connections with local iwi and hapu

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Continue to consult with Marae and local iwi around our Māori Education Plan	End of 2022	<ul style="list-style-type: none"> Survey all Māori parents 	Principal	Freer movement between school and marae



Whakawhaanui i nga whai waahitanga te whakatutukitanga o nga akonga
Maximise Opportunities for Student Achievement

2. Student Learning

Years 7&8 Achievement

Annual Goal: To improve achievement and teaching practice in the Junior College

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Move 15 students out of the Levels 1 & 2 category especially in Reading	End of 2022	<ul style="list-style-type: none"> Tracking and monitoring of student progress Accelerated learning opportunities for all students Using appropriate texts for all students Continued development through PLD 	All Y7&8 teachers Head of Y7&8 Kaahui Ako focus	Increased eASttle results at testing time
2. Move six more students in Mathematics and Writing	End of 2022	<ul style="list-style-type: none"> Accelerated learning opportunities for all students Using appropriate texts for all students Continued development through PLD 	All Y7&8 teachers	Increased rubric grades and therefore increased graduation certificates
3. Implement a Gifted and Talented programme in Years 7&8	End of 2022	<ul style="list-style-type: none"> A gifted and talented programme collaboratively developed by the teachers in Y7&8 	All Y7&8 teachers	In the schemes of work and unit plans authentic learning approaches are included

Years 9&10 Achievement

Annual Goal: To improve achievement and teaching practice in the Middle College

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Move 10 students more than 2+ sub-levels in Reading	End of 2022	<ul style="list-style-type: none"> Tracking and monitoring of student progress Accelerated learning opportunities for all students Using appropriate texts for all students Continued development through PLD 	Head of English	Increased eASttle results at testing time
2. Move 10 students more than 2+ sublevels in Mathematics	End of 2022	<ul style="list-style-type: none"> Accelerated learning opportunities for all students Using appropriate texts for all students Continued development through PLD 	Head of Mathematics	Increased rubric grades and therefore increased graduation certificates
3. Increase the number of students gaining their diplomas in Year 10 by 10 more students.	End of 2022	<ul style="list-style-type: none"> Monitoring and tracking of the levels of success with the Diploma throughout the year A revision of the rubric has been completed 	Each learning area	More students are expected to pass with the review each reporting time.
4. Focus on numeracy and literacy as the new standards are introduced for the beginning of 2023	End of 2022	<ul style="list-style-type: none"> Practice the new standards at Years 9 and 10 	All areas but focus on English and Math	A better understanding of what is required for these new standards which can be offered at Years 9&10.

Years 11, 12 & 13 (NCEA) Achievement

Annual Goal: To improve achievement and teaching practice in the Senior College

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Monitor and track the pass rates at all levels of NCEA so that <ol style="list-style-type: none"> At Level 1 it is raised by 5%(5 students) At Level 2 it is raised by 3%(3 students) At Level 3 it remains above 75% UE results improve by 5% 	End of March 2022	<ul style="list-style-type: none"> Monitoring and tracking throughout the year Guestimations are regular to assist with the possible levels of pass rates Alternative courses and standards are used effectively 	All teachers of NCEA HLAs	Guestimations are accurate and indicate progress
2. All areas have engaged with the NCEA review and the changes which began in 2021	End of 2022	<ul style="list-style-type: none"> All subject areas will be in discussion with subject associations looking for direction around what the new standards are going to look like. Schemes of work will change 	HLAs AP Curriculum All teachers of NCEA	Minutes will record the co-construction occurring Schemes and assessment schedules will change



3. Staff Development

Professional Learning & Growth

Annual Goal: To provide a platform for staff improvement and engagement

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Increase the knowledge and skill base with restorative practices with the staff	End of 2022	<ul style="list-style-type: none"> PLD programme is in place PB4L driven and developed using the committee School wide progress is made 	DP Pastoral	Increased use of restorative practices
2. Ensure full participation in the teacher Digital fluency programme	End of 2022	<ul style="list-style-type: none"> Review and survey staff Implement a wellbeing programme 	HLAs	Increase wellbeing of all the staff
3. Ensure progress is made with Māori language and Te Mārautanga	End of 2022	<ul style="list-style-type: none"> Staff are engaged in the transition 	Head of Te Reo Māori	Language acquisition in all areas is increased

4. Curriculum Development

Programmes of Learning

Annual Goal: To develop programmes of learning that are meaningful

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. All programmes of learning are adjusted as NCEA changes come on stream.	Ongoing for next three years	<ul style="list-style-type: none"> Staff are brought up to speed with the changes Changes are implemented Courses are adjusted accordingly 	HLA	Courses are developed over this time which are meaningful to the our students
2. All schemes are updated with the relevant foci on literary, numeracy, local curricula, NZ Histories and curriculum refresh.	Ongoing work	<ul style="list-style-type: none"> All HLAs and HOD will do a review of the scheme and units of work and ensure everything is up to date 	HLAs	Schemes have been updated

Successful Pathways

Annual Goal: To improve achievement and teaching practice in the Junior College

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Modifications are made to the timetable as the school roll grows especially at Years 11, 12 & 13.	End of 2022	<ul style="list-style-type: none"> Modifications are made Staffed appropriately A review is completed before any further changes occur 	Timetable committee	Changes are made at the end of the year
2. Determine how successful we are in determining the pathways for our students with a collaborative scrutinising of the data	Ongoing	<ul style="list-style-type: none"> An inquiry is set up. Goals are set. Finding out where data is used. Is the data valid, reliable and useful? Determine the measures used to determine success. How is the data useful to various sections of the school community? How is the data used by the various collaborators? 	SLT	



Me arahi i nga whanaketanga o te rohe i roto i te Ao hurihuri tonu
Lead Local Developments in a Continuously Changing World

5. Modern Learning

Innovative Learning Space

Annual Goal: To update and improve teaching spaces

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. A master plan is completed	End 2022	<ul style="list-style-type: none"> Look at each room to ensure power, heat, projector etc capability Look at furniture requirements Discuss with teachers on how the space is being used 	EM	A plan is in place

ICT

Annual Goal: To continue to ensure the College is digitally capable

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. A BYOD plan continues to be implemented year by year.	End 2025	<ul style="list-style-type: none"> Survey on devices available at home is completed Look for a company that can provide students and whaanau with the right devices Board approves a plan that is in line with the Donations scheme Continue to provide COWS for areas 	DP I/C ICT HLAs and HODs	A plan is written More devices in school Schemes indicate the use of more online learning
2. An ongoing Digital focus occurs	End of 2025	<ul style="list-style-type: none"> All areas are reviewed in terms of digital fluency PLD is completed around the definition of digital fluency 	Digital committee	A matrix of fluency is produced

6. Te Kaahui Ako o te Puuaha o Waikato

Learner Support

Annual Goal: To identify the needs across the Kāhui Ako and determine areas of strength and weakness

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Review our Learner Support and how this fits with the other schools programmes so students are supported though their transition	End of 2022	<ul style="list-style-type: none"> MOE discussions around Learning Support teachers Collate areas of good practice Determine the common language needed across the kāhui ako. 	Lead Principal Across School Leader(ACL) Within School Leaders(WSL)	A plan is in place Learning Support Teachers are allocated Use of common language and procedures in all schools

Transitions

Annual Goal: To identify the needs across the Kāhui Ako and determine areas of strength and weakness

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
2. Review and define Transitions and how this fits with the other schools.	End of 2022	<ul style="list-style-type: none"> Review the process of transition of new students into the school Review the processes of new teachers into the school Review the process of students moving from year level to year level. 	Lead Principal Across School Leader(ACL) Within School Leaders(WSL)	A plan is in place



		<ul style="list-style-type: none"> Look at the process of students leaving school. Put together a transitions document with good practice and work ons. 		
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Student Agency

Annual Goal: To determine what this means in all schools

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
a. To have a common understanding and practices around Student Agency	End of 2022	<ul style="list-style-type: none"> Definition of Student Agency is agreed upon Student input into this definition Strategies are devised across the kāhui Ako Determine how to engage with the local curriculum Research areas of good practice in other schools 	Lead Principal All schools	A definition is determined A matrix of good practice in our schools is determined

Kia noho hei manawa o te hapori e hiahia ana e te katoa
Be the Heart of the Community where everyone wants to be

7. Student Engagement

Attendance

Annual Goal: To improve Attendance

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. To maintain attendance over 90% a. Ensure Māori attendance improves by 4%(8 students) from 86.2% to 90.2%	End of 2022	<ul style="list-style-type: none"> With improved monitoring and tracking means some of the groups can be improved 	AP Attendance All staff	Improved attendance by all groups

Retention & Transition

Annual Goal: To improve retention and transition within and between schools

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Increase retention rates by 10%.	Ongoing	<ul style="list-style-type: none"> Monitor and track the retention of students that are leaving Ensure the data for each student is accurate and reduce the numbers of students with 'Unknown' 	SLT AP Attendance Deans	Retention rate increases

8. School Wellbeing

PB4L

Annual Goal: To improve learning by improved behaviour

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. More action than theory in the implementation of the positive things we are doing.	By end of 2022	<ul style="list-style-type: none"> Review where we are at and implement the next stages to towards Level 1 		
2. Restorative Practices are improved	End of 2022	<ul style="list-style-type: none"> Share good practice amongst the staff Provide restorative conversation book marks Provide mentor and ongoing support for all staff in 	DP Pastoral	Processes are in place to improve RP work



		implementing and actioning RP work.		
3. To maintain and or reduce the stand-down rate a. Keep the rates close to 35 students in a year. b. Māori students are reduced by 10% from 73% to 63%	End of 2022	<ul style="list-style-type: none"> • Monitor and track student behaviour • Use of RP will reduce stand-down rates • Target Māori and Male students to reduce the percentage in overall groups 	All staff Principal	Better behaved students

9. Community Engagement

Stronger Links

Annual Goal: To form more links but also to cement stronger links with the community.

2022 Annual Targets	When?	What is going to happen?	Responsible	Indicators of progress
1. Continue to build better relationships with all schools in the Kāhui Ako	End of 2022	<ul style="list-style-type: none"> • Keep communicating with all schools throughout the year • Have a common theme for meeting with all schools • 	Lead Principal	Communication channels are opened
2. Put in place a community volunteer day	End of 2022	<ul style="list-style-type: none"> • Determine a day in Spring • Reach out to the community for a project to complete • Reach out to other organisations to see what we can do to help • Select an ongoing project for the day 	Principal All Staff	Active day put aside Stronger links are made



WHAKATAUKI TE TITIRO I MUA

Ma **whero** ma **pango** ka oti ai te mahi
*With red and black the work will be
 complete*

