



TUAKAU COLLEGE

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

**ANNUAL
IMPLEMENTATION
PLAN
2024**

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Summary of Annual Implementation Plan

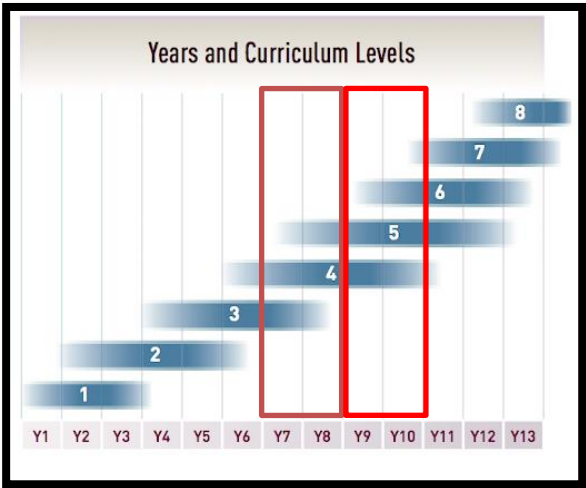
- Continue to improve Maaori Achievement
- Increasing Achievement in these areas:
 - Year 8 and 10 Diplomas
 - Improve eAsttle scores in Years 7 to 10
 - Increase Literacy and Numeracy levels in all areas so when students get to Year 10 they can achieve the requisites for NCEA Level 1 literacy/numeracy
 - Endorsements in NCEA across all levels
 - NCEA Level 3 and UE are at National levels
 - Move Male achievement closer to female achievement in all areas
- A literacy and numeracy plan is in place across the whole school
- Student wellbeing is improved after gathering information through student voice and making the necessary changes to improve wellbeing
- Improve the climate in classrooms for teachers and students
- Improve student engagement to ensure students focus on their studies by reviewing timetable structure,
- BYOD continues to improve and students continue to engage with ICT as their learning tool
- The College continues to implement the Master Plan as agreed by the MOE
- Transitioning of students into, out of and in between levels is reviewed
- The various cultures are recognised and celebrated throughout the school
- Ongoing work with the curriculum changes and NZ Histories occurs
- NCEA Level 1 is fully implemented
- Work on Level 2 and Level 3 occurs for implementation in 2026
- Professional learning continues to ensure staff are fully up to speed with the changes
- A careers focus in all areas occurs
- The Kaahui Ako continues to support the work completed at Tuakau College
- Engagement with the community is always being improved

Giving Effect To Te Tiriti O Waitangi

- Maaori achievement is improving and moving closer to the achievement of others
- Maaori achievement remains higher than the National averages
- Continue to liaise closely with contributing schools to ensure information in regard Maaori learners is appropriate
- Continue to consult with the Maaori community in regards to moving to the Matauranga Maaori curriculum
- Ongoing improvements with the Reo Rua classes so more students are retained in this area
- Compulsory Te Reo Maaori to all Years 7&8 students continues
- Te Reo Maaori is spoken by as many teachers in their classroom as possible
- Ongoing Professional learning for the staff in tikanga and Te Reo Maaori
- Careers monitoring and tracking of Maaori students occurs
- Leadership opportunities continue to be developed for Maaori Students
- Community Liaison roles are established
- Reduce barrier to Maaori student learning which reduces barriers for all students
- Increase Te Reo Maaori speakers in the school

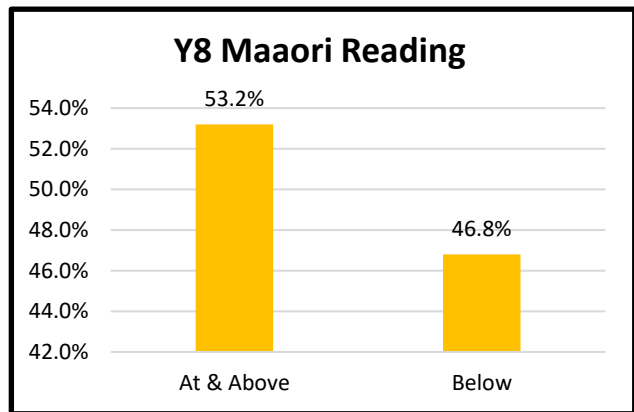
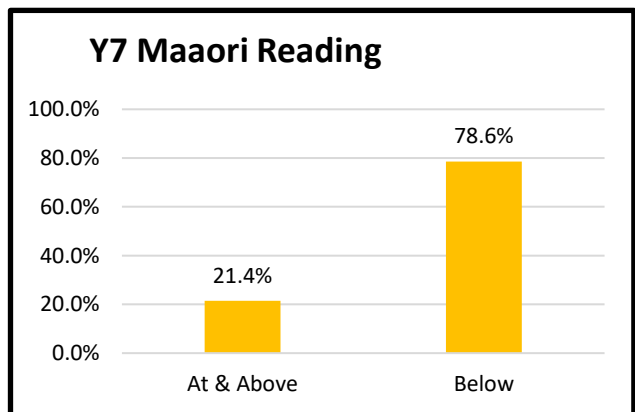
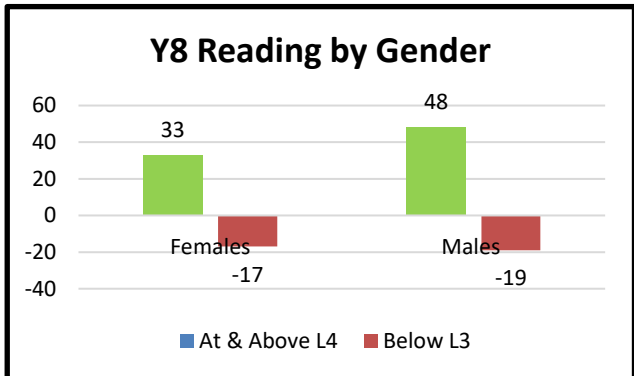
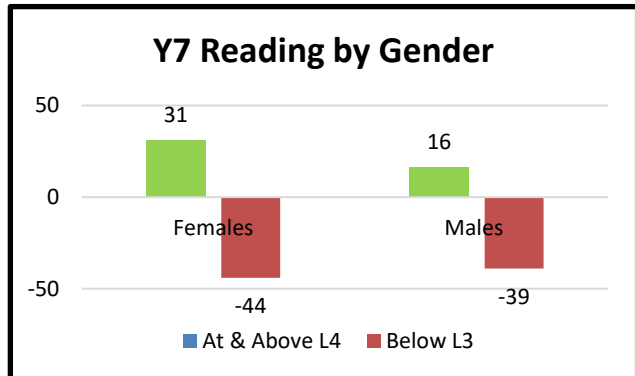
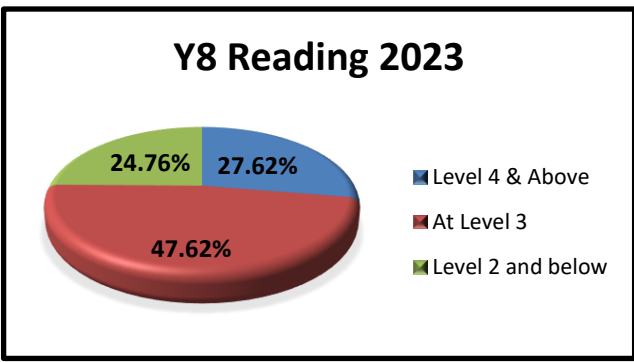
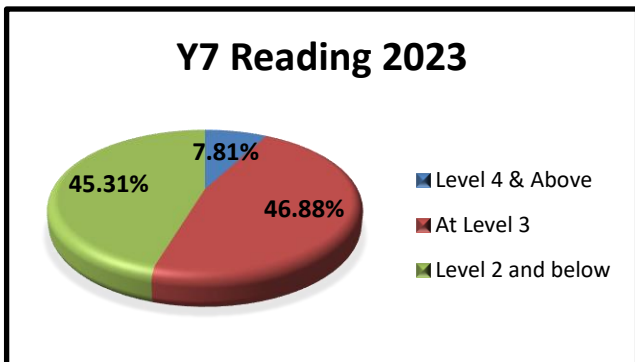
Where we are currently at?

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 student 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 student masters most of the skills, knowledge and understanding of each stage they will progress to the next level. In Reading Writing and Mathematics(Literacy and Numeracy) if students are at the curriculum level then students in Year 7&8 should be at 3 or 4 level and students in Years 9&10 at 4 or 5 Level. From 2023 are the levels the students are at in literacy and numeracy.

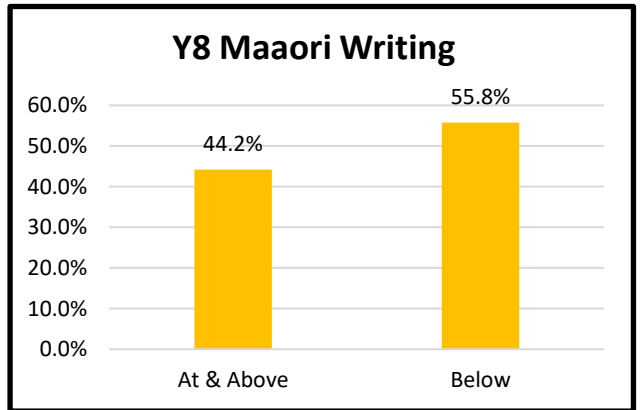
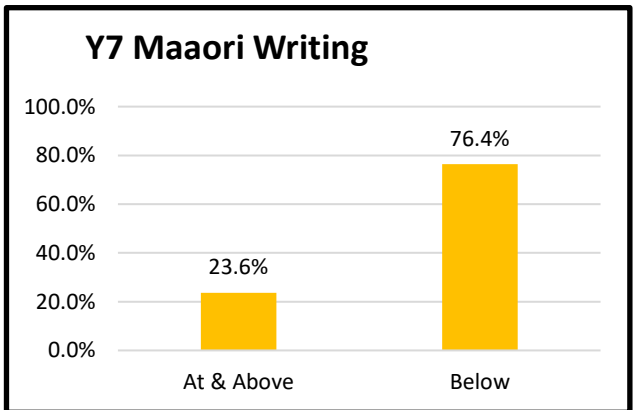
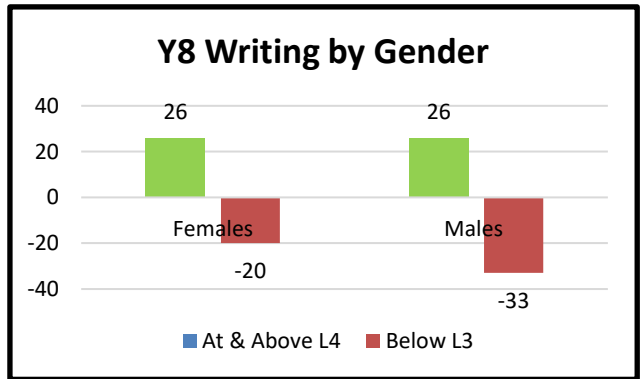
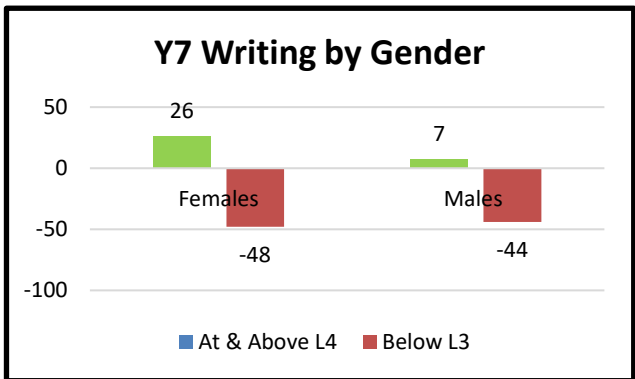
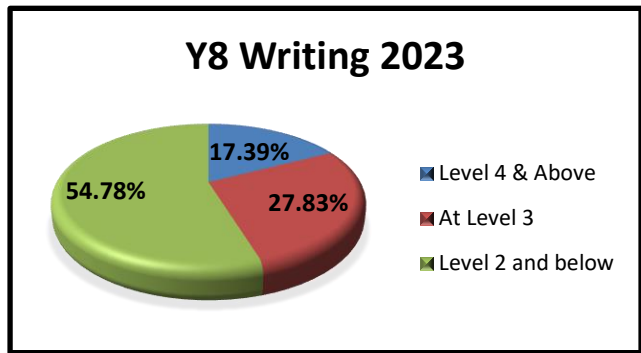
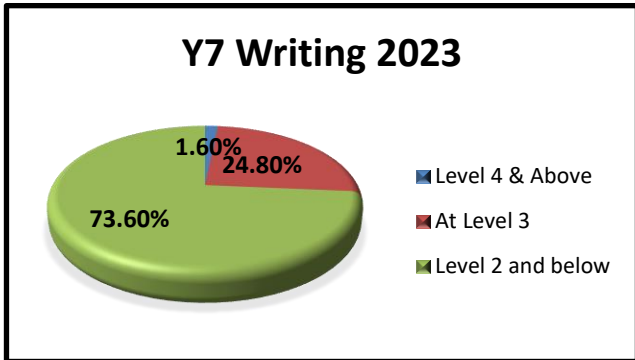


Curriculum Levels 2023 Years 7&8

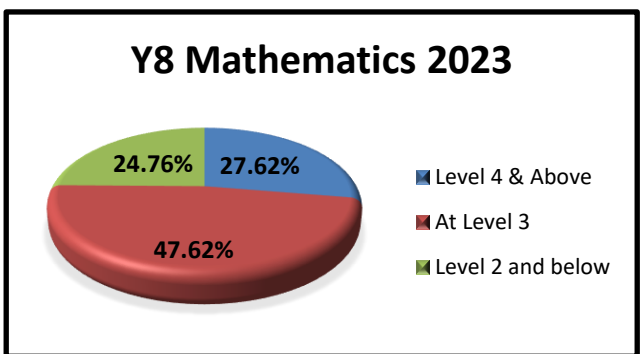
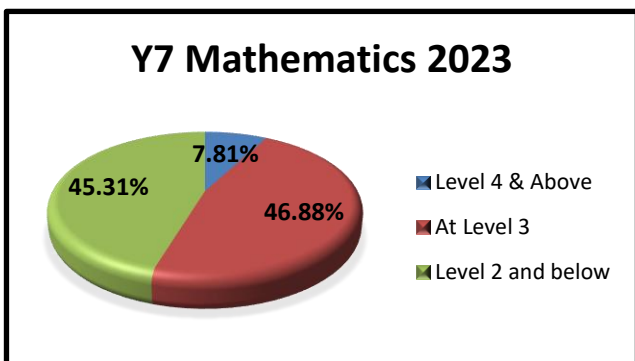
READING

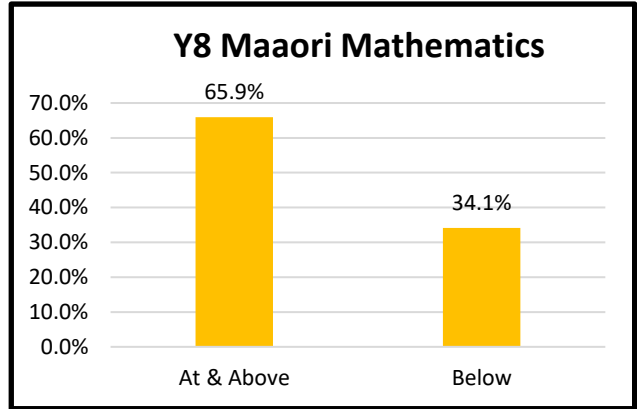
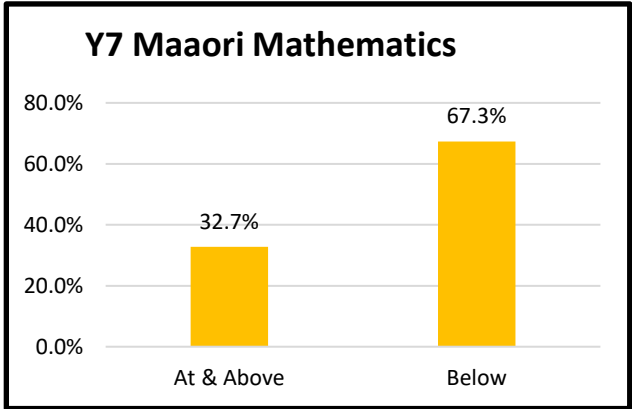
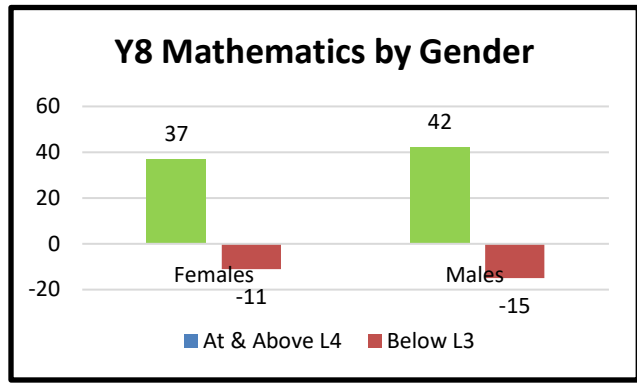
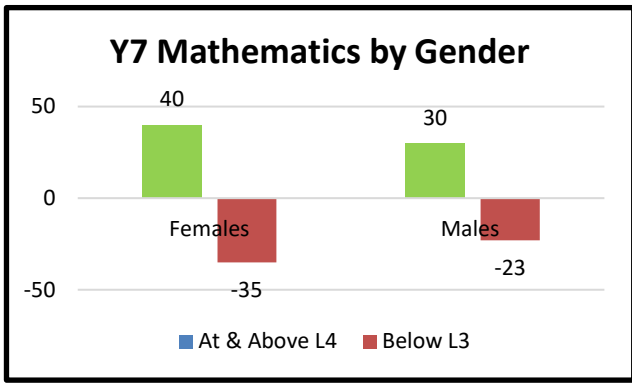


WRITING



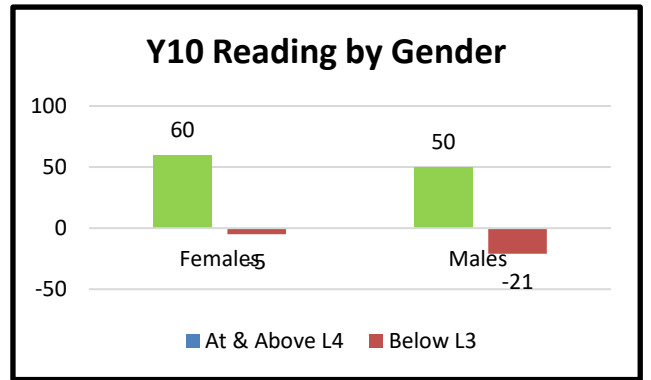
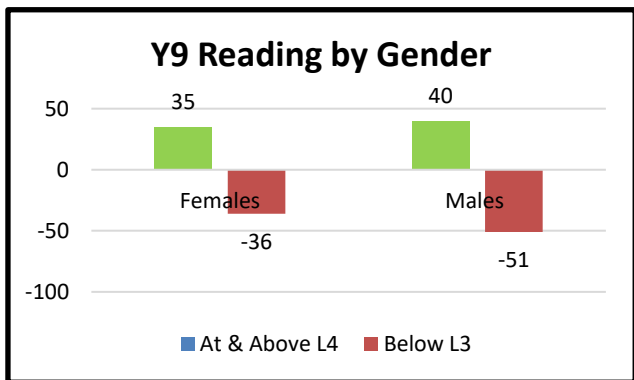
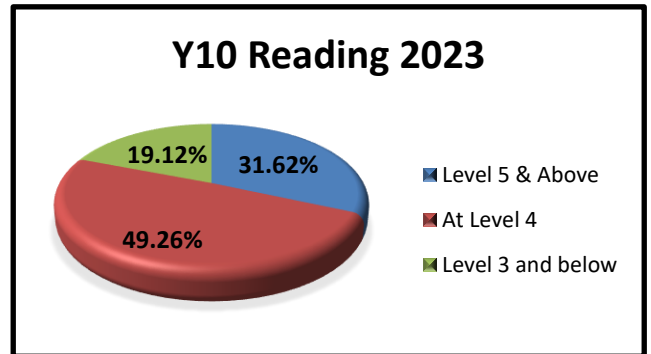
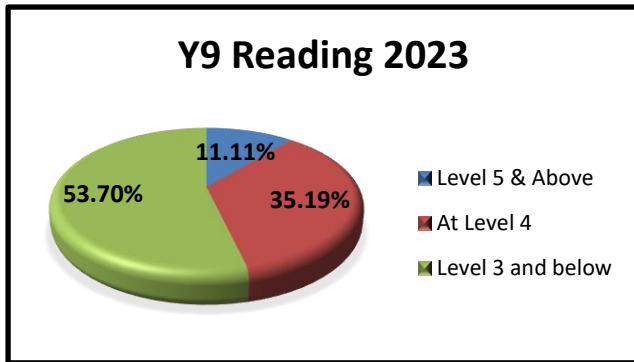
MATHEMATICS

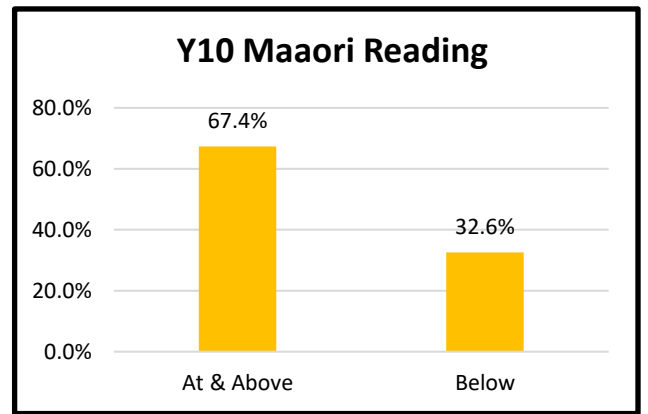
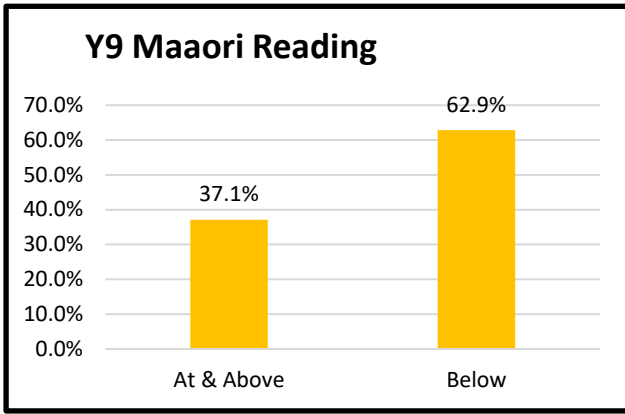




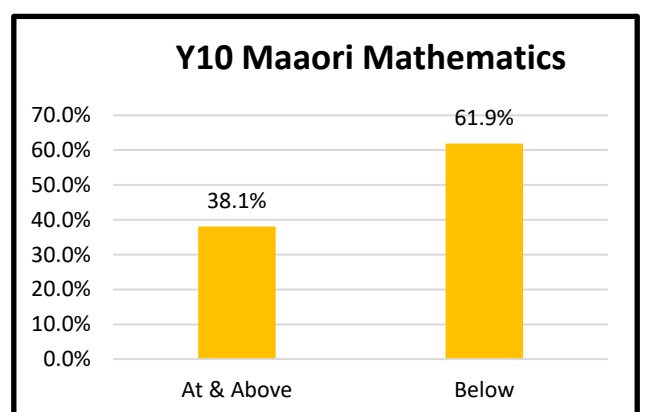
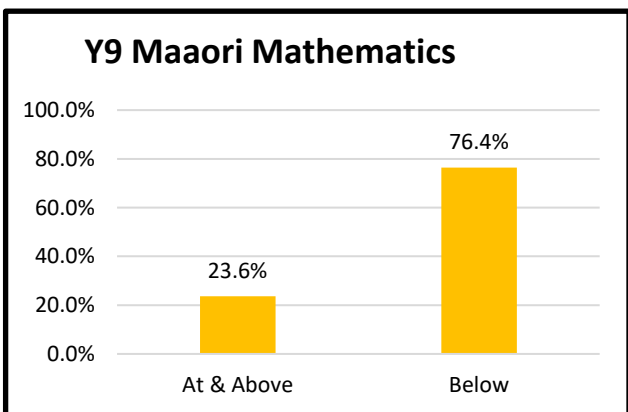
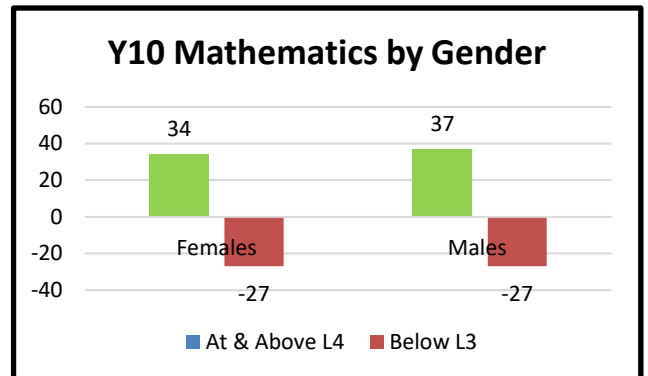
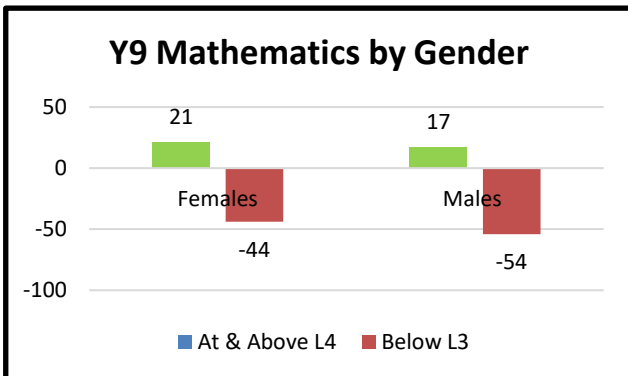
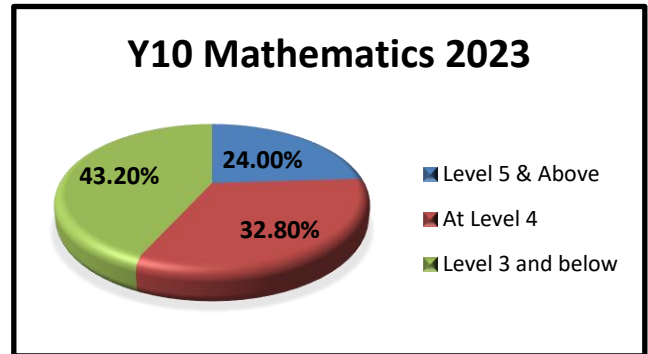
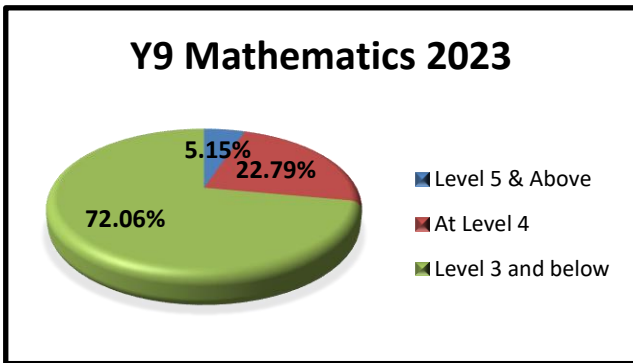
Curriculum Levels 2023 Years 9 & 10

READING





MATHEMATICS

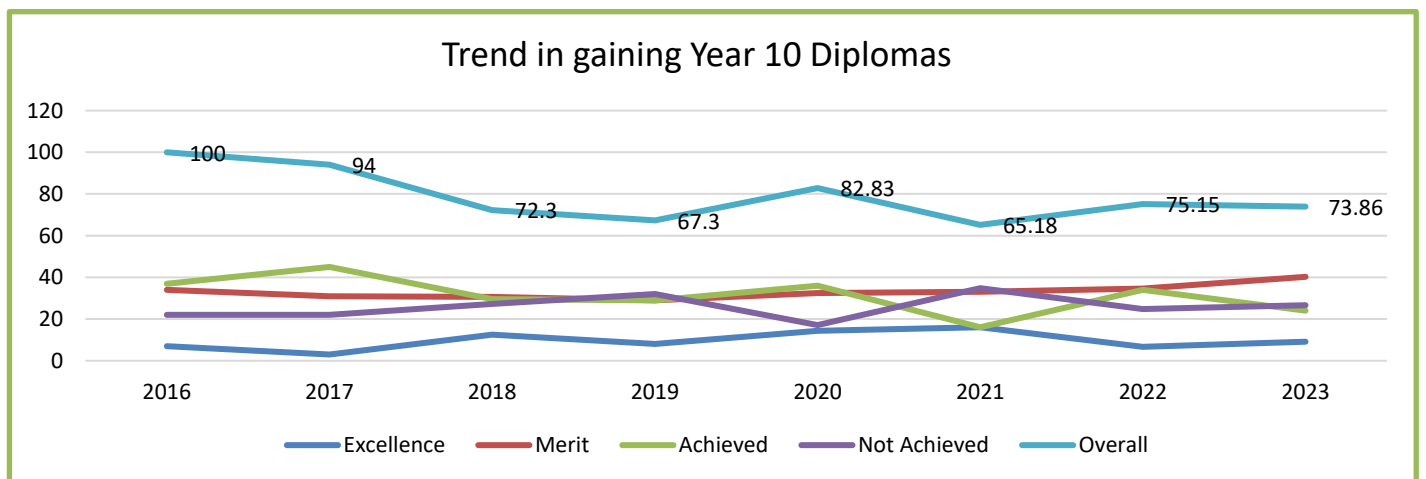
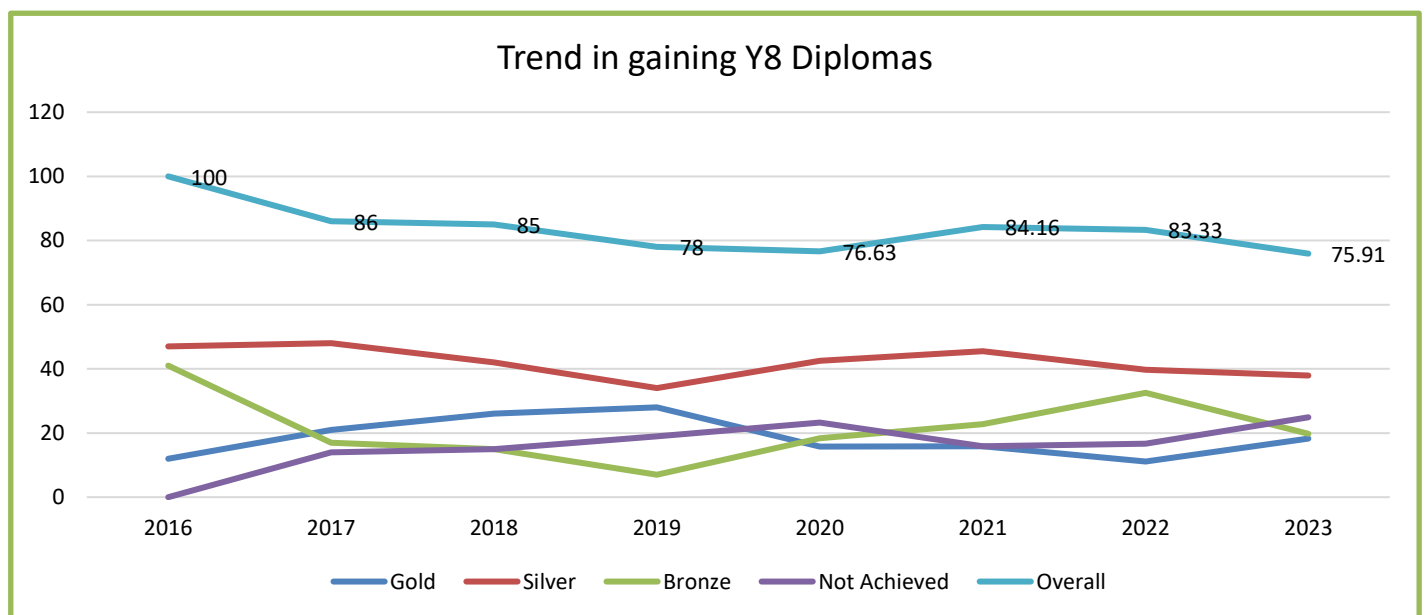
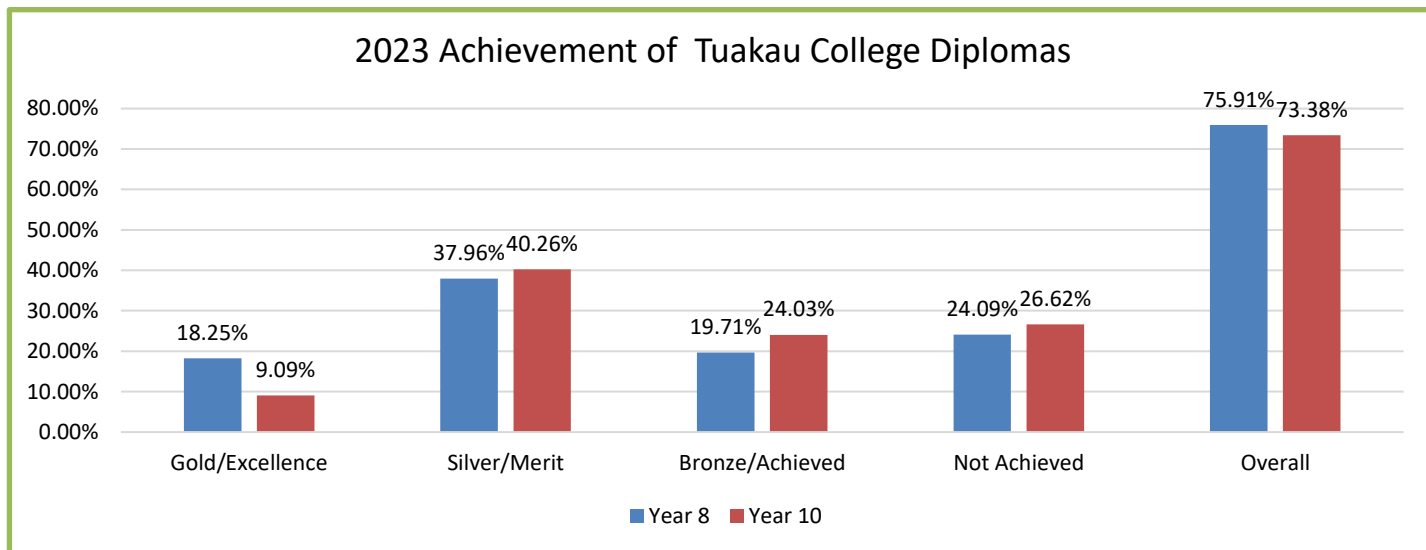


Years 8 & 10 Tuakau College Diplomas

The students gain credits each term to motivate and enable students to work towards a goal. Students accumulate credits/points 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

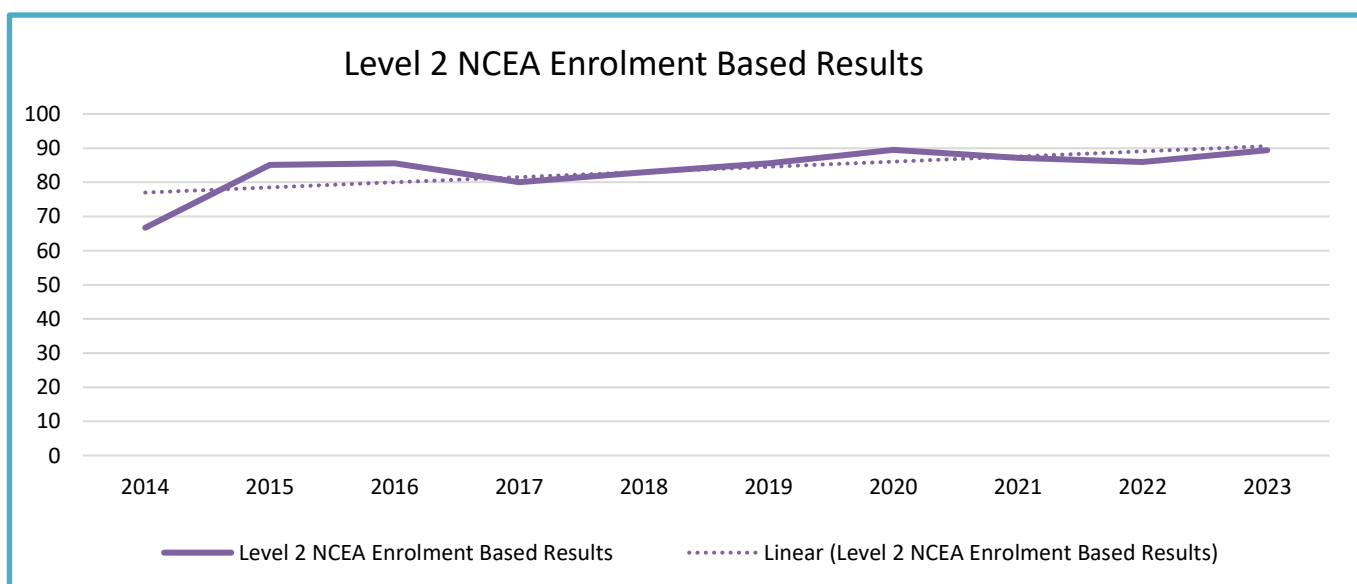
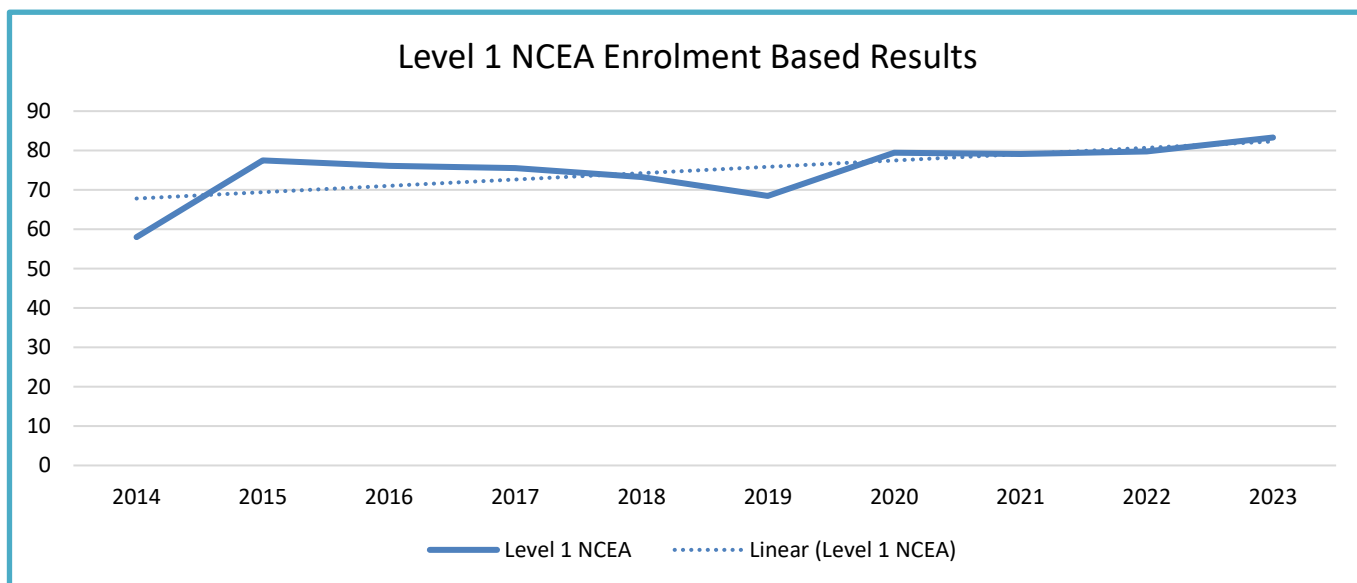
The Annual Implementation Plan 2024: Pai rawa atu i nga mea katoa  *The very best in all things*

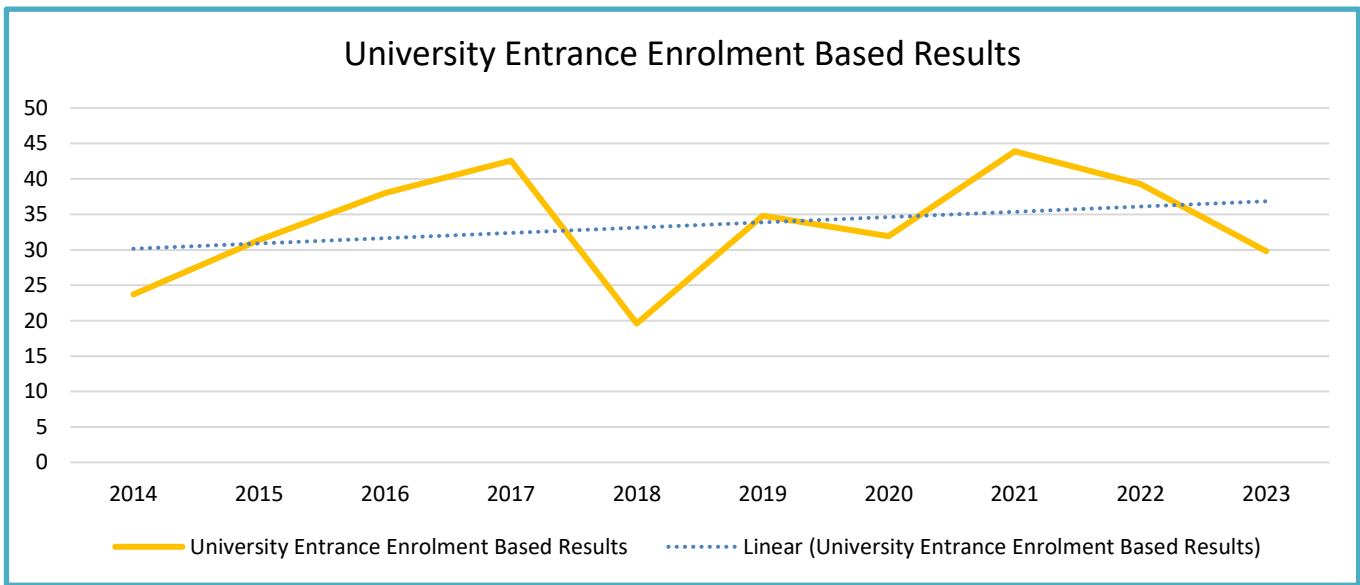
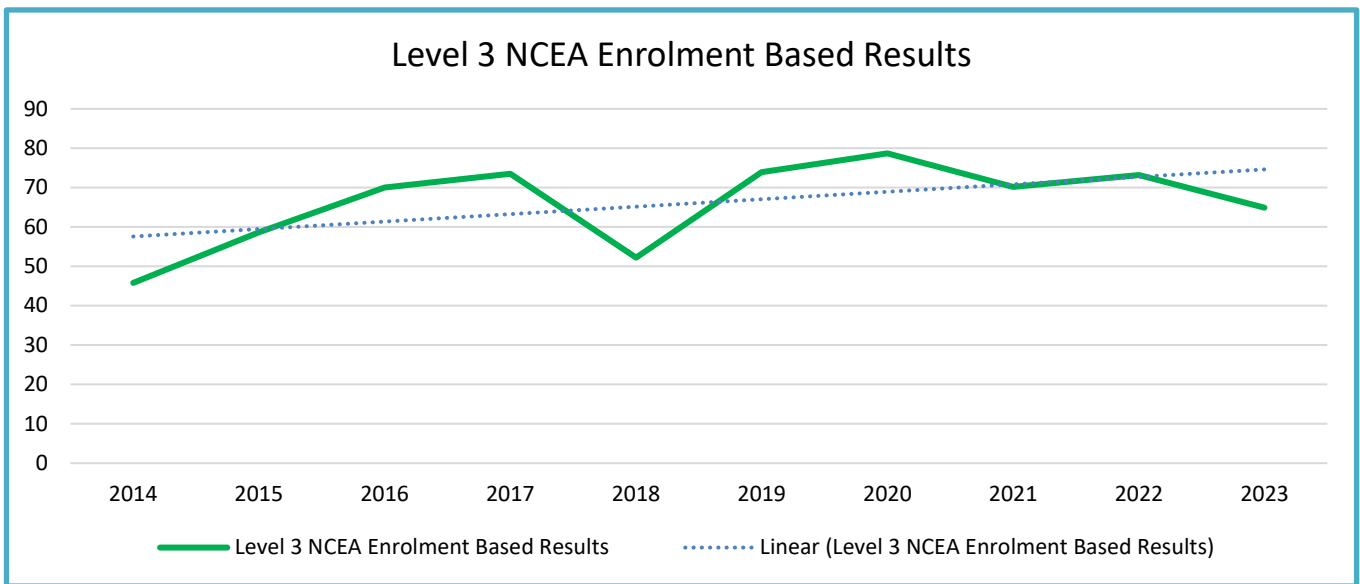
Achieved, Merit or Excellence. In Years 7 and 8 the goal is to pass their diploma with an endorsement of Bronze, Silver or Gold. In both levels there may be some students who will not pass their diploma. Students gain credits for the extra-curricular activities, wearing the uniform correctly and following the rules of Tuakau College. The results from the Diplomas are below



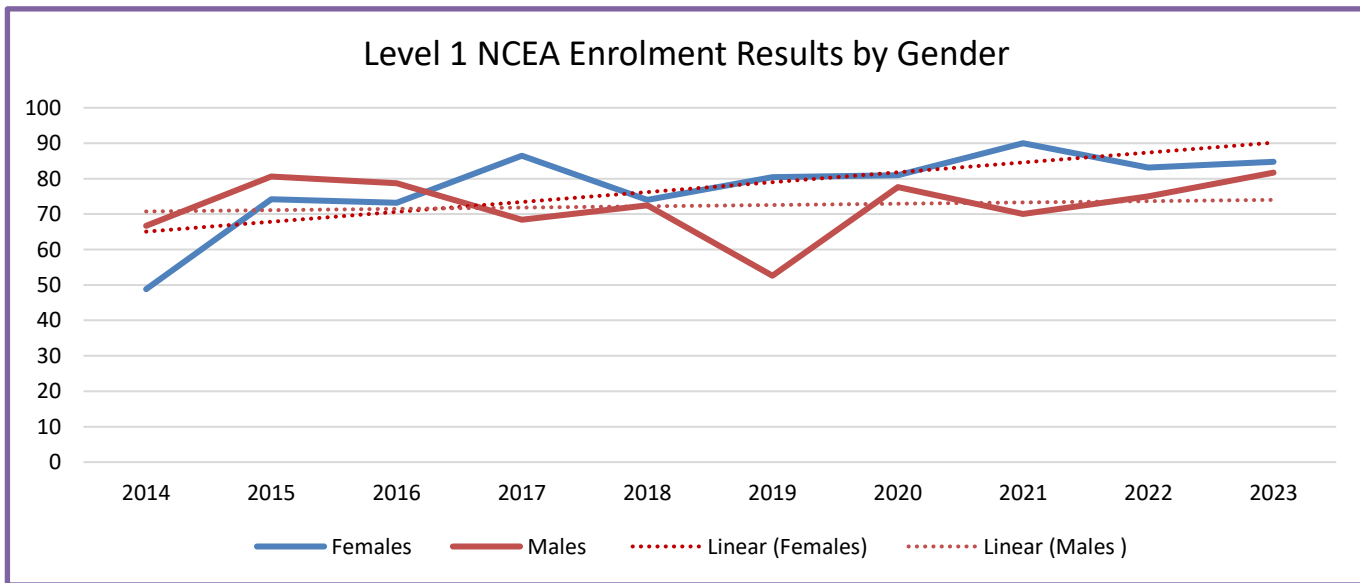
NCEA 2014-2023 Enrolment Based Results Whole School(source NZQA)

NCEA Levels	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Level 1	58	77.5	75.3	74.5	63.1	68.5	79.4	79.1	79.8	83.3
Level 2	66.7	85.1	84.9	80	79.5	85.6	89.5	87.2	85.9	89.4
Level 3	45.8	58.6	67.3	70.4	46.9	73.9	78.7	70.2	73.2	64.9
UE	23.7	31.4	36.5	40.8	18.4	34.8	31.9	43.9	39.3	29.8

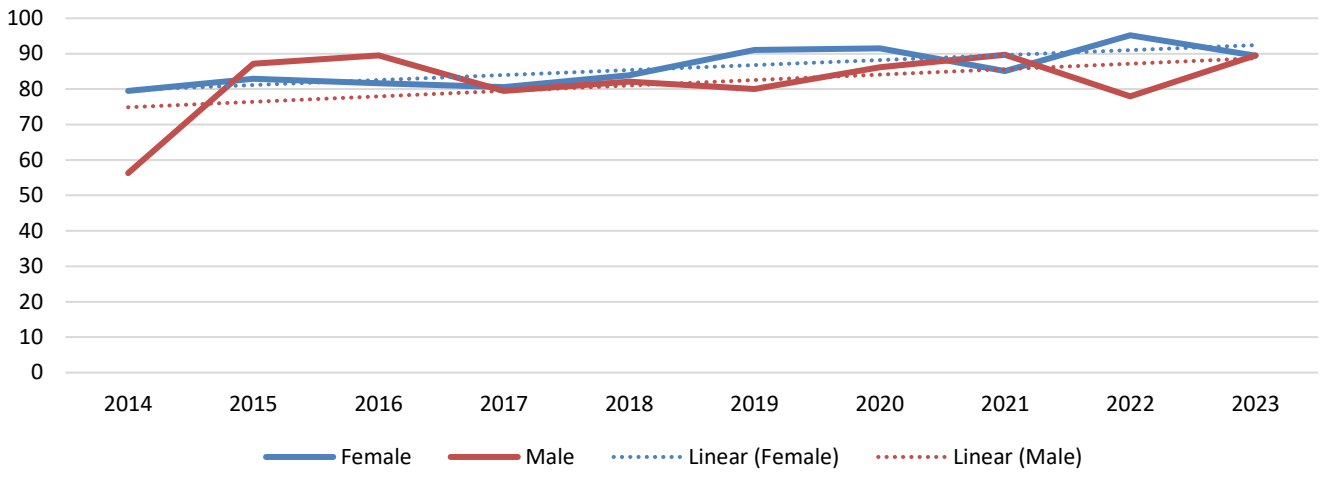




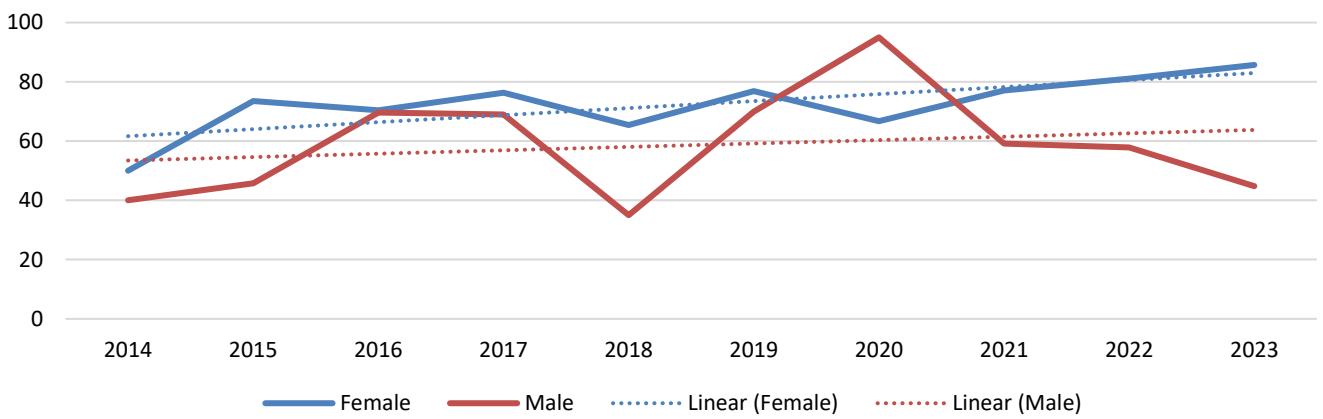
NCEA 2014-2023 Enrolment Based Results Gender Differences(source NZQA)



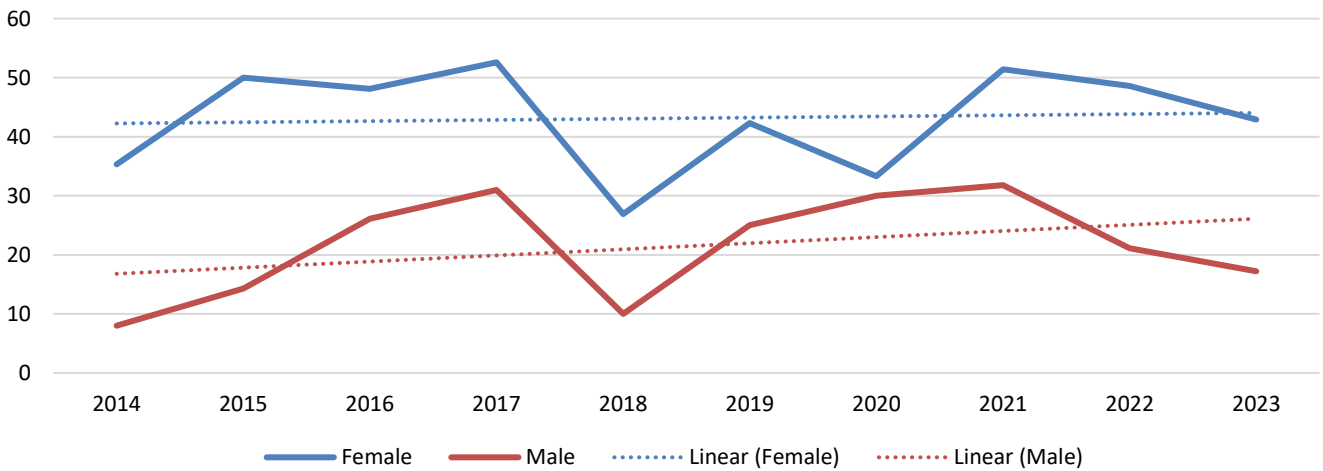
Level 2 Enrolment Results by Gender



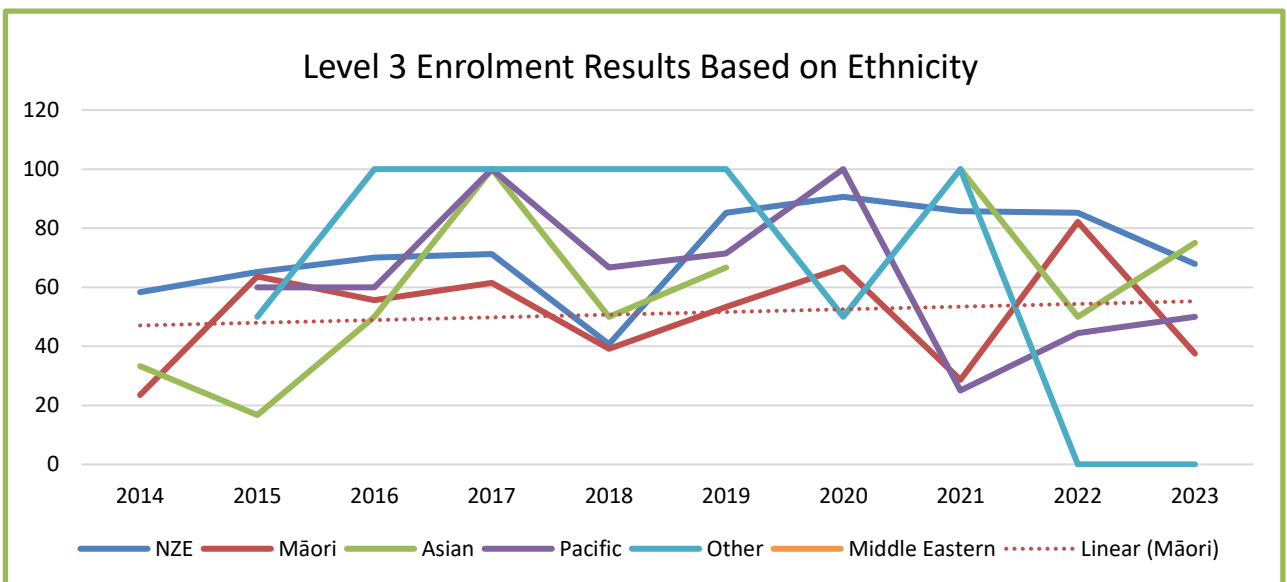
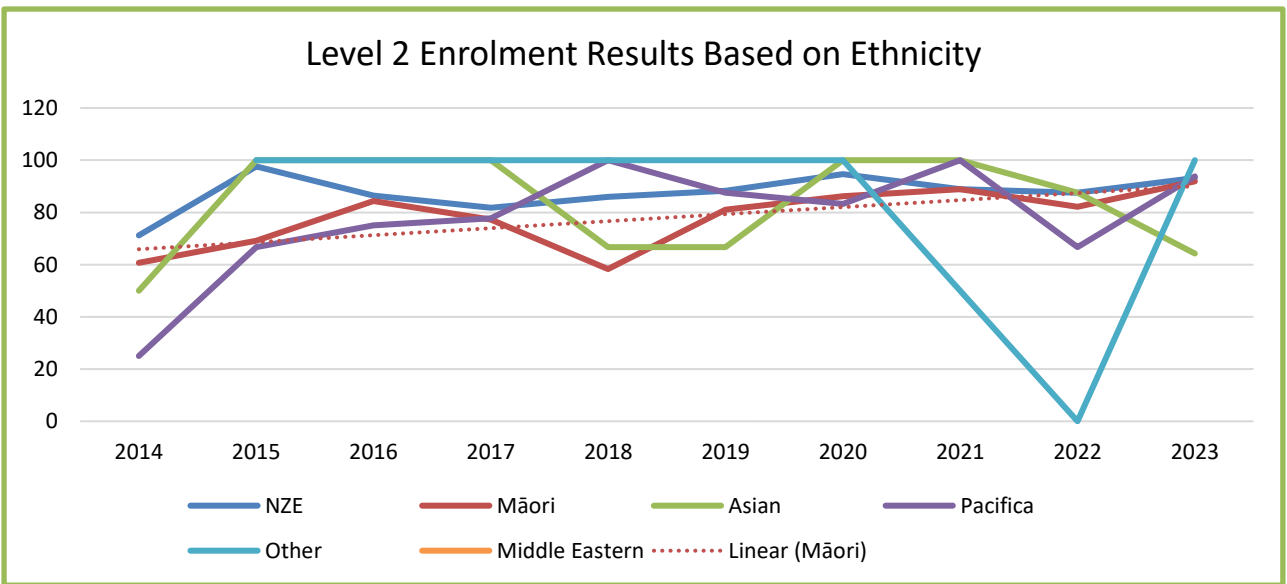
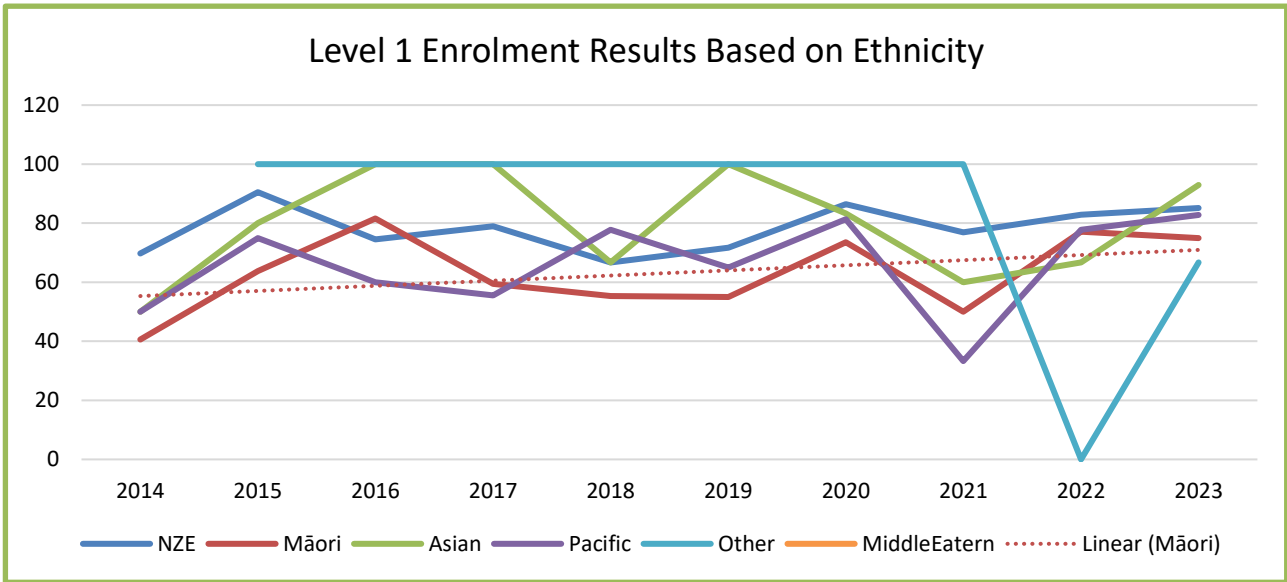
Level 3 Enrolment Results by Gender

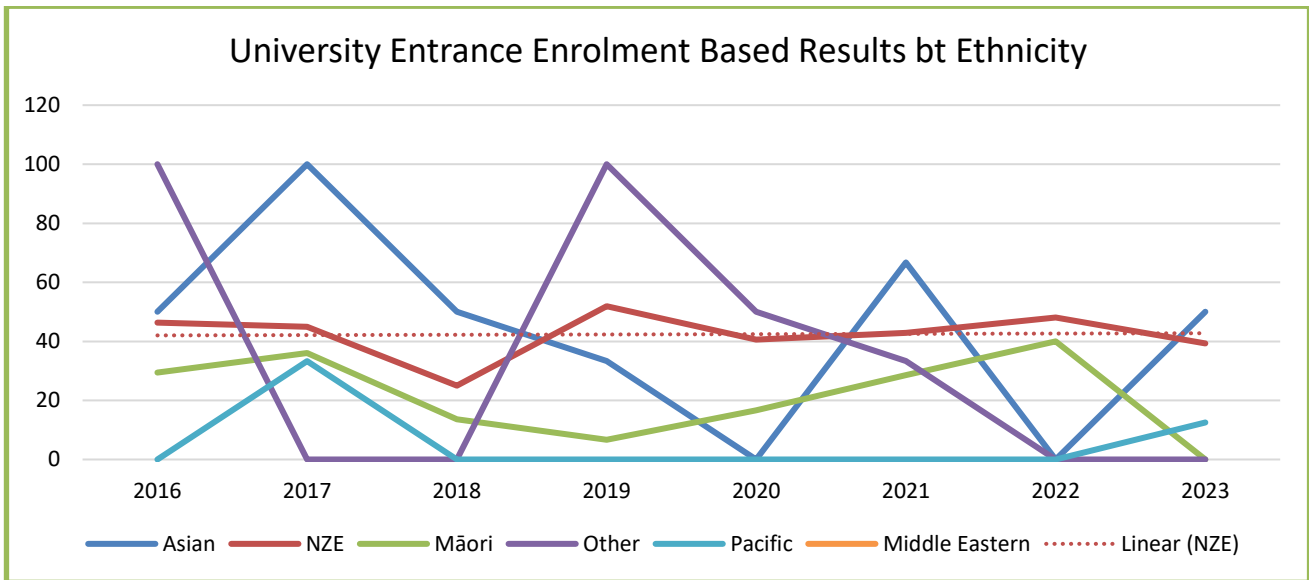


UE Enrolment Results by Gender

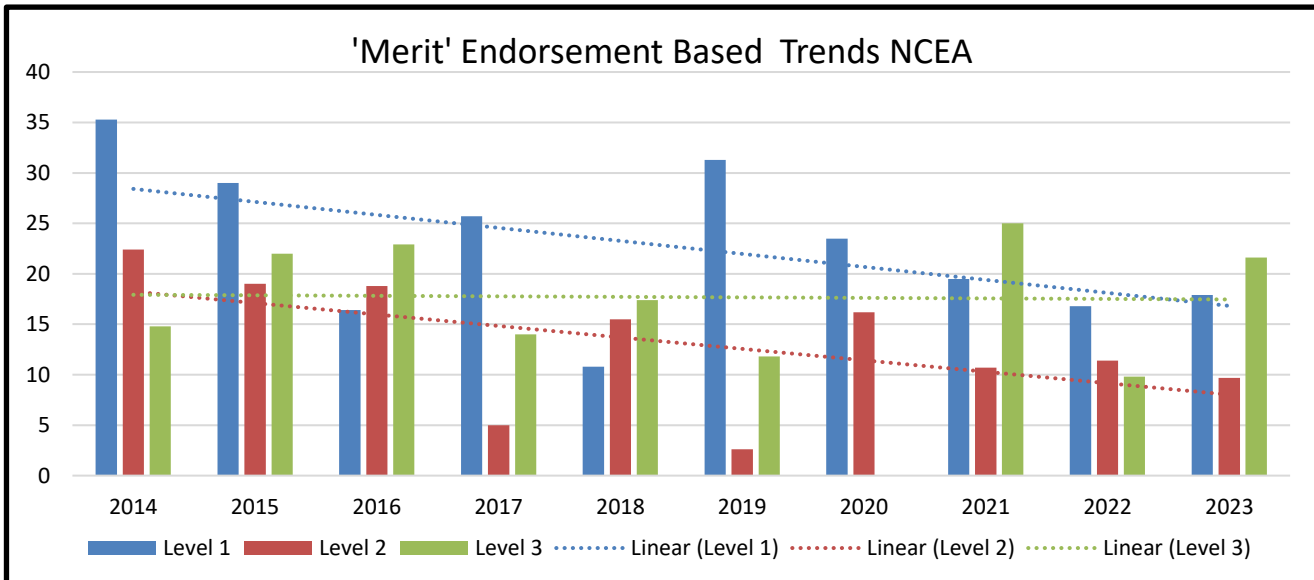
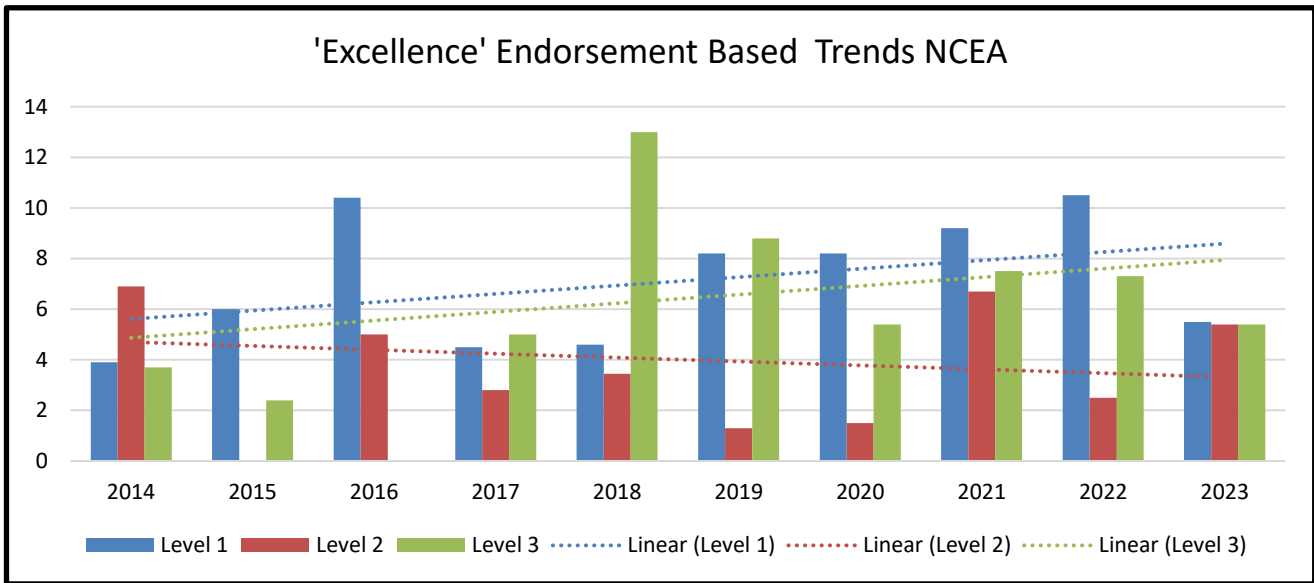


NCEA 2014-2023 Enrolment Based Results Ethnicity Differences(source NZQA)

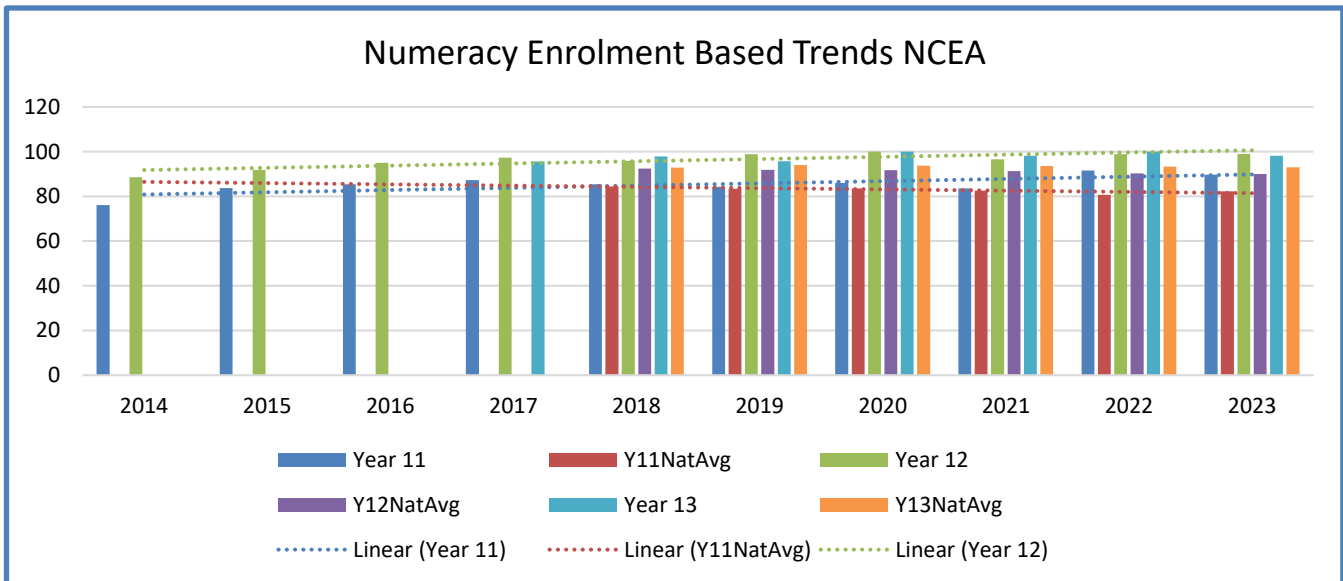
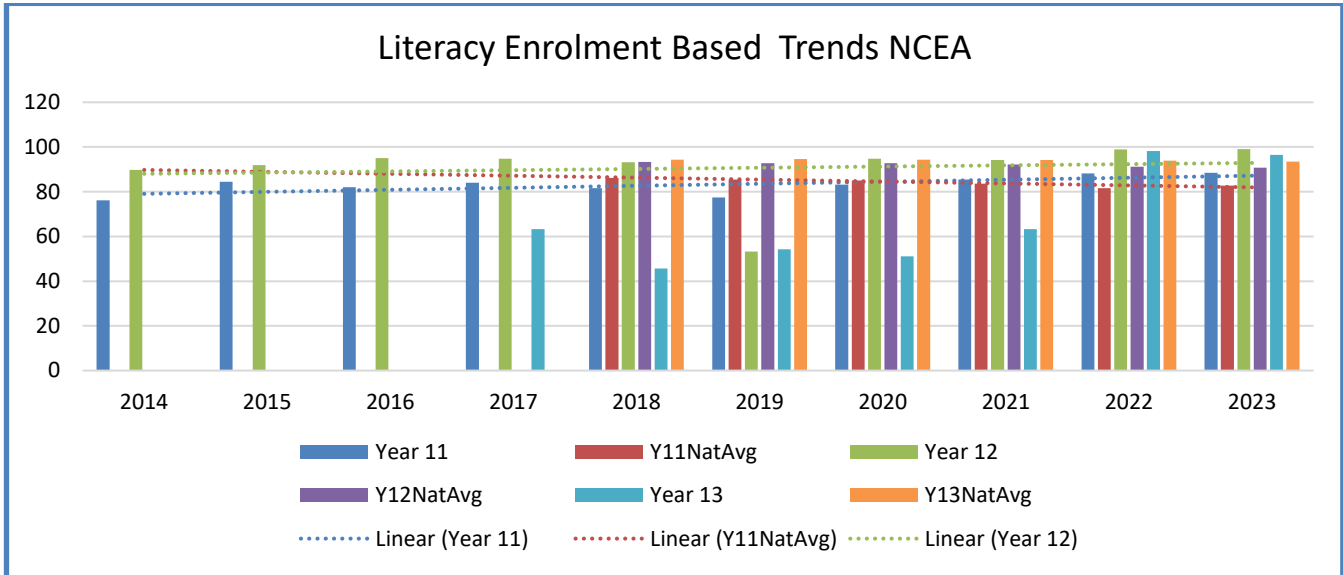




NCEA 2015-2023 Endorsement Enrolment Based Results Whole School(source NZQA)



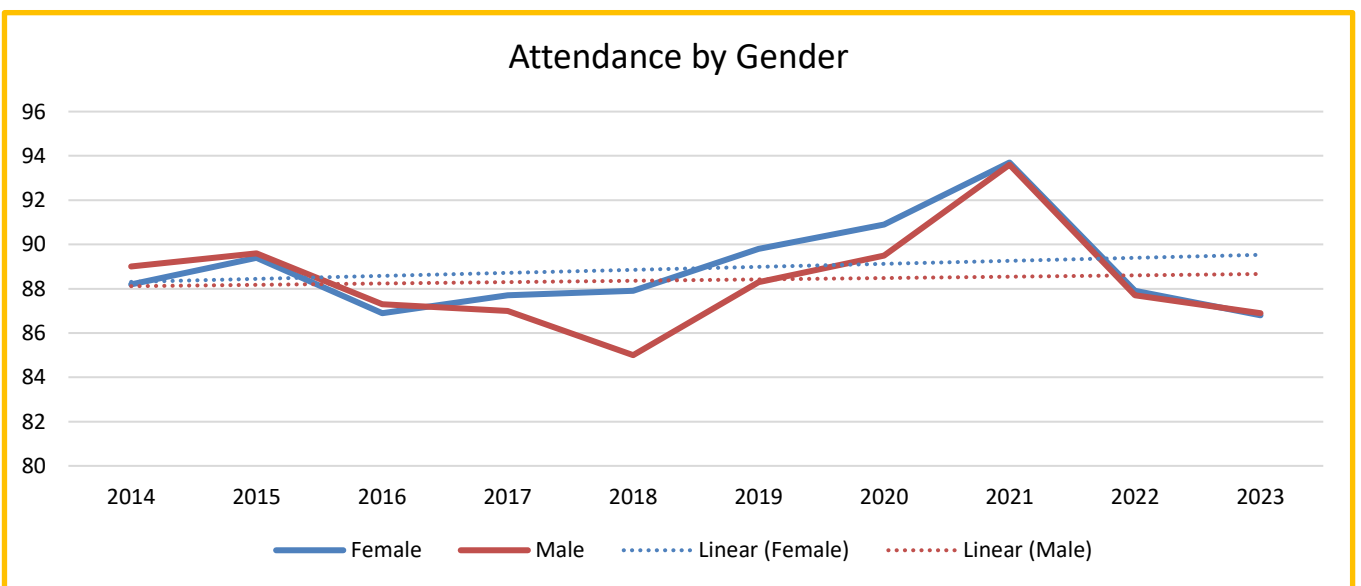
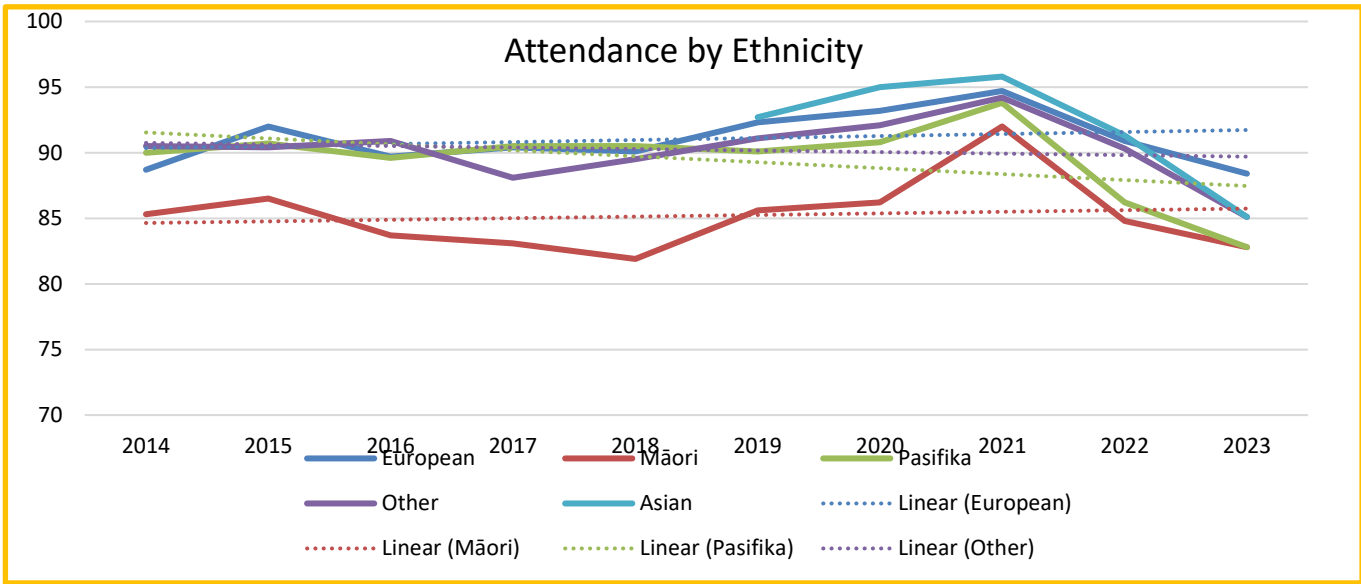
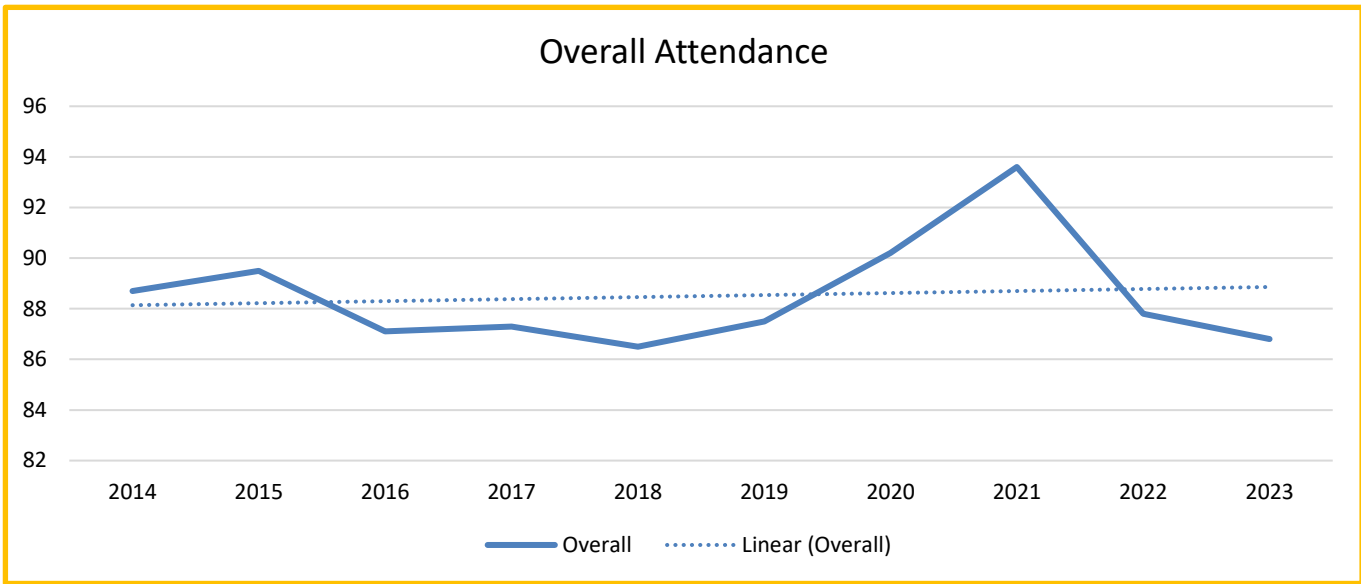
NCEA 2014-2023 Literacy and Numeracy Results (source NZQA)



STUDENT ENGAGEMENT

Attendance (source KAMAR records Tuakau College)

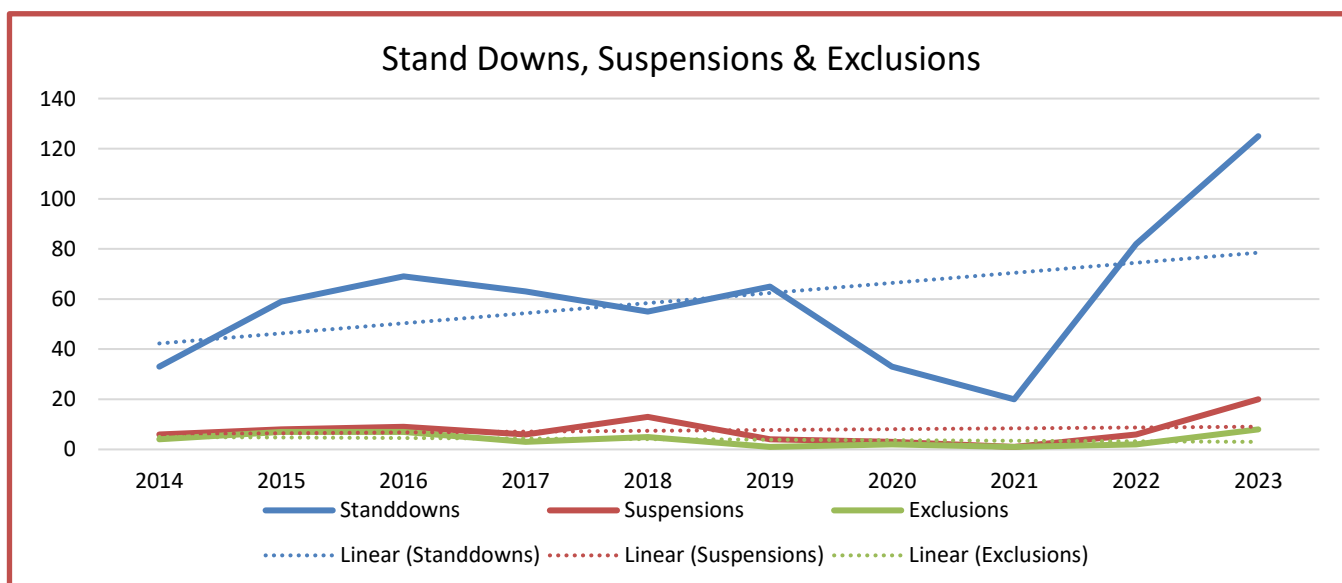
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Overall	88.7	89.5	87.1	87.3	86.5	87.5	90.2	93.6	87.8	86.8
European	91.2	92	89.7	90.4	90.1	92.7	93.2	94.7	90.9	88.4
Māori	85.3	86.5	83.7	83.1	81.9	85.6	86.2	92	84.8	82.8
Pasifika	90	90.7	89.6	90.5	90.5	90.1	90.8	93.8	86.2	82.8
Other	90.5	90.4	90.9	88.1	89.5	91.1	92.1	94.2	90.3	85.1
Asian						92.7	95	95.8	91.3	85.1
Male	89	89.6	87.3	87	85	89.8	90.9	93.6	87.7	86.9
Female	88.2	89.4	86.9	87.7	87.9	88.3	89.5	93.7	87.9	86.8



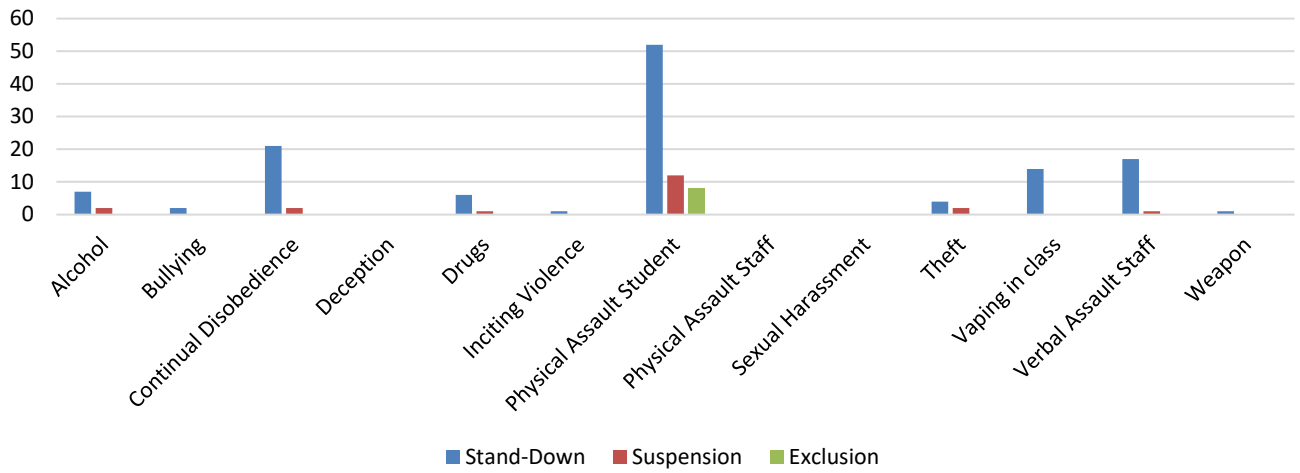
Stand-downs, Suspensions Exclusions(Source BOT Reports)

Overall	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
No SD	33	59	69	63	55	65	33	20	82	125
No SUS	6	8	9	6	13	4	3	1	6	20
No Exc	4	7	7	3	5	1	2	1	2	8
Female										
%SD	3	13.6	38	43	42	41.5	33.3	40	37.8	47.2
%SUS	17	0	44	33.3	46	0	33.3	0	16.7	70
Male										
%SD	97	86.4	62	57	58	58.5	66.6	60	62.2	52.8
%SUS	83	100	56	66.6	54	100	66.6	100	83.3	30
SD										
%NZE	21	29	19	14	18	18.5	24.2	40	31.7	30.4
%NZM	70	66	75	82.5	80	73.9	69.7	55	58.5	62.4
%Pas	9	5	6	3.5	2	6	3	0	4.9	5.6
%Other	0	0	0	0	0	1.6	3	5	4.9	1.6
SUS										
%NZE	0	12.5	22	0	0	0	33.3	0	0	40
%NZM	100	87.5	78	100	100	100	66.6	100	83.3	40
%Pas	0	0	0	0	0	0	0	0	16.7	20
%Other	0	0	0	0	0	0	0	0	0	0
Exc										
%NZE	0	14.3	29	0	0	0	50	0	0	25
%NZM	100	85.7	71	100	100	100	50	100	100	62.5
%Pas	0	0	0	0	0	0	0	0	0	12.5
%Other	0	0	0	0	0	0	0	0	0	0

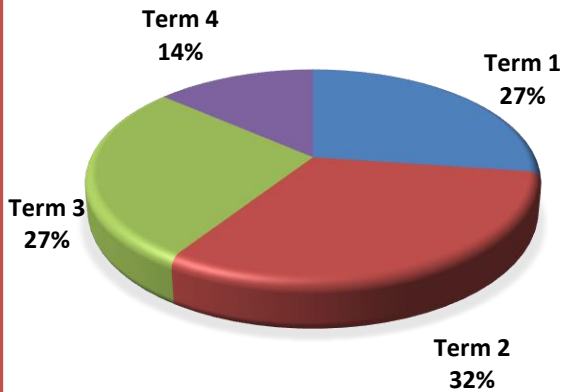
SD=Stand-down, SUS=Suspension, Exc=Exclusion,NZE=New Zealand European, NZM=New Zealand Maaori Pas=Pasifika,



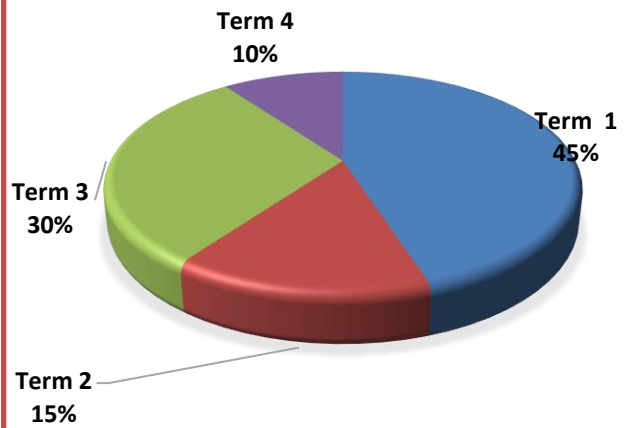
Reasons for Stand-downs, Suspensions, Exclusions 2023



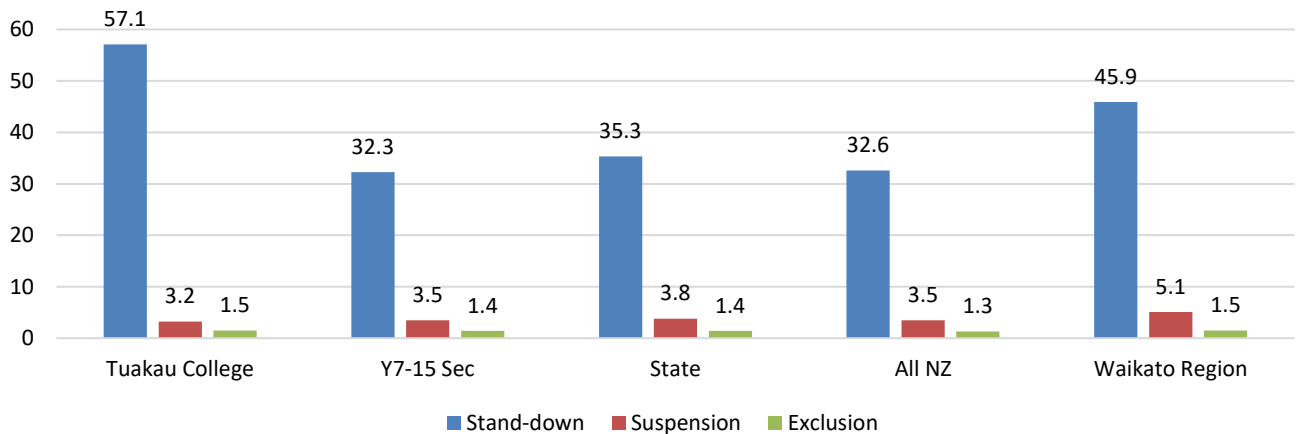
Stand Downs When They Happened



Suspensions When They Happened



Engagement: SD, Sus & Exclusions Age-standardised per 1000 students 2022



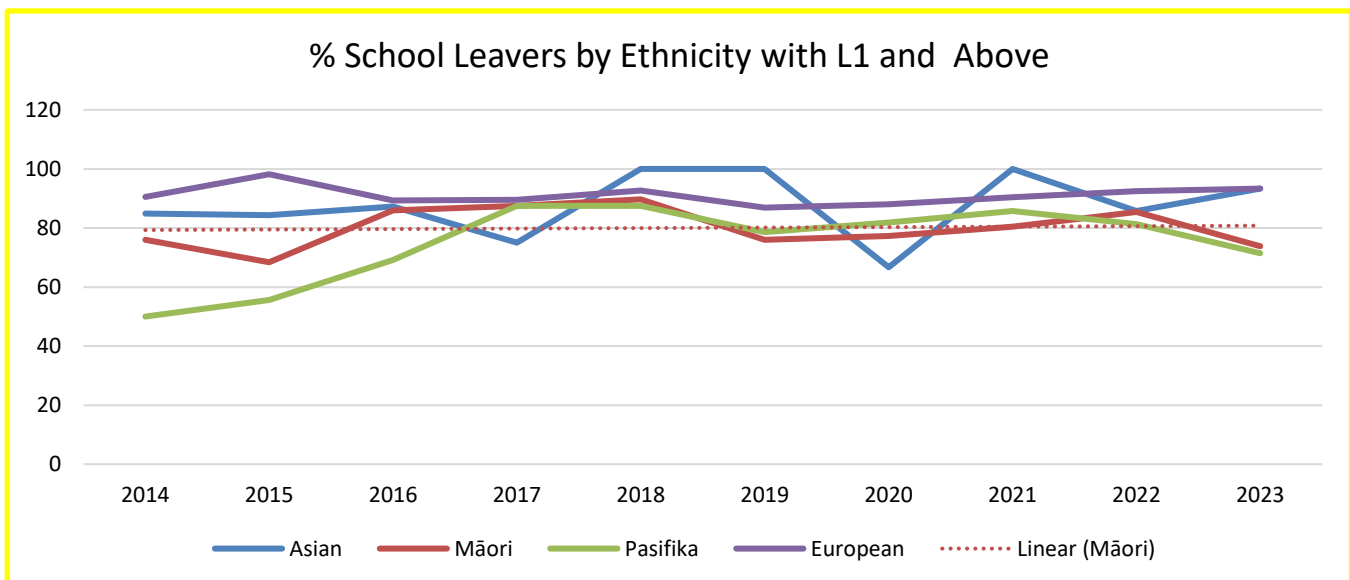
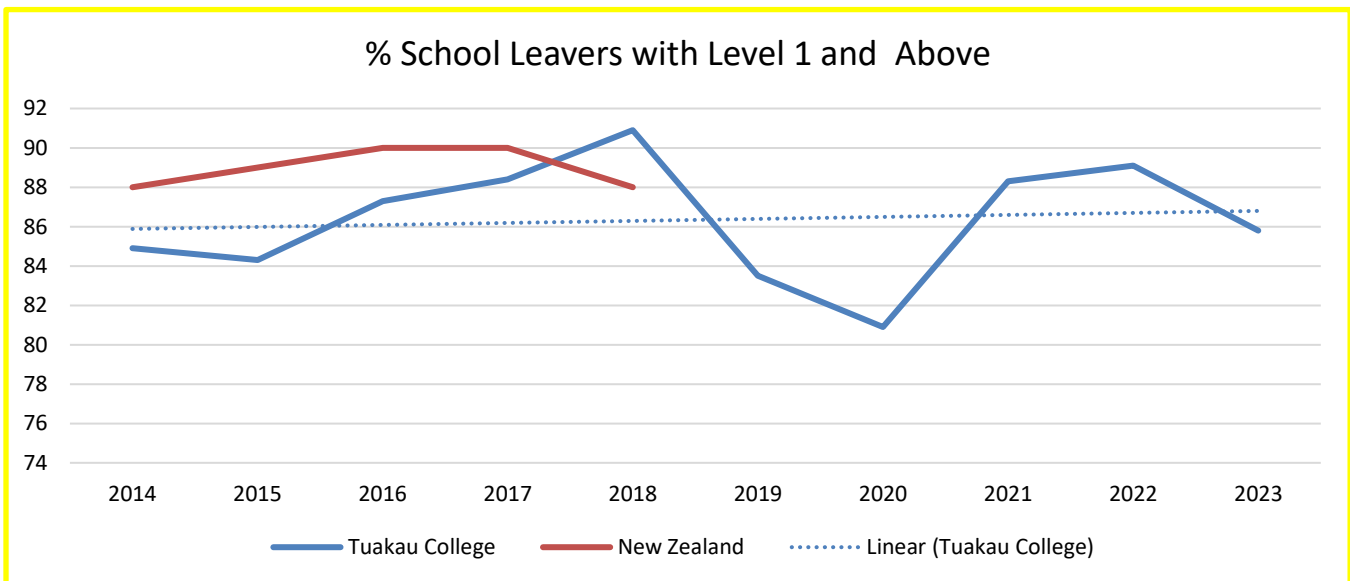
Retention(source Education Counts)

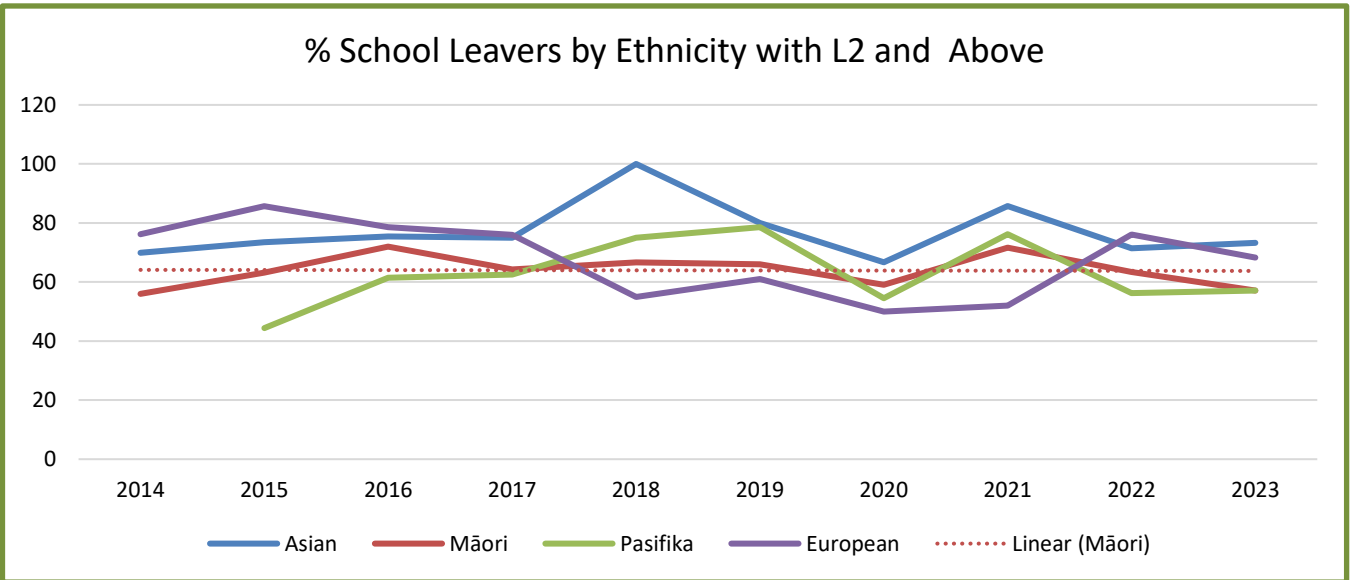
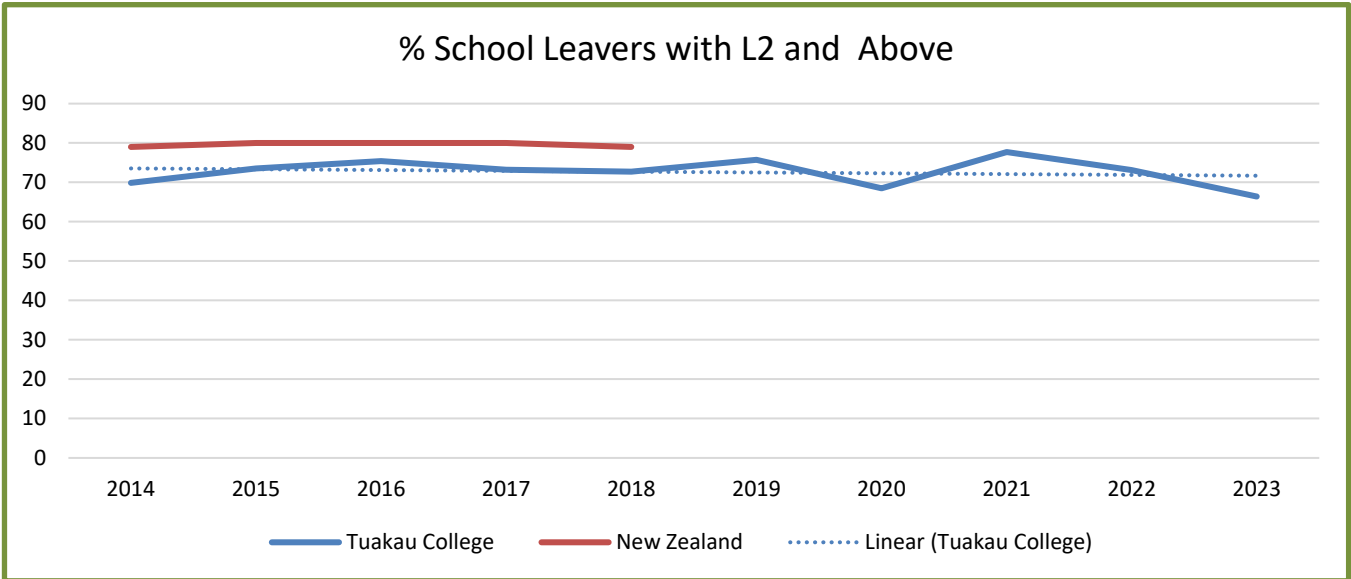
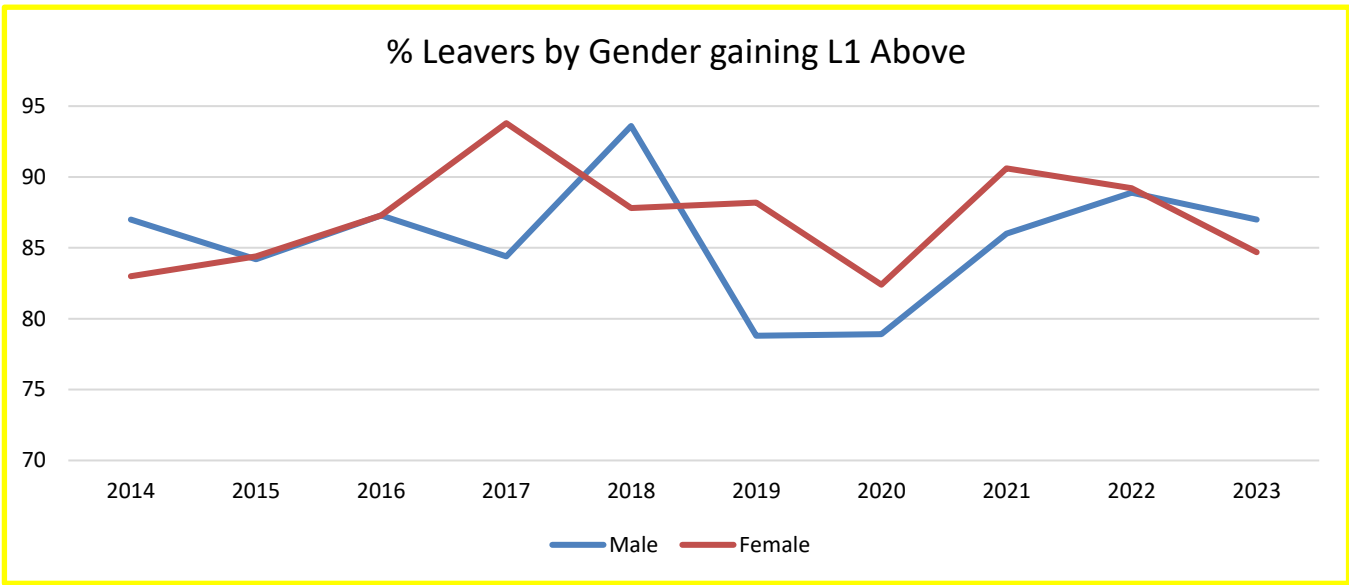
Overall	% Staying to at least 17 2020-22		
	2020	2021	2022
Tuakau College	65.6	77.2	59.37
Waikato	78.1	75.9	71.5
NZ	84.2	81.9	78.5
Y7-15	85.3	82.8	80.4

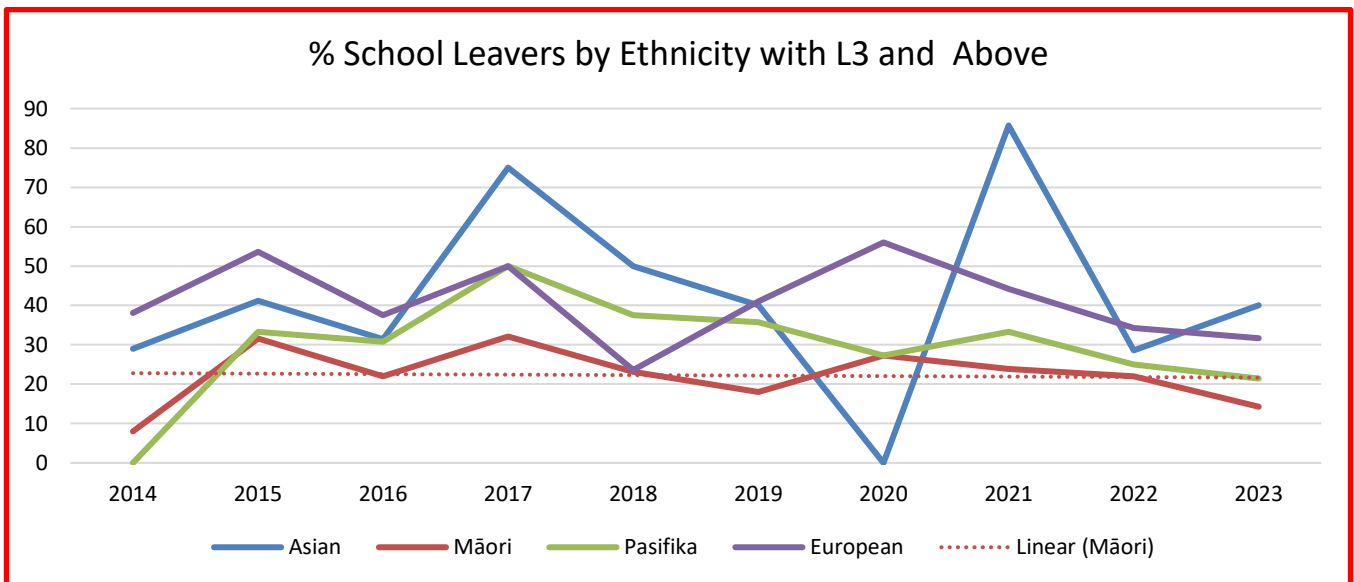
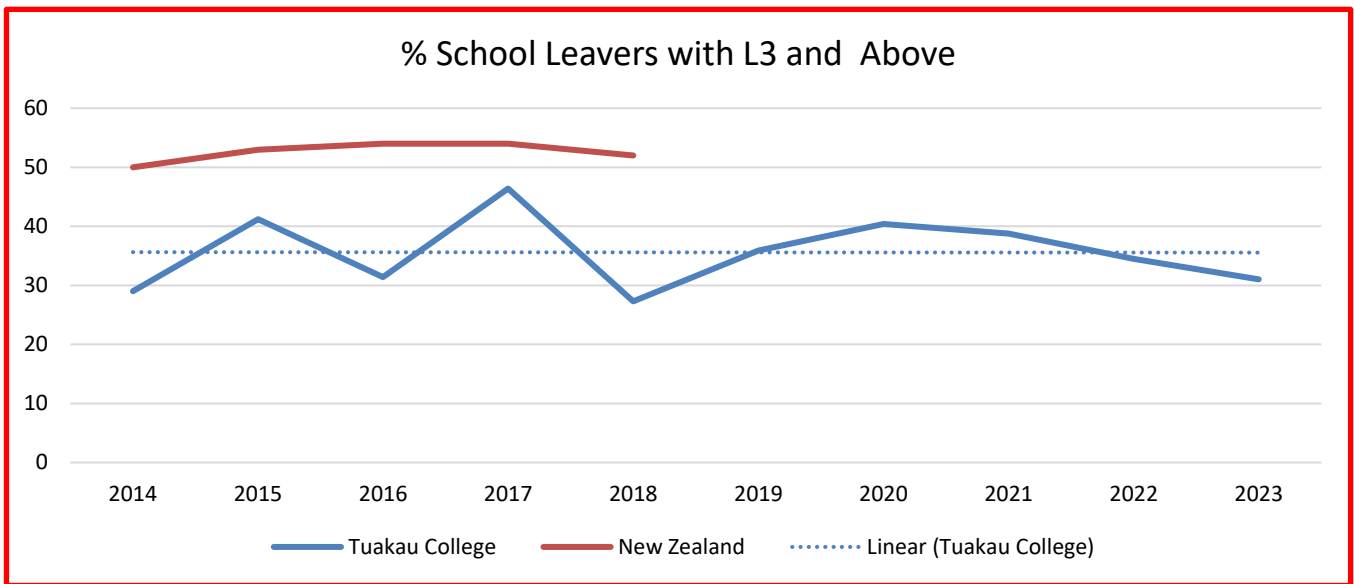
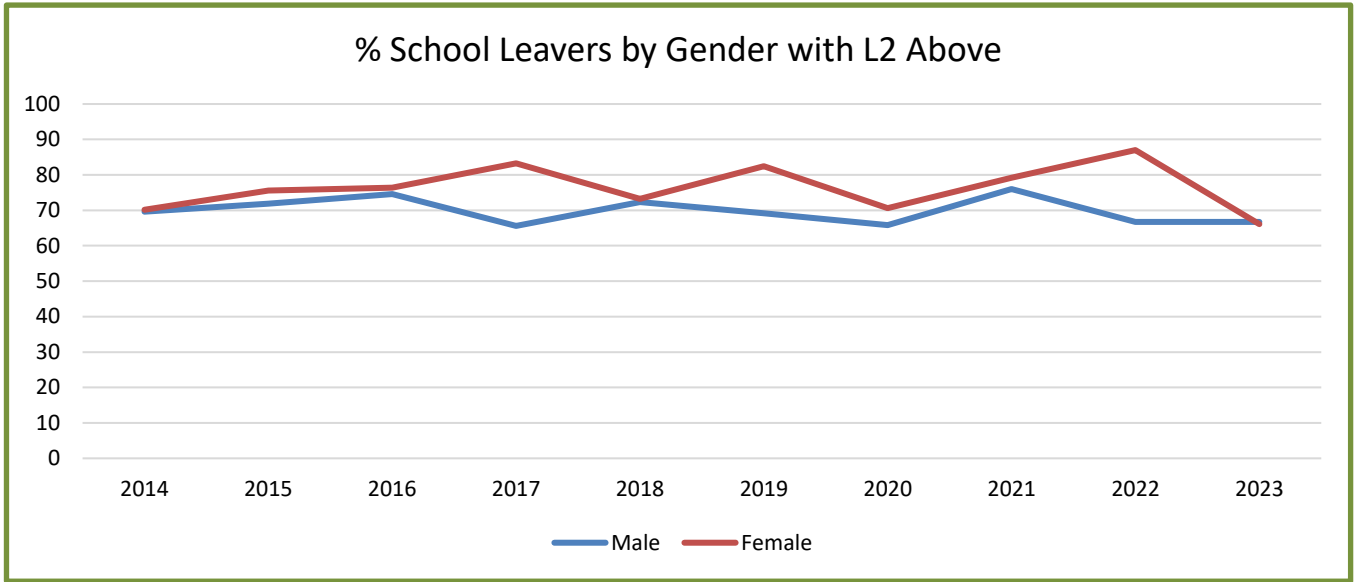
Gender & Ethnicity	2020	2021	2022
Male	27	56.4	50
Female	72	83	67.7
European	77.6	79.6	55.2
Maaori	52.3	64.4	46.3
Pasifika	45.5	65	68.8
Other	0	100	72.3

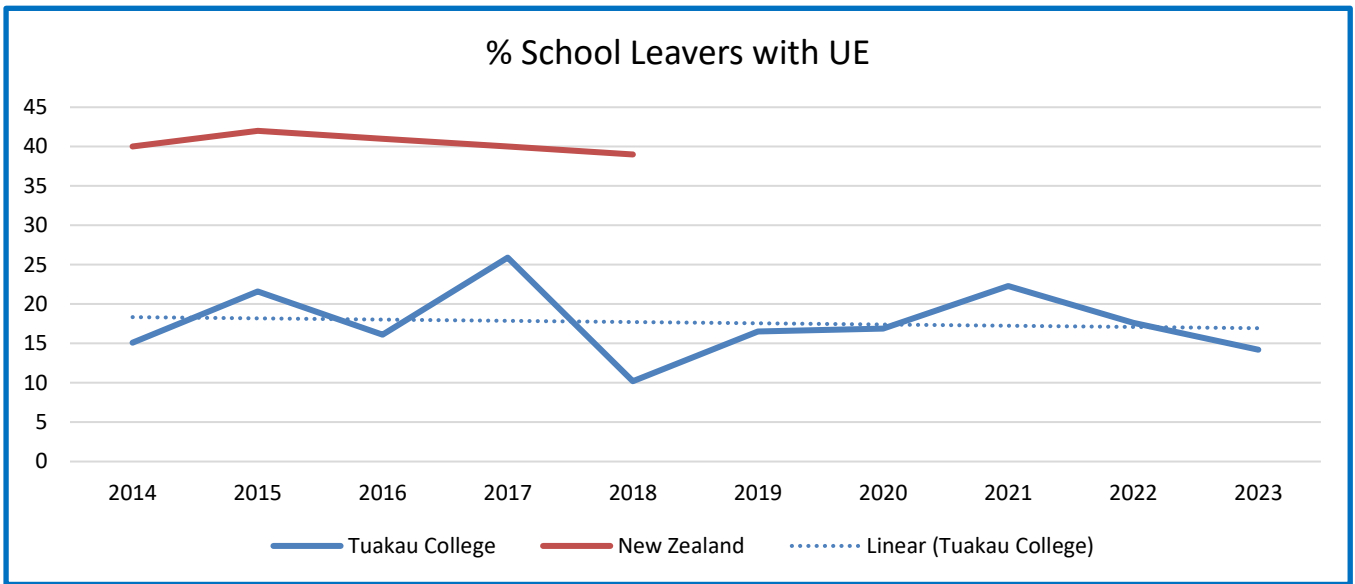
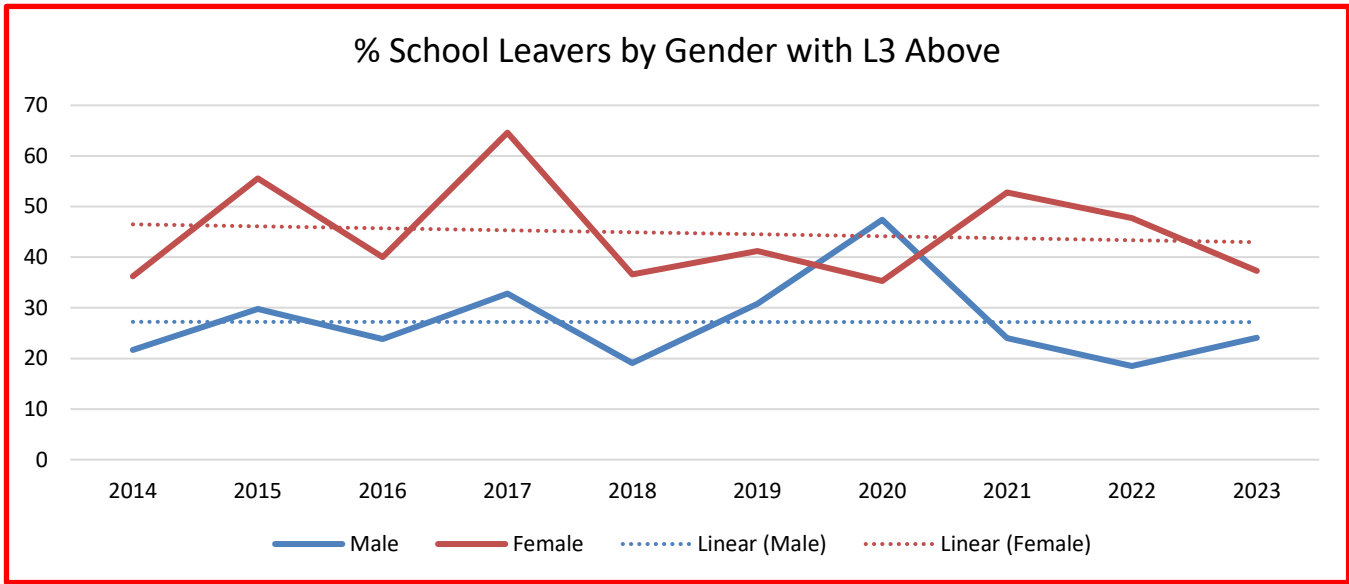
School Leavers Achievement (source Tuakau College Profile)

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.

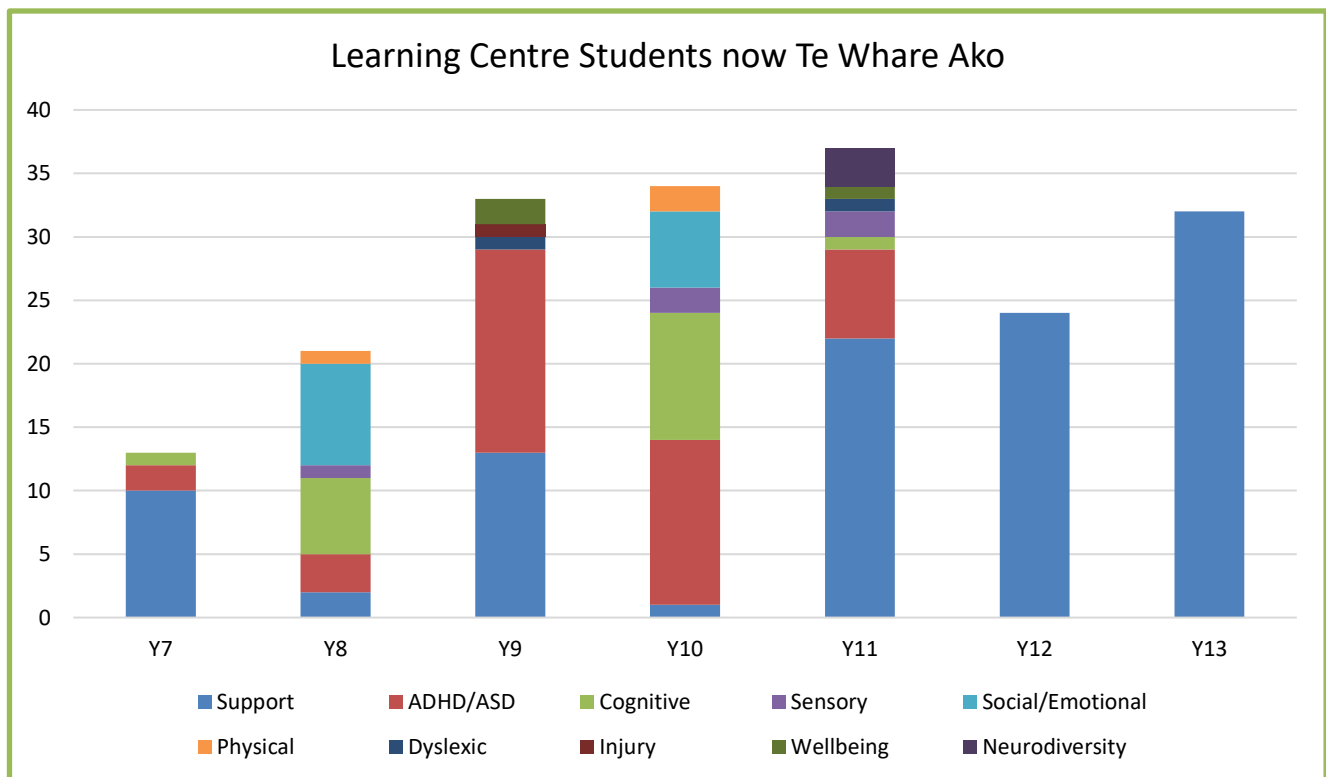
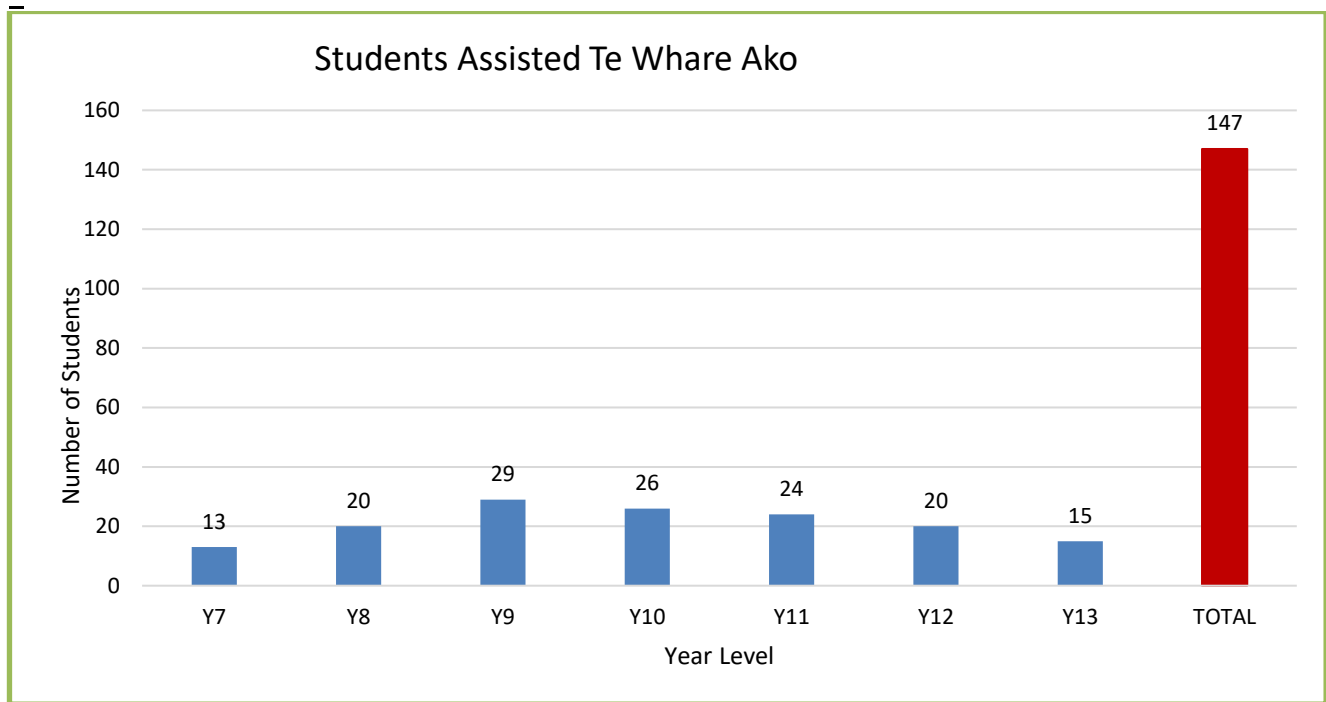




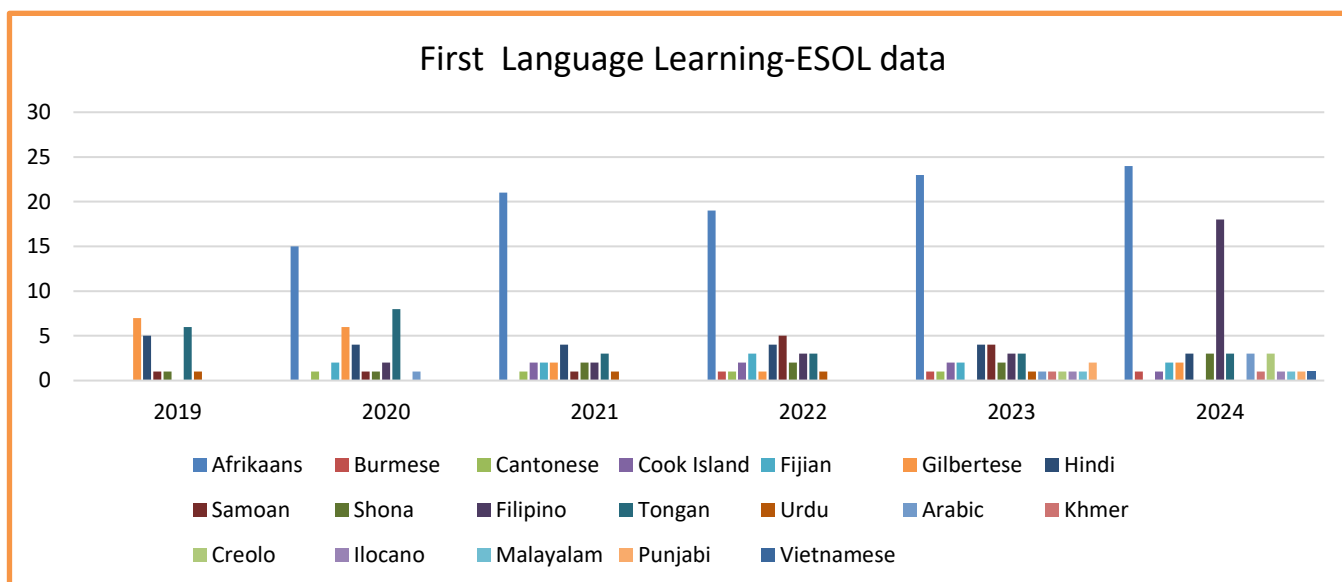
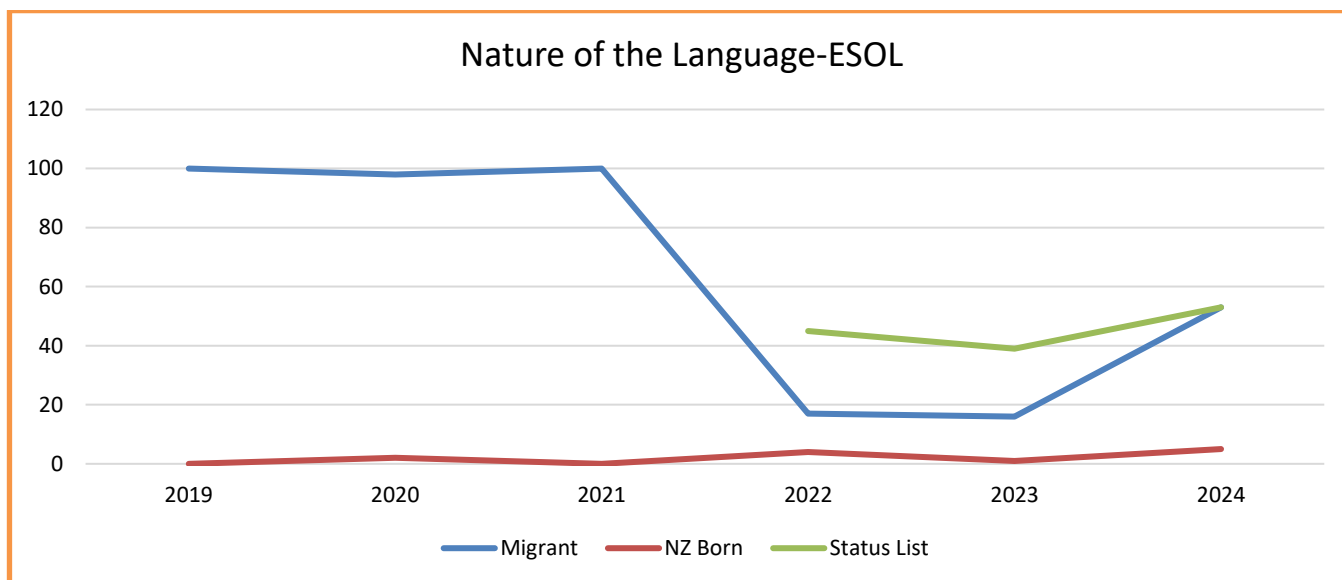




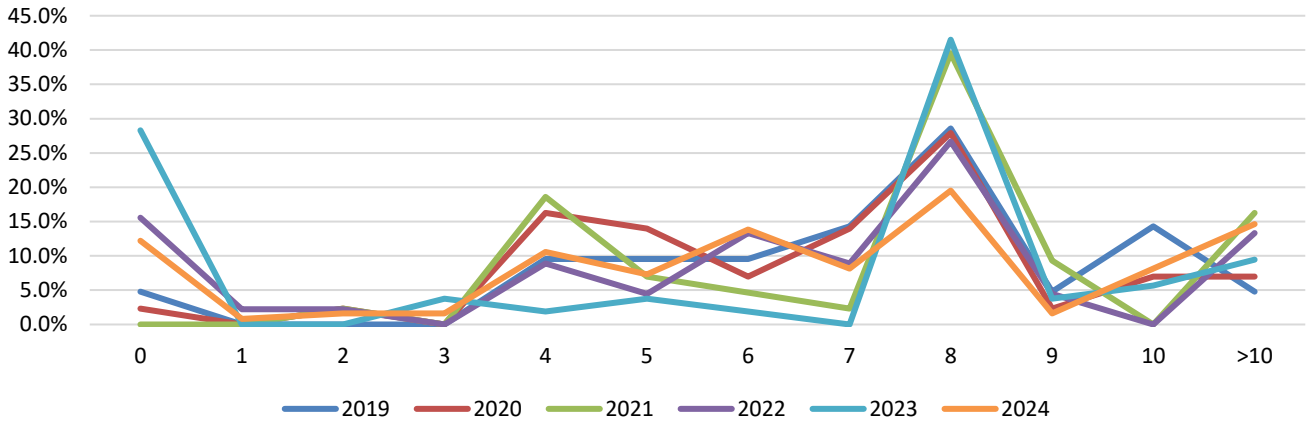
Special Education (source Tuakau College) 2024



English Speakers Other Languages Learning (source Tuakau College MOE Status List) ESOL

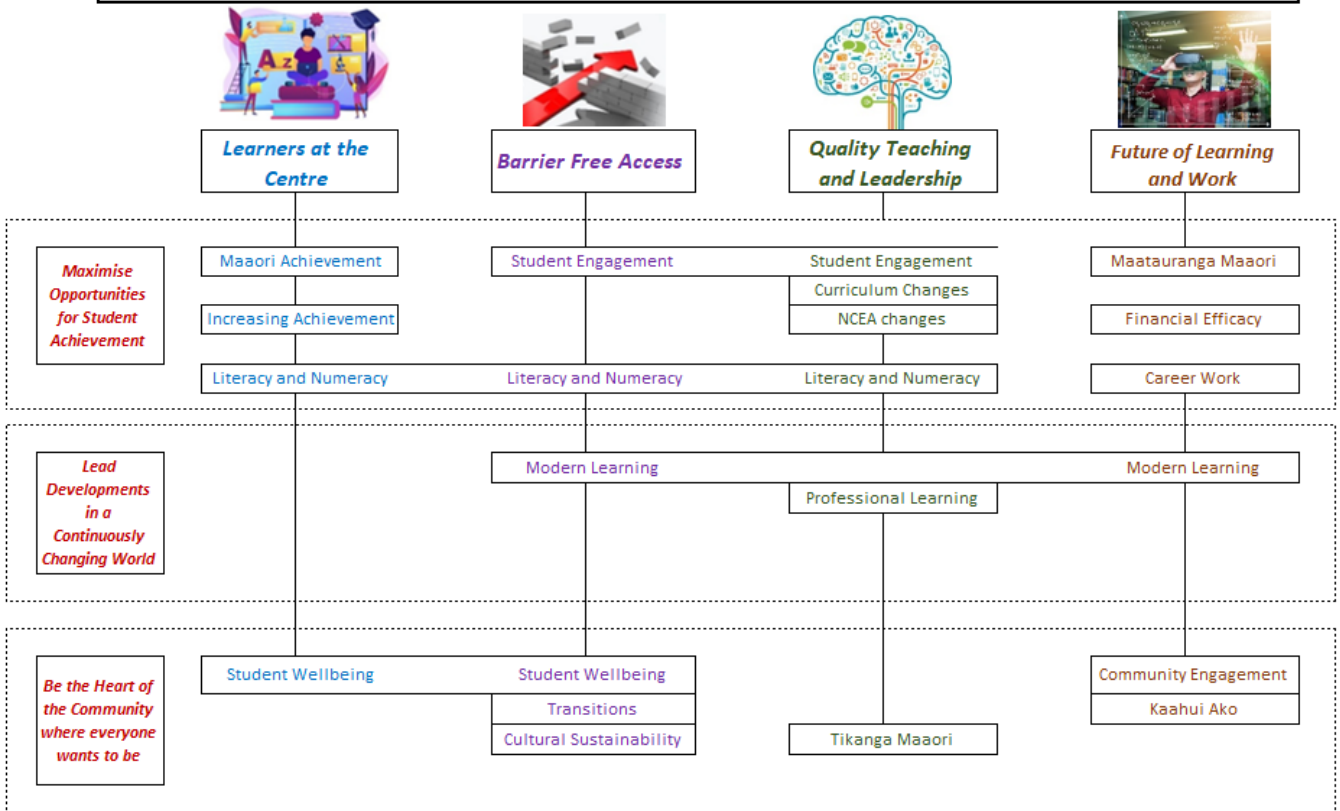


Percentage of students Score 1-10 in ESOL listening, speaking, reading and writing.



ANNUAL IMPLEMENTATION PLAN 2024

Tuakau College prepares students for life through a quality education promoting excellence in all things



IMPROVEMENT PLANS 2024

LEARNERS AT THE CENTRE

Learners with their whaanau are at the centre of education

Goal	When?	What's going to be done	Who's responsible	Indicators
Maaori Achievement				
<ul style="list-style-type: none"> Continue to track and monitor Maaori achievement 	EOY	<ul style="list-style-type: none"> Continue to monitor success Identify learners that require assistance Monitor achievement and put in interventions Complete a comparison half way through the year Ensure 10% more Maaori students increase achievement in, NCEA. 	Heads of Learning coordinated by SLT	<ul style="list-style-type: none"> Increased engagement Increased success in Lit/Num Increased participation in School Improved attendance and retention
<ul style="list-style-type: none"> Evaluate the Te Reo Maaori pathway and investigate and put in place a progress measure for Reo Rua classes 	EOY	<ul style="list-style-type: none"> Find a measure to evaluate Use outside provider to assist Have a measure in place by end of year 	Head Maaori	<ul style="list-style-type: none"> Measure appropriate
<ul style="list-style-type: none"> Liaise with the Primary schools re: achievement of Reo Rua tamariki 	Ongoing	<ul style="list-style-type: none"> Have a meeting with contributing schools to discuss the students entering Reo Rua 	Enrolment	<ul style="list-style-type: none"> Know where the students are at before they arrive
Increasing Achievement				
<ul style="list-style-type: none"> Increase the number of students achieving Diplomas in Year 8 and 10 	EOY	<ul style="list-style-type: none"> Increase communication with students and whaanau to show them how to use the rubric and how they can improve their score 	Whaanau teachers	<ul style="list-style-type: none"> Increase in Year 8 Diplomas by 10% Increase in Diplomas in Year 10 by 10%
<ul style="list-style-type: none"> eASttle is used to advance achievement 	EOY	<ul style="list-style-type: none"> E Asttle is used in all levels as a diagnostic to indicate levels of reading, writing and numeracy Better communication with stakeholders around the use and how the score indicates the students level of achievement. eASttle indicators are on student reports 	All Y7-10 teachers Report writers	<ul style="list-style-type: none"> Better understanding of eASttle and its use
<ul style="list-style-type: none"> Assessments are relevant to the units of work they are completing 	EOY	<ul style="list-style-type: none"> Ongoing work to ensure assessments are relevant in all areas Reduce the numbers for quality over quantity 	HLAs	<ul style="list-style-type: none"> Assessments are used to assist learning
<ul style="list-style-type: none"> Continue tracking and monitoring to ensure students are achieving 	Ongoing	<ul style="list-style-type: none"> Continued work in all subjects 	HLAs	<ul style="list-style-type: none"> Increase in achievement
<ul style="list-style-type: none"> Ensure new assessments at all levels are achieved 	Ongoing	<ul style="list-style-type: none"> New assessments are going to be used to support tracking and monitoring 	HLAs	<ul style="list-style-type: none"> Increase in achievement
<ul style="list-style-type: none"> Increase endorsements in all levels, especially Y13- by at least 10% 	EOY	<ul style="list-style-type: none"> All areas are to look at the endorsements and put in plan a place to increase these by at least 10% in all NCEA subject. Merit and Excellence are increased by 10% 	NCEA teachers	<ul style="list-style-type: none"> Increase in Endorsements
<ul style="list-style-type: none"> Review the levels of achievement by subject for boys and implement strategies to improve Boys achievement levels and endorsement levels 	EOY Ongoing	<ul style="list-style-type: none"> Any achievement is separated in gender to monitor and track Boys achievement across all subjects Staff to put in place strategies to improve boys achievement 	Teachers	<ul style="list-style-type: none"> Increase in Boys achievement by 10%
<ul style="list-style-type: none"> Review how to improve UE levels and put strategies in place to get UE for those students that want it 	EOY	<ul style="list-style-type: none"> Find out the students that are wanting to do UE Monitor and track these students when credits are gained Offer assistance for the students that are struggling 	Dean Teachers	<ul style="list-style-type: none"> Improved UE rates
Literacy and Numeracy				
<ul style="list-style-type: none"> A school wide plan is in place to improve 	EOY	<ul style="list-style-type: none"> A literacy/numeracy coordinator is in place. 	CBE	<ul style="list-style-type: none"> An increase in literacy across all areas

The Annual Implementation Plan 2024: *Pai rawa atu i nga mea katoa*  *The very best in all things*

literacy, numeracy, writing		<ul style="list-style-type: none"> A literacy/numeracy committee is in place to look at the delivery in Y7&8 for 2025 Word of the week is implemented. Literacy, numeracy and writing strategies are used in all subjects More PLD around teaching literacy, numeracy and writing is in place and ongoing Students are prepared for the Lit/num exams in Year 10 for Year 11 	AFL AFL HLAs Literacy coordinator Teachers	
<ul style="list-style-type: none"> Literacy/numeracy support for all students is in place 	Ongoing	<ul style="list-style-type: none"> Lit/Num Classes are in place to support students Monitoring and tracking of students through eAstle is completed. Teacher PLD is completed to support students Closer liaisons with contributing schools to raise literacy, writing and numeracy before the students arrive 	SLT Teachers Lit coordinator SLT	<ul style="list-style-type: none"> Students wellbeing is increased Students are more confident with lit/num and writing ability Stronger relationships with contributing schools so there are common strategies
<ul style="list-style-type: none"> Teachers are upskilled with ongoing PLD to improve Lit/Num in all classes 	Ongoing	<ul style="list-style-type: none"> PLD applied for through MOE to support the initiative Internal PLD is provided to staff 	Lit committee	<ul style="list-style-type: none"> All staff are upskilled
<ul style="list-style-type: none"> Student Reports reflect the literacy/numeracy focus 	EOY	<ul style="list-style-type: none"> Term 1 reports are redesigned to meet this requirement Ongoing review occurs to ensure appropriate 	SLT	<ul style="list-style-type: none"> eAstle levels are communicated clearly and inform all stakeholders
<ul style="list-style-type: none"> Further preparation of the students for the Literacy/numeracy exams is improved 	Ongoing	<ul style="list-style-type: none"> Work in Y7-9 is ongoing to prepare students for the literacy and numeracy exams. 	HLAs	<ul style="list-style-type: none"> Students are well prepared for these exams
Student Wellbeing				
<ul style="list-style-type: none"> Complete a student Wellbeing survey to determine further strategies for improvement 	EOY	<ul style="list-style-type: none"> Investigate what is the best survey to use OR create our own Strategies are used to improve wellbeing in the school for all students 	SLT	<ul style="list-style-type: none"> A set of strategies are in place to improve student wellbeing
<ul style="list-style-type: none"> Overt communication re: School expectations are made to parents & caregivers 	Ongoing	<ul style="list-style-type: none"> Ongoing communication in regard to what we expect from the learners and parents are put out through the bulletin, facebook and other communication channels regularly 	SLT	<ul style="list-style-type: none"> The community have no illusions as to what we expect from the students and the parents
<ul style="list-style-type: none"> Positive Behaviour for Learning Strategies are focussed on 	EOY	<ul style="list-style-type: none"> A WSL is used to implement the PB4L strategies across the whole school 	WSL	<ul style="list-style-type: none"> Building on student wellbeing with PB4L
<ul style="list-style-type: none"> An 'anti Bullying' strategy is in place especially subtle bullying 	EOY	<ul style="list-style-type: none"> PLD is in place for staff The behaviours for subtle bullying are recognised An across school approach is in place 	All staff	<ul style="list-style-type: none"> A number of bullying cases is reduced and improved student wellbeing
<ul style="list-style-type: none"> Discrimination of any kind is looked at and strategies are put in place. 	EOY	<ul style="list-style-type: none"> A school strategy to deal with discrimination is in place A celebration of the various cultures is in place 	SLT	<ul style="list-style-type: none"> More tolerance and less discrimination is prevalent
<ul style="list-style-type: none"> An increase in whaanau time to assist with student wellbeing is investigated 	EOY	<ul style="list-style-type: none"> A review is completed and recommendations. 	SLT	<ul style="list-style-type: none"> This will assist and help with PB4L, discrimination and bullying across all levels in the school
<ul style="list-style-type: none"> A review on Student Diversity is to see how it is embraced in school culture 	EOY	<ul style="list-style-type: none"> Get the PSSP to look at reviewing how the school deals with diversity 	PSSP	<ul style="list-style-type: none"> Improved recognition of student diversity

BARRIER FREE ACCESS

Great Education opportunities and outcomes are within reach for every learner

Goal	When?	What's going to be done	Who's responsible	Indicators
Student Engagement				
<ul style="list-style-type: none"> Attendance is tracked and monitored to ensure 90%+ 	EOY	<ul style="list-style-type: none"> All teachers are required to complete Attendance in a timely fashion and accurately Each whaanau teacher monitors the attendance of their students Earlier notification and communication to parents is completed 	<p>Teacher</p> <p>Whaanau teacher</p>	<ul style="list-style-type: none"> Increased Attendance
<ul style="list-style-type: none"> The Attendance service is improved to meet the MOE goals 	EOY	<ul style="list-style-type: none"> New KPIs are determined More communication with the Attendance Service Schools is required New goals from MOE and government are implemented 	Attendance Service	<ul style="list-style-type: none"> Improved service for all schools
<ul style="list-style-type: none"> All learning areas review student engagement in their subjects 	Term 3	<ul style="list-style-type: none"> All departments determine and measure student engagement in their classes Changes are made to increase engagement and to get the best out of a 50 minute period 	All teaching staff	<ul style="list-style-type: none"> Improved engagement in lessons
<ul style="list-style-type: none"> Student Voice is used to improve engagement 	Term 3	<ul style="list-style-type: none"> Students are surveyed as to what will improve their engagement An action plan is drafted 	Student advocates	<ul style="list-style-type: none"> Students are heard and actions implemented
<ul style="list-style-type: none"> The values are reiterated, emphasised and communicated 	Ongoing	<ul style="list-style-type: none"> Values are reiterated to all students through assemblies, social media and through the student body Values are talked and then demonstrated by everybody 	The Staff	<ul style="list-style-type: none"> A better understanding of the school values
<ul style="list-style-type: none"> Student involvement in decision making is increased 	EOY	<ul style="list-style-type: none"> Increasing student voice through: <ul style="list-style-type: none"> BOT representation Student Council Health Council Head Students & Prefects Set up action groups for various plans in the school. More involvement on BOT committees, and groups that affect students e.g. literacy timetable 	SLT	<ul style="list-style-type: none"> The student voice is heard and acted upon
<ul style="list-style-type: none"> A strong Student-Parent-Teacher partnerships are reviewed 	Term 2	<ul style="list-style-type: none"> PTA changed to Friends of Tuakau College. Get more parents involved in this group Get more involved at Board level Reach out to the community with more 'Cottage Meetings' Build better relationships with local businesses 	<p>SLT</p> <p>BOT</p> <p>Friends of TC</p> <p>Careers team</p>	<ul style="list-style-type: none"> Better relationships are nurtured to promote better outcomes for students
Literacy and Numeracy				
<ul style="list-style-type: none"> Literacy and Numeracy processes reduces the barriers to learning 	EOY	<ul style="list-style-type: none"> Better understanding of the requirements of Literacy and numeracy by staff, students and parents. By knowing reduces anxiety and the barrier to success is reduced Action plan is implemented 	Literacy Numeracy team	<ul style="list-style-type: none"> Less obstacles for everyone to jump through An improved outcome for students
Modern Learning				
<ul style="list-style-type: none"> BYOD processes ensure every student has access to a device and ICT support 	Beg OY	<ul style="list-style-type: none"> A process is implemented Students have free access to a device when required Students are encouraged to have their own device 	BYOD team	<ul style="list-style-type: none"> All students have a device to use in their classes
<ul style="list-style-type: none"> AI is prevalent and teacher and student understanding is essential to using it effectively 	Term 2	<ul style="list-style-type: none"> PLD for all staff is implemented on the use of AI and how we can use it to improve outcomes for students All staff relay the boundaries, in their subjects, on the use of AI and the production of assessed work 	ICT team	<ul style="list-style-type: none"> All students and staff understand AI and its application

<ul style="list-style-type: none"> Master plan implementation is active and dates are met so there are enough class spaces for students and teachers 	Ongoing	<ul style="list-style-type: none"> Modulars are on site by Term 2 Stage 2 of master plan is being planned Work with staff to find solutions to classroom spaces Work close with MOE on implementation 	Property Committee	<ul style="list-style-type: none"> On target to meet roll growth
<ul style="list-style-type: none"> Classroom designs have student input and the designs are consistent with the Master Plan 	EOY	<ul style="list-style-type: none"> As we review the plan for each stage student input through the BOT rep and student council is sort after 	SLT	<ul style="list-style-type: none"> Student input is valued
Transitions				
<ul style="list-style-type: none"> A review on the Timetable to ensure it is not a barrier to student learning and teaching 	Term 3	<ul style="list-style-type: none"> Staff, Student and parent voice in regard to the timetable structure is sort after two years of a 6 day timetable. <ul style="list-style-type: none"> Length of periods Whaanau time length Times for subject areas Option structures Lit/Num requirements 	SLT	<ul style="list-style-type: none"> Implementation of the findings is completed for Term 1 2025
<ul style="list-style-type: none"> 'Phone Free 2023' continues to meet government priority 	Ongoing	<ul style="list-style-type: none"> Review and update procedures based on MOE and government guidelines Engage with ERO as to what we are doing 	SLT	<ul style="list-style-type: none"> Phone free has made a difference to engagement of students in classes
<ul style="list-style-type: none"> A review of transitions for other schools is completed to ensure the barriers are reduced 	Ongoing	<ul style="list-style-type: none"> Continue to liaise with contributing schools about transition to Tuakau College and what we can do to improve Clear communications about enrolment zone criteria especially for students not in zone and that are in a contributing school Have an increase in 	Enrolment Team	<ul style="list-style-type: none"> Smoother transition to Tuakau College
<ul style="list-style-type: none"> Develop better relationships with contributing school 	EOY	<ul style="list-style-type: none"> Invite them to school for things they cannot do e.g. a science experience during the year Continue to offer grounds for Primary events 	HLAs and areas	<ul style="list-style-type: none"> Better relationships
<ul style="list-style-type: none"> Processes are strengthened as students move between Year levels within the school 	EOY	<ul style="list-style-type: none"> A review of transitions within the school is completed An implementation plan is in place for 2025 	Deans	<ul style="list-style-type: none"> Smoother transition of students between year levels
<ul style="list-style-type: none"> Review the transitions of ORS students 	EOY	<ul style="list-style-type: none"> Te Whare Ako processes are improved for ORS and all students in this area KAMAR is used to store the relevant information for students in TE Whare Ako 	Head Te Whare Ako	<ul style="list-style-type: none"> Information about students is more freely available
<ul style="list-style-type: none"> Induction of new overseas teachers is strengthened. 	EOY	<ul style="list-style-type: none"> A process is published of the induction of overseas teachers PLD is provided for overseas teachers 	SLT teacher Induction	<ul style="list-style-type: none"> Improved processes Teachers feel valued and less anxiety when starting at Tuakau College
Cultural Sustainability				
<ul style="list-style-type: none"> An increase in cultural celebrations is prevalent 	Term 2	<ul style="list-style-type: none"> A calendar of events is published Students are encouraged to participate in celebrating their background and culture 	Friends of TC	<ul style="list-style-type: none"> Increasing awareness and tolerance of other cultures
<ul style="list-style-type: none"> Every culture is made to feel welcome 	Term 3	<ul style="list-style-type: none"> Celebrating their culture gives it value as a school and improves wellbeing 	Students and Staff	<ul style="list-style-type: none"> Multicultural aspect is improved
<ul style="list-style-type: none"> Review and improve the cultural identity around the College with murals, words etc 	Term 4	<ul style="list-style-type: none"> Get the various cultures to produce a mural to put up on the multicultural wall in the school 	Student Council	<ul style="list-style-type: none"> Cultural identity is prominent around the school
<ul style="list-style-type: none"> Ongoing cultural sustainability in regard to Tiriti o Waitangi occurs 	EOY	<ul style="list-style-type: none"> A review of how the school is implementing Te Tiriti o Waitangi is completed An implementation plan is in place to improve cultural sustainability 	Teachers	<ul style="list-style-type: none"> Improved understanding through action has occurred

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whaanau

Goal	When?	What's going to be done	Who's responsible	Indicators
Student Engagement				
<ul style="list-style-type: none"> Professional learning continues to ensure quality teaching and leadership is developed 	EOY	<ul style="list-style-type: none"> Programmes are ongoing in: <ul style="list-style-type: none"> Literacy Numeracy Cultural Sustainability AI NCEA change process NZ Curriculum development Teacher capability 	SLT	<ul style="list-style-type: none"> Increase in the quality of teaching Better leadership at all levels
<ul style="list-style-type: none"> PGC cycle is reviewed and updated 	EOY	<ul style="list-style-type: none"> A review is carried out Implementation of any changes by the EOY A PGC implemented for all support staff 	Principal	<ul style="list-style-type: none"> Improved teaching by staff as they develop inquiries around the goals they set
<ul style="list-style-type: none"> Collaborative learning techniques are used to improve engagement 	EOY	<ul style="list-style-type: none"> A review of collaborative techniques is completed Implement changes to each learning area A review on the accelerant classes is completed and a goal is to go to all mixed ability groupings at all levels 	HLA SLT	<ul style="list-style-type: none"> Improved cooperation and learning together by students. tuakana-teina concept implement
NZ Histories				
<ul style="list-style-type: none"> NZ Histories is in progress and used as context for curriculum 	EOY	<ul style="list-style-type: none"> Continue to implement and make the necessary changes the MOE and new govt want Each learning area has a context around the history of NZ 	HLA Social Science Teachers	<ul style="list-style-type: none"> Students have a better appreciation and understanding of NZ History and the different perspectives
<ul style="list-style-type: none"> Revision of units of work and schemes to the changes in curriculum 	EOY	<ul style="list-style-type: none"> Ongoing work and review is occurring to ensure the curriculum changes meet the requirements that the MOE mandate Changes have to occur to meet the requirements of the students that are in front of teachers 	HLAs Teachers	<ul style="list-style-type: none"> Curriculum becomes 'taylor made' for students to improve their success A better understanding of what is required
<ul style="list-style-type: none"> A review of curriculum versus assessment 	EOY	<ul style="list-style-type: none"> Curriculum comes first when planning to adjust courses then assessments are found to assess the curriculum decided upon 	HLAs	<ul style="list-style-type: none"> Improved understanding of content and where assessment fits into the schemes
NCEA Changes				
<ul style="list-style-type: none"> Level 1 NCEA is implemented 	EOY	<ul style="list-style-type: none"> The new standards are applied to the Year 11 courses NCEA Level 1 results are between 75% and 80% especially with the Lit/Num requirements Monitoring and tracking continues 	HLAs All NCEA teachers	<ul style="list-style-type: none"> An expected drop in results due to Lirt/Num requirements but also bigger standards and less chance for error
<ul style="list-style-type: none"> Further strengthening of the system to ensure students get Lit/Num 	Ongoing through the Year	<ul style="list-style-type: none"> Continued ongoing work with Literacy and Numeracy in Years 7-10 to strengthen future years results All strategies as per previous goals 	Literacy Numeracy team	<ul style="list-style-type: none"> Improved literacy numeracy focus and results
<ul style="list-style-type: none"> Preparation continues for the changes to Level 2 and Level 3 NCEA 	EOY	<ul style="list-style-type: none"> Continue to work on Level 2 and Level 3 standards and give input into the nature and look of the new standards L2 and 3 are put on hold 	HLAs	<ul style="list-style-type: none"> More time given to develop this further and focus on L1 NCEA
<ul style="list-style-type: none"> An Endorsement review occurs with a plan in place for increasing in all areas 	Ongoing 2024	<ul style="list-style-type: none"> Each learning area has a plan to increase endorsements Endorsement rates: <ul style="list-style-type: none"> Level 1 & 2 Excellence from 5% to 8% & Level 3 from 4% to 6% Level 1 Merit at 15%, Level 2 & 3 Merit 8% to 10%. Male endorsement rates increase by 10% 	HLAs and NCEA teachers	<ul style="list-style-type: none"> Improved endorsement rates at all levels The goal is to head towards the endorsement rates of our equity group and NZ. Increments are required
<ul style="list-style-type: none"> A plan to encourage students to do Scholarship and to put a 	During 2024	<ul style="list-style-type: none"> Students decided before the end of Term 1 	HLAs and teachers of NCEA	<ul style="list-style-type: none"> Improved numbers of students completing Scholarships

The Annual Implementation Plan 2024: *Pai rawa atu i nga mea katoa*  *The very best in all things*

programme in place to support this		<ul style="list-style-type: none"> The number of students getting scholarships increases from 2 to 5. A plan by the various learning areas is put in place to support students doing Scholarship 		
<ul style="list-style-type: none"> A plan to increase UE results are in place 	EOY	<ul style="list-style-type: none"> Dean will discuss with each Year 13 their intentions Dean will check to ensure students have the opportunity to get UE with the right subjects and the number of credits Dean will monitor and track students who are doing UE UE results head towards 40% 	Dean Year 13	<ul style="list-style-type: none"> UE results increase
<ul style="list-style-type: none"> Tracking and monitoring of NCEA candidates continues 	Ongoing	<ul style="list-style-type: none"> Deans, Students and HLAs will continue to monitor and track the NCEA candidates and adjust to ensure students will get through 	Deans HLAs Teachers	<ul style="list-style-type: none"> Students are aware of their results and what needs to be done to complete NCEA successfully
Literacy and Numeracy				
<ul style="list-style-type: none"> Units of work and schemes have developed techniques to improve Lit/Num across all areas 	Ongoing	<ul style="list-style-type: none"> By the end of the year all schemes will have a literacy and numeracy focus with strategies for staff to use in their lesson and unit developments 	Teachers	<ul style="list-style-type: none"> Improved literacy and numeracy in classes
<ul style="list-style-type: none"> Literacy Numeracy leadership is strengthened 	EOY	<ul style="list-style-type: none"> Review the role of the Literacy and numeracy coordinator Build a team with the coordinator 	SLT	<ul style="list-style-type: none"> Strong leadership is seen in this area.
Professional Learning				
<ul style="list-style-type: none"> A leadership review of all areas is completed and a plan is in place. 	EOY	<ul style="list-style-type: none"> A leadership overview is produced and a plan including allocation of management units is in place 	Board	<ul style="list-style-type: none"> A plan in place for the future as the school grows
<ul style="list-style-type: none"> PLD for Teaching to upskill and improve their work in the classroom 	EOY	<ul style="list-style-type: none"> All teachers complete the PGC so their teaching improves 	Teachers	<ul style="list-style-type: none"> Ongoing upskilling of teachers occurs
<ul style="list-style-type: none"> A professional learning register and plan is in place 	Term 3	<ul style="list-style-type: none"> A plan and register is in place and reported to the Board monthly 	Principal	<ul style="list-style-type: none"> All staff have a PLD event to attend during the year
Tikanga Maaori				
<ul style="list-style-type: none"> Te Reo Maaori pathways are strengthened with more Reo speakers 	Ongoing	<ul style="list-style-type: none"> Increase the pathways for more students to take Te Reo Maaori More teachers with the ability to speak Te Reo Maaori are recruited Look for community members and put them through teacher training to teach Te Reo Maaori More teachers are competent in speaking Te Reo Maaori 	HLA Maaori Principal SLT	<ul style="list-style-type: none"> Te Reo Maaori is spoken more often in the school Teachers are competent in using Te Reo Maaori in the classroom
<ul style="list-style-type: none"> Review of Reo Rua to establish guidelines so students do not opt out 	EOY	<ul style="list-style-type: none"> Guidelines are in place and communicated to all the students that want to take Reo Rua pathways Opt in and stay in is the policy 	HLA Maaori	<ul style="list-style-type: none"> Consistency with the number of students taking Te Reo Maaori in the Reo Rua classes
<ul style="list-style-type: none"> PLD on Tikanga continues 	Ongoing	<ul style="list-style-type: none"> PLD is provided for all staff re: language and Maaori culture PLD is levelled at the staff 	PLD team	<ul style="list-style-type: none"> Teachers are aware of the requirements of tikanga as they work at Tuakau College
<ul style="list-style-type: none"> Leadership recognition is achieved for Maaori learners and staff 	Ongoing	<ul style="list-style-type: none"> A review of Maaori leadership and its recognition is determined A plan is in place 	SLT Board	<ul style="list-style-type: none"> Increased opportunities for Maaori leadership
<ul style="list-style-type: none"> Community Liaison roles are determined and awarded 	Term 1	<ul style="list-style-type: none"> Confirm involved in CL trial Staff complete surveys An ongoing plan is determined 	Principal	<ul style="list-style-type: none"> Useful work linking with the community
<ul style="list-style-type: none"> Careers approach to assist Maaori learners into courses and beyond school 	EOY	<ul style="list-style-type: none"> Teacher appointed to do this work Monitoring and tracking occurs Option selection and courses are supported 	Careers team and Maaori careers leader	<ul style="list-style-type: none"> Retention of Maaori students increases

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

Goal	When?	What's going to be done	Who's responsible	Indicators
Maatauranga Maaori				
<ul style="list-style-type: none"> Continue to look at the Maaori curriculum to see if the students are ready to transition to this curriculum 	EOY	<ul style="list-style-type: none"> Continue to look at this curriculum and get support from MOE in regard to this Complete a review to look at Maaori assessments against the curriculum with assistance from the SAF Maaori Put in place an inquiry 	HLA Maaori	<ul style="list-style-type: none"> Increased engagement of Maaori learners with the curriculum
<ul style="list-style-type: none"> Professional learning for all Maaori language teachers occurs 	Ongoing	<ul style="list-style-type: none"> SAF Maaori providing the necessary links with PLD providers Visit other schools to see how they developed their PLD in Maaori 	PLD team	<ul style="list-style-type: none"> Improved use of Te Reo in and out of the classroom for our Maaori teachers
<ul style="list-style-type: none"> Maaori Community consultation with Maatauranga Maori 	EOY	<ul style="list-style-type: none"> A 'Cottage Meeting' is set up to engage with Maori community around what we can do to improve the pathways for our Maaori students 	Principal	<ul style="list-style-type: none"> Increased engagement by the Maaori community
Financial Efficacy				
<ul style="list-style-type: none"> Financial processes review takes 	EOY	<ul style="list-style-type: none"> Ensure division of duties is occurring for protection of all parties involved in finance A review takes place to ensure we are capable of continuing to provide the financial services for all Make changes to financial procedures if required and as the school grows 	Finance team Board Board	<ul style="list-style-type: none"> We are in a good financial position and processes are streamlined
<ul style="list-style-type: none"> Investigate moving to Xero 	EOY	<ul style="list-style-type: none"> A decision on the future of Xero in our school is decided Further investigations occur and a proposal is given to the Board 	Finance team	<ul style="list-style-type: none"> A decision is made
<ul style="list-style-type: none"> The Board develops financial guidelines as the school grows 	EOY	<ul style="list-style-type: none"> A review occurs and recommendations are in place 	Finance team	<ul style="list-style-type: none"> The board is ready for the growth
<ul style="list-style-type: none"> Bus network has minimal impact on school finances 	EOY	<ul style="list-style-type: none"> A rationalisation of bus runs occurs New bus routes match the funding given Families are charged if they are ineligible to be transported This fee is across the entire network Pukekohe bus is no longer subsidised and students will need to use the BUSIT public transport from 5th June. Buses must go out for tender this year 	Franklin Transport Network Group	<ul style="list-style-type: none"> Efficient use of the finance to ensure students are safely to and from school
Career Work				
<ul style="list-style-type: none"> Investigate more work experience for our Junior students 	EOY	<ul style="list-style-type: none"> A plan for increasing work experience is in place across the Y9&10 levels 	Careers team	<ul style="list-style-type: none"> More work experience is used
<ul style="list-style-type: none"> Maaori Careers focus is implemented 	EOY	<ul style="list-style-type: none"> Teacher in place to monitor and track Maaori students, their careers and intentions 	Maaori careers teacher	<ul style="list-style-type: none"> Improved pathways for Maaori students
Community Engagement				
<ul style="list-style-type: none"> Involvement in more community events 	EOY	<ul style="list-style-type: none"> Continue to be active in the community through Rotary, Youth Group, Council and other organisations Know what is happening in the community and actively be part of the events 	Principal Community Liaison team	<ul style="list-style-type: none"> Improved involvement
<ul style="list-style-type: none"> Put on at least one community event yearly 	EOY	<ul style="list-style-type: none"> Ensure there is a community event on for the reunion 	Reunion committee	<ul style="list-style-type: none"> Showcase the school at the community event
<ul style="list-style-type: none"> Community volunteer 'Giving back' starts 	Term 3	<ul style="list-style-type: none"> Implement a community day for the whole school to give back to the community 	Community Liaison team	<ul style="list-style-type: none"> Higher profile in the community
<ul style="list-style-type: none"> Community Liaison positions are in place 	Term 1	<ul style="list-style-type: none"> Application process and selection is completed 	Principal	<ul style="list-style-type: none"> Community liaison team has a profile

Kaahui Ako				
<ul style="list-style-type: none"> Continue to be active members of the Kaahui Ako 	Term 1	<ul style="list-style-type: none"> Applications for new ASL are completed and advertised within the school Applications for WSL are completed and appointments made to start 2 May 2024 Attend PLD cultural sustainability PLD 	Principal	<ul style="list-style-type: none"> Active members of the Kaahui Ako
<ul style="list-style-type: none"> WSTs are allocated specific roles within the school 	Term 1	<ul style="list-style-type: none"> Specific areas of need are provided to all candidates so they can complete their application around their strengths in this area. The areas are: <ul style="list-style-type: none"> Learner Support Literacy and Numeracy Student Leadership PB4L Cultural Sustainability 	Principal	<ul style="list-style-type: none"> WST have specific tasks and may complete an inquiry around the areas of
<ul style="list-style-type: none"> Cultural Responsive theme is supported 	Term 2	<ul style="list-style-type: none"> All staff to attend the PLD with the two other Kahui Ako around the theme of cultural sustainability 	Principal	<ul style="list-style-type: none"> Ongoing PLD is completed
<ul style="list-style-type: none"> Learner Support is supported 	Term 4	<ul style="list-style-type: none"> Look at a register and use KAMAR to collect all the data to create a register Liaise with learner support in all schools. Meet at least once a term to discuss students and support for each other. 	ASL WSL	<ul style="list-style-type: none"> Improved communication

WHAKATAUKI TE TITIRO I MUA

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

