

Annual Implementation Plan - 2025 - End of Term 3

Our Whakapapa provides our foundation:

Tamatea High School is named after the great explorer Tamatea Pōkai Whenua. He was a man with enormous curiosity and energy. He was known as Tamatea-pōkai-whenua-pōkai-moana (Tamatea who travelled over land, over sea) because he circumnavigated New Zealand. He also journeyed the full length of both of Aotearoa's main islands. Tamatea Pōkai Whenua was the father of Kahungunu, who is the ancestor of all who belong to the Ngāti Kahungunu iwi. Tamatea High School is located centrally in the Kahungunu rohe, in the suburb of Tamatea. The waiata 'Te Karoro' was written by Tamatea and it speaks of his fondness for Te Whanganui-a-Orotū, our inland harbour, and its bounteous food stores.

Nō Tamatea tō mātou moemoeā.

Our Vision draws on Tamatea's legacy:

E tipu e rea, ka tipu koe hei tangata

Growing Good People for a Changing World.

Ka whakatinanahia tātou i te Tiriti o Waitangi

We strive to give practical effect to Te Tiriti o Waitangi.

Ko tō mātou whakatakanga

Our Mission, like Tamatea Pōkai Whenua, is the journey. In our kura:

- We actively build relationships with whānau and the wider hāpori (community) to support our ākonga.
- We use cultural responsiveness, collaboration and creativity to maximise student learning.
- We develop the confidence, capabilities and citizenship of our ākonga to live a successful life in Te Ao Hurihuri (the ever-changing world).

Ka tū maia, tū whakahihi hoki i a tātou e haere ana.

We undertake our journey with enormous PRIDE.

Ngā Uara o te kura. Our Values:

Kia whakauru Participation – Having a go and doing our best.

Kia whai aroha Respect – Speaking nicely, caring for each other and the environment.

Kia ngākau pono Integrity – Being honest and taking responsibility for what we say and do (even when no one is watching).

He kura kanorau Diversity – Include and accept everyone so we all feel safe.

Kia tū angitu Excellence – Setting challenging goals for ourselves and striving to achieve them.

He haerenga tūhuratanga.

Just like Tamatea, we journey from our hāpori into the world. We discover who we are meant to be along the way.

Ko te pae tawhiti. We set ourselves big challenges to conquer.

Te pae tata, whakamaui! We take on those challenges one step at a time!

Te Hāpori o Tamatea <i>We actively build relationships with families and the ākonga to support our ākonga.</i>	Te Kura o Tamatea <i>We use cultural responsiveness, collaboration and creativity to maximise student learning</i>	Ki te Ao Hurihuri <i>Develop the confidence, capabilities and citizenship of our ākonga to live a successful life.</i>
Strengthen the connection between whānau, ākonga and kaimahi.	Create a shared pedagogical framework to support learning at Tamatea.	Improve student attendance
Strengthen positive school culture	Align our Junior Curriculum (focusing on Year 10) to ensure coherence with NCEA (National Certificate of Achievement) pathways and foundational skills developed in Year 9	Improve our ākonga's literacy and numeracy skills to attain Numeracy and Literacy co-requisite requirements "as soon as possible".
	Enhance the use of Assessment for Learning practices to inform teaching strategies and improve ākonga achievement outcomes across all learning areas.	

Action Key Not Started ■ Actioned and Ongoing ■ Action is Completed ■ Needs Review ■

Te Hapori o Tamatea

Te Hapori o Tamatea <i>We actively build relationships with families and the ākonga to support our ākonga.</i>							
Strengthen the connection between whānau, ākonga and kaimahi.							
Actions	Success Criteria	Lead	Action Status				
Establish a student focus group to gather timely feedback on their sense of belonging and wellbeing.	Focus group formed and initial baseline data gained	Pastoral Team	T1	T2	T3	T4	
Increased whānau involvement in school activities	Improved attendance at whānau based events and positive feedback	All Staff	T1	T2	T3	T4	
Increased connection between home and whānau group tutors.	Introducing oneself to whānau when new ākonga arrive	Whānau Group Tutors	T1	T2	T3	T4	
	Timely contact regarding absences		T1	T2	T3	T4	
	Increased positive contact home in line with our PRIDE values		T1	T2	T3	T4	
Strengthen positive school culture							
Increased sense of belonging in Kura, House and Whānau Group.	Increase in student-led initiatives	Deans	T1	T2	T3	T4	
	Improved feedback from student focus group		T1	T2	T3	T4	
	Improved participation in school events e.g., House Sports.		T1	T2	T3	T4	
	Strengthen the overall international student experience through enhanced wellbeing and pastoral care (including homestay quality and support), high-quality teaching and learning that promotes measurable academic progress, and purposeful participation that fosters belonging and integration within the school and wider community. Refer to <i>International Strategic Plan</i>	International Team					

Review

Term 2 Actions - Summary	Term 3 Actions - Summary	Term 4 - Next Steps
<i>Student Voice & Wellbeing</i> - Create a Student Focus Group. - Explore NZCER (<i>New Zealand Council for Educational Research</i>) or create an in-house wellbeing survey for all ākonga. <i>Whānau Engagement</i>	<i>Cultural Engagement</i> Cook Islands Week had an excellent whānau turnout, with families joining to support and play the drums during the Cook Islands Assembly, creating a strong sense of pride and connection. <i>Whānau Voice & Data Collection</i>	<i>Student Voice & Focus Group</i> - Gather feedback on proposed House and Dean structure changes to understand student perspectives. - Explore transition experiences between year groups to identify areas for smoother progression and support.

- Samoan Language Week (Week 6): Whānau supporting across the week, whānau present most days. <i>Positive Communication Initiative</i> - Each teacher sends one positive comment home weekly for targeted students. - Challenge: 3 students per teacher, 1 comment each week for the last 3 weeks. - Record all communication on KAMAR. <i>Student-led Activities</i> - Unihoc - Netball - Basketball <i>House Activities & Events</i> - House Hustle - Basketball - Samoan Language events - Board Games - Chalk art - Pride Week/Month celebrations	- Hui Whāinga: Continued to track and review student participation numbers across the year to inform engagement initiatives. - NZCER Wellbeing Survey: Distributed at the end of Term 3, with collection and analysis continuing into early Term 4.	- Discuss sense of belonging to evaluate how connected ākonga feel within the school environment. <i>Data & Systems</i> - Analyse Hui Whāinga participation data to track engagement and progress. - NZCER Wellbeing Survey: Distributed at the end of Term 3, with collection and analysis continuing into early Term 4. - Review and utilise Whānau Group Tutor (WGT) data to inform planning and targeted interventions for 2026.
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Te Kura o Tamatea

Te Kura o Tamatea <i>We use cultural responsiveness, collaboration and creativity to maximise student learning</i>				
Annual Achievement Targets				
At the end of Year 9 70% of our ākonga will be at or above the expected curriculum level for Reading, Writing and Mathematics. 4B-4A - Accelerate progress in Writing for 23% of our ākonga who are 3A or below 3 or more sublevels in Year 9. - Accelerate progress in Mathematics for 35% of our ākonga who are 3A or below 3 or more sublevels in Year 9. NCEA 50% of our Yr 11 ākonga attain Level 1. (Target reflects a 20% improvement based on 2024 data) 65% of our Yr 12 ākonga attain level 2. (Target reflects a 10% improvement based on 2024 data) 65% of our Yr 13 ākonga attain level 3. (Maintain current achievement levels)				
Create a shared pedagogical framework to support learning at Tamatea				
Actions	Success Criteria	Lead	Action Status	
The Senior Leadership team collaboratively develop a pedagogical framework about learning at Tamatea as a starting point for staff-wide collaboration.	Create a document outlining the Senior Leadership Team's shared beliefs about learning at Tamatea.	Senior Leadership Team	T1	
Staff Wānanga to collaboratively develop a pedagogical framework about learning at Tamatea	Teacher Only Day - Focused on developing shared beliefs about learning at Tamatea.	All Staff	T1	T2 T3 T4

Align our Junior Curriculum (focusing on Year 10) to ensure coherence with NCEA pathways and foundational skills developed in Year 9							
Year 10 - Curriculum Stocktake	Conduct a review and evaluation of Year 10 Curriculum.	Curriculum Group and Heads of Department	T1				
Create a Year 10 school-wide curriculum framework that is cohesive, building upon skills developed at Year 9 and back mapped from NCEA Level 1 (Year 11) so our ākonga are well-prepared for achievement from NCEA Level 1 onwards.	The Year 10 school-wide curriculum will be planned at least one term in advance, with full implementation by the end of Term 1, 2026.	Heads of Department	T1	T2	T3	T4	
Enhance the use of Assessment for Learning practices to inform teaching strategies and improve student achievement outcomes across all learning areas.							
Assessment Schedule - Overview	E-asTTle and other assessment tools are systematically scheduled across Years 9 and 10 to ensure rigorous and accurate tracking of value-added progress (Reading, Writing and Maths) both within each year and across the two years of the Junior School.	Ngā Hautūtanga	T1	T2	T3	T4	
	NCEA assessment calendar designed to track and monitor senior student progress (at least term by term), supporting achievement growth and enabling early intervention when necessary.	Heads of Department	T1	T2	T3	T4	
Data-driven conversations, reflections, and action plans for improved teaching practice and student achievement in NCEA	Each subject area will have at least one NCEA standard completed and moderated by Week 2 of Term 2 in 2025.	Heads of Department	T1				
	Learning Areas are expected to actively monitor the NCEA progress of all ākonga in alignment with both school-wide targets and departmental goals. At the end of each term, every teacher will complete a review of standards achieved, including deliberate reflection on areas for improvement and the development of action plans. These plans should address strategies for future delivery of the standard or identify key learnings to be applied in the next term. This review process will be conducted consistently on a term-by-term basis to support ongoing improvement and student success.	Heads of Department	T1	T2	T3	T4	
	Ngā Hautūtanga will provide mentoring through HOD meetings and one-on-one meetings with HODs, focusing on tracking cohort progress against NCEA targets. A more consistent, school-wide approach to tracking and intervention will be implemented to address areas of concern promptly.	Ngā Hautūtanga Heads of Department	T1	T2	T3		

Term 2 Actions - Summary	Term 3 Actions - Summary	Term 4 - Next Steps
<i>Teaching & Curriculum</i> - Teacher Only Day successfully completed, focusing on planning and curriculum alignment. - Year 10 curriculum overviews and units for coming term completed <i>Assessment & Planning</i>	<i>Teaching & Curriculum</i> - Continued tracking of our overall passrates, sharing information with HODs every two weeks. - Year 10 curriculum overviews and units for coming term completed <i>Year 11 Student Support</i>	<i>Professional Learning & Evaluation</i> - Continue embedding Professional Learning (PL) through classroom observations and Professional Growth Cycle (PGC) reflections. - Implement walkthroughs in Term 4 to support consistency and ongoing professional dialogue.

2026 Assessment Schedule: Support HoDs to set realistic due dates—particularly for Years 12 and 13—ensuring re-submission opportunities are built into timelines.	Targeted support for year 11 students who we have identified as “at risk” of not achieving NCEA level 1.	- Re-establish and share Tamatea Pedagogy Framework. <i>Assessment & Review</i> - Complete the NCEA review process for the year, including analysis of assessment schedules and student instructions. - Conduct a Year 10 review focusing on achievement, curriculum coverage, and readiness for senior learning. - Analyse junior variance data in Reading, Writing, and Mathematics for Years 9 and 10 to inform 2026 planning. - Year 10 reviews curriculum coverage across the year, ensuring one unit per term is consistently completed. <i>Learner Support & Inclusion</i> - Continue focus on neurodiversity, including testing and documentation required for ICS (In-Class Support) applications. - Strengthen systems for Special Assessment Conditions (SACs), ensuring appropriate physical spaces are available and that there are enough Reader/Writers to meet student needs. - Strengthen transition for learning support students, Year 8 into Year 9.
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Ki te Ao Hurihuri

Ki te Ao Hurihuri <i>Develop the confidence, capabilities and citizenship of our ākonga to live a successful life.</i>												
Annual Attendance Targets												
Attendance • Increase regular attendance each term compared to the previous year. For example, by comparing Term 1 in 2025 with Term 1 in 2024.. • Reduce unjustified absence codes each term compared to the previous year.												
Improve student attendance												
Actions			Success Criteria				Lead		Action Status			
Whānau group tutor following up with whānau in regards to absences in a timely manner			Annual attendance targets are met or exceeded.				Whānau Group Tutors		T1	T2	T3	T4
Implement STAR Attendance Response							All Staff		T1	T2	T3	T4
Improve timely communication home with students who are absent.							Attendance Officer				T3	T4
Improve our ākonga’s literacy and numeracy skills to attain Numeracy and Literacy co-requisite requirements “as soon as possible”.												
Implement explicit teaching of Numeracy and Literacy across our curriculum.			With guidance from the Mathematics and English departments, all Year 10 teachers will create, teach and evaluate one numeracy or literacy activity each term to further enhance the development of these skills in our Year 10 ākonga.				All staff teaching Year 10 classes.		T1	T2	T3	T4

Develop and implement an Individual Education Plan (IEP) for all Year 12 ākonga who did not achieve the Common Assessment Activities (CAAs) in Year 11, with a review and adjustment of each IEP at the end of every term based on student progress.	Achieve our Year 12 NCEA target of 65% of ākonga gaining NCEA Level 2.	Ngā Hautūtanga	T1	T2	T3	T4
Develop and implement an Individual Education Plan (IEP) for all Year 11 ākonga who do not achieve the first Alternative Pathways standard in Term 1, with a review and adjustment of each IEP at the end of every term based on student progress.	Achieve our Year 11 NCEA target of 50% of ākonga gaining NCEA Level 1.	Ngā Hautūtanga	T1	T2	T3	T4
Data-driven conversations, reflections, and action plans focused on Year 9 Homeroom Kaiako and ākonga.	We will use e-asTTle and other assessment data to identify and address the specific needs of our ākonga in both mathematics and writing. For mathematics, we aim to support ~50% achieving at levels 3P and 3A; for writing, ~46% at levels 3B, 3P, and 3A. Targeted plans and adjusted teaching practices will accelerate progress.	Ngā Hautūtanga	T1	T2	T3	T4

Term 2 Actions - Summary	Term 3 Actions - Summary	Term 4 - Next Steps
<i>Literacy & Numeracy Support</i> • Ongoing extra support for Literacy and Numeracy. • Extra Maths Teaching Support providing focused support in Term 3 ○ Targeted support for year 11 and 12 students needing to resit CAAs ○ Targeted support provided for Year 10 students to help them achieve CAA success. ○ Mathematics 1.1 and 1.2 support to ensure students who are close to passing gain these achievement standards.	<i>Attendance & Communication</i> • An email notification system was implemented in Week 6 to support consistent and efficient communication with whānau. <i>Literacy and Numeracy Support</i> • Additional Maths support was provided for Year 10 and Year 11 students who were close to achieving the Numeracy CAA, with a tailored programme designed to help them succeed by the end of the term. <i>Targeted Support Year 9</i> • CAA data analysis used to focus mathematics preparations for all year 9s sitting the CAA at the end of Term 4 <i>Ongoing Targeted support for Attendance</i> • Deans working and focused on students and whānau who require support for students with significant absences.	<i>Attendance & Communication</i> • Morning texts home implemented for students marked with “?” across Period 1, Period 2, and Whānau, ensuring timely communication with whānau. • Focus on students with significant attendance and achievement challenges, supporting transitions into more suitable pathways where needed. • Deans leading follow-up on attendance expectations and identifying positive ways to celebrate improvements in attendance across the school.