

## CHARTER 2019-2021

### Edgewater College Board of Trustees

In accordance with section 64 of the Education Act, the Edgewater College Board of Trustees undertakes to take all reasonable steps to achieve the intentions, targets and strategies in this charter which have been approved by the board following consultation with the community in terms of section 61 and 63 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations. The board has accepted this charter as its undertaking to the Ministry of Education. This charter was submitted to the Ministry of Education for the Minister's approval on 28 March 2020. This Charter will be annually updated in December each year.



Chairperson of the Edgewater College Board of Trustees: J Valgre

Date: 1 March 2020

This Charter establishes the Vision, Values, Strategic Direction and the Targets to raise student achievement.

## CONTENTS

1. Vision and Values
2. Strategic Plan 2020-2022
3. Annual Plan 2021

## 1: VISION AND VALUES

### 1.1 Motto

“Whaia te ara o Tainui” | Follow the path of Tainui

### 1.2 School context

Ko Ōhūiarangi te maunga

Ko Tāmaki te awa

Ko Tainui te waka

Ko Ngai Tai te iwi

Ko Whaia te ara o Tainui te whakataukī

Ko Te Tahawai te marae

Ko Kāreti O Te Tahawai te kura

Edgewater College is a co-educational, multi-cultural state secondary school in southeast Auckland. We serve a diverse urban environment covering a wide range of ethnic, social and economic situations.

The Board of Trustees acknowledges and respects New Zealand's cultural diversity and the unique position of Māori as tāngata whenua. This includes working in partnership with the Te Tahawai community marae that is situated on our school site.

Our school was established in 1968. Our motto, “Whaia te ara o Tainui” | To strive to follow the path of Tainui was established at this time as a way of acknowledging tāngata whenua. This motto, whaia te ara o Tainui links our kura to the history of the area as the Tainui canoe that brought Hoturoa and his whānau to Aotearoa passed by this site on its journey around New Zealand. They ventured to NZ in search of ōwi and ōwa – two hills that Hoturoa's wife Whakaotirangi had seen in their future and that inspired their journey to Aotearoa. Hoturoa and his whānau did not leave Hawaiki for more land or due to war – they left to find a land where their whānau would have the opportunity to grow and to flourish. So in terms of what this motto means for the students and staff at this school, our motto is not about us looking to the past, it is about us looking to the future. It is not about copying the ways of the past

but about forging our own path. It is about having courage and vision and being inspired to try new things and find new ways of working and learning. It is about working together as a school community so that we all get the opportunity to grow and to learn.

We have a strong focus on being a school that cares. The inclusivity and diversity of our school community are amongst our greatest strengths. This, alongside our motto has been used to generate our “3 MCs” – what we value. In particular, our relatively smaller size means we are a community school that is able to personalise learning for all our ākonga.

Meaningful student achievement is a priority and is achieved in genuine partnership between a very committed staff, our students and their families. Quality and diversity of curricular and co-curricular opportunities are important features of the school and are fundamental to student engagement and success.

### 1.3 Vision 2020

Edgewater College will be a dynamic and exciting school that serves its students and community exceptionally well.

### 1.4 What we value

Edgewater College is committed to ensuring that our learning environment nurtures all learners to reach personal excellence and attain the skills and dispositions for life long learning. In particular we value:

1. Care | Manaakitanga *We care for ourselves, others and our learning*
2. Courage | Māia – *We stand up for what is right and show perseverance and integrity*
3. Curiosity| Manawa reka – *We are passionate and engaged life long learners*

### 1.5 Graduate profile

In addition to our core values Edgewater College graduates will develop the following key skills and attributes:

Care   Manaakitanga	Courage   Māia	Curiosity  Manawa reka
Whanaungatanga – has a sense of belonging and connection to Edgewater whānau, is a team player and friendly, encouraging and inclusive.	Does the right, ethical thing, follows appropriate protocols and ways of working, stands up for others   Tikanga and kawa.	Haututū   Is creative, Imaginative, Innovative, entrepreneurial, gives it a go, has a sense of fun and humour.
Culturally responsive – celebrates diversity of our community. Has rich understanding of TOW / bicultural partnership.	Rangatiratanga   Self governance, takes responsibility for actions and decisions.	Is optimistic, enthusiastic, passionate, with a sense of wonder.
Kaitiakitanga  Global citizen who cares about the future of our world, sustainability of people and planet, has a sense of equity and social justice.	Ready for learning, motivated, good work ethic, organised, focused, meets deadlines.	Wānanga   Is a problem finder and solver, a logical, metacognitive and critical thinker
Whakaiti   Is respectful, courteous, humble, kind.	Is confident, shows initiative, can work independently and interdependently.	Is inquisitive, questioning, and reflective, with a thirst for knowledge.
Kotahitanga   Works with and for our community and others, effective communicator and collaborator.	Shows grit, persistence, resilience, determined.	Is flexible, adaptable and resourceful. Takes responsible risks, makes mistakes and learns from them.
Āwhinatanga   Listening with aroha, being empathetic, compassionate, considerate, encouraging, tolerant.	Strives for excellence, shows commitment to highest levels of learning.	Ako   Is intrinsically motivated, has a growth mindset, is open to learning and learning to learn.
Takes pride in themselves (behaviour, uniform), our school, and learning.	Tū pono   Has Integrity, and is honest, trustworthy, dependable, accountable	Is future focused with appropriate digital / elearning skills.
Wairuatanga   sense of wellbeing. Enhances hauora of self, others and community.	Has effective and useful leadership and followership skills.	Is open to continuous learning, a life long learner.

## 2: STRATEGIC PLAN 2019-2021

As a result of community consultation, staff and student surveys, analysis of school wide achievement and pastoral data and information, analysis of variance and self-review processes the board has identified the following key areas of strategic development for the next 3-5 years.

1. To promote shared leadership for equity and excellence
2. To inspire and support a high quality teaching and learning community
3. To ensure all students are supported to be courageous, caring and curious learners in a safe and inclusive environment
4. To develop systems and processes that support innovation and change
5. To ensure effective stewardship that strengthens our learning community

Reviewing	Introducing	Developing	Strengthening	Sustaining
Goal 1: To promote shared leadership for equity and excellence				
Focus Areas	2020		2021	2022
Vision and Values	<ul style="list-style-type: none"><li>Vision and values are understood and demonstrated in practice.</li></ul>	✓ ✓	Educational vision and values are widely understood and demonstrated in practice.	
School wide leadership	<ul style="list-style-type: none"><li>Incorporate Educational Leadership Capability Framework into professional learning and practice.</li></ul>	✕	<ul style="list-style-type: none"><li>Incorporate Educational Leadership Capability Framework into professional learning and practice.</li></ul>	<ul style="list-style-type: none"><li>Evaluate leadership against the Educational Leadership Capability Framework</li></ul>
	Staff Leadership: <ul style="list-style-type: none"><li>Build HOD and Deans teams as PLGs linked to new SLT structure.</li><li>Develop leadership capabilities of support staff.</li></ul>	✓ ✓	Educational leadership capability framework is embedded in leadership practice, learning and review.	
	<ul style="list-style-type: none"><li>Review and refine Student Leadership structure.</li></ul>	✓	Embed student leadership structure so that students are actively involved in leadership opportunities across years 9-13.	
Community	<ul style="list-style-type: none"><li>Curriculum Focus</li></ul>	✓	<ul style="list-style-type: none"><li>Pastoral Care Focus</li></ul>	<ul style="list-style-type: none"><li>Systems and Innovation Focus</li></ul>
	<ul style="list-style-type: none"><li>Opportunities for engagement and consultation with Māori community are strengthened.</li></ul>	✕	<ul style="list-style-type: none"><li>Opportunities for engagement and consultation with Māori community are strengthened.</li></ul>	<ul style="list-style-type: none"><li>Sustaining meaningful opportunities for effective engagement and consultation with Māori community.</li></ul>
	<ul style="list-style-type: none"><li>Embedding meaningful collaboration with Te Tahawai Marae.</li></ul>	~	<ul style="list-style-type: none"><li>Embedding meaningful collaboration with Te Tahawai Marae.</li></ul>	
	<ul style="list-style-type: none"><li>Opportunities for engagement and consultation with Pasifika community are strengthened.</li></ul>	✕	<ul style="list-style-type: none"><li>Opportunities for engagement and consultation with Pasifika community are strengthened.</li></ul>	<ul style="list-style-type: none"><li>Sustaining meaningful opportunities for effective engagement and consultation with Pasifika community.</li></ul>
Pakuranga West Kahui Ako	<ul style="list-style-type: none"><li>Evaluate first year of COL participation and contribution.</li><li>Evaluate student agency data.</li><li>COL links are strengthened to support student achievement targets.</li></ul>	~	<ul style="list-style-type: none"><li>Evaluate second year of COL participation and contribution.</li><li>Evaluate student agency data.</li><li>COL links are strengthened to support student achievement targets.</li></ul>	<ul style="list-style-type: none"><li>COL links are embedded in how Edgewater College contributes with our wider Kahui Ako.</li></ul>
Evaluation / Self Review	<ul style="list-style-type: none"><li>The conditions for effective evaluation and self-review for improvement are established.</li></ul>	✓	<ul style="list-style-type: none"><li>Embed systems of evaluation and self-review.</li></ul>	

## Goal 2: To inspire a high quality teaching and learning community

Focus Areas	2020			2021			2022	
Junior Curriculum	• Review Year 9 and 10 curriculum with a focus on meaningful learning and development of student agency and implement changes.		~	• Review Year 9 and 10 curriculum with a focus on meaningful learning and development of student agency and implement changes. • Explore the updated literacy and numeracy requirements for NCEA and implement school wide initiative in these areas. • Review and refine Year 9 and 10 diploma programme.			• Embed changes to Year 9 and 10 curriculum.	
Junior Achievement	• Review and refine changes to reporting system. • Introduce systems of disaggregating data by gender and ethnicity to support equity focus.		✓	• Embed reporting linked to feedback and feedforward into effective teaching practice. Explore reporting on Graduate Profile / student capabilities				
Senior Curriculum	• Review and refine senior teaching model.		~	• Review and refine senior teaching model.			• Embed senior teaching model.	
Senior Achievement	• Targets – at or better than national in all areas. • Refine systems of disaggregating data by gender and ethnicity to support equity focus.		~	• Targets met: NCEA all levels • Focus for 2021: Merit / Excellence endorsements, UE achievement			• Targets – at or better than national in all areas.	
	• Academic tracking / mentoring. • Review of assessment practice in senior school. • SARONA – ILPs for Students at Risk of Not Achieving.		✓	• Continue to refine academic tracking and mentoring processes. • Review ILPs / SARONA / PEHA plans.				
Teaching Practice	• Develop an effective teaching and learning profile in conjunction with staff.		×	• Develop an effective teaching and learning profile in conjunction with staff.			• Review and refine teaching and learning profile.	
Feedback and feedforward	• Introduce walkthroughs by senior and middle leadership teams to support feedback and feedforward to staff.		×	• Introduce walkthroughs by senior and middle leadership teams to support feedback and feedforward to staff.			• Review and refine walkthrough practice.	
Professional Learning	• Collective inquiry is embedded is a key feature of Professional Learning.		✓	• Review and refine Professional learning processes				
	To foster learner agency	• With a focus on student wellbeing and decision making	~	To foster learner agency	• With a focus on student wellbeing and decision making		• Review focus areas as part of annual review.	
		• With a focus on universal design for learning and assessment for learning	~		• With a focus on universal design for learning and assessment for learning			
		• With a focus on e-learning and assessment design	~		• With a focus on e-learning and assessment design			
Staff wellbeing and support	• Create a staff wellbeing team to further ensure all staff feel supported and their wellbeing is enhanced.		~	• Review and refine staff wellbeing and support system.				
Support Staff	• Further develop appraisal structure and professional learning opportunities for support staff.		~	• Further develop appraisal structure and professional learning opportunities for support staff.			• Review and refine appraisal structure and school wide professional learning opportunities.	
Appraisal / PMS	• Introduce appraisal partnership model to support meaningful appraisal of all staff members.		~	• Further develop appraisal structure as professional growth cycle.				
	• Ensure all roles in the school have co-constructed job descriptions.		~	• Review and refine job descriptions and use to inform appraisal and professional learning.			• Embed use of job descriptions as part of meaningful appraisal and professional learning.	

### Goal 3: To ensure all students are supported to be caring, courageous and curious learners in a safe and inclusive environment

Focus Areas	2020		2021	2022
<b>Pastoral at risk</b>	<ul style="list-style-type: none"> <li>Review systems of response to students at pastoral risk.</li> <li>Review PEHA to align with updated reporting system / pastoral systems.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Strengthen systems of response to students at pastoral risk.</li> </ul>	
	<ul style="list-style-type: none"> <li>Introduce meaningful systems of tracking engagement.</li> <li>Introduce new systems of attendance support.</li> </ul>	~	<ul style="list-style-type: none"> <li>Review and refine systems of tracking engagement and attendance.</li> </ul>	
<b>Restorative practice / PB4L</b>	<ul style="list-style-type: none"> <li>Ensure that systems of consequences are linked to schoolwide restorative and culturally relational pedagogy.</li> </ul>	~	<ul style="list-style-type: none"> <li>Embed restorative practice and culturally responsive and relational pedagogy.</li> </ul>	
<b>Pastoral care via Mentor and Dean network</b>	<ul style="list-style-type: none"> <li>Review and refine Associate Mentors programme.</li> <li>Review and refine role of Mentors as part of Pastoral System.</li> <li>Ongoing support of Deans as a PLG.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Embed Associate Mentors and Mentors role.</li> </ul>	
	<ul style="list-style-type: none"> <li>Review and refine Pastoral Care systems handbook to support work of all members of pastoral team.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Ensure handbook is kept up to date and describes best practices.</li> </ul>	
<b>Health and Guidance</b>	<ul style="list-style-type: none"> <li>Embed meaningful and timely interventions as part of Health and Guidance team with robust systems of self review.</li> </ul>	~	<ul style="list-style-type: none"> <li>Embed meaningful and timely interventions as part of Health and Guidance team with robust systems of self review.</li> </ul>	
<b>Safe physical and emotional environment</b>	<ul style="list-style-type: none"> <li>Restorative processes focus (T and L / Pastoral)</li> <li>Cyber Safety focus (T and L / Systems)</li> </ul>	~	<ul style="list-style-type: none"> <li>Restorative processes focus (T and L / Pastoral)</li> <li>Cyber Safety focus (T and L / Systems)</li> </ul>	<ul style="list-style-type: none"> <li>Resilience focus</li> </ul>
<b>Transition and student pathways</b>	<ul style="list-style-type: none"> <li>Review current systems of transition into and out of EC, in conjunction with Pakuranga West COL schools and other feeder schools.</li> </ul>	~	<ul style="list-style-type: none"> <li>Review current systems of transition into and out of EC, in conjunction with Pakuranga West COL schools and other feeder schools.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a transition programme at Year 9.</li> </ul>
				<ul style="list-style-type: none"> <li>Introduce transition programmes for school leavers based on the findings of the review.</li> </ul>
<b>Learning Support</b>	<ul style="list-style-type: none"> <li>Embed effective and appropriate learning support systems.</li> </ul>	~	<ul style="list-style-type: none"> <li>Review and refine effective and appropriate learning support systems.</li> </ul>	
<b>Student Agency</b>	<ul style="list-style-type: none"> <li>Introduce school wide student agency and wellbeing programme.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Review and refine school wide student agency and wellbeing programme.</li> </ul>	

## Goal 4: To develop systems and processes that support innovation and change

Focus Areas	2020		2021	2022
Initiatives	<ul style="list-style-type: none"> <li>Review Y9 Edge Innovation programme.</li> <li>Introduce Edge Innovation programme at year 10.</li> <li>Introduce Edge rotating programme to all Year 9 students – Te ao / tikanga Maori, Community Action and Future Studies.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Review Y9 and 10 Edge Innovation programme.</li> <li>Introduce Edge Innovation programme at year 11.</li> </ul>	
	<ul style="list-style-type: none"> <li>Reporting to parents on progress of children will support partnership in learning approach.</li> <li>Appropriate school and teacher communication to parents will better assist parents to support their child.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Parent/teacher conferences will be reviewed to ensure they support our partnership in learning approach.</li> </ul>	
	<ul style="list-style-type: none"> <li>Support increasing opportunities for feedback and feedforward across our learning community through reporting and walkthrough systems.</li> </ul>	~	<ul style="list-style-type: none"> <li>Support increasing opportunities for feedback and feedforward across our learning community through reporting and walkthrough systems.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refine feedback and feedforward opportunities.</li> </ul>
Student Voice	<ul style="list-style-type: none"> <li>Processes of collecting and acting on student voice will be embedded in everyday practice.</li> </ul>	~	<ul style="list-style-type: none"> <li>Processes of collecting and acting on student voice will be embedded in everyday practice.</li> </ul>	
Systems	<ul style="list-style-type: none"> <li>Day to day organisation systems and well understood and review processes are embedded in everyday practice.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Day to day organisation systems and well understood and review processes are embedded in everyday practice.</li> </ul>	
Health and Safety	<ul style="list-style-type: none"> <li>Review and refine processes of reporting and supporting excellent Health and Safety standards.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Review and refine processes of reporting and supporting excellent Health and Safety standards.</li> </ul>	
Procedures	<ul style="list-style-type: none"> <li>Review of all school wide procedures in line with updated Policies (School Docs).</li> </ul>	~	<ul style="list-style-type: none"> <li>Review of all school wide procedures in line with updated Policies (School Docs).</li> </ul>	<ul style="list-style-type: none"> <li>Embed procedures and ongoing annual processes of evaluation and review.</li> </ul>
Career Education and Guidance	<ul style="list-style-type: none"> <li>Review and refine careers strategic plan.</li> </ul>	~	<ul style="list-style-type: none"> <li>Review and refine careers strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>Embed careers education and guidance across years 9-13.</li> </ul>
E-learning, Technology and ICT	<ul style="list-style-type: none"> <li>Further development and roll out of e-learning and infrastructure plan.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Review and refine e-learning and infrastructure plan.</li> </ul>	
	<ul style="list-style-type: none"> <li>Embed meaningful use of technology to support communication throughout school community.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Embed meaningful use of technology to support communication throughout school community.</li> </ul>	
PN and Assessment	<ul style="list-style-type: none"> <li>Implement changes as result of MNA review.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Embed changes as result of review.</li> </ul>	
	<ul style="list-style-type: none"> <li>Embed best practice and process of ongoing review into assessment and moderation practices.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Embed best practice and process of ongoing review into assessment and moderation practices.</li> </ul>	

## Goal 5: To ensure effective stewardship that supports our learning community

Focus Areas	2020		2021	2022
<b>Effective board operation and stewardship</b>	<ul style="list-style-type: none"> <li>Complete NZSTA Governance Internal evaluation tool (IET) to assess Leadership, Representation, Employer role and Accountability and determine review cycle.</li> </ul>	x	<ul style="list-style-type: none"> <li>Complete NZSTA Governance Internal evaluation tool (IET) to assess Leadership, Representation, Employer role and Accountability and determine review cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Review 1 of four key aspects as determined by IET review on rotating basis.</li> </ul>
<b>Charter, vision and values</b>	<ul style="list-style-type: none"> <li>Implement new structure guidelines which establish consultation, reporting and review processes.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Review and refine new structure guidelines as a result of meaningful consultation, reporting and review.</li> </ul>	
<b>Communication / Collaboration / Reporting</b>	<ul style="list-style-type: none"> <li>Strengthen meaningful review and reporting to BOT.</li> </ul>	~	<ul style="list-style-type: none"> <li>Strengthen meaningful review and reporting to BOT.</li> </ul>	<ul style="list-style-type: none"> <li>Embed meaningful review and reporting to BOT.</li> </ul>
	<ul style="list-style-type: none"> <li>Implement appropriate digital tools for supporting the work of the BOT.</li> </ul>	~	<ul style="list-style-type: none"> <li>Implement appropriate digital tools for supporting the work of the BOT.</li> </ul>	<ul style="list-style-type: none"> <li>Embed use of appropriate digital tools and ensure PLD is provided in their use.</li> </ul>
<b>Principal Appraisal</b>	<ul style="list-style-type: none"> <li>Review and refine appraisal process in consultation with Principal.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Review and refine appraisal process in consultation with Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Embed meaningful processes of appraisal of Principal, including annual review.</li> </ul>
<b>Physical Environment / Property</b>	<ul style="list-style-type: none"> <li>5YA: Planning for S Block ILE conversion.</li> </ul>	~	<ul style="list-style-type: none"> <li>5YA: Planning for S Block ILE conversion.</li> </ul>	<ul style="list-style-type: none"> <li>5YA: Block S ILE conversion, roofing and lighting replacements.</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>The Board will provide attractive employment conditions and opportunities for staff.</li> <li>All obligations with regard to employment will be understood and met.</li> </ul>	✓	<ul style="list-style-type: none"> <li>The Board will provide attractive employment conditions and opportunities for staff.</li> <li>All obligations with regard to employment will be understood and met.</li> </ul>	
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>Health and Safety obligations are well understood, met, and reviewed as appropriate.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Health and Safety obligations are well understood, met, and reviewed as appropriate.</li> </ul>	
<b>Relationship with Te Tahawai Marae</b>	<ul style="list-style-type: none"> <li>A MOU will be established and used to support ongoing collaboration and connection.</li> </ul>	~	<ul style="list-style-type: none"> <li>A MOU will be established and used to support ongoing collaboration and connection.</li> </ul>	<ul style="list-style-type: none"> <li>The MOU will be embedded in how the relationship between Te Tahawai and Edgewater College continues to work in partnership to support developing meaningful understanding of Te Ao Māori, Tikanga Māori and Te Reo Māori for all ākonga.</li> </ul>
<b>Budget</b>	<ul style="list-style-type: none"> <li>Budget forecasts each year are met.</li> <li>The budget process is driven by student needs.</li> <li>Resources are managed effectively so opportunities for student learning are optimised.</li> <li>Positive working capital is maintained.</li> </ul>	✓	<ul style="list-style-type: none"> <li>Budget forecasts each year are met.</li> <li>The budget process is driven by student needs.</li> <li>Resources are managed effectively so opportunities for student learning are optimised.</li> <li>Positive working capital is maintained.</li> </ul>	
<b>Policy review</b>	<ul style="list-style-type: none"> <li>Establishment of four year review cycle for policies and procedures or sooner as required.</li> <li>Actual practice is reflected accurately in policy and procedure.</li> </ul>	~	<ul style="list-style-type: none"> <li>Establishment of four year review cycle for policies and procedures or sooner as required.</li> <li>Actual practice is reflected accurately in policy and procedure.</li> </ul>	<ul style="list-style-type: none"> <li>When tested policies and procedures will be robust and guide good decision making.</li> </ul>





	Goal 1: To promote shared leadership for equity and excellence	Goal 2: To inspire a high-quality teaching and learning community	Goal 3: To ensure all students are supported to be passionate and successful learners through a safe and inclusive environment	Goal 4: To develop systems and processes that support innovation and change	Goal 5: To ensure that effective stewardship supports our learning community
	<ul style="list-style-type: none"> <li>a. Vision and Values</li> <li>b. School wide Leadership</li> <li>c. Community</li> <li>d. Pakuranga West Kahui Ako</li> <li>e. Evaluation / Self-Review</li> </ul>	<ul style="list-style-type: none"> <li>a. Junior Curriculum</li> <li>b. Junior Achievement</li> <li>c. Senior Curriculum</li> <li>d. Senior Assessment</li> <li>e. Teaching Practice</li> <li>f. Feedback and Feedforward</li> <li>g. Professional Learning</li> <li>h. Staff wellbeing and support</li> <li>i. Support Staff</li> <li>j. Appraisal / PMS</li> </ul>	<ul style="list-style-type: none"> <li>a. Pastoral at risk</li> <li>b. Restorative Practice / PB4L</li> <li>c. Pastoral via Mentor and Dean network</li> <li>d. Health and Guidance</li> <li>e. Safe physical / emotional environment</li> <li>f. Transition and student pathways</li> <li>g. Learning Support</li> <li>h. Student Agency</li> </ul>	<ul style="list-style-type: none"> <li>a. Initiatives</li> <li>b. Student Voice</li> <li>c. Systems</li> <li>d. Health and Safety</li> <li>e. Procedures</li> <li>f. Career education / guidance</li> <li>g. E-learning, Technology and ICT</li> <li>h. PN and Assessment</li> <li>i. Self-Review / Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>a. Effective board operation and stewardship</li> <li>b. Charter, vision and values</li> <li>c. Communication / Collaboration / Reporting</li> <li>d. Principal Appraisal</li> <li>e. Physical Environment / Property</li> <li>f. Employment</li> <li>g. Health and Safety</li> <li>h. Te Tahawai Marae</li> <li>i. Budget</li> <li>j. Policy review</li> </ul>
18 Feb	<p>Values shared as part of induction for all staff for 2020 (1a)</p> <p>New school waiata was taught to staff in PLD on 12 Feb, it is being rolled out to Year 9 students through EDGE sessions (1a)</p> <p>Lovely and inspiring Leadership and Excellence evening on 11 Feb (1b)</p> <p>Research on teaching to the 'north-east' has been shared with all staff and leaders to link to effective teaching practice that is warm and demanding (1b)</p> <p>Junior data has been analysed by gender and ethnicity, along with NCEA data for BOT reporting (1e)</p>	<p>EC Diploma review started. PMI information from HODs collated. 2020 Draft will be shared in week 5 (2a)</p> <p>Junior data collated and shared with staff for analysis (2b)</p> <p>Catch Up Credits programme running (MCA &amp; DYA) during February for students within 9 credits of gaining their NCEA Level qualification (2c)</p> <p>ESOL verification draft report received. MCA &amp; TRD working on recommended actions re: identification. Tracking, class or other provision placement (2)</p> <p>Excellence Evening held on Tues 11th. Well attended. Summary: L1 10 students gained 50+ Exc (8% of *cohort), L2 5 students gained 50+ Exc (4% of *cohort), L3 6 students gained 50+ Exc (6% of *cohort) *attending 7+ months (2d)</p> <p>MCA reviewing first assessment documentation for all Year 11 courses (2d)</p> <p>Draft PLD schedule tabled with SLT (2g)</p> <p>Fortnightly leadership coaching and line manager support meetings set up with all HoDs (2g)</p> <p>2020 appraisal system for teaching staff will be organised in 'appraisal partners' and be part of our 3 weekly Wednesday morning PLD cycle (2g,j)</p> <p>Development of a document outlining staff wellbeing and initiatives as a starting point to develop a plan (2h)</p> <p>Resignation of Teacher Aide, Anicia Stiglingh during holidays. New position advertised (2i)</p>	<p>Weekly meeting with Health and Guidance Team up and running, at risk register continued/revised from 2019 (3a/3d)</p> <p>Discussion with Deans about RP/PB4L frameworks, review of detention system, review of data entry via Kamar to inform PB4L next steps all currently underway (3b)</p> <p>Fortnightly meetings with Deans/SLT up and running, each Dean has a weekly meeting with their corresponding SLT member. Associate Mentors being selected. (3c)</p>	<p>MNA visit by NZQA this year (a 3 yearly process) (4h)</p> <p>Investigation in conjunction with Worksafe regarding accident at end of 2019 (4d)</p> <p>New NCEA achievement standards being reviewed by learning areas (4h)</p> <p>Health and Safety meet monthly with representatives from every block (4d)</p> <p>Careers team are following up on 2019 leavers to ascertain their plans for 2020 (4f)</p> <p>Wireless network well received and working well (4g)</p> <p>Evacuation Emergency drill planned for Week 4 (4d)</p> <p>HODs shown how to roll over markbooks and check assessment plan for 2020 (4h)</p> <p>Senior course assessment statements being reviewed by WKD (4h)</p>	<p>Latest strategic plan to be presented at 18 Feb BOT meeting (1b)</p> <p>Painting has been completed for Library and B Block during the holidays (1e)</p> <p>Budget has been prepared for presentation in 18 Feb BOT meeting (1i)</p>
31 Mar	<p>Student Leaders run online Kindness week "Wk 10" (1a)</p>	<p>Investigating potential for learning modules for mentor and own time via MyMahi, especially those beneficial to</p>	<p>EC Diploma review started. PMI information from HODs collated. 2020 Draft will be shared in week 5 (2a)</p>	<p>VPN instigated to make Kamar access easier from home (4a/4g)</p>	<p>Board has continued to support Principal online via the COVID-19 lockdown. (5a)</p>

	<p>Regular communion with staff and community and student about pandemic / COVID-19 (1b)</p> <p>Well attended Cultural Evening, had a relaxed yet energetic tone. Many students performed and many ex-students were in attendance. A lovely community event. (1c)</p> <p>Week 8 (16th March)</p> <p>First combined middle leadership meeting with deans and HoDs/TiCs (1b)</p> <p>Analysis of Variance completed (1e)</p>	<p>whole cohort e.g. Cyberbullying which can be applied to Level 1 Unit Standard (2a)</p> <p>EC Diploma to shift to EC Year 9/ Year 10 Achievement Certificates. Trial of credentialing capabilities/ values and ownership of learning as integral part of requirements to be awarded a certificate with Yr9 Edge students. Academic achievement reporting in markbooks to be managed by HoDs/TiCs and overseen by MCA &amp; Michele. Overall pass rate requirement rather than number of credits (2b)</p> <p>Rule Education will provide Learner Licence training and fees for up to 20 students. To be managed by DYA with first priority to Gateway students (2c)</p> <p>Snapshot reports issued to whanau. Collating 1st snapshot report data on academic progress and ownership of learning to be disseminated via deans and mentor teachers. 'Of concern' dean follow up and 'inconsistent' learning are follow up as agreed at combined leadership meeting (2b,d)</p> <p>Senior entries availability data finalised and shared with deans. Not Achieved automatic notifications set up for SLT line managers. Standard reviews discussion spreadsheet set up - line manager &amp; HoDs to support with COVID19 related year plan modifications where needed (2d)</p> <p>Wednesday morning PLD programme continuing to focus on T &amp; L sharing and critiquing effective practice. Student voice gathering templates provided. Agreed next meeting action plan for partners recorded in Appraisal OneNotes. Learning accessibility and pastoral systems for attendance also covered (2e,g,i)</p> <p>4 staff went on 1-day external PD with Margaret Ross (2g)</p> <p>2019 PLD committee members agreed to shift to 2020 Staff wellbeing team - on hold during pandemic. SLT consideration of wellbeing at forefront as teachers adapt to new lockdown realities (2h)</p>	<p>Junior data collated and shared with staff for analysis (2b)</p> <p>Catch Up Credits programme running (MCA &amp; DYA) during February for students within 9 credits of gaining their NCEA Level qualification (2c)</p> <p>ESOL verification draft report received. MCA &amp; TRD working on recommended actions re: identification. Tracking, class or other provision placement (2)</p> <p>Excellence Evening held on Tues 11th. Well attended. Summary: L1 10 students gained 50+ Exc (8% of *cohort), L2 5 students gained 50+ Exc (4% of *cohort), L3 6 students gained 50+ Exc (6% of *cohort) *attending 7+ months (2d)</p> <p>MCA reviewing first assessment documentation for all Year 11 courses (2d)</p> <p>Draft PLD schedule tabled with SLT (2g)</p> <p>Fortnightly leadership coaching and line manager support meetings set up with all HoDs (2g)</p> <p>2020 appraisal system for teaching staff will be organised in 'appraisal partners' and be part of our 3 weekly Wednesday morning PLD cycle (2g,i)</p> <p>Development of a document outlining staff wellbeing and initiatives as a starting point to develop a plan (2h)</p> <p>Resignation of Teacher Aide, Anicia Stiglingh during holidays. New position advertised (2i)</p>	<p>Devices (Chromebooks) were given to students who did not have devices for the 'National Level 4 lockdown' (4a/4g)</p> <p>Edgewater College Duty Holder Review completed and sent to Worksafe (last month). Reply from Worksafe received thanking us for the diligent and thorough DHR and that they were closing the case. Steps put in place at Edgewater College following the DHR are being followed. One amendment is regarding the lawnmower shed door. This will not be opened should the mower be out due to the tools contained within the shed. Instead a flag will be placed on a hook to the exterior of the shed. The notification whiteboard will also be inside the caretakers shed window so that Staff can see it from outside. (4d)</p> <p>MNA visit preparation going well. HODs have been given all information. Date still the 30 April however Covid-19 may cause a delay to this. (4h)</p> <p>Reporting to parents for Term 1 completed. Progress reports sent out. (4c/4h)</p> <p>Further IT Teaching resources and workshops to begin with Staff. (Due to Covid-19 this is now happening online) (4g)</p> <p>Processes and systems were implemented to keep students safe at the start of the Covid-19 pandemic. Hand sanitiser, gloves, isopropyl - alcohol given to all classes for cleaning purposes. Messaging sent to Staff and the community. Visual reminders placed around the College. (4a/4c/4d)</p> <p>Careers Department are in the process of following up on year 13 leavers and their 2020 next steps. (4f)</p> <p>HODs/TiCs managing own markbooks and rolled these over from 2019. Are now able to make their own changes to these to reflect the students programme of study. (4a/4h)</p> <p>PLD session led by WKD regarding e-learning and using digital assessment for learning. NZQA focus for 2020 is 'easy access' for students, that barriers are removed regarding assessment. (4h)</p> <p>Names of students who have SAC shared with Staff (OneNote Staff Manual) and also use of 'I' (information icon in Kamar) makes this information more accessible to Staff (4h/3g)</p>	<p>Health and safety policies and procedures were maintained via implementation of pandemic plan (5g)</p> <p>Annual reporting processes are being completed (5i)</p> <p>School docs have updated pandemic policy in light of the COVID-19 outbreak (5j)</p>
--	---	--	--	---	---

5 May	<p>Instagram account has proven popular, good responses to weeks run so far, next step is to link to updated Edgewater College facebook page (1a)</p> <p>Kindness week</p> <p>Book week</p> <p>Whanau week</p> <p>Wellness week</p> <p>Communication has been key part of leadership response to COVID-19. Weekly briefings from Principal to staff and to students / parents, zoom staff meetings on Monday, further staff briefings Wed and Fri. Feedback from the community and staff has been very positive and supportive of the approach taken (1b)</p> <p>Message to staff, students and families: wellbeing first (80%), then learning (19%), then assessment (1%). There has been no contact from the Kahui Ako throughout the COVID-19 alert stages (1d)</p> <p>Student and staff surveys have been completed, results summarised in Principal report (1e)</p>	<p>Distance Learning set up for all classes, mainly on google classroom platform. Teachers are continuing to provide online and non-device learning options. Onsite provisions set up for students who need to come to school during Level 3 starting Wed week 3. (2a,c)</p> <p>New 3 session per day school timetable in effect from 'new' term 2 as per Learning From Home spreadsheet that students and whānau can access. (2a,c)</p> <p>Data on levels of online engagement being monitored each week. Some students will receive MOE devices and/or hard packs materials. Impact on learning programmes and modifications needed for key learning being reviewed with HODs (2b)</p> <p>Planning ongoing for NCEA provisions in 2020. Staff are currently setting learning that can provide evidence collection opportunities towards standards - Yr 12 and students intending to leave will be a priority. Using survey &amp; NCEA data to look at student pathway plans. Flexibility and innovation being encouraged even more at this time e.g. NZ NCEA Hackathon site. (2d)</p> <p>Lots of upskilling happening for all staff (digital platforms, scaffolding tasks, clear feedback). PLD on Google Suite and online teaching provided by links and sessions organised by Shayne and supported by Karen and Michael. Lockdown conditions stimulating lots of conversations about how we can continue to improve and make learning accessible for every learner - will feed into AFL and UDL PLD when we are back at school. (2e,f,g)</p> <p>HoD meeting via zoom (split into 3 groups) to provide support for middle leadership (2h)</p> <p>SLT line managers continue fortnightly 1-1s with HoDs and TiCs to provide learning are specific support, focused on pandemic related issues and well-being of staff teams.(2h)</p>	<p>Students on the 'Students of Concern Register' have continued to be supported by the Guidance Team during Covid-19 Lockdown (3a)</p> <p>Student Survey included questions around wellbeing. Students requesting contact have been contacted by a Guidance Counsellor or Youthworker. (3a/3d)</p> <p>The Youthwork Team have set up a Google Classroom for casual interaction between students and the Youthworkers during Alert Levels 4 and 3. 49 students have joined and up to 15 are very active on it. (3d/3e)</p> <p>Deans have been meeting weekly via Zoom during Lockdown and throughout Level 3 as well. Deans are supporting students' learning and wellbeing during this time - they are the first contact point for parents. (3c)</p> <p>There were questions in the Student Survey for seniors around their intentions for their future. This will support us in Transition and Pathway Planning, particularly ensuring that any students intending to leave school at the end of 2020 (especially those in Year 13) have the qualifications they need. (3f)</p> <p>One of the unforeseen side effects of the Lockdown has been our ability to see clearly how many of our students have agency over their own learning, and to what extent. This will be useful in planning going forward in this area. (3h)</p> <p>The School Nurses are currently being set up with a school laptop and cellphone so that they can do wellness checks remotely. Also may provide some telehealth services in the future if required by the DHB, dependent on changes to Alert Levels. (3d)</p> <p>The Pastoral Care and Health/Guidance Teams have continued to monitor student wellbeing and have provided good 'remote' support to students during Lockdown. (3a/3c/3d/3e)</p> <p>Mentor teachers have been keeping in contact with their Mentees during distance learning, via email, and most have created a MyMahi group, students are slowly joining the groups. (3c)</p> <p>The Health and Guidance Team have continued to meet weekly via Zoom during Alert Levels 4 and 3. (3d)</p> <p>Instagram Wellbeing Week has had good interaction from students and staff (3e)</p>	<p>IT: Extension of devices given to students. For Level 4 lockdown devices were predominantly given to Year 11-13 due to time constraints. Devices to be given to Year 9,10 this and next week. (4g)</p> <p>Level 4 has increased the quality and quantity of device and app use by both Staff and students. Possibility of bringing forward the BYOD focus. (4g)</p> <p>Valid information has been gained during Level 4 regarding device access of families. This will be useful for on-site and distance learning going forward. (4g)</p> <p>Staff professional learning sessions being run online, using phone, emails and video conferencing (Zoom) to share best practice and ideas with Staff. (4a, 4c, 4g)</p> <p>Health and Safety: Hand sanitiser purchased for classrooms. MoE 'free allocation' also received and utilised. (4d)</p> <p>Student 'pods' in E block: exceed all guidelines, headphones also provided to students as well as devices and cleansing products. (4d)</p> <p>MNA visit postponed due to Covid-19 and Level 4. (4h)</p> <p>Markbooks and reporting: being reviewed within the Kamar system (4i)</p> <p>Procedures for Staff access to the College during Level 4 and 3 implemented (4d, 4e)</p>	<p>Board has continued to support Principal online via the COVID-19 lockdown. (5a)</p> <p>Final draft of marae lease has been received and is awaiting approval by marae komiti and BOT. (5h)</p>
----------	--	--	--	--	---

9 Jun	<p>Instagram account has continued to share important messages including some excellent PSA safety videos designed and recorded by our student leaders (1a)</p> <p>Key messages for the return at Level 2 have been welcoming all students back and starting from where they are at rather than focusing on a 'catch up' approach (1b)</p> <p>A key focus on combining the best of at home learning with the best of at school learning, in conjunction with our school values has been at the forefront of decision making as we return to school following the COVID-19 lockdown period (1b)</p> <p>We are currently trialling the 3 session timetable and this will be reviewed over the remainder of the term to decide on where to from here in Term 3 and beyond (1b / 1e)</p> <p>Our Across School leader has resumed meetings as part of the Pakuranga West Kahui Ako (1d)</p>	<p>Re-established onsite learning with 3 session timetable and mentor at the beginning &amp; end of the day. This has supported our increased roll out of BYOD and 1-1 device provision. (2e)</p> <p>Week 6 &amp; 7 were a strong focus on reconnecting and wellbeing for staff and students. From week 8 internal assessments will begin again. Staff wellbeing session on week 6 and ongoing provision for support services provided to staff (2h)</p> <p>Wednesday morning PLD started again from week 7 (May 27th). Sessions on maximising possibilities of 90 minute sessions, inclusive design and gathering naturally occurring evidence for NCEA. (2g)</p> <p>First PLD session was focused on wellbeing. It was facilitated by two psychologists and provided strategies for staff to manage their own wellbeing as well as supporting students as we return to school. (2h, 3e)</p> <p>NCEA Tracking data updated and shared with deans and SLT to begin looking at targeted support. (2d)</p> <p>New initiative to use KAMAR estimated credits function and comment feature will be trialled to assist in a holistic approach to tracking student achievement goals, firstly at senior levels and then junior. (2b,d)</p> <p>Pastoral and curriculum leaders working closely to support deans, mentors and teachers to develop individual learning approaches for at risk students (2b,d, 3a,g)</p> <p>PCT 1 &amp; 2 teachers will meet with MCA in regular fortnightly session to support with registration and certification compliance and professional support. Alternate weeks are with SCT. (2h,j)</p>	<p>Our focus has been on wellbeing as we have settled back into onsite learning (3e). It has been great to see that students have largely been very settled and calm on their return to school.</p> <p>The Health and Guidance Team have been following up on students who requested an appointment via the student survey that we conducted prior to students returning to school. (3d)</p> <p>Implementation of a strict appointment only system for the Health and Guidance Team to meet the Alert Level 2 guidelines has worked very well. The nurses are finding that they have more time to complete Year 9 HEEADSSS Assessments (Adolescent Psychosocial Assessment) with less students dropping in. (3d)</p> <p>Since returning to school, Deans have met weekly. The Deans are currently focused on upskilling Mentors in using MyMahi to create goals for students to get back on track with their learning. Each Dean is focused on the specific needs of their year level cohort. (3c, 3f, 3h)</p> <p>Zoom meeting has been held with our Restorative Practice Regional Coordinator (from Waikato University). We are working together to plan for a differentiated PLD plan to continue to embed Restorative Practice. (3b)</p> <p>At this stage we have approximately 32 students yet to return to school following Lockdown. A comprehensive plan is underway to transition these students back to school. (3a)</p>	<p>BYOD / 1-1 initiative tracking well. Students in Y11-13 have been provided with devices and the majority of students at Y9 and Y10. Recognition of the team, Michael, Karen and Sue who have been working on this project. (4a, 4g)</p> <p>Careers and Gateway team along with Senior Deans (Y12, Y13) are monitoring student progress and investigating options such as STAR and Gateway courses to assist with credits earned (4f)</p> <p>Online Careers Expo will be shared with students later this term (4f)</p> <p>Moderation matters (MNA visit and external moderation) deferred for 2020 by NZQA (4h)</p> <p>Sanitiser and cleaning materials in plentiful supply. Staff and students have been positive about the protocols (4d)</p>	<p>Marae lease has been signed by Te Tahawai and Edgewater College BOT and been sent to the Ministry (5h)</p> <p>The Principal and Business Manager are continuing to review the new budgeting / reporting system to ensure we are on track this year given the COVID situation (5i)</p>
28 Jul	<p>Hoodie is currently being created by Uniform Group for availability this term (1a)</p> <p>Enrolments events and information sharing has started to prepare for 2021 (1b)</p> <p>Mentor day on Thursday 23 July was very successful with excellent turn out and very positive feedback from parents / whanau (1c)</p> <p>Staffing Intentions Survey has been sent to all staff for 2021 (1e)</p> <p>Staff survey regarding Restorative Practice has</p>	<p>Adjusted version of new timetable gives all junior classes an additional session of learning (2a)</p> <p>Te Ara Pounamu Programme set up for selected Year 9 and 10 boys. Students have moved in to whanau mentor class with Hoani. The programme will run for 5 weeks and involve sessions with Malia and Elsie at Te Tahawai, external providers and fieldtrips. (2a, 3a,f)</p> <p>ESOL referral form designed and provided for staff to refer students with multi lingual backgrounds who can</p>	<p>Staff have completed a survey on Restorative Practices. This has given us good data to use as a basis for next steps in Restorative Practice. We are in the process of surveying students. Our next PLD session in Restorative Practice will occur in Week 3. (1b, 1e)</p> <p>Deans are developing systems to support student attendance, and are able to provide information about student attendance when needed. We will be utilising our new Howick District Attendance Service to support the Deans in their work in encouraging attendance with</p>	<p>1-1 devices for the whole College has been attained. A further 30 were leased to ensure this was possible. (4a, 4g)</p> <p>Systems in place regarding the distribution of devices in the morning, and collection of them in the afternoon (4c)</p> <p>Health and Safety meeting held: aspects raised being addressed as part of ongoing maintenance via Business Manager (4d)</p> <p>Two students attended Rotorua Cultural Tourism Camp for a week during the holidays via the Gateway programme (4f)</p>	<p>Meetings with contractors regarding upgrades to B Block have been held and quotes are being sought (5e)</p> <p>Financial reporting remains a work on as we finalise the format of monthly reporting to board and accuracy in reporting (5i)</p> <p>Accounts and budget for 2019 have been signed by Principal and BOT Chair - will be discussed in Finance sub-committee meeting (5i)</p>

	<p>been completed and is informing future PLD (1e)</p>	<p>qualify for English language (EL) standards (2ac)</p> <p>Subject selection process and course offerings review will be conducted in the first half of Term 3, along with whanau and student information afternoon/evening (2c)</p> <p>Progress reports issues to all students at the end of Term 2 (2b,d)</p> <p>PLD since last report week 8 - ways to gather evidence &amp; Learning Area discussions, week 9 - Mentor &amp; My Mahi in Year Level discussions, week 10 - Digital engagement/ achievement ideas in PLG groups, week 11 - Appraisal partner conversation checkpoint 1, week 12 - time for staff to mark assessment work and conduct moderation meetings. A range of staff members shared examples and contributed to presentations. (2e,g,i)</p> <p>Week 8 Kahui Ako Across School Lead meeting with our team + MCA &amp; MCR to discuss ideas for our schools and professional learning needs of the group (2g)</p> <p>Term 3 week one senior achievement tracking data has been updated and shared with staff. NCEA at risk student lists created for continued targeted support (2d)</p> <p>Estimated credits information shared with whanau on Mentor day (2d)</p> <p>Professional Learning for the SLT team will be on 11 August meeting with SLT from Ormiston Junior College and Sir Edmund Hillary Collegiate to discuss curriculum collaboration (2g)</p>	<p>the whānau who are more difficult to contact. (1c)</p> <p>The Health and Guidance Team continues to meet fortnightly. We are currently working on formalising processes around referrals and appointments. The 'appointment only' system for the Health Team has continued and is working well. (1d, 1e)</p> <p>More regular meetings have been calendared with Younglife Trust, who we partner with for our Youth Work Team. The focus of these meetings are on refining systems within the Youth Work Team. (1d)</p> <p>Introduction of an extended mentor session as a result of requests from staff. This allows increased time for using MyMahi to support mentoring conversations and goal setting. (1c, 1f, 1g)</p> <p>The use of MyMahi is supporting students in developing learner agency, along with discussions with mentors, teachers and deans about their goals and estimated credits in Years 11-13. (1f, 1h)</p> <p>Deans are using report data and estimated credits data to identify students at risk of not achieving. Individualised approaches are being developed to support these students. (1c, 1f, 1h)</p>	<p>Online IT support system created (4g)</p> <p>New server built for the College IT infrastructure (4g)</p> <p>NCEA: new standards developed enabling students to gain credits for family support given during the pandemic (4h)</p> <p>Mentor Day 23rd July (meeting between Teachers and whanau) -very successful, great atmosphere (4h)</p> <p>NCEA examinations 2020: Wendy Sheahan will be the Exam Centre Manager (4h)</p> <p>Discussion had with HODs regarding courses, credits gained, changes to 2020 courses due to the interruption caused by the pandemic (4h)</p> <p>Met with parents of students who have learning support at Mentor Day, to discuss progress and next steps. SAC (Special Assessment Conditions for NCEA exams) applications being completed to ensure students have access to the support for these external assessments. Teacher Aides giving support to students within classes and for internal assessments (4h)</p>	
27 Aug	<p>Hoodie has been ordered and is being produced ready for sale following a return to Alert Level 2 (1a)</p> <p>Staffing intentions survey has been completed and resignations have subsequently been received from those staff who indicated they were not returning (1b)</p> <p>Sadly on the 12th of August we moved to Alert Level 3 due to a recurrence of community based transmission (1b)</p> <p>Pakuranga Intermediate visit by Principal, AP Curriculum and Year 9 Dean on Friday 31 July (1b)</p>	<p>New appraisal guidelines released from Teacher Council for 6 month development period of an Edgewater specific 'growth cycle' model (2j)</p> <p>Mentor Day July 23rd (2b,d)</p> <p>SLT morning tea for staff July 24 (2h)</p> <p>Creatives in School draft proposal in conjunction with Read Leap Theatre Company (2a,c)</p> <p>Departmental reviews of courses completed as part of preparations for 2021 option selections (2a,c)</p> <p>Lynfield Kahui Ako visit on Wednesday 5th July, team of 10 visiting staff met with EC Principal, DP &amp; AP Curriculum (2g)</p> <p>Impact of second lockdown (2d):</p> <p>Year 13 priority target group. Detailed, individualised NCEA</p>	<p>Te Ara Pounamu programme began on 27 July, and ran for two and a half weeks until Alert Level 3 Lockdown. Students were settling well into the programme and were enjoying the variety of activities and mentoring provided. We are currently working on our options for continuation of this programme post lockdown. (3a, 3b, 3h)</p> <p>Angeline McDonald from the University of Waikato, Restorative Practices, took us as a staff through a PLD session based on using Restorative Circles in the classroom. This was a good refresher session for some staff, and a good introduction for others. We had two HODs booked to attend Restorative Conferencing PLD and five teachers booked to attend Restorative Circles PLD, but</p>	<p>Classroom 2020: an initiative from the MoE and Te Kura to provide online teaching and learning resources for Teachers and Students. The courses offered are linked to the students timetable so that they only see the resources that are relevant to them. Teachers are able to personalise the resources that students see by class and topics being covered. Resources range from reading, visual resources to quizzes and longer answer tests. Extremely positive feedback from Staff about it, and some students have also sent positive feedback. The resources are available to schools until the end of January 2021. (4a, 2e, 4g)</p> <p>Senior Academic Transcripts sent to all whanau for students in Level 1-3. Summary of attainment to</p>	<p>We are currently finalising quotes for SIPs funding (please see property report) (5e)</p> <p>Health and safety guidelines regarding a possible return at Alert Level 2 are continuing to be updated in line with Ministry of Health and Education guidelines (5g)</p> <p>Jobs as a result of these resignations have been advertised with a closed date of 2 September. This will be reviewed in light of the move to Alert Level 3 as to whether we readvertise. (5f)</p>



	<p>Open Expo was held on 4 August, very successful and positive event (1c)</p> <p>Liaison with Ministry around serious equity issues with regard to the COVID outbreak has been ongoing (1c)</p> <p>Pakuranga West Kahui Ako hosted at Riverhills primary, attended by AP (1d)</p> <p>Senior leadership day with Ormiston Junior College and Sir Edmund Hillary Collegiate, hosted by OJC 11 August (1b, 2g)</p>	<p>tracking including estimations of University Entrance subjects</p> <p>Year 11 and 12 NCEA tracking spreadsheets updated Aug 21st</p> <p>Hod Meetings in week 1 and 4 of Term 3 with a senior assessment focus (2d,g)</p> <p>PLD Term 3: week one restorative practice survey and mentor day preparation, week 2 appreciative inquiry conversations, week 3 external provider on RP (see below) (2g)</p> <p>1-1 leadership meetings with Hods/ TiCs and line managers continue. (2h)</p> <p>Two day Health and Safety Course run by external providers for 20 students (2c, d)</p> <p>Two day July Holiday catch up credit session run for 7 Level 2 students. Lunches provided by All Saints Fund (2d)</p> <p>Successful 2020 Book Week run by librarian, culminating in character dress up day (2h)</p> <p>Week 3 'Black Lives Matter' education week run by History department with student &amp; teacher led workshops (2a, c)</p>	<p>these both ended up effected by lockdown. We will continue to provide these PLD opportunities for staff. (3b)</p> <p>As soon as Alert Level 3 Lockdown was announced, the Health and Guidance team took action. Each member of the team has been in contact either via email or phone with students in their case load, and those who were in frequent contact in the previous lockdown. The team is now working through contacting students who have requested contact through the student survey. The Youthworkers are keeping a Google Classroom active for student wellbeing, there are 60 students who interact with this on a regular basis. This is a casual space where students interact and chat about how they're feeling during lockdown. (3a, 3d, 3e)</p> <p>The Deans and Mentors are ensuring that they communicate any wellbeing concerns for students during lockdown, through to MCR for referral to the Health and Guidance Team as necessary. (3a, 3c, 3d, 3e)</p> <p>We have communicated local foodbank information with the school community via communication from Louise. (3a, 3d, 3e)</p> <p>Applications for 2021 students with High Learning Needs being processed in consultation with Y9 Dean to ensure that those that need support are included (3g)</p>	<p>date and also outlines upcoming assessments and entries for the external NCEA assessments. (2d, 4h)</p> <p>Devices - 47 additional laptops were received from the Ministry of Education on Friday 21 August. We were expecting 81 so are communicating with the Ministry about the shortfall. (4g)</p> <p>Adequate supplies of hygiene products on site to manage Auckland being placed into a higher alert level. (4d)</p> <p>Discussion with HODs regarding NCEA achievement, courses and progress. Resources provided to enable Teachers to utilise different types of student evidence for assessment (4h)</p> <p>Careers team working closely with Dean of Y13 to ensure that students are able to attain the qualifications needed for tertiary courses. (4f, 4h)</p> <p>New timetable (since returning to College after Lockdown#1) is working well, and Teachers and students are generally positive of the change. Particularly enjoy the longer sessions where greater depth of knowledge and discussion can be explored. (4a, 4i)</p>	
22 Sep	<p>Hooded sweatshirt is being sold and has proved very popular with both students and staff. A minor alteration to the printing of the sleeves and the location of the school crest will occur in future production runs (1a).</p> <p>Appointments have been made for the Head of Integrated Support, Head of English, Head of Mathematics and Head of Guidance (1b).</p> <p>Preparations for end of year celebrations, senior prizegiving will be via zoom with only key prize winners present if needed (1b).</p> <p>Kahui Ako Leaders have been supporting staff with updating their assessment practice in line with the new NCEA guidelines (1d).</p>	<p>Weekly tracking of NCEA progress from Term 3 week 7 for the remainder of the year. (2d)</p> <p>PLD sessions week 7 and 8 NCEA internal and external evidence collection and assessment of learning, week 9 appraisal partner conversations (2e,f,g,j)</p> <p>Kahui Ako team providing 1-1 curriculum support in particular around ways to design and collect learning evidence. (2g)</p> <p>1-1 HoD leadership meetings continue. Targeted support provided for Media Studies &amp; Digital technology, especially with unique Covid pressures. (2h)</p> <p>Mentor and deans meeting to explain updated Option Selection booklet and pathways documents for 2021.(2c)</p> <p>Senior option selection taking place over week 8 &amp; 9 (2c)</p> <p>Selected workshops being offered on Teacher Only Day Friday Sept. 18th (2d)</p>	<p>Te Ara Pounamu dates have been shuffled and has begun again this week. Some activities had to be changed, but largely the programme has stayed the same, and will finish next week. Gathering data on changes that teachers have noticed at the midway point of the programme. (3a, b, h)</p> <p>The implementation of 1:1 devices, along with changes in NCEA assessment guidelines for 2020 have helped the enhancement of learner agency as students have increasing voice in their learning (3h)</p> <p>We have seen a steady increase in attendance at school post lockdown. We started with just over 60% attendance, and are now sitting at over 85%. Deans are making regular contact with families, assuring them that school is a safe place to be, and encouraging all students to return. There is a very small percentage of families who do not feel safe returning their child/children to school, who</p>	<p>NCEA and External standards: focus on sharing with Staff how to collect alternative forms of evidence (4h)</p> <p>Contingency plan put in place to ensure that assessment evidence has been gathered and recorded (4h)</p> <p>Many emails to NZQA and Universities regarding 2021 and the impact of 2020 on our learners: Auckland Uni Zoom meeting - using 2019 results with UE / discretionary entry with Principal endorsement / summer school / engineering entry requirements lowered / Young Scholars programme - Auckland to look at it possibly be offered online / Table A &amp; B not returning (4h)</p> <p>Junior Achievement reports and a Senior Academic transcript to be sent to whanau Week 10 (4c, 4h)</p> <p>School Ball being planned for, Term 4, Friday of Week 1 (4c)</p> <p>Meeting with Norrcom to discuss infrastructure and</p>	<p>We are currently finalising quotes for SIPs funding (please see property report) (5e)</p> <p>Health and safety guidelines regarding a possible return at Alert Level 2 are continuing to be updated in line with Ministry of Health and Education guidelines (5g)</p> <p>Jobs as a result of these resignations have been advertised with a closed date of 2 September. This will be reviewed in light of the move to Alert Level 3 as to whether we readvertise. (5f)</p>

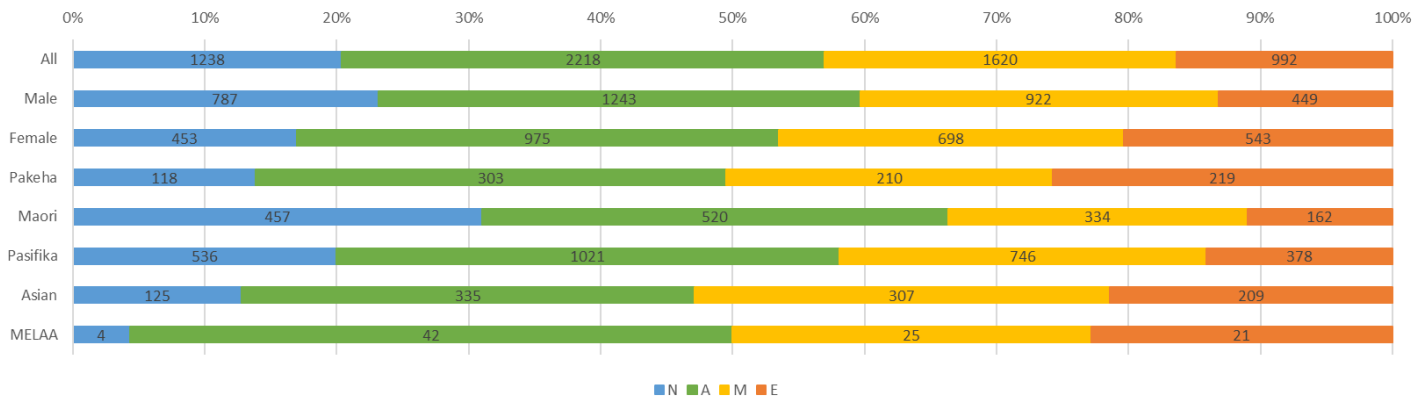
		<p>Selected workshops being offered during term break - targeted at Yr 13s or Yr 12 leavers. (2d)</p> <p>Junior markbooks updated for reporting period (2b)</p>	<p>we will continue to work with. (3a, 3c, 3e)</p> <p>The Deans are noticing cohort specific needs, and are working to address these through targeted education programmes e.g. a lot of Year 10 students staying up late gaming leading to lateness, lessons in Year 10 Mentor classes around the importance of sleep and the impact of device use on the brain close to bed time. (3b, 3c)</p>	<p>systems. Items to be proposed as part of the 2021 budget. (4g, 4i)</p> <p>Tracking of achievement continuing. Some STAR short courses (11 credits) offered to students in holiday break. (4f, 4h)</p> <p>First Aid course being completed by 28 Staff (Saturday 26th September) (4d)</p> <p>2021 Year 11-13 Student options being selected. (4e)</p> <p>Procedures put in place so that Y11-13 students may take devices home over the holiday break to continue with their studies and learning (4a, 4e, 4g)</p> <p>Procedures put in place regarding the allocation, tracking and repair of College devices (4g)</p> <p>IT technician to receive 2 day training during holidays regarding a newly MoE funded device management system. This will enable all devices to be managed (Macs and Windows) wherever they are, forward planning should Covid levels escalate. (4g)</p>	
27 Oct	<p>Communication of goals and plans for 2021 and beyond to all staff via PLD session and opportunity provided for staff to feedback (1ab)</p> <p>Appointment of Science Teacher (1b)</p> <p>Head of English role has been readvertised and the appointment process is ongoing for Business Manager, Health / PE Teacher and Maths Teacher. (1b)</p> <p>Principal attending two Beginning Teacher afternoons at Auckland University to assist with the recruiting process. (1c)</p> <p>Evaluation of year has begun via leadership meetings to support BOT / SLT day on the xx of xx.</p> <p>Kahui Ako Leaders have continued to support staff in the classroom with planning for 90 mins sessions and supporting new NCEA guidelines for assessment (1d)</p> <p>Assistant Principal attended Kahui Ako meeting with other schools to support strategic planning going forward, particularly for supporting Pacifica and Maori learners. (1d)</p>	<p>Course development and student sign-ups for extra credits week or Hack-a-thon (week 4, Term 4) to support NCEA qualification completion. Support provided for individual students based on tracking data. (2c)</p> <p>Week 10 Wednesday morning departmental breakfasts/ wellbeing time and Friday end of term refreshments. (2h)</p> <p>Sept 21 senior mentor and class teacher PLD for NCEA tracking conversations. (2d,g)</p> <p>Term 4 PLD (week 1) ADL 2021 general consultation (week 2) Learning Areas (2h)</p> <p>Kahui Ako meeting at Riverhills Primary - scoping project focused on Pasifika achievement and success. (2g)</p> <p>Kahui Ako teachers have been supporting staff in new ways of assessing and collecting evidence. (2e,f,g)</p> <p>Staff led PLD on using spreadsheets for tracking achievement - Oct 15 (2g)</p> <p>Planning for reshuffle of Year 9 students into new Year 10 mentor classes. (2a,b)</p> <p>Combined HoD and Deans meeting to discuss junior programme for last week of Term 4, Oct 12. (2a)</p>	<p>Te Ara Pounamu programme was completed in Week 10 of Term 3. We were very pleased to be able to finish the programme with two of the haerenga that were planned for earlier in the term. The graduation ceremony and hākari were held at Te Tahawai. Boys who were on the programme have spoken very highly of it and wear their taonga that they were presented with at graduation, with pride. Whaea Elsie would like to continue working with these boys towards the end of this year, as well as look at ways to continue to build their sense of belonging and leadership skills long term. (3a, 3b, 3h)</p> <p>We celebrated Pink Shirt Day on Friday 16 October. Students were invited to wear pink mufti for the day and there were a series of instagram posts supporting the anti-bullying message. Staff were given resources to use in their Mentor classes to use. It was lovely seeing students wearing stickers produced by the Mental Health Foundation saying things like "ka mau te wehi - that's inspiring". Students donated gold coins for wearing mufti, raising \$245.30, which we donated to the Mental Health Foundation. (3b, 3e)</p> <p>We were delighted to be able to hold the School Ball on Friday 16 October, after so many "Covid Cancellations"</p>	<p>Senior students' academic achievement: Staff have been working with students on both internal and external assessments, grades are being entered into Kamar. Positive shift in levels of credits gained at all Y11-Y13 levels. (4h)</p> <p>Special Assessment Conditions (SAC): students have been entered for and allocated the appropriate conditions. Practices for these conditions where appropriate. (4h)</p> <p>Senior Achievement report sent to whanau this week (4c, 4h)</p> <p>NCEA exams have been set up as if we were in Covid Level 3 (as per NZQA instructions). Many meetings with the ECM (Exam centre manager) to ensure that all procedures are being followed. (4h)</p> <p>Student subject options have been selected by students for 2021. Deans are following up with students and whanau as needed to ensure that pathways are appropriate to the student. (4c)</p> <p>Timetable 2021 is progressing well. (4c)</p> <p>First Aid course for Staff well attended. (4d)</p> <p>Senior Assessment Week used to gather further evidence for 'Unexpected event grades'. These grades are being entered into the SMS (Student management system) and will be reported</p>	<p>SIPs / Property planning has continued. (5e)</p> <p>Meeting with Kevin and Celia from Te Tahawai marae and Principal is planned for Thursday 19 October. (5h)</p> <p>Planning for support staff in 2021 given the potential budgetary restrictions has begun and all staff impacted have been informed by the Principal. (5f)</p>

			<p>this year. We had around 80 students attend, mainly Year 13s. They had a great time and we received lovely feedback from the photographer about our students inclusiveness of each other and general conduct. (1e)</p> <p>The Deans have continued to work on attendance and we have seen several students this past two weeks that we have not seen since the second lockdown. (1a, 1c)</p>	<p>to NZQA in December in case they are needed in the event that an examination is not completed by a student. This could be the result of an individual evident (student breaking their arm just before the exams) or a national event (Level 4 Covid lockdown enforced by the Government). (4d, 4h)</p> <p>Procedures put in place for the student device return prior to going on study leave. Procedures also in place in the event that an individual might wish to borrow a device for study purposes at home. (4g, 4c)</p> <p>Review of device allocation, distribution and care being undertaken to ascertain amendments to procedures for 2021 (4i)</p> <p>Review of College Ball (school event) completed by SLT(4i)</p>	
--	--	--	---	--	--

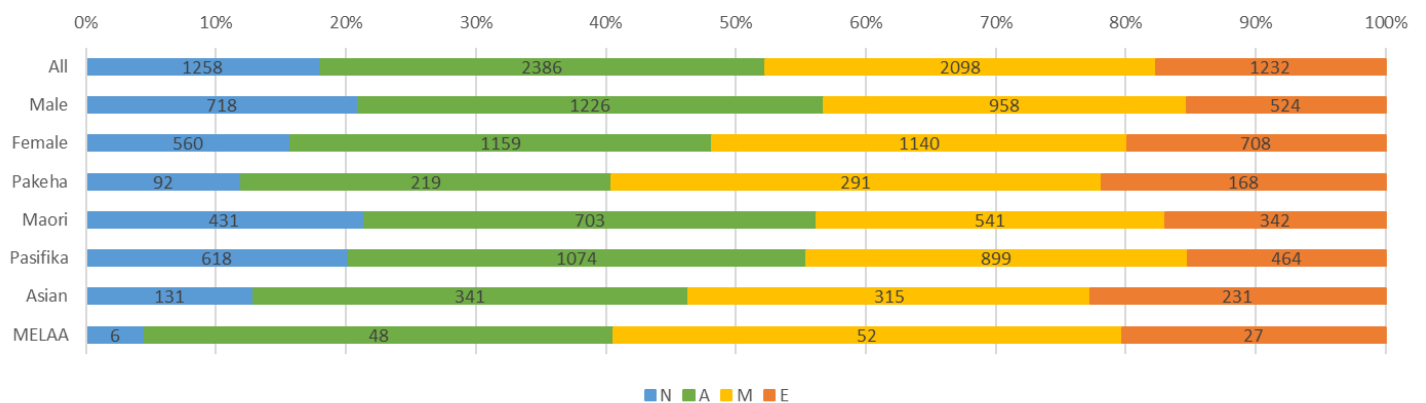


## Data for Equity and Excellence Year 9

**YEAR 9 ALL SUBJECTS 2019**



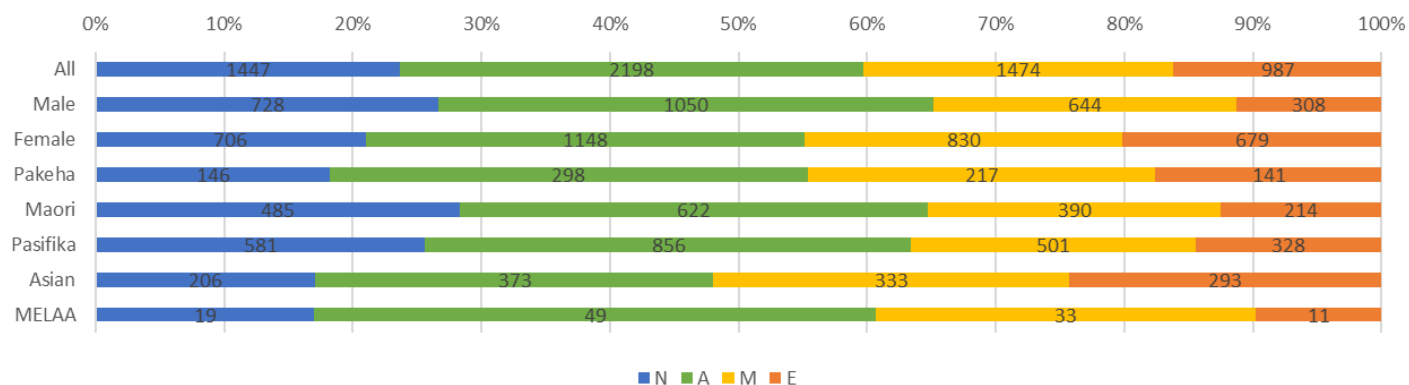
**YEAR 9 ALL SUBJECTS 2020**



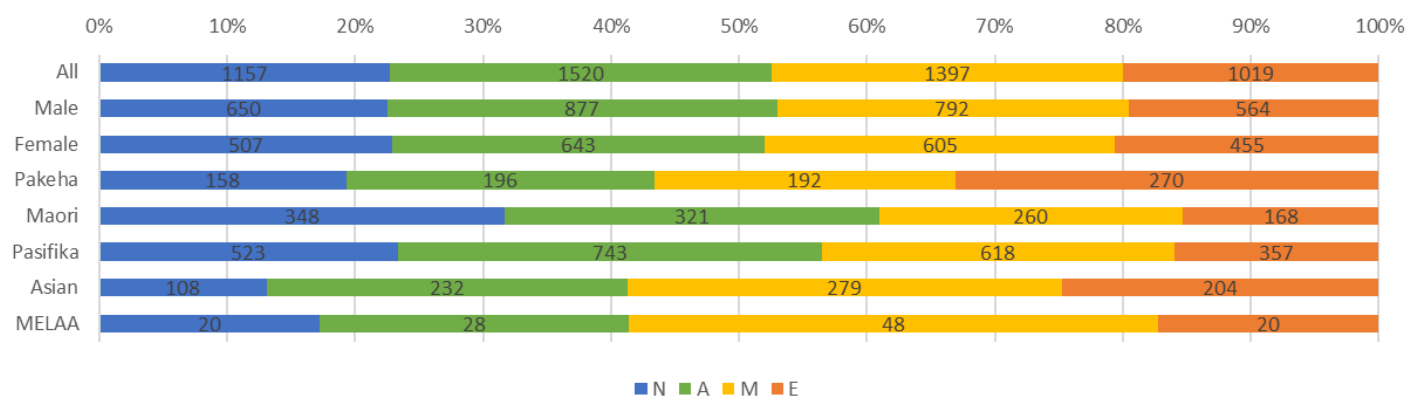
<b>Analysis</b>	<ul style="list-style-type: none"> <li>Despite the challenges caused by the COVID-19 pandemic the overall picture for 2020 was positive, with a small reduction in Not achieved grades and a similar small improvement in Excellence and Merit grades.</li> <li>A significant reduction in not achieved grades for Maori learners was very pleasing.</li> <li>Overall there was a good improvement in equity in 2020.</li> </ul>								
<b>Targets 2021</b>	<table border="1"> <thead> <tr> <th>Target</th><th>Focus Group(s)</th></tr> </thead> <tbody> <tr> <td>Pass rate 80%+ for all groups</td><td>Male, Maori</td></tr> <tr> <td>High Pass rate 50%+ for all groups</td><td>Male, Maori, Pasifika</td></tr> <tr> <td>Excellence rate 20%+ for all groups</td><td>Male, Maori, Pasifika</td></tr> </tbody> </table>	Target	Focus Group(s)	Pass rate 80%+ for all groups	Male, Maori	High Pass rate 50%+ for all groups	Male, Maori, Pasifika	Excellence rate 20%+ for all groups	Male, Maori, Pasifika
Target	Focus Group(s)								
Pass rate 80%+ for all groups	Male, Maori								
High Pass rate 50%+ for all groups	Male, Maori, Pasifika								
Excellence rate 20%+ for all groups	Male, Maori, Pasifika								

## Year 10

YEAR 10 ALL SUBJECTS 2019



YEAR 10 ALL SUBJECTS 2020



### Analysis

- As in the year 9 data the overall picture for 2020 was positive, with a small reduction in Not achieved grades and a similar small improvement in Excellence and Merit grades.
- Of particular concern is the high proportion of not achieved grades for our Maori learners in this cohort. This will be a particular focus area for 2021.

### Targets 2021

Target	Focus Group(s)
Pass rate 80%+ for all groups	Male, Female, <b>Maori</b> , Pasifika
High Pass rate 50%+ for all groups	Male, Female, Maori, Pasifika
Excellence rate 20%+ for all groups	Male, Maori, Pasifika, MELAA

# Senior Data 2020

## Achievement in NCEA and UE: Edgewater College

Generated 9-Feb-2021

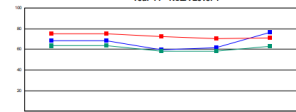
### Achievement in NCEA and UE: Edgewater College

Generated 9-Feb-2021

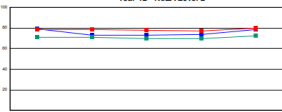
#### PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Edgewater College				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	68.6	79.0	55.0	32.1	75.3	78.4	64.2	48.8	63.4	70.8	53.9	28.1
2017	68.3	72.9	58.2	33.6	75.0	78.5	65.5	48.9	63.4	71.4	55.6	27.4
2018	59.5	73.1	65.7	38.9	72.4	77.6	66.1	48.9	58.4	69.5	59.9	27.8
2019	61.9	74.1	64.8	40.9	70.6	77.5	67.3	49.3	58.6	69.7	59.4	29.8
2020	76.7	78.7	69.9	31.2	70.9	79.5	71.7	52.4	63.0	72.7	66.0	31.4

Year 11 - NCEA Level 1



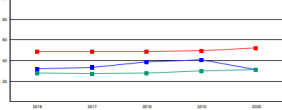
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



## Achievement in NCEA and UE: Edgewater College

### PR2 - Enrolment Based Cumulative Results by Gender

Academic Year	Edgewater College				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	72.4	73.6	50.8	20.3	71.6	75.2	58.7	42.2	60.0	67.3	48.5	22.3
2017	68.7	78.0	46.4	23.2	71.0	75.5	60.1	42.1	60.1	68.4	49.9	21.5
2018	58.5	62.5	56.8	22.7	68.2	74.2	61.0	42.4	54.3	65.9	53.2	22.3
2019	60.0	78.7	57.4	31.9	68.5	74.7	62.3	42.2	54.3	67.4	55.2	22.7
2020	75.6	74.5	67.9	22.6	68.7	77.1	67.9	45.6	59.9	69.7	63.6	24.4

#### Male

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	72.4	73.6	50.8	20.3
2017	68.7	78.0	46.4	23.2
2018	58.5	62.5	56.8	22.7
2019	60.0	78.7	57.4	31.9
2020	75.6	74.5	67.9	22.6

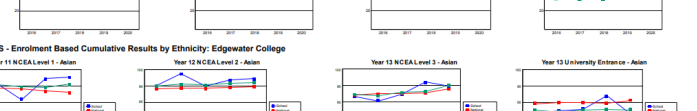
#### Female

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	65.8	84.8	58.3	41.7
2017	69.8	69.6	68.2	42.4
2018	60.8	65.4	71.9	50.0
2019	64.2	71.2	73.2	51.2
2020	77.5	83.7	72.5	42.5

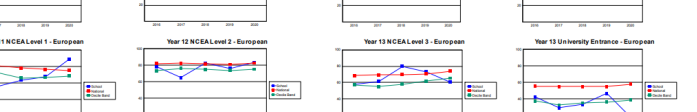
Year 11 NCEA Level 1 - Male



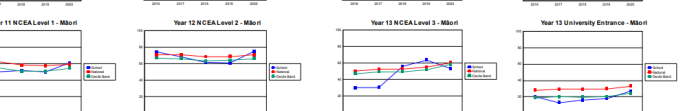
Year 12 NCEA Level 2 - Male



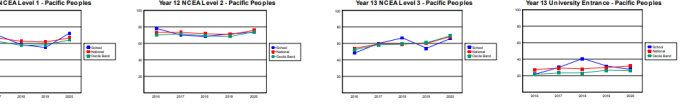
Year 13 NCEA Level 3 - Male



Year 13 University Entrance - Male



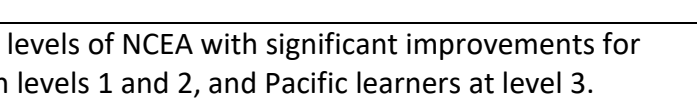
Year 11 NCEA Level 1 - Female



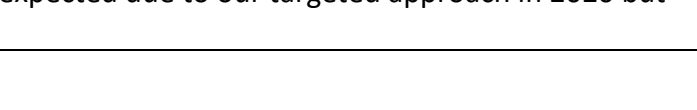
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



### Achievement in NCEA and UE: Edgewater College

#### PR2 - Enrolment Based Cumulative Results by Ethnicity

Generated 9-Feb-2021

Academic Year	Edgewater College				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	89.5	80.8	66.7	46.7	77.7	76.9	68.9	58.8	82.2	80.3	69.5	51.0
2017	82.6	95.0	61.5	50.0	77.3	77.6	70.2	60.1	81.5	82.3	67.8	48.9
2018	63.6	80.0	69.6	52.2	76.8	77.3	70.5	60.1	79.2	81.3	71.8	56.8
2019	88.9	87.5	84.2	68.4	73.9	75.3	71.3	58.3	78.6	83.4	73.2	51.6
2020	90.9	88.9	79.2	45.8	72.4	79.4	76.1	62.8	82.4	84.6	80.4	51.3

#### Asian

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	89.5	80.8	66.7	46.7
2017	82.6	95.0	61.5	50.0
2018	63.6	80.0	69.6	52.2
2019	88.9	87.5	84.2	68.4
2020	90.9	88.9	79.2	45.8

#### European

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	65.4	78.4	57.7	42.3
2017	55.6	65.0	61.3	29.0
2018	63.3	82.4	80.0	33.3
2019	67.6	76.5	73.3	48.7
2020	88.9	83.3	60.7	17.9

#### Māori

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	55.3	74.2	30.0	20.0
2017	50.0	68.6	30.4	13.0
2018	51.7	61.5	56.0	16.0
2019	50.0	60.9	63.6	18.2
2020	60.7	75.0	53.3	26.7

#### Middle Eastern/Latin American/African

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	50.0	75.0	66.7	41.7
2017	80.0	100.0	71.4	14.3
2018	63.3	70.0	50.0	0.0
2019	60.0	100.0	87.5	50.0
2020	75.0	100.0	100.0	50.0

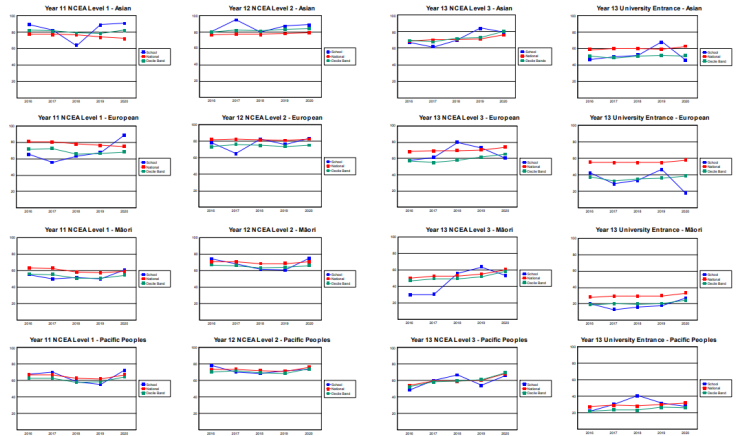
#### Other Ethnicity

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	50.0	100.0	75.0	25.0
2017	50.0	100.0	75.0	25.0
2018	50.0	100.0	75.0	25.0
2019	50.0	100.0	75.0	25.0
2020	50.0	100.0	75.0	25.0

#### Pacific Peoples

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	67.4	78.8	48.3	22.4
2017	70.1	70.7	60.0	30.8
2018	58.5	68.9	66.7	40.9
2019	55.1	71.7	54.0	32.0
2020	72.3	73.8	66.0	28.0

### PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Edgewater College



## Analysis

- Targets were reached at all three levels of NCEA with significant improvements for Māori and Pacific learners at both levels 1 and 2, and Pacific learners at level 3.
- University entrance results were expected due to our targeted approach in 2020 but disappointing.

## Targets 2021

Pass Rate (AME)	> 85%
High Pass Rate (ME)	>40%
Excellence Rate (E)	> 15%
UE rate (UE)	>40%

	Statistic	Target	2020	Focus groups
Y11 FOCUS AREAS:	Pass Rate (AME)	> 85%	83%	All
	High Pass Rate (ME)	>40%	35%	
	Excellence Rate (E)	> 15%	7%	
Y12 FOCUS AREAS:	Pass Rate (AME)	> 85%	81%	All
	High Pass Rate (ME)	>40%	22%	
	Excellence Rate (E)	> 15%	8%	
Y13 FOCUS AREAS:	Pass Rate (AME)	> 85%	77%	All, Maori, European
	High Pass Rate (ME)	>40%	19%	
	Excellence Rate (E)	> 15%	8%	All, Pasifika, European
	UE rate (UE)	>40%	34%	