

In accordance with section 138 of the Education and Training Act 2020 we are required to prepare the following strategic planning documents:



- a. A **strategic plan**, for each 3-year period or for a shorter period determined by the Secretary, that sets out the board's strategy for achieving (or making progress towards achieving) its objectives during that period; and
- b. An **annual implementation plan** for each year that sets out how the board intends to implement that strategy during the year.

These plans are prefaced with a vision and values section which is used to set the strategic direction and underpin the decisions made in each of these planning documents. The board has accepted the following three-year strategic plan and annual implementation plan for the 2024 school year.

Chair of the Edgewater College Board: J Valgre

Date: 1 March 2024

CONTENTS

1. Vision and Values
2. Strategic Plan 2023 - 2025
3. Annual Plan 2024

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. We recognise Te Tiriti o Waitangi as the founding document of Aotearoa / New Zealand. 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.

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

Edgewater College is an inclusive and innovative school that inspires a community of caring, courageous and curious learners.

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 future focused capabilities:

	Te Ao Māori Mātauranga Māori	← related but distinct ways of → thinking and being	Pākehā Concepts
MĀIA COURAGE	Rangatiratanga	<i>Showing resilience, confidence and initiative with a focus on learning to learn and a growth mindset. Having a strong sense of self-determination / leadership.</i>	Character
	Kaitiakitanga	<i>Being a global citizen, understanding diverse viewpoints and ways of thinking, including leadership, service and guardianship.</i>	Citizenship
MANAWA REKA CURIOSITY	Auahatanga	<i>Creating, designing and innovating using flexible, original, perceptive and / or integrated ways of thinking. Seeing the world from a range of perspectives.</i>	Creativity
	Māramatanga	<i>Seeking and solving problems, and modelling situations that require critical and analytical thinking. Having a spirit of inquiry, questioning, examining and justifying.</i>	Critical thinking
MANAAKITANGA CARE	Kōrerorero	<i>Speaking, listening, reading and writing to tell stories / share knowledge / dialogue / discuss including using digital resources.</i>	Communication
	Whaka-whanaungatanga	<i>Building relationships, establishing links and making connections. Working and learning in teams and groups to learn with and from others.</i>	Collaboration

STRATEGIC PLAN 2024 - 2026

GOVERNANCE – AN INCLUSIVE AND INNOVATIVE SCHOOL THAT INSPIRES A COMMUNITY OF CURIOUS, COURAGEOUS AND CARING LEARNERS

1. To ensure that effective stewardship supports our learning community

Focus Areas	Te Tiriti o Waitangi	Physically and emotionally safe / inclusive	Highest Educational Standard	Stewardship / Governance
	<ul style="list-style-type: none"> Tikanga Māori, mātauranga Māori, and te ao Māori Equitable outcomes for Māori ākonga 	<ul style="list-style-type: none"> Health and Safety Physical environment Wellbeing of staff and students 	<ul style="list-style-type: none"> Resourcing Staffing Curriculum Strategic data review 	<ul style="list-style-type: none"> Strategic planning Employment Budget Policy
Data	<ul style="list-style-type: none"> Annual and Strategic Plans Health and Safety Employment / Principal Professional Growth Property Budget Policy review 			

LEADERSHIP – WHAIA TE ARA O TAINUI

2. To promote shared leadership for equity and excellence

Focus Areas	Te Tiriti o Waitangi	Vision and values	Leadership	Equity / Excellence
	<ul style="list-style-type: none"> Tikanga Māori, mātauranga Māori, and te ao Māori Equitable outcomes for Māori ākonga 	<ul style="list-style-type: none"> 3MCs Behavioural expectations Community engagement Graduate Profile 	<ul style="list-style-type: none"> Strategic and Annual planning Staff leadership Student Leadership Pakuranga West Kāhui Ako Consultation / Community voice 	<ul style="list-style-type: none"> Evaluation / self-review Gender, Ethnicity, Year level, Learning support, Diverse learners Literacy, Numeracy, Junior school, NCEA, UE
AOV	<ul style="list-style-type: none"> Equity data Excellence data Policies Community voice 			

PASTORAL CARE / STUDENT WELFARE

3. To ensure all students are supported to be passionate and successful learners through a safe and inclusive learning environment

CURRICULUM, TEACHING AND LEARNING

4. To inspire a high-quality teaching and learning community

Focus Areas	Student attendance and engagement	Student wellbeing and pastoral care	Safe physical and emotional environment	Inclusive environment	Curriculum	Teaching and Learning	Systems and Processes	Highest Educational Achievement
	<ul style="list-style-type: none"> Track Connect Support 	<ul style="list-style-type: none"> Student support network Health and Guidance network 	<ul style="list-style-type: none"> Trauma informed, strengths-based practice 	<ul style="list-style-type: none"> Learning Support Language Support Cultural support Transition / Induction 	<ul style="list-style-type: none"> Junior Senior Careers / futures Innovation 	<ul style="list-style-type: none"> Digital Staff wellbeing Professional Learning Appraisal / PGC 	<ul style="list-style-type: none"> Health and Safety Staff wellbeing PN ICT Timetabling 	<ul style="list-style-type: none"> Literacy Numeracy PAT NCEA Graduate Profile
AOV	<ul style="list-style-type: none"> Student engagement (reports) Attendance data Graduate Profile 		<ul style="list-style-type: none"> Pastoral care surveys Pastoral data (Kamar) Student voice 		<ul style="list-style-type: none"> Junior Achievement (PAT) Senior Achievement (NCEA) Student Achievement (reports) 		<ul style="list-style-type: none"> Moderation - % agreement Literacy and Numeracy data PGC / Appraisal Staff voice 	

MANAAKITANGA | CARE

MĀIA | COURAGE

MANAWA REKA | CURIOSITY

2022-2024 STRATEGIC PLAN: GOVERNANCE

GOVERNANCE – An inclusive and innovative school that inspires a community of caring, courageous and curious learners.
STRATEGIC GOAL 1: To ensure that effective stewardship supports our learning community

Te Tiriti o Waitangi		Physically and emotionally safe / inclusive	Highest Educational Standard	Stewardship / Governance
<ul style="list-style-type: none">Tikanga Māori, mātauranga Māori, and te ao MāoriEquitable outcomes for Māori ākonga		<ul style="list-style-type: none">Health and SafetyPhysical environmentWellbeing of staff and students	<ul style="list-style-type: none">ResourcingStaffingCurriculumStrategic data analysis	<ul style="list-style-type: none">Strategic planningEmploymentBudgetPolicy
Goals	2023 <i>Introducing</i> <ul style="list-style-type: none">Principal Professional Growth CycleCharter, vision and values <i>Developing</i> <ul style="list-style-type: none">5YA continuesBoard sustainability <i>Sustaining</i> <ul style="list-style-type: none">Policy review and reportingGovernance goal <i>Reviewing</i> <ul style="list-style-type: none">Budget processesHealth and Safety processes	2024 <i>Introducing</i> <ul style="list-style-type: none">Budget processesHealth and Safety processes <i>Developing</i> <ul style="list-style-type: none">Principal Professional Growth CycleBoard sustainability <i>Sustaining</i> <ul style="list-style-type: none">Policy review and reporting5YA continues <i>Reviewing</i> <ul style="list-style-type: none">Employment processesEffective board operation and stewardship	2025 <i>Introducing</i> <ul style="list-style-type: none">Employment processesEffective board operation and stewardship <i>Developing</i> <ul style="list-style-type: none">Budget processesHealth and Safety processes <i>Sustaining</i> <ul style="list-style-type: none">Principal Professional Growth CycleBoard sustainability <i>Reviewing</i> <ul style="list-style-type: none">Policy review and reportingTe Tiriti o WaitangiPreparation for new 5YA	
	Charter: Year 2 <ul style="list-style-type: none">Health and Safety: Remediation / Proactive measures are recordedEmployment: EEO ReviewPrincipal PGC: undertaken and reported to boardProperty: 5YA ABDL Roofing, S BlockBudget: Surplus is sustained, review staffingPolicies: Review of school docs	Strategic Plan Year 2 <i>Te Tiriti o Waitangi</i> <ul style="list-style-type: none">Te reo Maori and Tikanga Maori provisionImprovement in outcomes as per leadership plan <i>Physically and emotionally safe / inclusive</i> <ul style="list-style-type: none">Health and Safety: Remediation / Proactive measures are recordedProperty: 5YA ABDL Roofing, S Block <i>Highest Educational Standard</i> <ul style="list-style-type: none">Analysis of Variance completed and reported <i>SG Stewardship / Governance</i> <ul style="list-style-type: none">Employment: EEO ReviewPrincipal PGC: undertaken and reportedBudget: Surplus is sustained, review staffingPolicies: Review of school docs	Strategic Plan Year 3 <i>Te Tiriti o Waitangi</i> <ul style="list-style-type: none">Te reo Maori and Tikanga Maori provisionImprovement in outcomes as per leadership plan <i>Physically and emotionally safe / inclusive</i> <ul style="list-style-type: none">Health and Safety: Remediation / Proactive measures are recordedProperty: 5YA ABDL Roofing, S Block <i>Highest Educational Standard</i> <ul style="list-style-type: none">Analysis of Variance completed and reported <i>SG Stewardship / Governance</i> <ul style="list-style-type: none">Employment: EEO ReviewPrincipal PGC: undertaken and reportedBudget: Surplus is sustained, review staffingPolicies: Review of school docs	
Targets				

2023 ANNUAL PLAN: GOVERNANCE

STRATEGIC GOAL 5				
To ensure that effective stewardship supports our learning community				
OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP (WHO)
Introducing	• S Block redevelopment	• Upgrade of Science Block	• Science block is fit for purpose and delivered on time and within budget.	• Principal / Business Manager
	• Principal PGC / Appraisal	• Principal to present updated structure to board for approval following new PGC process.	• Principal Appraisal / PGC is meaningful and supports ongoing improvement and learning.	• Principal / Presiding Member
Developing	• Board sustainability	• Establish half term positions • Induction for new Board members	• Strong governance is sustained through next board election and beyond.	• Board Chair / Board Secretary
	• Charter, vision and values	• Communication with community and students about how they are meeting these targets.	• Charter, vision and values underpin decision making at governance level.	• Principal / Board
	• 5YA continues	• 5YA is rolled out according to timeline.	• School redevelopment is completed in line with the timeline.	• Principal / Business Manager
Sustaining	• Budget processes	• Monthly reporting against budget. • Ongoing review of budgeting process.	• Budget is fit for purpose and supports strong financial management	• Business Manager / Finance Sub Committee
	• Governance goal / school vision	• New school vision is used as part of school governance and is shared with community.	• School vision underpins decision making at Governance level	• Board Chair / BOT
Reviewing	• Policy review and reporting	• A review of school docs is undertaken.	• We have a robust and effective policy system, including regular review in place at Edgewater College.	• Principal / Board
	• Health and Safety processes	• Comprehensive review of health and safety processes is undertaken.	• Health and Safety processes are clear, well known and followed by all members of our community.	• Principal / Presiding Member
	• Employment – EEO processes	• Comprehensive review of EEO processes is undertaken.	• The Edgewater College meets all its expectations in being a good employer.	• Principal / Presiding Member
Professional Learning	• School Docs / Policies • Te Tiriti o Waitangi	• School Docs / Policies will be part of professional learning. • The Board will undertake training regarding Te Tiriti o Waitangi.	• All Board members will understand our policy processes and have good knowledge of key governance policies. • All Board members will understand their obligations under Te Tiriti o Waitangi.	• Board

GOVERNANCE – REVIEW 2023

STRATEGIC GOAL 5: To ensure that effective stewardship supports our learning community					
Te Tiriti o Waitangi		Physically and emotionally safe / inclusive		Highest Educational Standard	Stewardship / Governance
<ul style="list-style-type: none">Tikanga Māori, mātauranga Māori, and te ao MāoriEquitable outcomes for Māori ākonga		<ul style="list-style-type: none">Health and SafetyPhysical environmentWellbeing of staff and students		<ul style="list-style-type: none">ResourcingStaffingCurriculumStrategic data analysis	<ul style="list-style-type: none">Strategic planningEmploymentBudgetPolicy
	2023 ✓~x			2024	
Goals	Introducing <ul style="list-style-type: none">Principal Professional Growth CycleCharter, vision and values		✓ ✓	Introducing <ul style="list-style-type: none">Budget processesHealth and Safety processes	
	Developing <ul style="list-style-type: none">5YA continuesBoard sustainability		✓ ~	Developing <ul style="list-style-type: none">Principal Professional Growth cycleBoard sustainability	
	Sustaining <ul style="list-style-type: none">Policy review and reportingGovernance goal		✓ ✓	Sustaining <ul style="list-style-type: none">Policy review and reporting5YA continues	
	Reviewing <ul style="list-style-type: none">Budget processesHealth and Safety processes		✓ ✓	Reviewing <ul style="list-style-type: none">Employment processesEffective board operation and stewardship	
Targets	Strategic Plan: Year 1 - Renew vision from BoT		✓	<ul style="list-style-type: none">Strategic Plan: Year 2Health and Safety: Remediation / Proactive measures are recordedEmployment: EEO ReviewPrincipal Appraisal: undertaken and reported to boardProperty: 5YA AB DL Roofing, S BlockBudget: Surplus is sustained, review staffingPolicies: Review of school docs	
	Health and Safety: Remediation / Proactive measures are recorded		✓		
	Employment: Appointment processes review		✓		
	Principal Appraisal: key measures and revised processes are established		✓		
	Property: 5YA S Block, C Roofing, School House, Heating, Signage		✓		
	Budget: Surplus is sustained, review International students		✓ ~		
	Policies: Fit for purpose and reviewed		✓		

2024 ANNUAL PLAN: GOVERNANCE

STRATEGIC GOAL 1: To ensure that effective stewardship supports our learning community

OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP (WHO)
Introducing	• Budget processes	• Budget processes and decisions are clearly communicated with the Board throughout the year. The Finance subcommittee actively engage with Budget processes to provide stewardship in this area.	• Budget surplus is sustained in keeping with overall finances.	• Principal / Business Manager / Finance subcommittee
	• Health and Safety processes	• Remediation and proactive measures are recorded in monthly report.	• Edgewater College meets its obligation as providing a safe working / learning environment for staff and students.	• Principal / Presiding Member
Developing	• Principal Professional Growth cycle	• Updated structure is used to support Principal and clearly communicate PGC with the Board.	• Principal Appraisal / PGC is meaningful and supports ongoing improvement and learning.	• Principal / Presiding Member
	• Board sustainability	• Induction for new Board members / roles.	• Strong governance is sustained through this term and beyond.	• Board Chair / Board Secretary
Sustaining	• Policy review and reporting	• A review of school docs is undertaken.	• We have a robust and effective policy system, including regular review in place at Edgewater College.	• Principal / Board
	• 5YA continues	• 5YA is rolled out according to timeline.	• School redevelopment is completed in line with the timeline.	• Principal / Business Manager
Reviewing	• Employment – EEO processes	• Comprehensive review of EEO processes is undertaken.	• Edgewater College meets all its expectations in being a good employer.	• Principal / Presiding Member
	• Effective board operation and stewardship	• Comprehensive review of Board operation and stewardship is undertaken.	• Edgewater College board is meeting its legal obligation as a School Board.	• Principal / Presiding Member
Professional Learning	• School Docs / Policies • Te Tiriti o Waitangi	• School Docs / Policies will be part of professional learning. • The Board will undertake training regarding Te Tiriti o Waitangi. • Ongoing Professional Learning through NZSTA.	• All Board members will understand our policy processes and have good knowledge of key governance policies. • All Board members will understand their obligations under Te Tiriti o Waitangi.	• Board

2024-2026 STRATEGIC PLAN: LEADERSHIP

LEADERSHIP – WHAIA TE ARA O TAINUI STRATEGIC GOAL 2: To promote shared leadership for equity and excellence				
Te Tiriti o Waitangi		Vision and values		Leadership
<ul style="list-style-type: none"> Tikanga Māori, mātauranga Māori, and te ao Māori Equitable outcomes for Māori ākonga 		<ul style="list-style-type: none"> 3MCs Behavioural expectations Community engagement Graduate Profile 		<ul style="list-style-type: none"> Strategic and Annual planning Staff leadership Student Leadership Pakuranga West Kahui Ako Communication and Consultation
				<ul style="list-style-type: none"> Evaluation / self-review Gender, Ethnicity, Year level, Learning support, Diverse learners Literacy, Numeracy, Junior schools, NCEA
	2023	2024	2025	
Goals	<i>Introducing</i> <ul style="list-style-type: none"> Leadership development across school community <i>Developing</i> <ul style="list-style-type: none"> Kāhui Ako Strategic measures <i>Sustaining</i> <ul style="list-style-type: none"> Te Tiriti O Waitangi Staff wellbeing and support <i>Reviewing</i> <ul style="list-style-type: none"> Communication / Collaboration Vision and Values 	<i>Introducing</i> <ul style="list-style-type: none"> Communication / collaboration Data analysis – equity and excellence <i>Developing</i> <ul style="list-style-type: none"> Leadership development across school community Vision and Values <i>Sustaining</i> <ul style="list-style-type: none"> Kāhui Ako Staff wellbeing and support <i>Reviewing</i> <ul style="list-style-type: none"> Evaluation / self-review Te Tiriti O Waitangi 	<i>Introducing</i> <ul style="list-style-type: none"> Evaluation / self review Te Tiriti O Waitangi <i>Developing</i> <ul style="list-style-type: none"> Communication / collaboration Data analysis – equity and excellence <i>Sustaining</i> <ul style="list-style-type: none"> Leadership development Vision and Values <i>Reviewing</i> <ul style="list-style-type: none"> Kāhui Ako Staff wellbeing and support 	
Targets	<i>Equity data:</i> Clear shift towards targets for Māori and Pacific learners. At or above levels for similar schools. <i>Excellence data:</i> NCEA Endorsements, UE achievement, VE achievement. At or above levels for similar schools.	<i>Equity data:</i> Clear shift towards targets for Māori and Pacific learners. Above levels for similar schools. At or above national targets. <i>Excellence data:</i> NCEA Endorsements, UE achievement, VE achievement. At or above national levels.	<i>Equity data:</i> Clear shift towards targets for Māori and Pacific learners. Above levels for similar schools. At or above national targets. <i>Excellence data:</i> NCEA Endorsements, UE achievement, VE achievement. At or above national levels.	

2023 ANNUAL PLAN: LEADERSHIP

STRATEGIC GOAL 2: To promote shared leadership for equity and excellence

OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP (WHO)
Introducing	<ul style="list-style-type: none"> School wide leadership 	<ul style="list-style-type: none"> Pastoral middle leadership Senior leadership Student leadership Whānau leadership 	<ul style="list-style-type: none"> We are a community of leaders that effect meaningful and incremental positive change for our learners, particularly in the areas of equity and excellence. 	SLT
	<ul style="list-style-type: none"> Base line data for new strategic measures 	<ul style="list-style-type: none"> Align strategic measures for equity and excellence with new equity plan. 	<ul style="list-style-type: none"> Clear data that can be tracked year on year / linked to strategic plan and to support meaningful analysis of variance. 	SLT
	<ul style="list-style-type: none"> Vision and values 	<ul style="list-style-type: none"> Graduate Profile is introduced. 	<ul style="list-style-type: none"> Vision and values inform key decision making. Clear information is shared with students and whānau using the Graduate Profile. 	Principal with SLT All staff
Developing	<ul style="list-style-type: none"> Kāhui Ako – strategic areas 	<ul style="list-style-type: none"> Strategic plans in each of the KA areas. PLD linked to these areas. 	<ul style="list-style-type: none"> Kāhui Ako supports improvement of teaching and learning in the key areas: literacy / numeracy / digital / NCEA and Mana ōrite. 	APC, ASL, WSL
Sustaining	<ul style="list-style-type: none"> Te Tiriti O Waitangi 	<ul style="list-style-type: none"> Deepening our understanding of Mana ōrite through curriculum and NCEA change processes. Te wero is completed by all staff and supports developing understanding of TTW. 	<ul style="list-style-type: none"> Deep staff and student awareness of role of TTW in our roles and our kura. Bicultural partnership, participation and protection are evident throughout our school community. Māori ākonga are active, engaged and successful as Māori at Edgewater College. 	SLT
	<ul style="list-style-type: none"> Staff wellbeing and support 	<ul style="list-style-type: none"> EAP. Sustaining creative and successful ways of engaging staff and supporting their hauora. 	<ul style="list-style-type: none"> Edgewater College is seen as a good employer and an enjoyable and inspiring place to work. 	SLT, wellbeing team
	<ul style="list-style-type: none"> Policy reporting system 	<ul style="list-style-type: none"> Principal to report regularly to board / staff / community about Policy reviews and updates via School Docs. 	<ul style="list-style-type: none"> Our Policies accurately describe the direction set by our board and link with our Procedures. 	Principal, with SLT for portfolio areas
Reviewing	<ul style="list-style-type: none"> Evaluation / Self-Review 	<ul style="list-style-type: none"> Review of our self-review and evaluation processes. 	<ul style="list-style-type: none"> Strategic plan for ongoing evaluation and self-review is created 	Principal with SLT

LEADERSHIP – REVIEW 2023

LEADERSHIP – WHAIA TE ARA O TAINUI				
STRATEGIC GOAL 1: To promote shared leadership for equity and excellence				
Te Tiriti o Waitangi		Vision and values		Leadership
Equity / Excellence				
<ul style="list-style-type: none"> Tikanga Māori, mātauranga Māori, and te ao Māori Equitable outcomes for Māori ākonga 		<ul style="list-style-type: none"> 3MCs Behavioural expectations Community engagement Graduate Profile 		<ul style="list-style-type: none"> Strategic and Annual planning Staff leadership Student Leadership Pakuranga West Kahui Ako Communication / Consultation
		<ul style="list-style-type: none"> Evaluation / self-review Gender, Ethnicity, Year level, Learning support, Diverse learners Literacy, Numeracy, Junior schools, NCEA 		
2023 ✓~x			2024	
Goals	Introducing		Introducing	
	<ul style="list-style-type: none"> Leadership development across school community Policy Reporting system 	✓ ✓	<ul style="list-style-type: none"> Communication / collaboration Data analysis – equity and excellence 	
	Developing		Developing	
	<ul style="list-style-type: none"> Kahui Ako Strategic measures 	✓ ~	<ul style="list-style-type: none"> Leadership development across school community Vision and Values 	
	Sustaining		Sustaining	
	<ul style="list-style-type: none"> Te Tiriti O Waitangi Staff wellbeing and support 	✓ ~	<ul style="list-style-type: none"> Kahui Ako Staff wellbeing and support 	
	Reviewing		Reviewing	
	<ul style="list-style-type: none"> Communication / Collaboration Strategic Planning 	✓ ✓	<ul style="list-style-type: none"> Evaluation / self-review Te Tiriti O Waitangi 	
Targets	Equity data: Key measures of equity are established and target areas identified	~	Equity data: Clear shift towards targets for Māori and Pacific learners. At or above levels for similar schools. Excellence data: NCEA Endorsements, UE achievement, VE achievement. At or above levels for similar schools.	
	Excellence data: Key measures of excellence are established and target areas identified	~		
	Policies: All policies are reviewed in keeping with SchoolDocs timetable	✓		

2024 ANNUAL PLAN: LEADERSHIP

STRATEGIC GOAL 2: To promote shared leadership for equity and excellence

OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP (WHO)
Introducing	<ul style="list-style-type: none"> Communication / collaboration 	<ul style="list-style-type: none"> Community wide communication and consultation plan is written and implemented. 	<ul style="list-style-type: none"> Staff, student and whanau feedback is used to support our school wide goal of an inclusive and innovative school that inspires a community of caring, courageous and curious learners. 	Principal with SLT
	<ul style="list-style-type: none"> Data analysis – equity and excellence 	<ul style="list-style-type: none"> Data is used effectively to analyse and review schoolwide equity and excellence. 	<ul style="list-style-type: none"> Target ideas are identified and provide focus areas for improvement. 	Principal with SLT
Developing	<ul style="list-style-type: none"> Leadership development 	<ul style="list-style-type: none"> Pastoral middle leadership – with DPP Senior leadership – new roles Student leadership – new team Whānau leadership – with APP 	<ul style="list-style-type: none"> We are a community of leaders that effect meaningful and incremental positive change for our learners, particularly in the areas of equity and excellence. 	SLT
	<ul style="list-style-type: none"> Vision and Values 	<ul style="list-style-type: none"> Further development of Graduate Profile Clear knowledge and use of student expectations linked to 3MCs Introduction of Phone Use Policy in keeping with vision and values. 	<ul style="list-style-type: none"> Our school vision and values underpin all aspects of school life. 	Principal with SLT
Sustaining	<ul style="list-style-type: none"> Kāhui Ako 	<ul style="list-style-type: none"> Strategic plans in each of key areas PLD linked to this area 	<ul style="list-style-type: none"> Kāhui Ako supports improvement of teaching and learning in the key areas: Literacy / Numeracy / Attendance / Māori Achievement 	Principal, ASL, WSL, KA roles
	<ul style="list-style-type: none"> Staff wellbeing and support 	<ul style="list-style-type: none"> EAP Sustaining creative and successful ways of engaging staff and supporting their hauora. 	<ul style="list-style-type: none"> Edgewater College is seen as a good employer and an enjoyable and inspiring place to work. 	SLT, wellbeing team
Reviewing	<ul style="list-style-type: none"> Evaluation / self-review 	<ul style="list-style-type: none"> A comprehensive review of how we evaluate and review our school from an equity and excellence perspective will be undertaken. 	<ul style="list-style-type: none"> Data and analysis underpins decision making at Edgewater College 	Principal
	<ul style="list-style-type: none"> Te Tiriti O Waitangi 	<ul style="list-style-type: none"> A comprehensive review of how we incorporate TTW across our school community will be undertaken with a focus on next steps in this area. 	<ul style="list-style-type: none"> Our obligations under TTW are met and it is used as a key document in supporting decision making and review at EC. 	All staff

2024 - 2026 STRATEGIC PLAN: PASTORAL CARE / STUDENT WELFARE

STRATEGIC GOAL 3: To ensure all students are supported to be passionate and successful learners through a safe and inclusive learning environment				
Student attendance and engagement		Student wellbeing and pastoral care		Safe physical and emotional environment
<ul style="list-style-type: none"> Track Connect Support 		<ul style="list-style-type: none"> Student support network Health and Guidance network 		<ul style="list-style-type: none"> Trauma informed, strengths-based practice
2023		2024		2025
Goals	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Transition / Induction Trauma Informed Strength Based Practice <p><i>Developing</i></p> <ul style="list-style-type: none"> Student Engagement Learning Support Community Engagement <p><i>Sustaining</i></p> <ul style="list-style-type: none"> Restorative Practice <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Hauora Hub Student wellbeing and pastoral care 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Hauora Hub / Deans suite Student attendance and engagement EOTC opportunities Whanau system <p><i>Developing</i></p> <ul style="list-style-type: none"> Trauma Informed Strength Based Practice Learning Support <p><i>Sustaining:</i></p> <ul style="list-style-type: none"> Restorative Practice <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Student Voice Transition / Induction 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Student Voice Transition / Induction <p><i>Developing</i></p> <ul style="list-style-type: none"> Hauora Hub / Deans suite Student attendance and engagement EOTC opportunities <p><i>Sustaining</i></p> <ul style="list-style-type: none"> Transition / Induction Trauma Informed Strength Based Practice Learning Support <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Whanau system 	
	<ul style="list-style-type: none"> Student engagement (reports): 90%+ at all year levels Attendance data: 90% + at all year levels 	<ul style="list-style-type: none"> Student engagement (reports): 90%+ at all year levels Attendance data: 90% + at all year levels 	<ul style="list-style-type: none"> Student engagement (reports): 90%+ at all year levels Attendance data: 90% + at all year levels 	
Targets	<ul style="list-style-type: none"> Pastoral care survey: Guidance to run a school survey for all students to ascertain levels of risk – Good Space is charging Wellbeing @ School survey (yearly) – increased numbers of students responding to this survey. Pro-social student culture and strategies section data trending towards the positive. Student voice focus: Wellbeing 	<ul style="list-style-type: none"> Pastoral care survey: Guidance to run a school survey Term 2 - reflected in Guidance Counsellor's report. Wellbeing @ School survey (yearly) – school-wide climate and practices section data trending towards the positive. Student voice focus: Restorative Practice 	<ul style="list-style-type: none"> Pastoral care survey: Guidance to run a school survey Term 2 - reflected in Guidance Counsellor's report. Wellbeing @ School survey (yearly) – school-wide climate and practices section data trending towards the positive. Student voice focus: to be determined as part of review 	

2023 ANNUAL PLAN: MANAAKITANGA | CARE

STRATEGIC GOAL 2 To ensure all students are supported to be passionate and successful learners through a safe and inclusive environment				
OBJECTIVES (WHAT)	ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP (WHO)	
Introducing	<ul style="list-style-type: none"> Student Engagement and Attendance measures 	<ul style="list-style-type: none"> Introduce 5-weekly engagement reports. Continue to enhance relationships within Mentor programme. Quality PLD to support engaging, relevant learning in classes. Ensure clear attendance follow up measures are set and followed. Work with new Attendance Officer, Mentors and Leaders to improve attendance overall. 	<ul style="list-style-type: none"> Staff, students and whānau are aware of the engagement in classes. Mentors have excellent relationships with students and whānau and can discuss this with students, deans and whānau. Student achievement increases as learning is increasingly relevant and engaging. Attendance levels exceed 85% at all year levels. 	<ul style="list-style-type: none"> DPP, HODs, Mentors Mentors, Deans, DPP APC, HODs, PLD team
	<ul style="list-style-type: none"> Middle Leadership – deans roles 	<ul style="list-style-type: none"> Introduction of Whakawhanaungatanga and Kaitiakitanga roles as part of extension of Dean support. 	<ul style="list-style-type: none"> Students are able to access the pastoral support they need to be at school and engaged in their learning. 	<ul style="list-style-type: none"> DPP, Deans
	<ul style="list-style-type: none"> Te Poutokomanawa 	<ul style="list-style-type: none"> Development and implementation of Māori equity and excellence plan. Pōwhiri / Te Tahawai visits for all students (Term 2). 	<ul style="list-style-type: none"> All Māori students achieve equitable and excellent outcomes at Edgewater College. 	<ul style="list-style-type: none"> TP team, APP, HOD Te reo Māori
Developing	<ul style="list-style-type: none"> Learning support 	<ul style="list-style-type: none"> Funded students have targeted in class support via Teacher Aides. IEPs are kept up to date and shared with all teachers. PLD for all staff on needs of students and supporting strategies. 	<ul style="list-style-type: none"> Students are supported in class to enhance achievement. Teachers are well-informed about needs of students to effectively support them. Teachers understand the needs of students and can use effective strategies. 	<ul style="list-style-type: none"> Teacher Aides / Senco / DPP Senco / DPP Senco / DPP
	<ul style="list-style-type: none"> Restorative practice 	<ul style="list-style-type: none"> All staff participate in PLD opportunities run by Waikato University Restorative Practice Team. Peer support leaders / peer mediators are trained in conflict resolution. School-wide lessons for all students in conflict resolution. 	<ul style="list-style-type: none"> Restorative Practice is understood and practiced by all staff. Students understand Restorative Practice and can use it to solve minor conflict. All students understand ways to minimise and solve conflict and understand Restorative Practice. 	<ul style="list-style-type: none"> All staff, DPP to keep records Guidance Counsellor, Deans Guidance Counsellor, Deans, DPP
	<ul style="list-style-type: none"> Community engagement 	<ul style="list-style-type: none"> Whānau and excellence evening (Term 1) Mentor Days (Term 2 and 3) Whānau Hui (Term 2) Pasifika Fono (Term 3) Prizegiving / Celebration events e.g. Co-curricular dinner (Term 4) 	<ul style="list-style-type: none"> Whānau are connected with key staff and understand the basics of how to access Kamar portal and how to contact school. Whānau understand their child's learning and achievement. Whānau have a voice in shaping the future of the school through culturally responsive forums. Whānau feel comfortable engaging with school and are part of the celebration of their child's successes. 	<ul style="list-style-type: none"> Deans Team, DPP All Mentors, SLT HOD Te Reo Māori, SLT, Te Tahawai Marae SLT
Reviewing	<ul style="list-style-type: none"> Hauora Hub (Health and Guidance) 	<ul style="list-style-type: none"> Deans, Guidance Counsellor, Youth Workers and Nurses develop ways of working. Refine use of spaces to ensure they are fit for purpose. 	<ul style="list-style-type: none"> Health and Guidance and Deans team are working collaboratively for positive outcomes for students. Spaces are fit for purpose and calming spaces for students. 	<ul style="list-style-type: none"> DPP, Health and Guidance team, Deans team
	<ul style="list-style-type: none"> Student wellbeing and pastoral care 	<ul style="list-style-type: none"> Focus area: Attendance 	<ul style="list-style-type: none"> Data is collected and used to inform next steps 	<ul style="list-style-type: none"> DPP

MANAAKITANGA | CARE – REVIEW 2023

MANAAKITANGA CARE					
STRATEGIC GOAL 2: To ensure all students are supported to be passionate and successful learners through a safe and inclusive environment					
Student attendance and engagement		Student wellbeing and pastoral care		Safe physical and emotional environment	Inclusive
<ul style="list-style-type: none"> Track Connect Support 		<ul style="list-style-type: none"> Student support network Health and Guidance network 		<ul style="list-style-type: none"> Trauma informed, strengths-based practice 	<ul style="list-style-type: none"> Learning Support Language Support Cultural support Transition / Induction
2023 ✓~x			2024		
Goals	<i>Introducing</i> <ul style="list-style-type: none"> Transition / Induction Trauma Informed Strength Based Practice 	~ ✓	<i>Introducing</i> <ul style="list-style-type: none"> Hauora Hub / Deans suite Student attendance and engagement EOTC opportunities 		
	<i>Developing</i> <ul style="list-style-type: none"> Student Engagement Learning Support Community Engagement 	~ ✓ ~	<i>Developing</i> <ul style="list-style-type: none"> Restorative / trauma informed practice Learning Support Community Engagement 		
	<i>Sustaining</i> <ul style="list-style-type: none"> Restorative Practice 	✓	<i>Sustaining</i> <ul style="list-style-type: none"> Whanau system 		
	<i>Reviewing</i> <ul style="list-style-type: none"> Hauora Hub Student wellbeing and pastoral care 	✓ ✓	<i>Reviewing</i> <ul style="list-style-type: none"> Student Voice Transition / Induction 		
Targets	<ul style="list-style-type: none"> Student engagement (reports): 90%+ at all year levels Attendance data: 90% + at all year levels 	~ ~	<ul style="list-style-type: none"> Student engagement (reports): 90%+ at all year levels Attendance data: 90% + at all year levels 		
	<ul style="list-style-type: none"> Pastoral care survey: Guidance to run a school survey for all students to ascertain levels of risk – Good Space is charging Wellbeing @ School survey (yearly) – increased numbers of students responding to this survey. Pro-social student culture and strategies section data trending towards the positive. Student voice focus: Wellbeing 	~ ~ ~	<ul style="list-style-type: none"> Pastoral care survey: Guidance to run a school survey Term 2 - reflected in Guidance Counsellor's report. Wellbeing @ School survey (yearly) – school-wide climate and practices section data trending towards the positive. Student voice focus: Restorative Practice 		

2024 ANNUAL PLAN: PASTORAL CARE / STUDENT WELFARE

STRATEGIC GOAL 2: To ensure all students are supported to be passionate and successful learners through a safe and inclusive environment

• OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP (WHO)
Introducing	• Hauora Hub / Deans space	• Introduction of Deans space for Whakawhanaungatanga and Kaitiakitanga roles as part of extension of Dean support.	• Students are able to access the pastoral support they need to be at school and engaged in their learning.	• DPP, Deans
	• Student attendance and engagement	• New Attendance officer. • Implementation of tracking and follow up programmes. • New Kahui Ako roles working with learners with less than 80% attendance.	• All student attendance and engagement is tracked in conjunction with whanau. • Staff, students and whānau are aware of the engagement in classes. • Mentors have excellent relationships with students and whānau and can discuss this with students, deans and whānau. • Student achievement increases as learning is increasingly relevant and engaging. • Attendance levels exceed 85% at all year levels.	• Principal DPP, APP
	• EOTC opportunities	• EOTC opportunities are developed and provided across all year levels.	• All students are able to access meaningful EOTC opportunities to support development of our Future Focused capabilities.	• APP
Developing	• Trauma Informed Strength Based Practice	• All staff participate in PLD opportunities regarded Trauma Informed strength-based practice, including from a te ao maori perspective. • New Kotahitanga dean role • School-wide lessons for all students in conflict resolution.	• Restorative Practice is understood and practiced by all staff. • Students understand Restorative Practice and can use it to solve minor conflict. • All students understand ways to minimise and solve conflict and understand Restorative Practice.	• Wider Pastoral team • Kotahitanga Dean
	• Learning Support	• Funded students have targeted in class support via Teacher Aides. • IEPs are kept up to date and shared with all teachers. • PLD for all staff on needs of students and supporting strategies.	• Students are supported in class to enhance achievement. • Teachers are well-informed about needs of students to effectively support them. • Teachers understand the needs of students and can use effective strategies.	• Teacher Aides / Senco / DPP • Senco / DPP • Senco / DPP
Sustaining	• Whanau system	• Build on new system of two part roles for whanau leaders.	• Our whanau system supports our school wide vision and values.	• APP
Reviewing	• Student Voice	• Comprehensive review of who we use student voice school wide and ways of increasing this going forward.	• Student voice is used to underpin decision making and involve them in all aspects of school life.	• Principal with SLT
	• Transition / Induction	• Review of transition and induction processes for both staff and students.	• Clear processes support meaningful and effective transition and induction processes schoolwide.	• Principal with SLT

2024-2026 STRATEGIC PLAN: CURRICULUM, TEACHING AND LEARNING

Curriculum		Teaching and Learning	Systems and Processes
<ul style="list-style-type: none"> Junior Senior Careers / futures Innovation 		<ul style="list-style-type: none"> Best Practice Staff wellbeing Professional Learning Appraisal / PGC 	<ul style="list-style-type: none"> Health and Safety PN ICT Timetabling
			<ul style="list-style-type: none"> Literacy Numeracy NCEA Graduate Profile
	2023	2024	2025
Goals	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Literacy and Numeracy Senior Curriculum <p><i>Developing</i></p> <ul style="list-style-type: none"> Career / futures education Future focused capabilities <p><i>Sustaining</i></p> <ul style="list-style-type: none"> Professional Learning <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Teaching practice / Hybrid Learning Junior Curriculum 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Best Practice Junior Curriculum (Future Focused Capabilities) New NCEA Standards / Senior Curriculum <p><i>Developing</i></p> <ul style="list-style-type: none"> Literacy and Numeracy Senior Curriculum and Assessment Practice Graduate Profile <p><i>Sustaining</i></p> <ul style="list-style-type: none"> Career / futures education Future focused capabilities (Edge) <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Professional Growth Cycle 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Professional Growth Cycle Staff wellbeing New NCEA Standards (Level 2 Pilots) <p><i>Developing</i></p> <ul style="list-style-type: none"> Best Practice Junior Curriculum <p><i>Sustaining</i></p> <ul style="list-style-type: none"> Literacy and Numeracy Senior Curriculum and Assessment Practice Graduate Profile <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Career / futures education Future focused capabilities
Targets	<ul style="list-style-type: none"> Junior Achievement (PAT) End of year 10 level 4 + at 80% Senior Achievement (NCEA) Level 1,2 & 3 85%, UE 45% 	<ul style="list-style-type: none"> Junior Achievement (PAT) End of year 10 Level 4 + at 80% Senior Achievement (NCEA) 2* & 3 90%, UE 35% 	<ul style="list-style-type: none"> Junior Achievement (PAT) End of year 10 Level 4 + at 85% Senior Achievement (NCEA) 2 & 3 90%, UE 40%
	<ul style="list-style-type: none"> Student Achievement (reports): target equity areas Careers survey: Year 12 student survey reports meaningful career guidance and experiences. Student perception survey 90% agree or strongly agree” My teacher gives me clear feedback and feedforward on my learning” Departmental Board Report goals are raising student achievement 85% met. Staff voice focus: teaching and learning 	<ul style="list-style-type: none"> Student Achievement (reports): target equity areas Careers survey: Year 11 student survey reports meaningful career guidance and experiences. Departmental raising student achievement Board Report goals are 90% met. Staff voice focus: literacy and numeracy 	<ul style="list-style-type: none"> Student Achievement (reports): target equity areas Careers survey: Year 12 student survey reports meaningful career guidance and experiences. Departmental raising student achievement Board Report goals are 90% met. Staff voice focus: pedagogy

2023 ANNUAL PLAN: MANAWA REKA | CURIOSITY

STRATEGIC GOAL 4				
To develop systems and processes that support innovation and change				
OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP / PEOPLE (WHO)
Introducing	• Literacy and Numeracy	<ul style="list-style-type: none"> • Introduction of LEDGE (Literacy / Aotearoa Histories / Tikanga Māori) and NEDGE (Numeracy / Digital Technology / Futures and Finances) courses for junior students. • PAT testing of all junior students in these areas. 	<ul style="list-style-type: none"> • Excellent knowledge of current levels of Literacy and Numeracy across 9 and 10. • Students (and staff) are better prepared for the introduction of new NCEA Literacy and Numeracy standards from 2024. 	• Principal, DPC
	• Mana ōrite mo te Matauranga and Te Mataiaho.	<ul style="list-style-type: none"> • PLD for all staff regarding Te Mataiaho / Curriculum Refresh. • PLD for all staff in developing their understanding of Mana ōrite in their context. • Development of junior and senior courses that emphasise and celebrate Mana ōrite. 	<ul style="list-style-type: none"> • Schemes of work across the year levels clearly show Mana ōrite links. • Our staff are improving their understanding of Te Mataiaho and the new NCEA standards. 	<ul style="list-style-type: none"> • DPC • SLT • Kahui Ako Leads
	• Graduate Profile / Capabilities	<ul style="list-style-type: none"> • Introduction of Graduate Profile for all learners that includes information on strengths / areas for development in the Edgewater College Values and Capabilities. 	<ul style="list-style-type: none"> • Students and their families can see how they are developing as an Edgewater graduate over their 5 years at Edgewater College. 	• SLT
Developing	• Career / futures education	<ul style="list-style-type: none"> • Continue to develop school wide careers education programme. • Continue to develop effective careers information sharing and tracking systems. • Proactively engage with tertiary and industry networks. 	<ul style="list-style-type: none"> • There is strong leadership of a future focused careers education department. • Innovative experiences and career opportunities are provided to students. • Systems, including schoolbridge, enable collaboration to support aspirational student futures. • Staff and students connected 'beyond the gate'. 	<ul style="list-style-type: none"> • Principal • DPC, HoD Futures, Deans • DPC, HoD Futures, HoDs, Deans • HoD Futures, Staff
	• Junior Curriculum	<ul style="list-style-type: none"> • Continue to develop 2-year junior curricula that support students in gaining the knowledge and skills they need to support success in the NCEA. 	<ul style="list-style-type: none"> • All students in Years 9 and 10 engage in a relevant, culturally sustaining and meaningful programme of learning that supports future success in the NCEA. 	• DPC, HODS, TICS,
Sustaining	• Professional Learning	<ul style="list-style-type: none"> • Focus areas will be Literacy / Numeracy / Te Mataiaho / NCEA changes underpinned by trauma-informed, strength-based practice. 	<ul style="list-style-type: none"> • All staff engage in meaningful PLD that supports our overall school vision and values. 	<ul style="list-style-type: none"> • SLT • MLT • Kahui Ako Leads
Reviewing	• Senior Curriculum	<ul style="list-style-type: none"> • Review of curriculum pathways and courses with draft Level 2 NCEA subjects. • Deliver Teacher Only Days Nine and Ten. 	<ul style="list-style-type: none"> • Ensure academic and vocational pathway needs are met. • NCEA changes are understood, and we are prepared for new NCEA Level 1 standards in 2024. 	• SLT
	• Teaching practice	<ul style="list-style-type: none"> • Review of teaching practice across the school community. • Introduction of walkthroughs by Senior and Middle Leaders. • Introduction of swivl video analysis of teaching practice as part of the PGC for teachers. 	<ul style="list-style-type: none"> • PGC and PLD is relevant and effective professional learning which supports a shift from compliance to growth mindset. • Staff will feel supported to identify and inquire into problems of practice. • All staff experience growth in effective pedagogy as a result observing and being observed. 	• SLT

2023 ANNUAL PLAN: MĀIA | COURAGE

STRATEGIC GOAL 4				
To inspire a high-quality teaching and learning community				
OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP / PEOPLE (WHO)
Introducing	• Maker Space	<ul style="list-style-type: none"> • Introduction of Maker space ready for term 2 opening. • Upskilling of staff in effective use of Maker Space to inspire learning. 	<ul style="list-style-type: none"> • All students at Edgewater College will have the opportunity to experience and work with emerging technologies and develop essential skills and capabilities necessary in an increasingly technological world. • The Makerspace will be an area that can be utilised by all staff in all learning areas to enhance and supplement the learning of Edgewater rangatahi. 	<ul style="list-style-type: none"> • APS • Dir. DIS
	• Timetable changes	<ul style="list-style-type: none"> • Introduce Kōwhiri Ākonga on Wednesday afternoon. • Introduce changes as result of last year's review of timetable. 	<ul style="list-style-type: none"> • Our timetable is well understood and supports all learners and staff to engage in meaningful and successful learning. 	<ul style="list-style-type: none"> • SLT • Timetable team
	• Reporting	<ul style="list-style-type: none"> • Introduce reporting against Graduate Profile. • Introduce improvements to overall Reporting system as a result of ongoing review. 	<ul style="list-style-type: none"> • Our reporting system provides high quality information about learning, achievement, capabilities, attendance and engagement. 	<ul style="list-style-type: none"> • APS • SLT
	• Student Voice Systems	<ul style="list-style-type: none"> • Establish current modes of attaining student voice. • Formalise a process for how we gain student voice. • School wide student census. 	<ul style="list-style-type: none"> • Student voice is effectively collected and used by Edgewater College to evaluate current practices and initiatives. 	<ul style="list-style-type: none"> • SLT • HODS • All Staff
Developing	• EOTC Procedures	<ul style="list-style-type: none"> • Continue to liaise with external institutions (EONZ) on best EOTC practice. • Monthly meeting between APS and EOTC staff to ensure policies are understood and adhered to. • Utilise digitised workflow system through SchoolBridge. PLD for staff on how to complete EOTC requests. 	<ul style="list-style-type: none"> • Edgewater students have a range of opportunities for rich EOTC. • EOTC practices are aligned with MOE and EONZ expectations. • Staff understand their obligations and responsibilities when conducting EOTC. <p>Logical, digitised form system for increased efficiency and transparency in application procedures.</p>	<ul style="list-style-type: none"> • SLT • Admin • Head of Sports • Head of PE • ODED • All staff
	• Communications / school bridge	<ul style="list-style-type: none"> • Populate workflow systems that centralise and digitise forms, requests, permissions. Liaise with staff (focus groups) in the creation stage. PLD for rollout of SchoolBridge for staff, parents, and students. 	<ul style="list-style-type: none"> • Clear processes and easy access to important information, documentation, and forms/requests for all members of community. 	<ul style="list-style-type: none"> • SLT • HODS • All Staff • Admin
Sustaining	• Digital learning	<ul style="list-style-type: none"> • Continuation of platform facilitation and increasing of staff capabilities. • Kahui Ako Technology PLD for staff. • Linewize/Classwise software implemented to ensure student well-being through web-filtering and flag searches. • Digital literacy initiative. TiC of Digital Safety to roll out digital literacy mini-lessons and courses for mentors. • Create targeted PLD opportunities for staff to upskill. 	<ul style="list-style-type: none"> • Students are safe online and understand how to use devices for curriculum purposes. • Students understand appropriate use of digital technology and how it can be a force for good but also the pitfalls of abuse. 	<ul style="list-style-type: none"> • SLT • HOD's • TiC Digital • Ka hui Ako • All staff • TiC Digital Safety
	• Choose your own Adventure	<ul style="list-style-type: none"> • Students select paths for their learning journey in the Year Nine and Ten based upon personal interests. • Create working groups for the different adventures to help develop vision. • Develop course delivery in curriculum areas through HOD and adventure area meetings. 	<ul style="list-style-type: none"> • Students understand the different paths, are agentic, and form direction for their educational journey. • Initiative is embedded within mentor programme. Curriculum course design shows evidence of path choice. • Staff collaborate and embed adventure initiative. 	<ul style="list-style-type: none"> • SLT • HOD'S • All Staff
Reviewing	• Health and Safety	<ul style="list-style-type: none"> • Comprehensive review of Health and Safety policies and procedures. 	<ul style="list-style-type: none"> • Edgewater College is a safe teaching and learning environment for students and staff. 	<ul style="list-style-type: none"> • APS • Health and Safety
	• Technology provision	<ul style="list-style-type: none"> • Comprehensive review of Technology provision is completed, and 5-year plan is approved. 	<ul style="list-style-type: none"> • Technology provision at Edgewater College enables highly effective digital and hybrid teaching and learning. 	<ul style="list-style-type: none"> • APS • Tech. Technician • Dir. DIS

MANAWA REKA | CURIOSITY AND MĀIA | COURAGE – REVIEW 2023

MANAWA REKA CURIOSITY STRATEGIC GOAL 3: To inspire a high quality teaching and learning community					MĀIA COURAGE STRATEGIC GOAL 4: To develop systems and processes that support innovation and change				
Curriculum			Teaching and Learning		Systems and Processes			Highest Educational Achievement	
• Junior • Senior • Careers / futures • Innovation			• Digital • Staff wellbeing • Professional Learning • Appraisal / PGC		• Health and Safety • Staff wellbeing • PN / Moderation • ICT • Timetabling			• Literacy • Numeracy • PAT • NCEA • Graduate Profile	
	2023 ✓~x				2024				
Goals	Introducing • Literacy and Numeracy • Senior Curriculum		✓ ✓	Introducing • Timetable • PN / Assessment/Data Analysis • Reporting		✓ ~ ✓	Introducing • Teaching practice / Hybrid Learning • Junior Curriculum • Senior Curriculum / New NCEA Standards		
	Developing • Career / futures education • Future focused capabilities		✓ ✓	Developing • Student Voice Systems • SchoolBridge – Centralised Workflow systems		x ✓	Developing • Literacy and Numeracy • Assessment practices		
	Sustaining • Professional Learning		✓	Sustaining • Choose your own adventure • EOTC Procedures		✓ ~	Sustaining • Career / futures education • Future focused capabilities / Graduate Profile		
	Reviewing • Teaching practice / Hybrid Learning • Junior Curriculum		~ ~	Reviewing • Digital Learning		~	Reviewing • Professional Growth Cycle		
Targets	• Student Achievement (reports): collect baseline data			~	• Student Achievement (reports): target equity areas Staff voice focus:				
	• Careers survey: Year 13 leavers survey reports meaningful career guidance and experiences.			x	• Careers survey: Year 12 student survey reports meaningful career guidance and experiences.				
	• Student perception survey 90% agree or strongly agree “If I don’t understand something my teacher reteaches it another way			~	• Student perception survey 90% agree or strongly agree ”My teacher gives me clear feedback and feedforward on my learning”				
	• Departmental raising student achievement Board Report goals are 80% met.			~	• Departmental raising student achievement Board Report goals are 8%5 met.				
	• Staff voice focus: professional learning			~	• Staff voice focus: teaching and learning				
	• Health and Safety: near misses and accidents are consistently reported and actioned where required • Moderation: 90%+ Consistent Decisions • All students at Edgewater College have a device			✓ ~ ~	• Health and Safety near misses and accidents are consistently reported and actioned where required • Moderation: 95%+ Consistent Decisions • All students at Edgewater College have a device				
	• Digital learning is fit for purpose, effective, and consistently delivered. • Community voice focus: Digital Learning. Liaise with community on effectiveness of digital learning at Edgewater College.			✓ ~	• Choose your own adventure is well-understood by students and the community and tailored to students interests and aspirations.				

2024 ANNUAL PLAN: CURRICULUM, TEACHING AND LEARNING

STRATEGIC GOAL 4: To inspire a high quality teaching and learning community

OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP / PEOPLE (WHO)
Introducing	• Best Practice	<ul style="list-style-type: none"> • Introduction of school wide strategy of effective teaching practice. • Walk throughs are implemented across school community. 	<ul style="list-style-type: none"> • Teaching practice at Edgewater College causes successful learning, greater interest and self-efficacy in keeping with our schoolwide summary. 	• DPC, APC, HODs
	• Junior Curriculum (FFC)	<ul style="list-style-type: none"> • Introduction of 2-year junior curricula that support students in gaining the knowledge and skills, literacy and numeracy they need to support success in the NCEA. 	<ul style="list-style-type: none"> • All students in Years 9 and 10 engage in a relevant, culturally sustaining and meaningful programme of learning that supports future success in the NCEA. 	• DPC, APC
	• Senior Curriculum / New NCEA Standards	<ul style="list-style-type: none"> • Introduction of new NCEA standards in year 11. • PLD regarding new standards and implementation. 	<ul style="list-style-type: none"> • NCEA changes are understood, and we are prepared for new NCEA Level 1 standards in 2024. 	• Principal, DPC, APC
Developing	• Literacy and Numeracy	<ul style="list-style-type: none"> • Development of LEDGE (Literacy / Aotearoa Histories / Tikanga Māori) and NEDGE (Numeracy / Digital Technology / Futures and Finances) courses for junior students. • PAT testing of all junior students in these areas. • Planning for interim Lit and Numeracy measures 	<ul style="list-style-type: none"> • Excellent knowledge of current levels of Literacy and Numeracy across Years 9 - 11. • Successful introduction of new NCEA Literacy and Numeracy standards from 2024. 	• Principal, DPC
	• Senior Curriculum and Assessment practices	<ul style="list-style-type: none"> • Develop assessment practices in keeping with recommendations from MNA. 	<ul style="list-style-type: none"> • All assessments meet the standards required in terms of assessment setting and marking. 	• APC
	• Graduate Profile	<ul style="list-style-type: none"> • Develop GP learning in mentor sessions • Develop GP capabilities in junior curriculum planning and implementation 	<ul style="list-style-type: none"> • All aspects of college life are developed, measured and reported on. Ensuring that our values and future-focused capabilities are deliberately taught and reinforced. 	• APC, Deans, HODs
Sustaining	• Career / futures education	<ul style="list-style-type: none"> • Continue to develop school wide careers education programme. • Continue to develop effective careers information sharing and tracking systems. • Proactively engage with tertiary and industry networks. 	<ul style="list-style-type: none"> • There is strong leadership of a future focused careers education department. • Innovative experiences and career opportunities are provided to students. • Systems, including schoolbridge, enable collaboration to support aspirational student futures. • Staff and students connected 'beyond the gate'. 	<ul style="list-style-type: none"> • Principal • DPC, HoD Futures, Deans • HoD Futures, Staff
	• Future focused capabilities (Edge)	<ul style="list-style-type: none"> • Continue to develop future focused capabilities through Edge Programme processes. 	<ul style="list-style-type: none"> • Graduate Profile is used to support ongoing improvement in future focused capabilities of all ākonga in Edge programme. 	• Principal, DPC, APC
Reviewing	• Professional Growth Cycle	<ul style="list-style-type: none"> • Comprehensive review of PGC and systems that support teachers in ongoing improvement in practice. 	<ul style="list-style-type: none"> • Ensure academic and vocational pathway needs are met. 	• SLT