

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 2025 school year.

Chair of the Edgewater College Board: A Broadmore

Date: 24 Feb 2024

CONTENTS

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

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	Rangatirātanga	<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	Auhatanga	<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


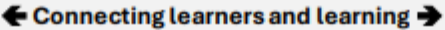







1.5 Six education priorities

These are identified in our strategic planning as follows:

- A. **Clearer curriculum:** Establishing a knowledge-rich curriculum grounded in the science of learning.
- B. **Better approach to literacy and numeracy:** Implementing evidence-based instruction in early literacy and mathematics.
- C. **Smarter assessment and reporting:** Implementing consistent modes of monitoring student progress and achievement.
- D. **Improved teacher training:** Developing the workforce of the future, including leadership development pathways.
- E. **Stronger learning support:** Targeting effective learning support interventions for students with additional needs.
- F. **Greater use of data:** Using data and evidence to drive consistent improvement in achievement.

1.6 Ngā tikanga whakaako – Our Teaching and Learning Model

NGĀ TIKANGA WHAKAAKO – HOW WE TEACH and learn at EC

INSPIRATION / RANGA WAIRUA Edgewater College is a great place to teach and learn. Fun, Play, Gamification, Adventure, Project based, Joyful, Storytelling, Movement, Humour, Creativity		
MANAAKITANGA	MANAWA REKA	MĀIA
 INCLUSION / ĀWHINATANGA Our environment ensures all ākonga have equitable opportunities to succeed and thrive in a mana enhancing environment. Whānau / Place / Hauora	 Connecting learners and learning   INQUIRY / UIUITANGA Our mahi supports ongoing improvement in teaching practice to best support learning and hauora. Whai – Ako – Mau – Tipu <i>Niho Taniwha, Riwai-Couch (2021)</i>	 INNOVATION / AUAHATANGA Our teaching and learning practices support effective teaching and learning for all ākonga. Notice / Understand / Respond
 Equity 		 Excellence 
TE TIRITI O WAITANGI Te Tiriti o Waitangi underpins all our teaching and learning practices and supports all ākonga Māori to succeed as Māori. Protection / Partnership / Participation		

STRATEGIC PLAN 2023 - 2025

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

2023 - 2025 STRATEGIC PLAN: GOVERNANCE

VISION – An inclusive and innovative school that inspires a community of caring, courageous and curious learners.

STRATEGIC GOAL 1: To ensure effective stewardship that 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 processesElection and induction of new board <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 Cycle <i>Reviewing</i> <ul style="list-style-type: none">Policy review and implementationEOTCStand down and suspension processesPreparation for new 5YA		
Targets	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 Māori and Tikanga Māori 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 Painting <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 Māori and Tikanga Māori provisionImprovement in outcomes for Māori Akonga <i>Physically and emotionally safe / inclusive</i> <ul style="list-style-type: none">Property: 5YAIntroduction new Pastoral measuresStaff wellbeing: Annual survey <i>Highest Educational Standard</i> <ul style="list-style-type: none">Analysis of Variance completed and reportedReview of data analysis processes <i>SG Stewardship / Governance</i> <ul style="list-style-type: none">Employment: Appointment processPrincipal PGC: undertaken and reportedBudget: Surplus is sustained, review staffingPolicies: Review of school docs as per timeline		

2024 ANNUAL PLAN: GOVERNANCE

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

GOVERNANCE – REVIEW 2024

VISION – An inclusive and innovative school that inspires a community of caring, courageous and curious learners.

STRATEGIC GOAL 1: To ensure effective stewardship that 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 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 analysis 	<ul style="list-style-type: none"> Strategic planning Employment Budget Policy
2024 ✓~x			2025	
Goals	Introducing		Introducing	
	<ul style="list-style-type: none"> Budget processes Health and Safety processes 	✓ ✓	<ul style="list-style-type: none"> Employment processes Induction of new board 	
	Developing		Developing	
	<ul style="list-style-type: none"> Principal Professional Growth cycle Board sustainability 	✓ ✓	<ul style="list-style-type: none"> Budget processes Health and Safety processes 	
	Sustaining		Sustaining	
Targets	<ul style="list-style-type: none"> Policy review and reporting 5YA continues 	~ ✓	<ul style="list-style-type: none"> Principal Professional Growth cycle 5YA continues 	
	Reviewing		Reviewing	
	<ul style="list-style-type: none"> Employment processes Effective board operation and stewardship 	✓ ~	<ul style="list-style-type: none"> Policy review and implementation EOTC Suspension / Exclusion / Expulsion processes Preparation for new 5YA 	
	Strategic Plan: Year 2	✓	Strategic Plan: Year 3	
	<ul style="list-style-type: none"> Health and Safety: Remediation / Proactive measures are recorded 	✓	Te Tiriti o Waitangi	Highest Educational Standard
Targets	<ul style="list-style-type: none"> Employment: EEO review 	✓	<ul style="list-style-type: none"> Te reo Māori and Tikanga Māori provision Improvement in outcomes for Māori Akonga 	<ul style="list-style-type: none"> Analysis of Variance completed and reported Review of data analysis processes
	<ul style="list-style-type: none"> Principal Appraisal: undertaken and reported to board 	✓	Physically and emotionally safe / inclusive	Stewardship / Governance
	<ul style="list-style-type: none"> Property: 5YA AB DL Roofing, S Block 	✓		<ul style="list-style-type: none"> Employment: Appointment process Principal PGC: undertaken and reported Budget: Surplus is sustained, review staffing Policies: Review of school docs as per timeline
	<ul style="list-style-type: none"> Budget: Surplus is sustained, review staffing 	✓		
	<ul style="list-style-type: none"> Policies: Review of school docs 	~		

2025 ANNUAL PLAN: GOVERNANCE

VISION – An inclusive and innovative school that inspires a community of caring, courageous and curious learners.

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

OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP (WHO)
Introducing	• Employment processes	• A review of employment processes is undertaken.	• Edgewater College meets its obligations in terms of legal and fair employment processes.	• Presiding member / Principal / Business Manager
	• Induction of new board	• Induction takes place for both new and existing Board members / roles.	• Useful and effective process for inducting new Board members is established. Strong governance is sustained through this term and beyond.	• Principal / Presiding Member
Developing	• 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.	• Presiding Member / Principal / Business Manager
	• Health and Safety processes	• Remediation and proactive measures are recorded in monthly report.	• Health and Safety information is clearly communicated with the Board.	• Presiding Member / Board Secretary
Sustaining	• Principal Professional Growth cycle	• Structure continues to support Principal and clearly communicate PGC with the Board.	• Principal Appraisal / PGC is meaningful and supports ongoing improvement and learning.	• Principal / Presiding Member
	• 5YA continues	• 5YA is rolled out according to timeline.	• School redevelopment is completed in line with the timeline.	• Principal / Business Manager
Reviewing	• Policy review and implementation	• Review of how school docs is used and reviewed in our school.	• We have a robust and effective policy system, including regular review in place at Edgewater College.	• Presiding Member / Principal
	• EOTC	• Review of EOTC processes and approvals.	• Edgewater College board is meeting its legal obligation as a School Board.	• Presiding Member / Principal
	• Suspension / Exclusion / Expulsion processes	• Review of Suspension / Exclusion / Expulsion processes	• Edgewater College meets all its expectations in being a good employer.	• Presiding Member / Principal / SLT
	• Preparation for new 5YA	• Preparation for new 5YA is undertaken between Board and School Leadership	• The 5YA fits vision and values of the board.	• Principal / Business Manager / Board
Professional Learning	• School Docs / Policies • Suspension / Exclusion / Expulsion processes	• School Docs / Policies will be part of professional learning. • 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 role in SEE processes.	• Board

2023 - 2025 STRATEGIC PLAN: LEADERSHIP

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

STRATEGIC GOAL 2: To promote shared leadership for equity and excellence				
Te Tiriti o Waitangi		Vision and values		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"> Evaluation / self-review Gender, Ethnicity, Year level, Learning support, Diverse learners Literacy, Numeracy, Junior schools, NCEA
	2023	2024	2025	
Goals	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Leadership development across school community <p><i>Developing</i></p> <ul style="list-style-type: none"> Kāhui Ako Strategic measures <p><i>Sustaining</i></p> <ul style="list-style-type: none"> Te Tiriti O Waitangi Staff wellbeing and support <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Communication / Collaboration Vision and Values 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Communication / collaboration Data analysis – equity and excellence <p><i>Developing</i></p> <ul style="list-style-type: none"> Leadership development across school community Vision and Values <p><i>Sustaining</i></p> <ul style="list-style-type: none"> Kāhui Ako Staff wellbeing and support <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Evaluation / self-review Te Tiriti O Waitangi 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Evaluation / self review Ngā Tikanga Whakaako <p><i>Developing</i></p> <ul style="list-style-type: none"> Communication / collaboration Data analysis – equity and excellence <p><i>Sustaining</i></p> <ul style="list-style-type: none"> Leadership development Vision and Values <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Kāhui Ako Staff wellbeing and support 	
Targets	<p><i>Equity data:</i> Clear shift towards targets for Māori and Pacific learners. At or above levels for similar schools.</p> <p><i>Excellence data:</i> NCEA Endorsements, UE achievement, VE achievement. At or above levels for similar schools.</p>	<p><i>Equity data:</i> Clear shift towards targets for Māori and Pacific learners. Above levels for similar schools. At or above national targets.</p> <p><i>Excellence data:</i> NCEA Endorsements, UE achievement, VE achievement. At or above national levels.</p>	<p><i>Equity data:</i> Clear shift towards targets for Māori and Pacific learners. Above levels for similar schools. At or above national targets.</p> <p><i>Excellence data:</i> NCEA Endorsements, UE achievement, VE achievement. At or above national levels.</p>	

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

LEADERSHIP – REVIEW 2024

STRATEGIC GOAL 2: 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 MāoriEquitable outcomes for Māori ākonga		<ul style="list-style-type: none">3MCsBehavioural expectationsCommunity engagementGraduate Profile		<ul style="list-style-type: none">Strategic and Annual planningStaff leadershipStudent LeadershipPakuranga West Kahui AkoCommunication / Consultation		<ul style="list-style-type: none">Evaluation / self-reviewGender, Ethnicity, Year level, Learning support, Diverse learnersLiteracy, Numeracy, Junior schools, NCEA	
	2024 ✓~x			2025			
Goals	Introducing <ul style="list-style-type: none">Communication / collaborationData analysis – equity and excellence		~ ✓	Introducing <ul style="list-style-type: none">Ngā Tikanga WhakaakoEvaluation / self review			
	Developing <ul style="list-style-type: none">Leadership development across school communityVision and Values		✓ ✓	Developing <ul style="list-style-type: none">Communication / collaborationData analysis – equity and excellence			
	Sustaining <ul style="list-style-type: none">Kahui AkoStaff wellbeing and support		✓ ~	Sustaining <ul style="list-style-type: none">Leadership developmentVision and Values			
	Reviewing <ul style="list-style-type: none">Evaluation / self-reviewTe Tiriti O Waitangi		✓ ✓	Reviewing <ul style="list-style-type: none">Kāhui AkoStaff wellbeing and support			
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: Key measures of excellence are established and target areas identified		✓	Excellence data: NCEA Endorsements, UE achievement, VE achievement. At or above levels for similar schools.			
	Policies: All policies are reviewed in keeping with SchoolDocs timetable		✓				

2025 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"> Ngā Tikanga Whakaako 	<ul style="list-style-type: none"> Introduction of our new teaching and learning model – Leadership focus Ranga Wairua, TTW, Uiuitunga. 	<ul style="list-style-type: none"> Ngā Tikanga Whakaako informs teaching and learning practice across the school and improves equity and excellence measures. 	Principal with SLT
	<ul style="list-style-type: none"> Evaluation / self review 	<ul style="list-style-type: none"> Document systems of evaluation / self review. 	<ul style="list-style-type: none"> A documented system of evaluation and self-review informs decision making at Edgewater College. 	Principal with SLT
Developing	<ul style="list-style-type: none"> Communication / collaboration 	<ul style="list-style-type: none"> Community wide communication and consultation plan is written and implemented. PAC Voice collected around school value of Manaakitanga / Care 	<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. 	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"> Data and analysis underpins decision making at Edgewater College 	Principal with SLT
Sustaining	<ul style="list-style-type: none"> Leadership development 	<ul style="list-style-type: none"> Focus on Kahui Ako roles and how they support attendance, literacy, numeracy and Māori Achievement across the school. Support of new Middle Leaders. 	<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. 	Principal, ASL, WSL, KA roles
	<ul style="list-style-type: none"> Vision and Values 	<ul style="list-style-type: none"> Introduction of Ngā Tikanga Whakako gives life to our vision and values across our school community. 	<ul style="list-style-type: none"> Our school vision and values underpin all aspects of school life. 	SLT, wellbeing team
Reviewing	<ul style="list-style-type: none"> Kāhui Ako 	<ul style="list-style-type: none"> Kāhui Ako supports improvement of teaching and learning in the key areas: Literacy / Numeracy / Attendance / Māori Achievement 	<ul style="list-style-type: none"> Target ideas are identified and provide focus areas for improvement. 	Principal
	<ul style="list-style-type: none"> Staff wellbeing and support 	<ul style="list-style-type: none"> Annual surveys are implemented in keeping with Ranga Wairua Inspiration. 	<ul style="list-style-type: none"> Edgewater College is seen as a good employer and an great place to teach and learn. 	All staff

2023 - 2025 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 (F)		Student wellbeing and pastoral care	Safe physical and emotional environment	Inclusive (E)
<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	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 Whānau 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"> Ngā Tikanga Whakaako Student Voice <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 Learning Support <p><i>Reviewing</i></p> <ul style="list-style-type: none"> Whānau system Trauma Informed Strength Based Practice 	
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"> Student engagement (reports): 90%+ at all year levels Attendance data: Regular attenders 50%+ 	
	<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: School survey in Term 2 Wellbeing @ School survey (yearly) – school-wide climate and practices section data trending towards the positive. Student voice focus: Manaakitanga 	

2024 ANNUAL 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 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 Māori 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

MANAAKITANGA | CARE – REVIEW 2024

STRATEGIC GOAL 3: 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 (E)	
<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	<ul style="list-style-type: none">• Cultural support• Transition / Induction
	2024 ✓~x			2025		
Goals	Introducing <ul style="list-style-type: none">• Hauora Hub / Deans suite• Student attendance and engagement• EOTC opportunities		✓ ✓ ✓	Introducing <ul style="list-style-type: none">• Ngā Tikanga Whakaako• Student Voice		
	Developing <ul style="list-style-type: none">• Restorative / trauma informed practice• Learning Support		✓ ~	Developing <ul style="list-style-type: none">• Student attendance and engagement• EOTC opportunities• Learning Support		
	Sustaining <ul style="list-style-type: none">• Whānau system		✓	Sustaining <ul style="list-style-type: none">• Transition / Induction• Hauora Hub / Deans suite• Trauma Informed Strength Based Practice		
	Reviewing <ul style="list-style-type: none">• Student Voice• Transition / Induction of students		x ~	Reviewing <ul style="list-style-type: none">• Whānau system• EOTC practices• Learning Support		
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 (Pulse: Y10 and 12).• 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		~ x x	<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: Manaakitanga / Care		

2025 ANNUAL 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 environment

• OBJECTIVES (WHAT)		ACTIONS (HOW)	OUTCOMES (WHY)	LEADERSHIP (WHO)
Introducing	• Ngā Tikanga Whakaako	• Introduction of our new teaching and learning model – Awhingatanga & Uiuitanga.	• Ngā Tikanga Whakaako underpins our Pastoral care / Student Welfare practices across our school.	• DPP, Deans
	• Student Voice	• Voice collected around school value of Manaakitanga / Care	• Student voice is used to underpin decision making and involve them in all aspects of school life.	• Principal DPP, APP
Developing	• Student attendance and engagement	<ul style="list-style-type: none"> • New Attendance officer. • Implementation of tracking and follow up programmes. • New Kahui Ako roles working with learners with less than 80% attendance. 	<ul style="list-style-type: none"> • All student attendance and engagement is tracked in conjunction with whānau. • 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, Kāhui Ako team
	• 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.	• Teacher Aides / Senco / DPP • Senco / DPP
	• 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. 	• Senco / DPP
Sustaining	• Transition / Induction	• Induction of both staff and students is useful and meaningful.	• Clear processes support meaningful and effective transition and induction processes schoolwide.	• APS, DPC, DPS
	• Hauora Hub / Deans suite	• Development of Deans space for Whakawhanaungatanga and Awhina 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.	• Wider Pastoral team • Deans
	• Trauma Informed Strength Based Practice	• Incorporation into NTW.	• TISB is seen in all pastoral interactions across our kura to support achievement and engagement for all learners.	• DPP, APS
Reviewing	• Whānau system	• Review of whānau system across our school.	• Whānau system supports our Vision, Values and Ngā Tikanga Whakaako.	• APS with Principal
	• EOTC	• Review of EOTC approval processes.	• EOTC programmes planning and implementation ensure health and safety of all participants.	• APS with Principal
	• Learning Support	• Review of learning support provision across our school.	• Effective learning support interventions are provided for all students with additional needs.	• DPP, SENCO

2023 - 2025 STRATEGIC PLAN: CURRICULUM, TEACHING AND LEARNING

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

Curriculum (A)		Teaching and Learning (D)		Systems and Processes (C, F)		Highest Educational Achievement (B)	
<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 ICT Assessment Reporting 		<ul style="list-style-type: none"> Literacy Numeracy NCEA Graduate Profile 	
2023		2024		2025			
Goals	<i>Introducing</i> <ul style="list-style-type: none"> Literacy and Numeracy Senior Curriculum <i>Developing</i> <ul style="list-style-type: none"> Career / futures education Future focused capabilities <i>Sustaining</i> <ul style="list-style-type: none"> Professional Learning <i>Reviewing</i> <ul style="list-style-type: none"> Teaching practice / Hybrid Learning Junior Curriculum 	<i>Introducing</i> <ul style="list-style-type: none"> Best Practice Junior Curriculum (Future Focused Capabilities) New NCEA Standards / Senior Curriculum <i>Developing</i> <ul style="list-style-type: none"> Literacy and Numeracy Senior Curriculum and Assessment Practice Graduate Profile <i>Sustaining</i> <ul style="list-style-type: none"> Career / futures education Future focused capabilities (Edge) <i>Reviewing</i> <ul style="list-style-type: none"> Professional Growth Cycle 	<i>Introducing</i> <ul style="list-style-type: none"> Professional Growth Cycle Staff wellbeing <i>Developing</i> <ul style="list-style-type: none"> Best Practice Junior Curriculum <i>Sustaining</i> <ul style="list-style-type: none"> Literacy and Numeracy Senior Curriculum and Assessment Practice Graduate Profile <i>Reviewing</i> <ul style="list-style-type: none"> Career / futures education Future focused capabilities 				
	<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 80% Senior Achievement (NCEA) 2 & 3 90%, UE 40% 				
Targets	<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 				

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

MANAWA REKA | CURIOSITY– REVIEW 2024

MANAWA REKA CURIOSITY					
STRATEGIC GOAL 4: To inspire a high quality teaching and learning community					
Curriculum		Teaching and Learning		Systems and Processes	Highest Educational Achievement
<ul style="list-style-type: none">JuniorSeniorCareers / futuresInnovation		<ul style="list-style-type: none">DigitalStaff wellbeingProfessional LearningAppraisal / PGC		<ul style="list-style-type: none">Health and SafetyStaff wellbeingPN / ModerationICTTimetabling	<ul style="list-style-type: none">LiteracyNumeracyPATNCEAGraduate Profile
	2024 ✓~x			2025	
Goals	Introducing <ul style="list-style-type: none">Best PracticeJunior Curriculum (Future Focused Capabilities)Senior Curriculum / New NCEA Standards		~ ~ ✓	Introducing <ul style="list-style-type: none">Ngā Tikanga WhakaakoStaff Voice	
	Developing <ul style="list-style-type: none">Literacy and NumeracySenior Curriculum and Assessment practicesGraduate Profile		~ ✓ ✓	Developing <ul style="list-style-type: none">Junior CurriculumSenior Curriculum / New NCEA standardsLiteracy and Numeracy practice	
	Sustaining <ul style="list-style-type: none">Career / futures educationFuture focused capabilities (Edge)		~ ✓	Sustaining <ul style="list-style-type: none">Senior Curriculum and Assessment practicesGraduate Profile	
	Reviewing <ul style="list-style-type: none">Professional Growth Cycle		~	Reviewing <ul style="list-style-type: none">Literacy and Numeracy provisionCareers / Futures educationEdge programme	
Targets	Student Achievement (reports): target equity areas		~	Student Achievement (reports): target equity areas	
	Careers survey: Year 12 student survey reports meaningful career guidance and experiences.		x	Departmental raising student achievement Board Report goals are met.	
	Student perception survey 90% agree or strongly agree "My teacher gives me clear feedback and feedforward on my learning"			Staff voice focus: Professional Learning	
	Departmental raising student achievement Board Report goals are met.		~	Moderation: 95%+ Consistent Decisions	
	Staff voice focus: teaching and learning		✓	All students at Edgewater College have access to 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		~		
	Choose your own adventure is well-understood by students and the community and tailored to students interests and aspirations.		✓		

2025 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	• Ngā Tikanga Whakaako	• Introduction of our new teaching and learning model – Auahatanga & Uiuitanga.	• Ngā Tikanga Whakaako underpins our Curriculum, teaching and learning practices across our school.	• DPC, DPS
	• Staff Voice	• Voice collected around school value of Manaakitanga / Care	• Staff voice is used to underpin decision making and involve staff in all aspects of school life.	• DPC
Developing	• Junior Curriculum	• Development 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. • Preparation for new English and Mx curricula in 2026.	• 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. • We are ready to implement these curricula as required in 2026.	• DPC, DPS, HODs
	• Senior Curriculum	• Introduction of changed NCEA standards in year 11. • Further development of courses across Years 11 and 12 to support NCEA level 2 achievement.	• NCEA changes are understood, and we build on the new programmes introduced in 2024.	• DPS, DPC, HODs
	• Literacy and Numeracy practice	• Implementation within Ledge, Nedge and junior programmes.	• Improved Literacy and Numeracy attainment in the NCEA.	• Principal, DPC, DPS, HODs
Sustaining	• Senior Curriculum and Assessment practices	• Develop assessment practices in keeping with recommendations from MNA.	• All assessments meet the standards required in terms of assessment setting and marking.	• DPS, HODs
	• Graduate Profile	• Support GP learning in mentor sessions. • Support GP capabilities in junior curriculum planning and implementation.	• All aspects of college life are developed, measured and reported on. Ensuring that our values and future-focused capabilities are deliberately taught and reinforced.	• DPS, DPC, HODs
Reviewing	• Literacy and Numeracy provision	• Review of how we support students to meet the new NCEA Literacy and Numeracy requirements.	• We have effective programmes to support all learners to meet the new NCEA Literacy and Numeracy requirements.	• DPC, DPS, Principal, HOD Eng and Mx
	• Careers / Futures	• Review of Careers / futures provision in our school.	• Our Careers provision is of the highest standard and supports effective careers education in Years 9 and 13 and beyond.	• APS, DPC, DPS
	• Edge programme	• Review of the Edge programme in our school.	• Our Edge programme is engaging and leads to equitable and excellent achievement for its learners.	• Principal, DPC, HOD Edge