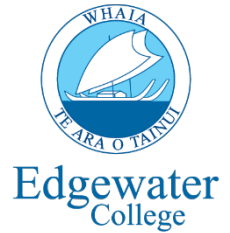


In accordance with section 138 of the Education and Training Act 2020 we are required to prepare the following strategic planning documents:

- 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 strategic plan and annual implementation plan for the 2026 school year.

Chair of the Edgewater College Board: A Broadmore

Date:

CONTENTS

1. Vision and Values
2. Strategic Plan 2024 - 2026
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. Ko te Kāreti o te Tahawai he puna auaha, he puna whakamānawa. Ka whakaihiihi i te hāpori kia tū māia, kia ū ki te manaaki i te kura tangata.

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	β related but distinct ways of à thinking and being	Pākehā Concepts
MĀIA COURAGE	Rangatiranga	<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, Kōwhiri Ākonga, Co-curricular opportunities, Whānau Competition					
MANAAKITANGA		MANAWA REKA		MĀIA	
<i>Whakawhanaungatanga</i>	<i>Collaboration</i>	<i>Auahatanga</i>	<i>Creativity</i>	<i>Rangatiratanga</i>	<i>Character</i>
<i>Kōrerorero</i>	<i>Communication</i>	<i>Māramatanga</i>	<i>Critical Thinking</i>	<i>Kaitiakitanga</i>	<i>Citizenship</i>
 E INCLUSION / ĀWHINATANGA Our environment ensures all ākonga have equitable opportunities to succeed and thrive in a mana enhancing environment. Whānau / Place / Hauora <i>Creating Trauma Informed, Strength Based Classrooms</i> <i>Norrish (2021)</i>		← Connecting learners and learning →  INQUIRY / UIUITANGA Our mahi supports ongoing improvement in teaching and leadership practice to best support learning and hauora across our community. Whai – Ako – Mau – Tipu <i>Niho Taniwha: Improving Teaching and Learning for Ākonga Māori</i> <i>Riwai-Couch (2021)</i>		 N INNOVATION / AUAHATANGA Our teaching and learning practices support effective teaching and learning for all ākonga. Notice / Understand / Respond <i>Teaching to the North-East</i> <i>Bishop (2019)</i>	
↑ 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. <i>Kawanatanga / Tino Rangatiratanga / Partnership / Active Protection / Options / Equity / Redress</i>					

STRATEGIC OVERVIEW

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

A board's paramount objective in governing a school is to ensure that every student at the school is able to attain their highest possible standard in educational achievement.

<p>(g) to perform its functions and exercise its powers in a way that is financially responsible</p> <p>(i) to comply with all of its other obligations under this or any other legislation.</p>	<p>(a) to give effect to its obligation to take all reasonable steps to ensure that the school's students attend the school when it is open</p> <p>(c) to ensure that the school—</p> <p style="margin-left: 20px;">(i) is a physically and emotionally safe place for all students and staff; and</p> <p style="margin-left: 20px;">(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and</p> <p>(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school:</p> <p>(d) to ensure that the school is inclusive of, and caters for, students with differing needs:</p>	<p>(b) to ensure that the school uses good quality assessment and aromatawai information to monitor and evaluate students' progress and achievement, including any assessment or aromatawai specified in a foundation curriculum policy statement</p> <p>(f) to give effect to its obligations in relation to—</p> <p style="margin-left: 20px;">(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and</p> <p style="margin-left: 20px;">(ii) teaching and learning programmes; and</p> <p style="margin-left: 20px;">(iii) monitoring and reporting students' progress:</p>	<p>(e) to ensure that it—</p> <p style="margin-left: 20px;">(i) seeks to achieve equitable outcomes for Māori students; and</p> <p style="margin-left: 20px;">(ii) takes all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers; and</p> <p style="margin-left: 20px;">(iii) takes reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity:</p>
--	---	---	--

GOVERNANCE: To ensure effective stewardship supports our learning community

Stewardship / Governance / TTOW	Physically and Emotionally Safe	Highest Educational Achievement	Equitable outcomes
<ul style="list-style-type: none"> Strategic planning Employment / Staffing Budget / Resourcing Policy 	<ul style="list-style-type: none"> Health and Safety Physical environment Wellbeing of staff and students / Ranga Wairua 	<ul style="list-style-type: none"> Assessment information Curriculum / Teaching and Learning Programmes Monitoring and reporting progress 	<ul style="list-style-type: none"> Equitable outcomes for Māori Ākonga Tikanga Māori, mātauranga Māori, and te reo Māori Cultural diversity

LEADERSHIP: To promote shared leadership for equity and excellence

Leadership (DF)	Inclusion and Wellbeing	Excellence (ABCF)	Equity (E)
<ul style="list-style-type: none"> NTW: Te Tiriti o Waitangi Vision and Values (GP) Strategic and Annual planning Community / Consultation 	<ul style="list-style-type: none"> NTW: Ranga Wairua Inclusion and Wellbeing / Āwhinatanga 3MCs / Behavioural expectations Physical environment 	<ul style="list-style-type: none"> Curriculum / Teaching and Learning / Auahatanga Data and Information Literacy, Numeracy, Junior, NCEA, UE 	<ul style="list-style-type: none"> Evaluation / self-review / Uuitanga Gender, Ethnicity, Year level, Diverse learners Learning support

PASTORAL CARE / STUDENT WELFARE: To ensure all students are supported to be passionate and successful learners through a safe and inclusive learning environment

CURRICULUM, TEACHING AND LEARNING: To inspire a high-quality teaching and learning community

Attendance and engagement	Wellbeing and pastoral care	Physical and emotional environment	Inclusion (E)	Curriculum (A)	Teaching and Learning	Systems and Processes (C)	Highest Educational Achievement (B)
<ul style="list-style-type: none"> AMP Track and support Partnerships 	<ul style="list-style-type: none"> Ngā Tikanga whakaako - East Student wellbeing and support 	<ul style="list-style-type: none"> Trauma informed, strengths-based practice Health and Guidance network Inclusion 	<ul style="list-style-type: none"> Learning Support Language Support → Cultural support Transition / Induction → 	<ul style="list-style-type: none"> Junior curriculum Senior curriculum Careers / Futures / Innovation ← 	<ul style="list-style-type: none"> Ngā Tikanga whakaako - North Staff wellbeing Professional Learning Appraisal / PGC 	<ul style="list-style-type: none"> Health and Safety Principal's Nominee ICT Timetabling Assessment (PAT/Smart) Reporting 	<ul style="list-style-type: none"> Literacy Numeracy PAT NCEA UE

STRATEGIC PLAN: 2026 - 2028

		2026	2027	2028
GOVERNANCE	<i>Implementing</i>	<ul style="list-style-type: none"> • 10YPP / Physical Environment • Strategic and Annual Plan • Governance • Assessment Info • Curriculum T and L 	<ul style="list-style-type: none"> • Employment / Staffing • Health and Safety • 10YPP / Physical Environment • Wellbeing • Equitable outcomes 	<ul style="list-style-type: none"> • Stand down and suspension • Principal PGC • Election and induction new board • Equitable outcomes
	<i>Sustaining</i>	<ul style="list-style-type: none"> • Stand down and suspension • Principal PGC • Budget / Resourcing • Policy 	<ul style="list-style-type: none"> • Governance • Budget / Resourcing • Strategic and Annual Plan • Assessment Info • Curriculum T and L 	<ul style="list-style-type: none"> • 10YPP / Physical Environment • Health and Safety • Employment / Staffing • Wellbeing • Curriculum T and L
	<i>Reviewing</i>	<ul style="list-style-type: none"> • Employment / Staffing • Health and Safety • Wellbeing • Equitable outcomes 	<ul style="list-style-type: none"> • Principal PGC • Stand down and suspension processes • Policy 	<ul style="list-style-type: none"> • Policy • Budget / Resourcing • Strategic and Annual Plan • Assessment Info
LEADERSHIP	<i>Implementing</i>	<ul style="list-style-type: none"> • Evaluation and self review • NTW: Ranga Wairua • Community / Consultation 	<ul style="list-style-type: none"> • Staff wellbeing and support • Evaluation and self review • SLT RRSL • Schoolwide wellbeing / voice 	<ul style="list-style-type: none"> • Vision and Values • Student Leadership • Middle Leadership RRSL
	<i>Sustaining</i>	<ul style="list-style-type: none"> • Leadership development • Vision and Values • Student Leadership • Self Evaluation and review • NTW: TTW 	<ul style="list-style-type: none"> • NTW: Ranga Wairua • Vision and Values • Community / Consultation • Evaluation and self review • NTW: TTW 	<ul style="list-style-type: none"> • Staff wellbeing and support • Evaluation and self review • SLT RRSL • Evaluation and self review
	<i>Reviewing</i>	<ul style="list-style-type: none"> • Schoolwide wellbeing / voice • Senior Leadership roles / responsibilities / support / learning (RRSL) 	<ul style="list-style-type: none"> • Student Leadership • Middle Leadership RRSL 	<ul style="list-style-type: none"> • Ngā Tikanga Whakaako • Community / Consultation • Evaluation and self review
PASTORAL	<i>Implementing</i>	<ul style="list-style-type: none"> • Whānau system • Extended Mentor programme • Ngā Tikanga Whakaako: East • Student attendance and engagement / AMP 	<ul style="list-style-type: none"> • Student Wellbeing / Voice • Learning Support • Extended Mentor programme 	<ul style="list-style-type: none"> • Student Wellbeing / Voice • Hauora Hub • Deans and Mentors • EOTC Opportunities • Trauma Informed, Strength based
	<i>Sustaining</i>	<ul style="list-style-type: none"> • Hauora Hub • Deans and Mentors • EOTC opportunities • Transition / Induction 	<ul style="list-style-type: none"> • Whānau system • Ngā Tikanga Whakaako • Student attend and eng / AMP • Transition / Induction • Hauora Hub 	<ul style="list-style-type: none"> • Whānau system • Extended Mentor programme • Student attendance and engagement / AMP • Deans and Mentors • Learning Support
	<i>Reviewing</i>	<ul style="list-style-type: none"> • Student Wellbeing / Voice • Learning Support 	<ul style="list-style-type: none"> • Deans and Mentors • EOTC opportunities • Trauma Informed, Strength based 	<ul style="list-style-type: none"> • Hauora Hub • Ngā Tikanga Whakaako • Student attend and eng / AMP • Transition / Induction
CURRICULUM	<i>Implementing</i>	<ul style="list-style-type: none"> • Junior Curriculum • Across school Literacy • Ngā Tikanga Whakaako: North • HODs / TICs Coaching 	<ul style="list-style-type: none"> • Junior Curriculum • Staff wellbeing / voice • Reporting • Across school Literacy • HODs / TICs RRSL 	<ul style="list-style-type: none"> • Senior Curriculum • Assessment Practice • Graduate Profile • Staff wellbeing / voice • Professional Growth Cycle
	<i>Sustaining</i>	<ul style="list-style-type: none"> • Numeracy • Senior Curriculum • Assessment Practice • Professional Growth Cycle • Graduate Profile / Capabilities • Career / Futures / Pathways 	<ul style="list-style-type: none"> • Ngā Tikanga Whakaako • Literacy and Numeracy • Graduate Profile / Capabilities • Senior Curriculum • Career / futures / Pathways 	<ul style="list-style-type: none"> • Junior Curriculum • Reporting • Across school Literacy • HODs / TICs RRSL
	<i>Reviewing</i>	<ul style="list-style-type: none"> • Staff wellbeing / voice • Reporting 	<ul style="list-style-type: none"> • Professional Growth Cycle • Graduate Profile / Capabilities • Assessment Practice 	<ul style="list-style-type: none"> • Ngā Tikanga Whakaako • Literacy and Numeracy • Junior curr. implementation

ANNUAL FOCUS AREAS 2026

		LEADERSHIP	PASTORAL	ACADEMIC
Strategic Goal		To promote shared leadership for equity and excellence	To ensure all students are supported to be passionate and successful learners through a safe and inclusive learning environment	To inspire a high-quality teaching and learning community
Ngā tikanga whakaako - Our Teaching and Learning Model		Edgewater College is a great place to teach and learn.	Our environment ensures all ākonga have equitable opportunities to succeed and thrive in a mana enhancing environment.	Our teaching and learning practices support effective teaching and learning for all ākonga.
		Te Tiriti o Waitangi underpins all our teaching and learning practices and supports all ākonga Māori to succeed as Māori.		
	Our mahi supports ongoing improvement in teaching and leadership practice to best support learning and hauora across our community.			
This will be achieved by	Implementing	<ul style="list-style-type: none"> Performance Measures / Data Analysis Ngā Tikanga Whakaako – review model Communication / collaboration strategy 	<ul style="list-style-type: none"> Whānau system Extended Mentor programme Ngā Tikanga Whakaako Student attendance and engagement / AMP 	<ul style="list-style-type: none"> Junior Curriculum Across school Literacy Ngā Tikanga Whakaako HODs / TICs Coaching
	Sustaining	<ul style="list-style-type: none"> Leadership development Vision and Values Student Leadership Self Evaluation and review 	<ul style="list-style-type: none"> Hauora Hub Deans and Mentors EOTC opportunities Transition / Induction 	<ul style="list-style-type: none"> Numeracy Senior Curriculum Assessment Practice Professional Growth Cycle Graduate Profile / Capabilities Career / Futures / Pathways
	Reviewing	<ul style="list-style-type: none"> Schoolwide wellbeing / voice SLT / MLT roles / responsibilities / support / learning (RRSL) 	<ul style="list-style-type: none"> Student Wellbeing / Voice Learning Support 	<ul style="list-style-type: none"> Staff wellbeing / voice Reporting
Key target areas 2026	Community	1.1 Community Voice survey	2.1 Student Voice survey	3.1 Staff Voice survey
	NTW	1.2 NTW: Ranga Wairua - Capabilities and AI / Digital Literacy	2.2 NTW: East - Trauma Informed Practices	3.2 NTW: North - Impactful Pedagogies
	TTOW	1.3 Te Tiriti O Waitangi	2.3 Ākonga Māori attendance	3.3 Ākonga Māori achievement
	Leadership	1.4 Senior and Middle Leadership Review	2.4 Coaching / PLD Deans	3.4 Coaching / PLD HODs
	Data	1.5 Schoolwide evaluation and self review practices	2.5 Analysis and use of Attendance and Engagement data	3.5 Analysis and Use of Achievement data
	Initiatives	1.6 Revised Extended Mentor programme	2.6 Attendance Management Plan	3.6 Across school literacy plan
	Reviews	1.7 Staff / student wellbeing and support	2.7 Learning support systems	3.7 Reporting systems

ANNUAL IMPLEMENTATION PLAN 2026

	Target	Key Actions	Who	Measures / Product / Outcome	Progress	
					Mid	End
COMMUNITY VOICE	<p>1.1 Strengthen community engagement via voice survey</p> <p>2.1 Strengthen use of student perspectives via voice survey</p> <p>3.1 Strengthen staff engagement and wellbeing via voice survey</p>	<ul style="list-style-type: none"> • Create and distribute surveys linked to 3MCS. • Track participation rates and target under-represented groups. • Analyse results across groups and share summaries with community, students, and staff. • Co-design follow-up actions with student leaders, staff, and whānau where appropriate. 	<p>Principal APP APS</p> <p>Staff Students Community</p>	<ul style="list-style-type: none"> • Survey is undertaken in Term 2 and results analysed and shared. • Baseline data is established. • Implementation of 2-3 changes or initiatives informed by survey themes. 		
NGĀ TIKANGA WHAKAAKO	<p>1.2 Ranga Wairua: Strengthen staff capability in AI and digital literacy to enhance teaching and learning.</p> <p>2.2 Manaakitanga: Embed trauma-informed practice and strengthen attendance and engagement systems to improve learner wellbeing.</p> <p>3.2 Auahatanga: Improve quality of teaching by embedding impactful pedagogies and effective schoolwide literacy practices.</p>	<ul style="list-style-type: none"> • Provide targeted PLD to build staff capability in AI/digital literacy, trauma-informed practice, and high-impact pedagogies linked to NTW. • Develop and embed consistent guidelines and expectations for digital literacy, TISB practice, attendance processes, and impactful teaching. • Support teams through coaching, modelling, and inquiry to strengthen classroom practice and consistency. • Engage students and whānau through improved communication, early intervention systems, and relationship-based approaches. 	<p>Principal SLT</p> <p>Teachers</p>	<ul style="list-style-type: none"> • Increased staff confidence and consistency in using AI, trauma-informed strategies, and impactful pedagogies. • Strategies of AMP are implemented and followed. • Improved attendance and engagement patterns, particularly for priority learners. • Enhanced learner wellbeing and stronger classroom relationships. • Visible improvements in classroom practice through walkthroughs, observations, and inquiry evidence. • Further development of NTW with an 'in action' guide. • Positive shifts in literacy and achievement data aligned to the focus areas. 		
TTOW AND MĀORI SUCCESS	<p>1.3 Strengthen the integration of Te Tiriti o Waitangi across all leadership, teaching and learning practices.</p> <p>2.3 Ensure ākonga Māori attendance matches or exceeds that of other learners.</p> <p>3.3 Ensure ākonga Māori academic progress matches or exceeds that of other learners.</p>	<ul style="list-style-type: none"> • Strengthen staff capability in Te Tiriti-honouring practice through PLD, coaching, and curriculum design support. • Reconnect with TTM. • Build strong, proactive partnerships with whānau to support attendance, engagement, and learning pathways. • Use attendance, engagement, and achievement data to identify needs and tailor responsive support for ākonga Māori. • Embed culturally sustaining pedagogies and impactful teaching practices across learning areas. • Ensure leaders and teams regularly review progress and adjust actions to meet ākonga Māori needs. 	<p>Principal SLT</p> <p>Teachers</p> <p>Māori Dean</p>	<ul style="list-style-type: none"> • Evidence of Te Tiriti embedded across leadership actions, curriculum planning, and classroom practice. • Positive shift in Ākonga Māori attendance rates. • Positive shifts in literacy, NCEA, and progress data for Ākonga Māori. • Improved engagement and wellbeing indicators for Māori learners. • Documented actions and progress through curriculum reviews, inquiry / uiuitanga cycles, and data tracking. 		
LEADERSHIP	<p>1.4 Senior Leadership roles, responsibilities, and accountabilities are clearly defined, communicated, and enacted to support effective schoolwide leadership and learning.</p> <p>2.4 Deans actively lead attendance, engagement, and mentor support across their year level.</p> <p>3.4 Heads of Department strengthen teaching and learning across their learning area.</p>	<ul style="list-style-type: none"> • Clarify and document roles, responsibilities, and expectations for SLT ensuring alignment with school priorities. • Provide targeted coaching, PLD, and collaborative learning focused on leadership practice, trauma-informed approaches, and effective evaluation of teaching. • Support leaders to use data and evidence to guide interventions, mentor staff, and strengthen teaching quality. • Facilitate regular opportunities for cross-team reflection, role clarity, and coordinated support for staff and learners. • Deans track learner needs, guide mentors, and embed trauma-informed practice across their Year Levels. • HODs evaluate practice, guide curriculum implementation, and lead targeted actions to lift achievement. 	<p>Principal SLT Deans HODs</p>	<ul style="list-style-type: none"> • Clear role descriptions and leadership expectations communicated, and embedded in practice. • Consistent tracking and follow-up on attendance, engagement, and pastoral needs by Deans and mentors. • Evidence of teaching evaluation and targeted actions by HODs to improve achievement. • Improved coherence and alignment across SLT, Deans, and HODs in supporting staff and learners. • Improvements in learner outcomes tied to clearer leadership roles and effective support systems. 		

EVALUATION AND SELF REVIEW	<p>1.5 Strengthen schoolwide evaluation and review processes to ensure consistent, evidence-based improvement.</p> <p>2.5 Improve the accuracy, analysis, and use of attendance and engagement measures to guide timely support for learners.</p> <p>3.5 Enhance the quality and consistency of measuring teacher practice to enable targeted professional growth and improved learner outcomes.</p>	<ul style="list-style-type: none"> • Develop clear, consistent schoolwide evaluation processes using evidence, inquiry, and regular review cycles. • Ensure that day to day events are reviewed in a timely manner. • Establish consistent systems for tracking attendance, engagement, and achievement, with regular check-ins and shared accountability. • Implement consistent tools and frameworks for observing, evaluating, and supporting teacher practice linked to the TOF. • Build staff capability through PLD, coaching, and collaborative inquiry focused on data use and evaluative practice. • Ensure regular leadership and team discussions to track trends, identify needs, and refine actions. 	Principal SLT Deans HODs	<ul style="list-style-type: none"> • Documented schoolwide evaluation framework consistently used across teams. • Reviews inform ongoing improvements in practice. • Accurate, timely attendance and engagement dashboards informing early intervention. • Evidence of improved data-informed decision-making at SLT, Deans, and HOD levels. • Consistent use of teacher practice measures (e.g., walkthroughs, observations, professional inquiry). • Demonstrated improvements in learner outcomes linked to more effective evaluation and teaching practice. 		
EXTENDED MENTOR	<p>1.6 Implement the new Extended Mentor Programme, focused on Capabilities, AI/Digital Literacy, Careers, and Hauora, with differentiated learning for each year level.</p>	<ul style="list-style-type: none"> • Develop year-level differentiated modules for Capabilities, AI/Digital Literacy, Careers, and Hauora. • Provide support and resources for mentors to deliver the new programme confidently and consistently. • Align programme content with school values and pathways planning. • Pilot and refine the programme through feedback from mentors and students. 	Principal Deans Mentors	<ul style="list-style-type: none"> • Completed year-level differentiated programme materials published and accessible. • Mentors report increased confidence and clarity delivering the new programme. • Students show improved engagement in Capabilities, Careers, and Digital/Hauora modules. • Evidence of consistent delivery across mentor classes. • Programme review completed with refinements for the following year. 		
ATTENDANCE MANAGEMENT PLAN	<p>2.6 Implement the schoolwide Attendance Management Plan to improve attendance by establishing clear pathways to identify, respond to, and address student absences.</p>	<ul style="list-style-type: none"> • Establish clear processes, roles, and expectations for identifying and responding to absences at each threshold, aligned with the MoE Stepped Attendance Response (STAR). • Train staff in consistent attendance recording, monitoring, and early-intervention practices. • Use attendance dashboards to track trends and trigger timely follow-up. • Strengthen whānau communication and proactive engagement to reduce barriers to attendance. • Coordinate team of Deans, Mentors, Learning Support, and SLT to ensure unified, relational actions for students needing support. 	DPP / APP Deans Mentors Teachers	<ul style="list-style-type: none"> • Attendance Management Plan published and implemented consistently schoolwide. • Timely, accurate recording of attendance and follow-up actions in the SMS, as required for STAR reporting. • Increased regular attendance, particularly for priority learners. • Documented interventions at each threshold and evidence of early support. • Positive feedback from staff and whānau on clarity of processes and communication. 		
LITERACY	<p>3.6 Implement a schoolwide Literacy focus that builds teacher capability and improves key literacy outcomes.</p>	<ul style="list-style-type: none"> • Establish clear effective literacy practices across all learning areas. • Provide targeted PLD and coaching to strengthen teacher capability in teaching writing and reading comprehension. • Integrate NCEA Literacy co-requisite skills into teaching and assessment (tbc). • Deliver targeted support for learners needing accelerated literacy progress. • Use literacy data to guide teaching and monitor impact. 	DPC / APS HODs Teachers	<ul style="list-style-type: none"> • Implementation of effective literacy practices across departments. • Improved reading comprehension, writing, and NCEA Literacy results. • Evidence of accelerated progress for targeted learners. • Increased teacher confidence and capability demonstrated in practice. 		
REVIEWS	<p>1.7 Review staff and student wellbeing and support systems.</p> <p>2.7 Review Learning Support systems and processes.</p> <p>3.7 Review reporting systems.</p>	<ul style="list-style-type: none"> • Gather staff, student, and whānau feedback to evaluate wellbeing, support, learning support, and reporting systems. • Review processes, roles, and outcomes to identify strengths, gaps, and inconsistencies. • Analyse data (wellbeing indicators, learning support, reporting usage/impact) to inform findings. • Engage leaders and teams in reflecting on current practice and co-designing improvements. • Develop clear recommendations and an implementation plan for each review area. 	Principal DPP / APP DPC / APS	<ul style="list-style-type: none"> • Completed review reports for wellbeing/support, learning support, and reporting systems. • Clear set of recommendations and priorities for improvement in each area. • Evidence of stakeholder voice informing changes. • Updated frameworks, processes, or guidelines produced where needed. • Improved clarity, consistency, and effectiveness of support and reporting systems over time. • New MOE reporting requirements are met. 		

Not Met

On Track

Met