



## WAITAKERE COLLEGE CHARTER – VISION AND STRATEGIC GOALS 2020-2022

Ko Waitākere matou  
Ko nga taonga piripono o nga tipuna  
Ko te aroha (Te aroha)  
Mātauranga (Mātauranga)  
Kia kaha  
Kia Manawanui e aue.

*We're Waitākere. Together  
From those who went before we have learned. We've learned through love,  
Through their knowledge  
We have learned to stand tall and always persevere.*

**Note: Consultation is currently underway in for the creation of a new 3 Year Strategic Plan 2022-2025**

## **WAITAKERE COLLEGE – OUR VISION**

### ***The future for Waitakere College***

*We aim to become the school of choice for students and teachers within and beyond our zone. We will be known as a school which offers challenging, innovative and future-focused programmes to raise the levels of achievement for a diverse student population. Our graduates will be recognised as thinkers, contributors and participants in the local, national and global community. Our teachers will be recognised as highly effective practitioners who have the commitment and skills to make a difference for our students.*

*The vision is expressed in the three strands of the school logo, as well as the names of the three houses, Aroha (love), Manawanui (perseverance) and Maturanga (knowledge). These strands weave together to illustrate what our school aims to achieve for our young people during their time at Waitakere College, so that they leave as successful graduates fully prepared for the next phase of their lives.*

### ***Achievement For All***

*This vision is reflected in the school motto: Achievement For All. For this to occur, we need teachers with the skills and passion to personalise the learning so that each student is able to achieve to their full potential. We aim to maintain the **Waitakere Way** – with a focus on learning in a caring and respectful environment as the vital pre-condition for the vision to become a reality.*

### ***Aroha Love – for oneself, for others, for the earth***

#### ***Connected Relating to others Actively involved Participating and contributing***

*Our students will be confident in their own identity, with good communication skills and able to relate well to other people. They will value their own cultural background, enjoy cultural diversity and treat other cultures with respect. They will have a sense of connection with West Auckland and with Aotearoa / New Zealand and understand the importance of respect for land and the environment. They will enjoy participating in the school community and will expect to contribute to the wider local, national and international community when they leave school.*

### ***Manawanui Perseverance – determination to achieve***

#### ***Confident Managing self***

*Our students will be motivated and reliable, as well as creative, energetic and enterprising. They will know how to set personal goals, make plans, manage projects and set high standards. They will have the resilience to learn from their mistakes and the courage to try again. They will have the confidence to ask questions and the strategies to meet challenges.*

### ***Maturanga Knowledge – including how to think and how to learn***

#### ***Lifelong learners Thinking Using language, symbols and texts***

*Our students will graduate from school as life long learners. They will be critical and creative thinkers, with the skills to find, use and create knowledge. They will be literate and numerate and technologically capable. They will have reached their academic potential and achieved qualifications which open up challenging future career pathways. They will have participated and achieved success in a range of sporting, cultural and/or artistic activities and will retain a life-long interest in some of these.*

## **Principles and Values**

### **1. Principles**

**Decision making at Waitakere College will be underpinned by the principles of the New Zealand Curriculum:**

*High expectations*

*Empowering all students to achieve their personal best*

*Treaty of Waitangi*

*Working in partnership with Maori and ensuring that all students have the opportunity to learn te reo maori me ona tikanga.*

*Cultural diversity*

*Valuing the many different cultures of New Zealand society*

*Inclusion*

*Recognising students' identities, languages, abilities and talents and addressing their diverse learning needs.*

*Learning to learn*

*Encouraging all students to reflect on their own learning processes and learn how to learn*

*Community engagement*

*Ensuring the curriculum has meaning for students and connects with their lives beyond school.*

*Coherence*

*Offering a curriculum which makes links between learning areas and opens up future pathways.*

*Future focus*

*Looking to the future by exploring significant future-focused issues.*

*These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and affirms New Zealand's unique identity.*

## **2. Values**

*The Waitakere Way sets out three key values as the basis for a positive school environment.*

*Everyone in the school environment is expected to value:*

***The importance of learning - ako***

*Learning is our core purpose. We aim for learning to be engaging, meaningful and challenging.*

***The importance of caring - manaakitanga***

*Students and staff need to be able to learn and teach in a caring and positive environment.*

***The importance of respect - tapu***

*Everyone in the school community has the right to be treated with respect.*

*Other important values which are encouraged, modelled and explored include those outlined in the New Zealand Curriculum:*

*Excellence*

*Innovation, inquiry and curiosity*

*Diversity*

## STRATEGIC GOALS 2020 - 2022

Our overarching strategic goals set out the vision. Our annual plan each year aims to move us closer to the goals, with a focus on those areas where we need to make the greatest difference. This is closely linked with implementing the New Zealand Curriculum.

D e v e l o p i n g c o n f i d e n t c o n n e c t e	New Zealand Curriculum links	Strategic goals
	<p>High expectations Using language, symbols &amp; texts Learning to learn Excellence Thinking Treaty of Waitangi Cultural diversity Community engagement Inclusion Future focus</p>	<p><b>1. Raising academic achievement for all students through differentiated learning in order to provide successful future pathways.</b></p> <p>a) To improve the levels of literacy and numeracy of students from the beginning of Year 9 to the end of Year 10. b) To increase the levels of achievement in NCEA. c) To offer enhanced provision and guidance towards worthwhile vocational pathways. d) To enhance provisions for gifted and talented students. e) To accelerate success for Maori students. f) To accelerate success for Pasifika students. g) To continue to support refugee students' successful integration into Waitakere College and into New Zealand. h) To continue to support students with special needs through inclusive education and successful transition into the community.</p>
	<p>Actively involved Excellence Community engagement</p>	<p><b>2. Improving attendance</b></p> <p>➤ To improve levels of attendance as a vital prerequisite for raising student achievement.</p>
	<p>Effective pedagogy Teaching as inquiry Integrity Treaty of Waitangi Cultural diversity Thinking Learning to learn Encouraging reflective thought and action Coherence Key competencies Future focus</p>	<p><b>3. Enhancing teaching</b></p> <p><b>Building staff capacity to enhance lifelong learning and implement the key competencies.</b></p> <p>a) To embed the use of restorative practice for all to enhance the relationships in the learning environment and within the College community. b) To continue embedding the effective use of best practice e-learning to maximise student learning and achievement, enhancing e-learning and BYOD at all levels. c) To support all teachers to achieve the standards set in the Waitakere College effective teacher profile (ETP) and the Education Council's Practising Teacher Criteria through the Professional Learning Programme.. In 2018 this will be informed by the Kahui Ako's goals of raising achievement in literacy and mathematics, underpinned by culturally responsive pedagogies as well as the school focus on Deep Learning and e-Learning.  d) To continually reflect on, evaluate and redesign learning programmes to ensure they are engaging, relevant, challenging and differentiated to meet the needs of all of our students in accordance with the NZ Curriculum, NCEA and Vocational Pathways.</p>
	<p>High expectations Inclusion Community engagement Future focus</p>	<p><b>4. Building Student capacity</b></p> <ul style="list-style-type: none"> <li>To carry out year 2 of a 3 year plan to build voice, agency and leadership at all levels.</li> </ul>
<p>Community engagement Treaty of Waitangi Integrity Learning to learn</p>	<p><b>5. Connecting with community in order to enhance achievement</b></p> <p>To enhance dialogue with parents and whanau focused on student achievement.</p>	

## Annual Goals

	<b>Strategic Goal</b>	<b>Annual Goal</b>
<b>Te Tiriti o Waitangi</b>	<i>To ensure that the school has guidelines for the ways in which the articles of the Treaty will be applied.</i>	<i>To increase the engagement of Māori students and whanau within the college.</i>
<b>Student Literacy</b>	<i>To improve the levels of literacy from the beginning of Year 9 to the end of Year 10</i>	<i>To increase writing vocabulary and comprehension skills focused on Year 9. To increase the prominence of literacy in the College To explore and prepare for new NCEA Literacy Standards</i>
<b>Student Numeracy</b>	<i>To improve the levels of numeracy from the beginning of Year 9 to the end of Year 10</i>	<i>To raise student engagement, confidence and achievement in Maths by implementation of culturally responsive pedagogies To explore and prepare for new NCEA Numeracy Standards</i>
<b>NCEA Achievement</b>	<i>Raise the levels of achievement in NCEA</i>	<i>Raise Level 1 NCEA pass rate</i>
		<i>Raise University Entrance pass rate</i>
	<i>Enhanced provision and guidance towards worthwhile vocational pathways</i>	<i>Sustain high level of student engagement through significant changes in staffing and by extending the Engineering Academy</i>

<i><b>Maori students</b></i>	<i>Accelerate success for Maori students</i>	<i>Improve Māori student engagement Year 9 and 10</i>
<i><b>Pasifika students</b></i>	<i>Accelerate success for Pasifika students</i>	<i>Raise Pasifika U.E. and L1&amp;2 attainment levels post-Covid</i>
<i><b>Attendance</b></i>	<i>To improve levels of attendance as a vital prerequisite of raising student achievement.</i>	<i>Improve attendance to 95% across the school</i>
<i><b>Enhancing Teaching</b></i>	<i>To improve student engagement and outcomes through strengthening Relationships Based Learning and explicit teaching of literacy in the College</i>	<i>Continue the embedding of effective Relationship Based Learning across the College Develop teachers' skills in the teaching of literacy across the curriculum</i>
<i><b>Student Capacity</b></i>	<i>To build student capacity through voice, leadership and agency</i>	<i>Year 9 and 10 students taking an increased responsibility and leadership in their own learning  Development of a Profile of Leadership for Year 11-13 students  For students to grow in their capacity to independently plan, monitor and evaluate their learning and academic progress  That students develop the digital competencies to better learn off-site</i>
<i><b>Connecting with the community - Te Kāhui Ako</b></i>	<i>To improve student outcomes via enhanced transitions through improved alignment of curriculum and common language with our feeder schools</i>	<i>Build connections between Waitakere College and our feeder schools to align curriculum and establish common language for learning.</i>

# Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable			
	<b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	<b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	<b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
<b>Actions for schools and kura</b>	Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours  Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying  Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations  Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau  Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations  Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori  Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them  Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective  Where possible, reduce non-fee costs, including costs associated with BYOD <sup>2</sup> policies, and take advantage of policies to reduce financial dependence on families and whānau	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills  Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists  Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture  Use development opportunities for teachers/kaiaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori  Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Identify gaps in teaching capability and invest in opportunities for teachers/kaiaiko and staff to strengthen teaching, leadership and learning support  Develop teacher/kaiaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches  Expect and support teachers/kaiaiko to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Support learners/ākonga to see the connection between what they're learning and the world of work  Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women  Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	



