

Learners at the Centre

Learners with their whānau are at the centre of education

1a - Develop and deliver learning programmes that are engaging and relevant to ākonga and are inclusive and respectful of students' backgrounds, cultures and prior learning

1b - Support identity, language and culture of all learners and whanau to strengthen belonging, engagement and achievement

1c - Create an inclusive school culture where identity and diversity is valued

1d - Improving educational outcomes for all students

1e - Partner with family and whanau to build and realize their child's aspirations

1f - Develop a learning environment and infrastructure that supports our learning goals

Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2a - Support Māori ākonga to enjoy and achieve educational success as Māori

2b - Ensuring and supporting Pasifika students to have equitable access to thrive and succeed as Pasifika students

2c - Ensure all learners/ākonga have ongoing opportunities to develop key foundational skills in Literacy and Numeracy

2d - All students have access to learning and resources regardless of financial status

Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānu

3a - Support teachers/kaiako to become culturally responsive practitioners

3b - Support kaiako to build their confidence and understanding of Te Reo Māori and tikanga

3c - Identify gaps in teaching capability and invest in opportunities for strengthening teaching, leadership and learning support

Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

4a - Continue to grow and adapt Vocational Pathways programmes and initiatives to support the diverse needs and interests of all students

4b - Build collaborative partnerships with community groups and industry to improve educational outcomes and opportunities

4c - Build student capacity to confidently take on opportunities outside of the school in the present and future

The WaitākereWay

Caring - We all care for each other

Learning - We are all here to learn

Respect - We treat everyone with respect

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 a) Engaging relevant learning programmes (N1,N2)

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Where to next?
1a - Develop and deliver learning programmes that are engaging and relevant to ākonga and are inclusive and respectful of students' backgrounds, cultures and prior learning	<ul style="list-style-type: none"> • Include Mātauranga Māori as a core component of Year 9-11 curricula 	<ul style="list-style-type: none"> • Continue with the professional development meetings of iwi with individual departments throughout the year. 	CJ	<p>Departments have integrated lines of the pepeha into activities in their curriculum</p> <p>TOD with Te Kawerau ā Maki to connect with whenua and school pepeha</p>	
	<ul style="list-style-type: none"> • Grow kaiako understanding of the histories of mana whenua 	<ul style="list-style-type: none"> • Enter third year of 3 Year partnership with Te Kawerau ā maki • Te Kawerau ā Maki to meet with whole staff 1-2 times per term with an emphasis on developing a school pepeha. • Te Kawerau ā Maki meeting with each department area with goal of embedding local histories. 	CJ	<p>Complete the 20 hours of PD hours with Te Kawerau ā Maki, which includes a TOD and visit to local area</p> <p>Surveys from teachers and CL about benefit of Te Kawerau ā Maki visits</p> <p>Sharing activities with other curriculum leaders</p>	
	<ul style="list-style-type: none"> • Implementation of NCEA Levels 1 	<ul style="list-style-type: none"> • Provision of Wednesday PLD time for development • Continue to develop milestones in L1 Courses 	CJ/HI	<p>Development of units of work and assessments</p> <p>Regular milestone meetings with SLT line managers</p> <p>SLT liaison with department</p>	

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 b) Supporting Identity, Language and Culture

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
1b - Support identity, language and culture of all learners and whanau to strengthen belonging, engagement and achievement	<ul style="list-style-type: none">Actively use tikanga and Te Reo Māori across the whole school so ākonga can actively participate in te ao Māori, Aotearoa and the wider world	<ul style="list-style-type: none">Increased inclusion of karakia, haka, whakatauki and Te Reo Māori in class and assembliesWeekly school whakataukiWeekly Te Reo Māori words of the weekWork through the renaming of Tutor Classes (for 2025) with Te Kawerau ā maki.	SLT PCT	School bulletins One-Stop-Shop staff planner and comms Assembly Kaua and kōrero Give staff confidence to lead Karakia through PD New karakia for end of meetings and also blessing food Karakia at start and end of day in class	
	<ul style="list-style-type: none">Continue to embrace Pasifika values and languages	<ul style="list-style-type: none">Staff PLD each term	TA PA	Celebrating Pasifika language weeks: Flag and Daily vocab/activities Greater use of Pasifika languages by staff	
	<ul style="list-style-type: none">Continue to build culture identity and a sense of belonging for our minority groups	<ul style="list-style-type: none">National days celebrated, flags flownLanguage of the weekArts and Culture WeekRecognising and responding to the needs of international students	TA PA	Calendar of national days Bi-annual student feedback from Nu’u Toa. Polyfest participation - Sāmoan, Cook Island, Filipino and Indian groups and for Fiafia night only Kiribati group Open conversations with Athena to include A&C week coordinator (CE) national dress	

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 c) Creating an inclusive School Culture

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
1c - Create an inclusive school culture where identity and diversity is valued	<ul style="list-style-type: none">Continue a programme to establish a school culture of understanding and respect of kaupapa Māori, including Te Reo me ōno tikanga, across the school	<ul style="list-style-type: none">Use of common Te Reo Māori phrases across the school	SN FN	PD sessions Classroom Observations	
	<ul style="list-style-type: none">To further raise the level of attendance	<ul style="list-style-type: none">Continue to develop new partnership through AWA and their processes.Timely use of Attendance Matters dataAccurate monitoring of teacher roll returnsDevelop 7 day absence per term processes with student records and Deans	SLT Student Records	PAROT emails to students, teachers and caregivers List of Termly actioned student records action based on 7 day absence	
	<ul style="list-style-type: none">Continue building profile of the house systems and spirit	<ul style="list-style-type: none">House Points at assembliesCulture periods X 5 periods for haka , waiataActive as funding for house competitions	SM FN (PCT)	Assembly powerpoints, House point competitions Haka taught to new year 9's in Term 1 and refreshers for all other year levels School song sung in assemblies at least 3 times a term House point from Active as co-ordinator	

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 d) Identity, Language and Culture

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
1d - Improving educational outcomes for all students	<ul style="list-style-type: none"> Raise NCEA achievement, equitably for all groups incl priority learners 	<ul style="list-style-type: none"> Year 11 Māori mentoring group with Dingle Foundation Continue the successful Nu'u Toa study hub Forecasting, tracking and student self-monitoring Continue to embed the Numeracy tracking system with the change of Numeracy and Maths leadership and staffing. Achievement check-point in Term 2 for Curriculum Area review of progress Regularly track student progress in NCEA project work on an on-going basis 	TA MW WB ML TA WSL NUM TA TA CJ	Forecasting outcomes published and target groups established. Senior Deans - mentoring Impact students. IEP Yr 13 UE students with TT clash. Continue to work with COL WSL Num and Lit teams in monitoring students for war-room and summer school. Action plans produced and shared from NCEA Numeracy and Literacy teams. Core Department mid-year checkpoint reports. New Yr 11 mentors to support MW and WB (roll growth). TBD on how many teachers are needed. MANA - Advocacy and Mentoring. Integrating Mana Advocates and Mana Mentoring. Focus on UE students with mentoring. Focus on all staff contacting whanau with positive stories and advocating for Mana Mentoring	
	<ul style="list-style-type: none"> Raise University Entrance pass rates 	<ul style="list-style-type: none"> Mid- year check point with Curriculum Leaders to audit Standards and assessment rds. UE Literacy intervention in Term 2 and Term 3 EUE students in English 201 to allow for differentiation SLT study line - Develop a clear program and link further to Vocational Pathways and study skills presentation. Focus on Pasifika UE year 12 and 13 course achievement success rates using mates and Nu'u Toa programs 	PA TA RG	Continue to monitor UE Forecast goals. Termly senior Deans PCT Academic. G3, G4, G5 & G6 mentors RG, PA & TA Impact groups: RG - Science PA - Pasifika TA - Māori Study Lines (FG) - UE Lit, NCEA Latest, check in for goal setting. Opportunity for UE war-room (yr 13s) in T.1 - check and connect all UE T.2 and T.3 - war room Eng/Sci/Mat Internals T.4 - summer school INT credits.	

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 e) Building Partnerships with iwi whanau and families

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
1e - Partner with family and whanau to build and realize their child's aspirations	• Develop relationships with Mana whenua	<ul style="list-style-type: none"> Enter third year of the partnership with Te Kawerau ā maki Regular Wednesday morning hui of Te Kawerau ā Maki and staff, department curriculum development of Mātauranga Māori o Te Kawerau ā Maki. 	CJ	<p>Make progress ensuring the relationship is sustainable past the three year contract</p> <p>Ongoing discussions with Te Kawerau ā Maki Mana Kura programme about next steps</p>	
	• Increase the collection of whanau/caregiver voice for inclusion in decision making in matters pertaining to their rangatahi	<ul style="list-style-type: none"> Continue with the Nu'u Toa and Talanoa Ako parent programs with a focus on the new NCEA implementation and transition. Continue with termly hui and fono providing opportunity for whānau contribution 	<p>TA/PA</p> <p>CJ</p>	<p>Parent feedback from Talanoa Ako</p> <p>NCEA Lev 1 workshop and refresher on Lev 2, Lev 3 and U.E</p> <p>Refine the hui programme for whanau engagement, Term 1 celebration, Term 2 Rūmaki, Term 4 celebration. New initiative needed for Term 3 hui</p>	
	• Support parents and whanau to be able to support their own rangatahi	<ul style="list-style-type: none"> NCEA evening(s) for parents and whanau. CSI for Year 11 parents and whanau. Continue to ensure parents are kept up-to-date with NCEA changes. Continue Talanoa programme Explore increased focus for Māori whanau on the website, newsletter and social media 	<p>CJ</p> <p>TA</p> <p>PA</p>	<p>NCEA information given out through as many means as possible, parent interviews, reporting, hui/ fono</p> <p>Regular items in the newsletter about NCEA requirements</p> <p>Website has specific information for Māori and Pacific parents</p> <p>Pasifika Fono in Term 2 to cover NCEA changes.</p> <p>Talanoa Ako NCEA workshops</p>	
	• Homestay programme to build stronger/ better relationships with community	<ul style="list-style-type: none"> Ensure strong relationship is built between new International Director and the International Administrator to maintain the quality of this resource. 	CJ	<p>Regular meetings with the Director to ensure school is meeting the code for international students and homestays</p>	

GOAL - Learners at the Centre

Learners with their whānau are at the centre of education

1 f) Environment and Infrastructure

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
1f - Develop a learning environment and infrastructure that supports our learning goals	<ul style="list-style-type: none"> On-going development and implementation of the site plan/building development 	<ul style="list-style-type: none"> Continue to advocate for B21 block with Government to cope with continuing school growth Re-leveling of fields to maintain 3 fields as buildings impinge on playing spaces 	SM Shane	<p>Opening of 8 more STRG classrooms Term 1 2025</p> <p>Continue to lobby MoE B21 14TS</p> <p>New field placements - In place</p>	
	<ul style="list-style-type: none"> Provision of devices for e-learning 	<ul style="list-style-type: none"> Chromebook maintenance and purchasing charged to department budgets to ensure more ownership. Continue an established partnership with PBTech and promote the "Tech Ninja" programme where students and techs fix school devices for free. A request has gone to the board for 320 more devices across the school. These devices support delivery of the curriculum as well as access to digital assessment such as the CAA's. 	CJ/CI	<p>Continue the "Tech Ninja" programme in school, supported by PBTech, our technology supplier, to restore old or damaged technology for school use or to be gifted to those students who would benefit.</p> <p>Long term loan devices distributed to Y12 and Y13 students in term 1 who are identified by the dean as in need. CI holds the stock. These devices are repaired department or school devices that are no longer in circulation.</p> <p>Chromebook purchases and repairs go through department budgets to manage stock and equity.</p>	
	<ul style="list-style-type: none"> Review and develop the timetable to be able to accommodate roll growth keeping learners at the centre 	<ul style="list-style-type: none"> Continual review on the timetable as roll grows to accommodate student choice taking into consideration specialist teacher shortages/classrooms 	HI/SLT	Curriculum review mid year ready for 2026	

GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2 a) Māori Achievement (CJ/FN)

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
2a - Support Māori ākonga to enjoy and achieve educational success as Māori	Continue to develop and embed Māori Medium Immersion education (Rūmaki development)	<ul style="list-style-type: none"> The job description of the Head of the Rūmaki has been created with a number of key performance indicators. Regular meetings will be held with the HoD to ensure those indicators are met. Students will have tracking milestones which are shared with SLT to ensure there is better monitoring of students. 	CJ SN	<p>Continue to try to hold HOD Rumaki and CJ meetings timetabled weekly</p> <p>Report attendance stats to principal</p> <p>Year 11 milestones reported to Principal termly</p> <p>Tauira (students) and whanau feedback</p> <p>Engagement, achievement and attendance data analysed for trends</p>	
	Develop a Māori Education Plan to identify targets and strategies to further engage those ākonga Māori in the wider school in learning	<ul style="list-style-type: none"> Mentoring And Nurturing Achievement representative (MANA) in each subject at Level 1 to target and support students to reach milestones. Investigate creating sub-committees in the Komiti Māori to oversee key initiatives Draft the next Māori Education Plan linked to the 6 principles of Te Hurihanganui for 2026 roll out 	CJ	<p>MANA advocates identified in all departments</p> <p>Investigate different ways to maintain communication between teachers and Mana Mentoring</p> <p>Create a guiding mission statement as a Komiti Māori</p> <p>Investigate making sub-committees in Komiti Māori</p> <p>Create draft Māori Education plan documents and forms for feedback</p>	
	Continue to develop specialised groups to support meeting the needs of particular Māori students.	<ul style="list-style-type: none"> Māori Leadership Mentoring moves to Taryn Baker and Kate Bartlett, supported by Brooke ML and Troy TB Māori Mentoring on Wednesdays to be established. Seek sponsorship (CN) and staffing. 	CJ	<p>Student mentoring data tracked in spreadsheet</p> <p>Student feedback</p>	

GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2 b) Pasifika Achievement (TA/PA)

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
2b -Ensuring and supporting Pasifika students to have equitable access to thrive and succeed as Pasifika students	<ul style="list-style-type: none">Nu'u Toa mentoring and tutoring programme for students and families	<ul style="list-style-type: none">Wednesday study hubFamily hardship support	TA PA	<ul style="list-style-type: none">Wed study-Hub attendanceFeedback from staffMonitoring NCEA progressEnd of Term student surveys	
	<ul style="list-style-type: none">Talanoa Ako for parents/car egiver support	10 workshops (fono) with parents	TA PA	<ul style="list-style-type: none">Parent attendance and feedbackNCEA changesSchool events and equipping Parents with the tools to navigate/talanoa.	
	<ul style="list-style-type: none">Tu'u Malohi to support students and parentsTalanoa Ako Pacific Learners Support Program	workshops for parents and students Workshops for senior students	PA TA	ZOOM meeting to finalise details of the program 05/12/24 ZOOM meeting to finalise details of the program 02/12/24	

GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2 c) Raising Levels of Literacy and Numeracy

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
2c - Ensure all learners/ākong a have ongoing opportunities to develop key foundational skills in Literacy and Numeracy	Raise student writing capabilities in Years 9 and 10	<ul style="list-style-type: none"> Utilise in-house expertise, bringing in expertise as required. Build on sustainability of the programme Implement the e- learning course to include WTB learning Journey, individual profiles and the development of individual goals for improvement We need to be able to capture a screenshot of where our students are for Literacy and Numeracy in a more concise way Looking at PAT tests being done more frequently and timely along with using the data from co requisites to be able to IEP for year 11 students as required. 	SLT WSLs, CLs, external providers TA	<p>Collaborative PLD amongst colleagues - for staff, by staff.</p> <p>Students engaged with their personal WTB Learning Journey.</p> <p>Termly COL WSL Strategic meetings with a focus on Literacy and Numeracy updates.</p> <p>PAT results shared with staff for course development at the start of the year.</p>	
	Implementation of NCEA Literacy and Numeracy	<ul style="list-style-type: none"> Ensuring we have robust systems to identify students who do not have Level 1 literacy and numeracy for 2024. This can be a collaboration between English, Maths, Principal's Nominee and the SLT who has oversight of student tracking and achievement. 	CJ BA MH TS SL CL DU SP SY	<p>Appoint within school leads who have oversight of tracking student literacy and numeracy</p> <p>Continue to identify students in Year 11, 12 and 13 who need to sit this assessment</p> <p>Specific teaching of literacy in unit of work across the curriculum to be continued to be refined</p> <p>Student performance in assessment.</p> <p>Continue to increase device numbers so this is not a barrier</p>	

GOAL -Equitable Access to Learning

Great education opportunities and outcomes are within reach for every learner

2 d) Removing Financial Barriers to Learning

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
2d - All students have access to learning and resources regardless of financial status	• Increase equitable access to computers for student learning	<ul style="list-style-type: none"> • Chromebook maintenance and purchasing charged to department budgets to ensure more ownership. • Continue an established partnership with PBTech and promote the "Tech Ninja" programme where students and techs fix school devices for free. • A request has gone to the board for 320 more devices across the school. These devices support delivery of the curriculum as well as access to digital assessment such as the CAA's. 	CJ/ CI	<p>Continue the "Tech Ninja" programme in school, supported by PBTech, our technology supplier, to restore old or damaged technology for school use or to be gifted to those students who would benefit.</p> <p>Long term loan devices distributed to Y12 and Y13 students in term 1 who are identified by the dean as in need. CI holds the stock. These devices are repaired department or school devices that are no longer in circulation.</p> <p>Chromebook purchases and repairs go through department budgets to manage stock and equity.</p>	
	• Hauora Activator to provide external recreational choices for all students to engage in	<ul style="list-style-type: none"> • Offer more Free recreational non competitive opportunities • Lunchtime loan out spots equipment with better system 	FN	<p>Well-being activities offered weekly.</p> <p>Comparison of holiday activation offered and numbers attending (2024, 2025)</p> <p>Container for storage of sports gear and student council to organise the loan out of sports gear</p> <p>Improved Visibility of our 2 active as co-ordinators</p>	
	• Develop a system for identifying students and families in financial need	<ul style="list-style-type: none"> • Continue to build the profiles of these families on the PCT Drive 	FN	<p>Database of families with high levels of financial need</p> <p>Information explicit to PCT</p> <p>Improved tracking of shoes and uniform hardship</p>	

GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

3 a) Supporting culturally responsive teaching

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
3a - Support teachers/kaia ko to become culturally responsive practitioners	<ul style="list-style-type: none"> Continue to develop relationship based pedagogy with all teachers (North-East corner, High expectations - High level of care) Continue to support teachers /kaia ko to implement strategies that enable an inclusive learning environment Increase the spread of impact coaching across curriculum areas 	<ul style="list-style-type: none"> Continue to develop accredited impact coaches. Use Voices III to shape staff RbL PLD. Expand Iris software use to increase PD program on Wednesday morning to increase the amount of impact coaches 	SLT=FN BA, GN	Number of accredited Impact Coaches increases from 12	
	<ul style="list-style-type: none"> Continue to support teachers /kaia ko to implement strategies that enable an inclusive learning environment 	<ul style="list-style-type: none"> Introduce new teachers to RbL - how to teach to the 'NE' - and to the observation tool 	GN, BA, FN	New to school teachers taken through the RbL PLD cycle All first year teachers complete one cycle of RBL, with use of IRIS tech	
	Targeted professional learning for new teachers on Restorative Practice.,	<ul style="list-style-type: none"> Term 1 new teacher PLD programme on school restorative processes and expectations Ongoing PD sessions on wednesday morning for more sustained and cohesive PD for new teachers 	FN	PD session, Tool kits and system for staff	
	Build capacity to lead RBL / NE meetings, and Voices collection	<ul style="list-style-type: none"> Work with outside providers and across the Kahui Ako Build Capacity of RBL team- new leadership and shared role (BA/GN) FD to continue training as 'NE' meetings facilitator. 	FN, BA, GN	New overall facilitator of RbL at SLT level. (FN) BA/GN time given to do RBL observations with expectations of amount completed each term PLC group lead by GN to develop and expand impact coaches across the school Increase number of accredited Voices collectors and NE Meeting facilitators	

GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

3 b) Kaiako Te Reo Māori and Tikanga

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
3b - Support kaiako to build their confidence and understanding of Te Reo Māori and tikanga	<ul style="list-style-type: none">Raise all teachers capacity to utilize mātauran ga Māori as a form of engagement in the classroom	<ul style="list-style-type: none">Encourage further kaiako to join the Te Ahu Te Reo Māori.Investigate opportunities to support and recognise those involved.	CJ/ HI	<p>Investigate other providers who offer Te reo where the school could subsidise costs</p> <p>Continue to embed Te Reo Words of the Week</p> <p>Share best practice within the school</p>	

GOAL - Quality Teaching & Leadership

Quality teaching and leadership make the difference for learners and their whānau

3 c) Building Capability in Leadership

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
3c - Identify gaps in teaching capability and invest in opportunities for strengthening teaching, leadership and learning support.	<ul style="list-style-type: none"> Maintaining a programme of Middle Leader Professional development 	<ul style="list-style-type: none"> Build on more middle leader (ML) capabilities Introduce OTL to 'new to school' staff 	CJ SCT	<p>Develop and implement a professional learning community to focus on the development of our curriculum leaders</p> <p>Offer PD to pastoral care middle leaders</p>	
	<ul style="list-style-type: none"> Continue focus on beginning teacher, teacher aide and support staff on RBL and Restorative Practice, consider Karakia and Waiata PD 	<ul style="list-style-type: none"> Provide staff RJ, Karakia and Waiata PLD 	CJ	<p>Develop and implement a Professional Learning Community to focus on new to school teachers to establish school culture, karakia, waiata etc</p> <p>Have whole school sessions recapping correct tikanga with karakia, waiata etc</p>	
	<ul style="list-style-type: none"> Raise all teachers' capacity to explicitly teach writing 	<ul style="list-style-type: none"> Continue to keep the focus on English, Science, Humanities and Learning Support to effectively utilise the spread of WTB amongst students. Challenge of access to on-going PLD for WTB. Regional funding for WTB has been applied for again as was declined in initial applications WTB learning journey is the focus of new course AeL (once per cycle for Year 9) 	SLT COL GN	WTB analysis Data. Teacher and student feedback	
	<ul style="list-style-type: none"> Increasing opportunities for Senior Leader professional growth and PLD 	<ul style="list-style-type: none"> SLT continue with inclusion in the Victoria University MSSL programme. Spread opportunity for ML to do MSSL AP/DP PLD twice termly attendance at ASDAPA PLD 	CJ/ HI	<p>MSSL programme - some continue to complete. Shoulder tap new enrollers</p> <p>New initiatives and exposure to other schools practices and pedagogy</p> <p>SLT representation at ASDAPA hui</p>	
	<ul style="list-style-type: none"> Embed 		HI	New teachers understanding of R1 through initial wananga	

GOAL - Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

4 a) Vocational Pathway Programmes

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing Outcomes
4a - Continue to grow and adapt Vocational Pathways programmes and initiatives to support the diverse needs and interests of all students	<ul style="list-style-type: none">Build staffing capacity and sustainability within the vocational pathways department	<ul style="list-style-type: none">Meet the TEC goal targets for 2024 Gateway placements (150), Academies STP placements (88)Rebuild Gateway community partnership. Liaise with Matt CN (business liaison) to share resources	LA CJ	<p>Number of students and equitability in programmes and in Gateway / Academy placements</p> <p>Shared database with CN (Business Liaison) to collaborate with businesses</p>	

GOAL - Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

4 b) Building Relationships with Business and Industry

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing Outcomes
4b - Build collaborative partnerships with community groups and industry to improve educational outcomes and opportunities	<ul style="list-style-type: none"> Continue to build involvement with Graeme Dingle Foundation Career Navigator 	<ul style="list-style-type: none"> STARs programme Project K 	GD/S R/FN	Programme of mentor visits Student Feedback	
	<ul style="list-style-type: none"> Build strong partnerships with local industry 	<ul style="list-style-type: none"> Year 13s will complete their programme at MIT Detsu has lost a number of contracts and is unable to maintain this relationship. Need to source business to replace the one establish with Detsu. 	CJ CN	Database of businesses with established relationships with Waitākere College made and shared with those with a vested interest	

GOAL - Future of Learning and Work

Learning that is relevant to the lives of New Zealanders today and throughout their lives

4 c) Building Student Capacity

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing Outcomes
4c - Build student capacity to confidently take on opportunities outside of the school in the present and future	<ul style="list-style-type: none">Implement a study planning programme with Year 13	<ul style="list-style-type: none">Establish a study programme to support G5 studentsTerm 1 NCEA / UE seminars	PA TA	<ul style="list-style-type: none">All Year 13 students having a plannerTracking and mentoring korero with ML & PA	
	<ul style="list-style-type: none">Develop a WaitākereCollege Graduate profile	<ul style="list-style-type: none">Feedback from students and parents	FN	Surveying results	