

WAITĀKERE COLLEGE

Whāinga Hei Tūtuki Mā Tātou Katoa | Achievement for All

Annual Plan 2025 Updated in weekly SLT meetings

Learners at the Centre

Learners with their whanau 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 whanu

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

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

4b - Build collaborative groups and industry to and opportunities

partnerships with community improve educational outcomes

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 **Respect** - We treat everyone with respect

Manawanui Perseverance & Determination Matauranga Knowledge & Understanding Aroha Care & Empathy

Future of Learning and Work

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

Learning - We are all here to learn

Learners with their whanau 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?
	 Include Mātauranga Māori as a core component of Year 9-11 curricula 	• Continue with the professional development meetings of iwi with individual departments throughout the year.	CJ	Departments have integrated lines of the pepeha into activities in their curriculum TOD with Te Kawerau ā Maki to connect with whenua and school pepeha	
1a - Develop and deliver learning programmes that are engaging and relevant to ākonga and are inclusive and respectful of students' backgrounds, cultures and	•Grow kaiako understanding of the histories of mana whenua	 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	Complete the 20 hours of PD hours with Te Kawerau ā Maki, which includes a TOD and visit to local area Surveys from teachers and CL about benefit of Te Kawerau ā Maki visits Sharing activities with other curriculum leaders	
cultures and prior learning	•Implementation of NCEA Levels 1		СЈ/НІ	Development of units of work and assessments Regular milestone meetings with SLT line managers SLT liaison with department	



1 b) Supporting Identity, Language and Culture

Strategic	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
Priorities					
1b - Support identity, language and culture of all learners and	 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 	 Increased inclusion of karakia, haka, whakatauki and Te Reo Māori in class and assemblies Weekly school whakatauki Weekly Te Reo Māori words of the week Work 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	
whanau to strengthen belonging, engagement and achievement	 Continue to embrace Pasifika values and languages 	• Staff PLD each term	TA PA	Celebrating Pasifika language weeks: Flag and Daily vocab/activities Greater use of Pasifika languages by staff	
	 Continue to build culture identity and a sense of belonging for our minority groups 	 National days celebrated, flags flown Language of the week Arts and Culture Week Recognising and responding to the needs of international students 	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	



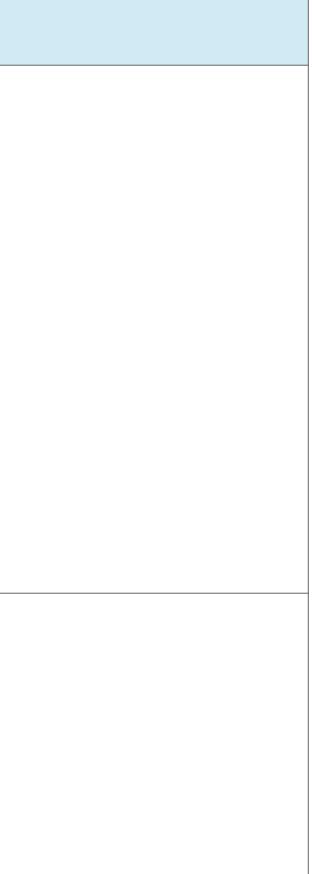


1 c) Creating an inclusive School Culture

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
	 Continue a programme to establish a school culture of understanding and respect of kaupapa Māori, including Te Reo me ono tikanga, across the school 	 Use of common Te Reo Māori phrases across the school 	SN FN	PD sessions Classroom Observations	
1c - Create an inclusive school culture where identity and diversity is valued	• To further raise the level of attendance	 Continue to develop new partnership through AWA and their processes. Timely use of Attendance Matters data Accurate monitoring of teacher roll returns Develop 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	
	 Continue building profile of the house systems and spirit 	 House Points at assemblies Culture periods X 5 periods for haka , waiata Active 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	

1 d) Identity, Language and Culture

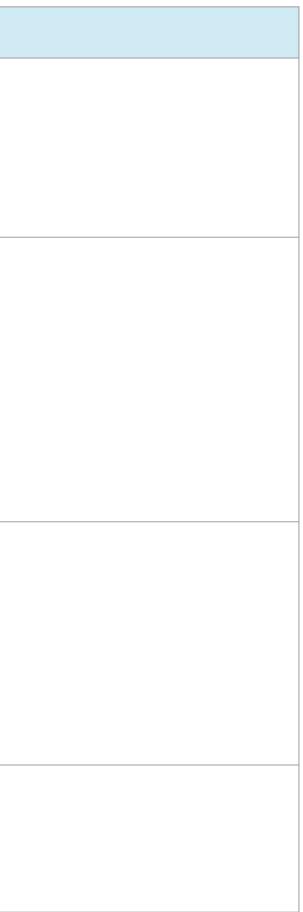
Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
1d - Improving educational outcomes for all students	Raise NCEA achievement, equitably for all groups incl priority learners	ievement, iitably for all ups incl prity • Continue to embed the Numeracy tracking system with the change of Numeracy and Maths leadership and		 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 	
	Raise University Entrance pass rates	 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.	



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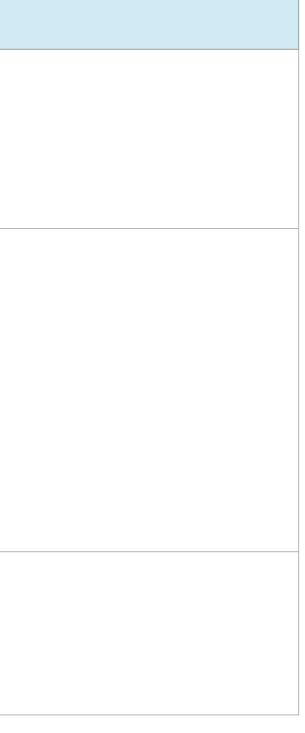
1 e) Building Partnerships with iwi whanau and families

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	 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	Make progress ensuring the relationship is sustainable past the three year contract Ongoing discussions with Te Kawerau ā Maki Mana Kura programme about next steps	
	• Increase the collection of whanau/caregiv er voice for inclusion in decision making in matters pertaining to their rangatahi	 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 	TA/PA CJ	Parent feedback from Talanoa Ako NCEA Lev 1 workshop and refresher on Lev 2, Lev 3 and U.E Refine the hui programme for whanau engagement, Term 1 celebration, Term 2 Rūmaki, Term 4 celebration. New initiative needed for Term 3 hui	
	 Support parents and whanau to be able to support their own rangatahi 	 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 	CJ TA PA	 NCEA information given out through as many means as possible, parent interviews, reporting, hui/ fono Regular items in the newsletter about NCEA requirements Website has specific information for Māori and Pacific parents Pasifika Fono in Term 2 to cover NCEA changes. Talanoa Ako NCEA workshops 	
	Homestay programme to build stronger/ better relationships with community	• Ensure strong relationship is built between new International Director and the International Administrator to maintain the quality of this resource.	CJ	Regular meetings with the Director to ensure school is meeting the code for international students and homestays	



1 f) Environment and Infrastructure

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
1f - Develop a learning environmen t and infrastructu re that supports our learning goals	 On-going development and implementati on of the site plan/building development 	 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	Opening of 8 more STRG classrooms Term 1 2025 Continue to lobby MoE B21 14TS New field placements - In place	
	Provision of devices for e-learning	 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	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. 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. Chromebook purchases and repairs go through department budgets to manage stock and equity.	
	 Review and develop the timetable to be able to accommodat e roll growth keeping learners at the centre 	 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	



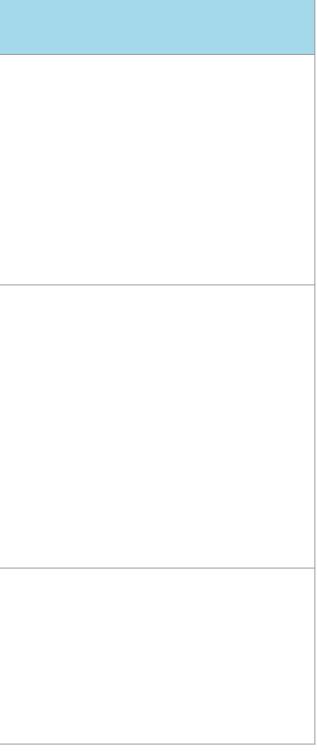
GOAL -Equitable Access to Learning

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) Develop a Māori Education Plan to identify targets and strategies to further engage those ākonga Māori in the wider school in learning	 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. 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 SN	 Continue to try to hold HOD Rumaki and CJ meetings timetabled weekly Report attendance stats to principal Year 11 milestones reported to Principal termly Tauira (students) and whanau feedback Engagement, achievement and attendance data analysed for trends MANA advocates identified in all departments Investigate different ways to maintain communication between teachers and Mana Mentoring Create a guiding mission statement as a Komiti Māori Investigate making sub-committees in Komiti Māori Create draft Māori Education plan documents and forms for feedback 	
	Continue to develop specialised groups to support meeting the needs of particular Māori students.	 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	Student mentoring data tracked in spreadsheet Student feedback	





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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	 Nu'u Toa mentoring and tutoring programme for students and families 	 Wednesday study hub Family hardship support 	TA PA	 Wed study-Hub attendance Feedback from staff Monitoring NCEA progress End of Term student surveys 	
	 Talanoa Ako for parents/car egiver support 	10 workshops (fono) with parents	TA PA	 Parent attendance and feedback NCEA changes School events and equipping Parents with the tools to navigate/talanoa. 	
	 Tu'u Malohi to support students and parents 	workshops for parents and students	PA	ZOOM meeting to finalise details of the program 05/12/24	
	 Talanoa Ako Pacific Learners Support Program 	Workshops for senior students	TA	ZOOM meeting to finalise details of the program 02/12/24	





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2 c) Raising Levels of Literacy and Numeracy

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Or
2c - Ensure all learners/ākong a have ongoing opportunities to develop key foundational	Raise student writing capabilities in Years 9 and 10	 Utilise in-house expertise, bringing in expertise as required. Build on sustainability of the programme Implement th 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	Collaborative PLD amongst colleagues - for staff, by staff. Students engaged with their personal WTB Learning Journey. Termly COL WSL Strategic meetings with a focus on Literacy and Numeracy updates. PAT results shared with staff for course development at the start of the year.	
skills in Literacy and Numeracy	Implementation of NCEA Literacy and Numeracy	 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	Appoint within school leads who have oversight of tracking student literacy and numeracy Continue to identify students in Year 11, 12 and 13 who need to sit this assessment Specific teaching of literacy in unit of work across the curriculum to be continued to be refined Student performance in assessment. Continue to increase device numbers so this is not a barrier	



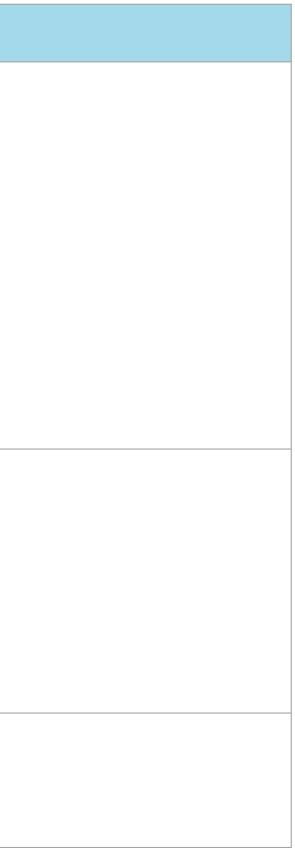
Ongoing outcomes

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2 d) Removing Financial Barriers to Learning

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing outcomes
2d - All students have access to learning	 Increase equitable access to computers for student learning 	 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	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. 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. Chromebook purchases and repairs go through department budgets to manage stock and equity.	
and resources regardless of financial status	 Hauora Activator to provide external recreational choices for all students to engage in 	 Offer more Free recreational non competitive opportunities Lunchtime loan out spots equipment with better system 	FN	 Well-being activities offered weekly. Comparison of holiday activation offered and numbers attending (2024, 2025) Container for storage of sports gear and student council to organise the loan out of sports gear Improved Visibility of our 2 active as co-ordinators 	
	• Develop a system for identifying students and families in financial need	 Continue to build the profiles of these families on the PCT Drive 	FN	Database of families with high levels of financial need Information explicit to PCT Improved tracking of shoes and uniform hardship	



GOAL - Quality Teaching & Leadership

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

3 a) Supporting culturally responsive teaching

Strategic Priorities	Projects	Action	Lead	Indicators of progression	Ongoing ou
	 Continue to develop relationship based pedagogy with all teachers (North-East corner, High expectations - High level of care) Continue to support teachers /kaiako to implement strategies that enable an inclusive learning environment Increase the spread of impact coaching across curriculum areas 	 Continue to develop accredited impact coaches. Use Voices III to shape staff RbL PLD. Expand Iris software use to increase PD progrom on Wednesday morning to increase the amount of impact coaches 	SLT=FN BA, GN	Number of accredited Impact Coaches increases from 12	
3a - Support	 Continue to support teachers /kaiako to implement strategies that enable an inclusive learning environment 	 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	
teachers/kaia ko to become culturally responsive practitioners	Targeted professional learning for new teachers on Restorative Practice.,	 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	 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 	



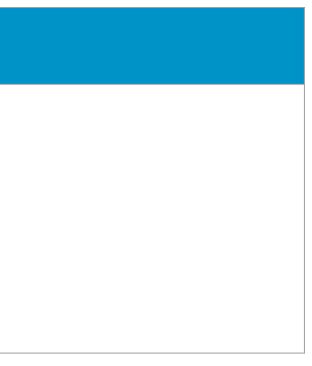
utcomes

GOAL - Quality Teaching & Leadership

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

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	 Raise all teachers capacity to utilize mātauran ga Māori as a form of engageme nt in the classroom 	 Encourage further kaiako to join the Te Ahu Te Reo Māori. Investigate opportunities to support and recognise those involved. 	CJ/ HI	Investigate other providers who offer Te reo where the school could subsidise costs Continue to embed Te Reo Words of the Week Share best practice within the school	

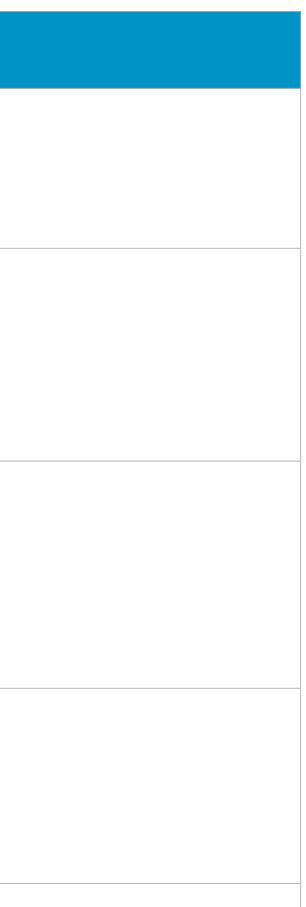


GOAL - Quality Teaching & Leadership

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

3 c) Building Capability in Leadership

Strategic Priorities	Projects	Action	Lea d	Indicators of progression	Ongoing outcomes
3c - Identify gaps in teaching capability and invest in opportunities for strengthening teaching, leadership and learning support.	 Maintaining a programme of Middle Leader Professional development 	 Build on more middle leader (ML) capabilities Introduce OTL to 'new to school' staff 	CJ SCT	Develop and implement a professional learning community to focus on the development of our curriculum leaders Offer PD to pastoral care middle leaders	
	• Continue focus on beginning teacher, teacher aide and support staff on RBL and Restorative Practice, consider Karakia and Waiata PD	 Provide staff RJ, Karakia and Waiata PLD 	CJ	Develop and implement a Professional Learning Community to focus on new to school teachers to establish school culture, karakia, waiata etc Have whole school sessions recapping correct tikanga with karakia, waiata etc	
	 Raise all teachers' capacity to explicitly teach writing 	 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	
	 Increasing opportunities for Senior Leader professional growth and PLD 	 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	MSSL programme - some continue to complete. Shoulder tap new enrollers New initiatives and exposure to other schools practices and pedagogy SLT representation at ASDAPA hui	
	- Embod		LIT	New teachers understanding	



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 Outcom
4a - Continue to grow and adapt Vocational Pathways programmes and initiatives to support the diverse needs and interests of all students	 Build staffing capacity and sustainability within the vocational pathways department 	 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	Number of students and equitability in programmes and in Gateway / Academy placements Shared database with CN (Business Liaison) to collaborate with businesses	

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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	 Continue to build involvement with Graeme Dingle Foundation Career Navigator 	 STARs programme Project K 	GD/S R/FN	Programme of mentor visits Student Feedback	
	 Build strong partnerships with local industry 	 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 Outco
4c - Build student capacity to confidently take on opportunities outside of the school in the present and future	 Implement a study planning programme with Year 13 	 Establish a study programme to support G5 students Term 1 NCEA / UE seminars 	PA TA	 All Year 13 students having a planner Tracking and mentoring korero with ML & PA 	
	 Develop a WaitākereCollege Graduate profile 	 Feedback from students and parents 	FN	Surveying results	



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