

# Strategic Goals 2026 to 2028

**THE WAITĀKERE WAY**  
**Caring** - We all care for each other  
**Learning** - We are all here to learn  
**Respect** - We treat everyone with respect

**WAITĀKERE COLLEGE**  
Whāinga Hei Tūtuki Mā Tātou Katoa | Achievement for All

## Cultural Identity, Community & Belonging

*Tuakiritanga ā-Ahurea, te Hapori me te Āhurutanga.*

**Maintain an inclusive, culturally responsive environment that honours Te Tiriti o Waitangi, supports hauora, strengthens ākonga-whānau - community connections, and promotes engagement and attendance.**

## Student Learning & Achievement

*Te Tutukitanga a ngā Ākonga me te Kounga o te Ako.*

**Enable and celebrate all ākonga as confident, capable graduates through high-quality learning experiences—reflecting our commitment to academic, vocational, and personal achievement for all.**

## High Quality Teaching, Curriculum & Infrastructure

*Te Whakaako Kounga Rawa, te Marautanga, me ngā Pūnaha Hanganga.*

**Deliver high-quality, consistent teaching practices and curriculum through effective systems, structures, and facilities that support all learners to achieve excellence in their chosen academic and vocational pathways.**

**Manawanui** Perseverance & Determination

**Mātauranga** Knowledge & Understanding

**Aroha** Care & Empathy

## Cultural Identity, Community & Belonging

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### Objectives

**TE TIRITI O WAITANGI:** Honour Te Tiriti o Waitangi and tikanga across all curriculum design, school practices and community engagement. Progress iwi partnership through hui with mana whenua and cultural leaders to inform curriculum and assessment, while developing kaiako capability in te reo Māori

**HAUORA:** Embed collective hauora as a core school value within all systems and practices. Empower staff and students to support their own and others' wellbeing through practical strategies and techniques.

**PASTORAL:** Strengthen relationships with ākonga, kaiako, whānau, and community through robust and equitable pastoral and attendance processes by implementing the Attendance Management Plan and strengthening communication systems across the college.

**BELONGING:** Look for opportunities to celebrate the rich diversity within our community—cultural, neurodiversity, and other identities—through intentional practices and programming that foster deep belonging for all.

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### Objectives

**ACHIEVEMENT:** Raise student achievement through high expectations, Relationship Based Learning, research-based pedagogies and data-led personalized approaches that ensure every ākonga grows academically, vocationally, and personally, responding to their individual needs, abilities, neurodiversity, and learning styles.

**MĀORI:** Raise Māori student achievement through culturally responsive pedagogy, identity-affirming learning, and strong whānau partnerships. Use Niho Taniwha and Tataiako to guide culturally sustaining teaching practices.

**PASIFIKA:** Raise Pasifika student achievement through culturally responsive teaching practices (Tapasa), identity-affirming learning, and strong aiga partnerships to build staff cultural competency and responsive teaching practices.

**EMPOWERMENT:** Develop progressive student capabilities and empower all ākonga, including neurodiverse learners, to demonstrate lifelong learning, resilience, creativity, and problem-solving skills through capability-building programs that create opportunities for confidence, leadership, and life experiences beyond the classroom.

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### Objectives

**CURRICULUM:** Enhance and deliver a high-quality, future-focused curriculum that integrates cultural knowledge, academic excellence, vocational pathways, and digital literacy, providing clear, relevant pathways for all ākonga while meeting local and national standards

**LITERACY/NUMERACY:** Strengthen clear and targeted strategies and support for literacy and numeracy improvement plans that embed these essential skills across all curriculum areas

**DEVELOPMENT:** Build professional learning opportunities grounded in evidence-based pedagogical practices and develop collective strength and leadership capacity through enhanced growth opportunities for all staff roles.

**EQUITABILITY:** Ensure infrastructure and resources are equitable to meet the demands of modern education and learning

**OPERATIONS:** Strengthen equitable timetabling and curriculum systems that deliver accessible, adaptable pathways for all learners through a responsive system that adapts to the refreshed New Zealand Curriculum.

**FACILITIES:** Maintain and progressively develop inspiring learning environments and specialist facilities that support effective learning to prioritise inclusive, calm spaces for learning needs.