



Titiro Teitei
“Effort and Excellence”

WAIUKU COLLEGE

Strategic Plan & Annual Plan 2022

OUR CONTEXT

Waiuku College which was established on its present site in 1960, is a state co-educational secondary School of approximately 950 students, including internationals from all over the world. The college caters for students from Waiuku and the wider rural community, an area of approximately 16,000 people. It also includes the communities of Pukeoware, Aka Aka, Otaua, Glenbrook, Waipipi, Waiua Pa and Awhitu. About 40% of students come to school by bus from these surrounding rural communities. The College belongs to the Waiuku Kahui Ako consisting of ten ECE, nine primary schools and one secondary school.

A strong partnership exists with local parents and the wider community, who provide support and encouragement. The college acknowledges Ngaati Te Ata as Mana Whenua (Te Runanga O Ngaati Te Ata O Waiohua) in the district, and incorporate the principles of the Treaty of Waitangi to work in partnership to promote the interests of Māori students and the wider community. Māori make up about 30 percent of the student population.

VALUES – TE ARA O WAIUKU (The Waiuku Way)

Te Araa O Waiuku (THE WAIUKU WAY) outlines the values that are important to us as a school. These values have come to us after extensive consultation with our wider community and local iwi. These values were endorsed by the Waiuku College Board in 2019.

Whanaungatanga
(relationships, responsibility)



Whakaute
(pride, respect, appreciation)



Kaitiakitanga
(guardianship, safety, sustainability)



VISION – WHAT WE WANT FOR OUR SCHOOL

Waiuku College is an inclusive teaching and learning community where staff and students collaboratively aim high and achieve to the best of their ability.

OUR PRINCIPLES

Waiuku College is an inclusive teaching and learning community where staff and students aim high and together achieve to the best of their ability. We do this by:

- Providing opportunities
- Encouraging participation
- Expecting effort
- Promoting success
- Celebrating excellence
- Placing learners at the centre of everything we do (NELP 1)*
- Ensure that students have barrier-free access (NELP 2)*
- Prioritising and resourcing quality teacher and leadership (NELP 3)*
- Ensuring that our students understand & are ready for the future of learning and work (NELP 4)*

*NELPS- National Education & Learning Priorities

MEETING OUR TE TIRITI o WAITANGI OBLIGATIONS

Te Tiriti o Waitangi: The Act provides, in section 127, that one of the primary objectives for Boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
- achieving equitable outcomes for Māori students.

Waiuku College will work with the local community and iwi to ensure plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori. Our kura will also continue to develop a collective understanding of Te Tiriti o Waitangi and what does this look like, sound like and feel like across all systems and structures in our school.

ACADEMIC TARGETS FOR THE YEAR 2022

Our global NCEA targets are to remain above the 3-year national average for New Zealand schools

| | | |
|---------------------|------|------------|
| NCEA Level 1 | >90% | Māori >90% |
| NCEA Level 2 | >85% | Māori >85% |
| NCEA Level 3 | >70% | Māori >70% |
| University Entrance | >40% | Māori >40% |

School Leavers with NCEA Level 2 >85%

SUBJECT SCHOLARSHIP- Expectation of at least 10 subject scholarships in total across the curriculum.

STRATEGIC GOALS

The Board is committed to high levels of student achievement and to meeting the needs of students who are at risk of not achieving, including Māori, Pasifika and those with additional needs. The Board's Long Term aims include:

1. **CONNECTED LEARNING:** *A learner-centred curriculum that prioritizes equity & excellence for all.*
 2. **CONNECTED RELATIONSHIPS:** *Sustainable reciprocal relationships with community, whānau, hāpū, & iwi that prioritizes equity and excellence for all.*
 3. **CONNECTED PEDAGOGY:** *Whole-school re-implementation of culturally responsive relationships and pedagogy that prioritizes equity & excellence for all.*
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4. **CONNECTED SYSTEMS & PROCESSES:** *School systems and processes that support the holistic growth & wellbeing (hauroa) of our community.*

Waiuku College Annual Plan and Priorities for the 2022 Year

VALUES – TE ARA O WAIUKU: Whanaungatanga, Whakaute, Kaitiakitanga

| STRATEGIC GOALS | STRATEGIC ACTIONS (who, what, when, how) | STRATEGIC REVIEW |
|---|---|------------------|
| <p>1. <u>CONNECTED LEARNING</u> <i>A learner-centred curriculum that prioritizes equity & excellence for all.</i></p> | <ul style="list-style-type: none"> • <i>Develop whole school understanding (teachers, students) of formative assessment & learning design through PD and in-class implementation (HOFs, Teachers, End of Term 1)</i> • <i>Teacher PD on teaching, learning & assessment differentiation in NCEA (SLT, HOFs, Teachers, Term 1, ongoing)</i> • <i>Review, reflect and refine junior and senior courses to ensure presence of local curriculum priorities (HOFs, Teachers, Term 1)</i> • <i>Review, reflect and refine junior formative & summative assessment (SLT, HOFs, Term 1 & 2)</i> • <i>All staff grow their understanding of the connections between Tikanga Māori, Mātauranga Māori and Te Ao Māori (Jeri, Stuart, All staff, Term 2, ongoing)</i> • <i>Staff to develop the presence of Te Reo Māori in their workspace (HOFs, Rhema, Piki)</i> | |
| <p>2. <u>CONNECTED RELATIONSHIPS</u> <i>Sustainable reciprocal relationships with community, whānau, hāpū, & iwi that prioritizes equity and excellence for all</i></p> | | |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • 2.1 Engaging with whānau and communities to design and deliver education (local curriculum) that responds to the needs of our learners, and sustains their identities, languages and cultures • 2.2 Co-construct with our community the Waiuku College Graduate Profile to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work | <ul style="list-style-type: none"> • <i>Identify and database 2 or more school contacts between Waiuku College key community stake-holders (SLT, Support Staff, Term 2 onwards)</i> • <i>Develop sustainable relationships through a number of school events to increase community participation and engagement (SLT, Antoinette, others tbc, Term 2 ongoing)</i> • <i>Implement termly “family and friends” meetings with community focusing on student outcomes and futures (SLT, teachers, Term 2 onwards)</i> • <i>Obtain 360° voice through annual community surveys barrier-free access study and future of work (SLT, Support Staff, Term 2/3)</i> • <i>Develop a structured framework of engagement with iwi/local community, focusing on multiple pathways of communication, sustainable relationships in our community (SLT, Te Hononga, Term 2)</i> | |
| | | |
| <p>3. <u>CONNECTED PEDAGOGY</u> <i>Achievement of equity and excellence in student outcomes for all from staff development through Manaaki ki te Tangata (our Waiuku way of being)</i></p> | <ul style="list-style-type: none"> • <i>Develop a Mana Ōrite (Equity) framework (SLT, Kahui Ako, All staff, End of Term 2)</i> • <i>Implement an authentic Professional Growth Cycle for teaching and staff (Jeri, tbc, Term 1 ongoing)</i> • <i>All staff develop and apply their understanding of the learning connections between Tikanga Māori, Mātauranga Māori, and Te Ao Māori (Jeri, Stuart, All Staff, Term 1, then ongoing)</i> • <i>Staff PLD on student agency, UDL, & My Mahi (Claire, Pastoral Staff, Term 1/2, ongoing)</i> | |
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4. CONNECTED SYSTEMS & PROCESSES

School systems and processes that support the holistic growth of our community

- *Develop teacher and support staff use of KAMAR as an assessment for learning and communication tool through whole-school ongoing training (SLT, All Staff, Term 1 & ongoing)*
- *Develop milestone calendar for formative feedback in Kamar (Gowan, Todd, Jeri, Claire, Term 1)*
- *Review and refine Pastoral/ Health & Safety processes and outcomes to ensure fairness, validity, and authenticity for our community (SLT, Pastoral & Support Staff, Term 1 & ongoing)*
- *Review, reflect and refine BYOD/ device context to ensure student barrier-free access to digital contexts (Todd, Pastoral & Support Staff, Term 1)*

