



WHANGANUI HIGH SCHOOL CHARTER AND STRATEGIC PLAN SUBMISSION FOR ACADEMIC YEAR 2016

CHARTER AND STRATEGIC PLAN APPROVED BY BOARD OF TRUSTEES 2016

Board of Trustees' endorsement: Randal Southee

Principal's endorsement: Garry Olver

Submission Date to Ministry of Education: 23 February 2016

WHANGANUI HIGH SCHOOL CHARTER AND STRATEGIC PLAN

2016 - 2020

The School Charter and Strategic Plan set the direction for development over a five year period. The framework for the Strategic Plan is the New Zealand Curriculum. The school community has worked together through a series of consultation meetings, including targeted opportunities to consult with our Māori community, and has developed an agreed vision and driving philosophies. As a result of this community consultation and taking into account the views of the professional staff and the Board of Trustees, this plan was developed. It seeks to meet the needs of the school as it changes and develops.

1. MISSION STATEMENT: *“That we might have life”*

The Whanganui High School community strives to ensure that all students are given the opportunity and support required to reach their potential in all aspects of their education.

2. SCHOOL PHILOSOPHY

Established in 1958, Whanganui High School has a fine reputation for excellence. The school is proud of its academic record, sporting success and cultural tradition.

The School’s Philosophy is based on four cornerstones:

2.1 The Pursuit of Excellence.

Each student is encouraged to reach their potential in all that they do. Whanganui High School provides opportunities and an environment in which these opportunities can be realised.

- **Academic Environment**

The school and its staff are committed to the primary aim of providing a quality academic education.

- **Physical Well-being**

The school believes that student safety and well-being is essential to support students in their learning. Programmes that develop healthy minds, bodies and values are fundamental in promoting student health and safety.

- **Cultural and Artistic Dimension**

To provide a full and balanced education, the school ensures that all students are given the opportunity to develop their knowledge of, and talents in, the cultural and artistic dimension.

2.2 Guidance and Pastoral Care

The school is committed to providing a positive, nurturing and productive environment for all students. The pastoral needs of students will be met through the provision of an extensive network of guidance and support. This support allows students to develop their own attitudes and values in a safe physical and emotional environment.

2.3 A Co-educational and Multi-cultural School

Whanganui High School believes that co-education provides the appropriate environment in which to achieve the best possible education for all its students.

Whanganui High School is a multi-cultural school which values the contribution made by all students, staff, and community members from all ethnic and cultural backgrounds.

The school recognises the unique position of the Tangata Whenua and the obligations we share under the Treaty of Waitangi. Māori students and whanau have their cultural identity valued and recognised within the school. The opportunity to learn Te Reo Māori, and share Māori culture through programmes of Tikanga are strongly profiled and supported.

The school has formally recognised the challenge of meeting the needs of Māori learners, and supporting Māori to enjoy success as Māori, through involvement in the Ministry of Education's programme Te Kākahu.

2.4 Values

The school's motto, "*That we might have life*" has been used as the basis for publicizing our values as identified in the acronym 'LIFE';

L – Learning (Ako): be prepared, participate etc

I – Integrity (Mana): be responsible, show respect etc

F – Fellowship (Manaakitanga): encourage others, be co-operative etc

E – Excellence (Kairangi): do your best, celebrate success etc

3. DESCRIPTION OF WHANGANUI HIGH SCHOOL

Whanganui is a long established centre of population. The Whanganui River has provided the source of physical and spiritual sustenance for the local people for hundreds of years.

As a provincial centre, Whanganui has a strong belief in the value of people and in the value of education. Whanganui, and the people of Whanganui, are proud of their city, their district, their heritage and their people. The people of Whanganui believe in Whanganui, its future and the future of its young people – a future founded in education.

As a large co-educational, multi-cultural state secondary school, Whanganui High School supports and serves the greater Whanganui community.

Whanganui High School is a state co-educational secondary school for about 1,630 Y9- Y13 students which includes approximately 75 International Fee Paying students. The school was established in 1958 on a 12 hectare site on the corner of Purnell Street and London Street.

4. REFLECTING CULTURAL DIVERSITY

Whanganui High School aims to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage and to work with Māori communities to plan, set targets and achieve better learning outcomes for Māori students.

To recognise the cultural diversity of Whanganui High School, the school will affirm and celebrate difference and will affirm the role of the Tangata Whenua in the society of Aotearoa New Zealand.

The school will:

- have resources and programmes that support Māori student learning in Te Reo Māori and all curriculum areas through targeted delivery of Te Reo Māori and Māori Performing Arts.
- develop Māori tikanga as a focal point for school processes and celebrations.
- encourage staff, students and parents to participate in hui and powhiri, as an integral part of school life.
- offer Māori and other students the opportunity to be taught Māori language and culture within the curriculum.

- develop strategies to raise levels of Māori student achievement, following the guidelines of “Tataiako: Cultural Competencies for Teachers of Maori Learners” and implementing Te Kāhahu strategies over the next few years.
- encourage all subject areas to reflect Māori perspectives within their courses .
- endeavour to ensure that staffing within the school reflects the cultural make-up of the students.
- facilitate the development of staff competencies in Te Reo Māori and Tikanga Māori.
- present research findings of Māori student achievement to inform school planning processes.
- recognise Māori values in the provision of resources and facilities within the school.
- consult with iwi and the Māori Whānau Rōpū regarding Māori student achievement.
- promote PB4L values as a useful strategy to better engage Māori students in learning.
- develop a clear teacher learning programme to raise levels of Māori student achievement.
- develop a programme for the implementation of teacher strategies to improve Māori student achievement.
- offer opportunities for its staff and Board members to be instructed in Māori values and culture.
- promote Māori achievement in school publications.
- promote the national anthem in Te Reo and English as part of our bi-cultural heritage.
- provide Whanganui High School with positive Māori role models to raise levels of success.
- support kapa haka and Māori performing arts in the school.
- support special events that focus on Māori aspects of school culture.
- provide appropriate support for Māori students and their families.

5. NATIONAL EDUCATION PRIORITIES:

The National Education Priorities provide a set of criteria to which schools should give attention for the purposes of future planning. Whanganui High School will give attention to:

5.1 Success for All (NEG 1)

All students will be given the opportunity to succeed and develop the knowledge and understandings, skills, attitudes and values of the National Curriculum as expressed in relevant curriculum statements.

Whanganui High School will:

- Adopt a holist approach to success (academic, sporting, cultural, social, personal and leadership development)
- Provide a range of opportunities for students to succeed across a range of activities
- Celebrate a wide range of student achievements
- Proactively seek opportunities for students to access success outside of the formal classroom setting
- Structure the curriculum and the timetable to provide students with access to learning success and the formal recognition of achievement
- Ensure school philosophy, policy and practice supports achievement and success

5.2 A Safe Learning Environment (NAG 5)

Schools will provide a safe physical and emotional environment for all students.

Whanganui High School will:

- Provide high quality Pastoral Care processes and structures through form classes, year level organisation, support, guidance and mentoring programmes.
- Focus on developing positive and productive relationships between students and staff.
- Utilise outside agencies, where appropriate, to provide expert support.
- Develop the use of restorative justice processes that provide affirming and culturally safe solutions.
- Respond appropriately and further develop anti-bullying practices.
- Promote an open door policy that provides access to effective communication for all stakeholders.
- Develop peer mentoring and goal setting strategies.
- Maintain effective communication and consultation practices with all school community members.
- Develop strategies to encourage student voice and student participation, including junior students.

5.3 Improving Literacy and Numeracy (NEG 5)

Schools will place priority on improving student achievement in literacy and numeracy, especially for those whose further education or training may be at risk through under-achievement in this area.

Whanganui High School will:

- Engage in data gathering and analysis to determine the strengths and weaknesses of individual students and cohorts of students in literacy and numeracy

- Provide reading recovery and numeracy support for students with identified needs
- Maintain a focus on school wide academic success by providing a range of targeted programmes to address a range of learner needs
- Participate in reading and literature extension programmes for more able students as well as reading recovery and ESOL
- Further develop models of differentiated curriculum delivery
- Provide a Learning Support Centre for junior students with enhanced literacy opportunities
- Provide staff PLD with a focus on effective pedagogy

5.4 Develop the use of Student Achievement Information (NAG 1)

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of students and to inform future practice.

Whanganui High School will:

- Maintain quality processes to gather, record and analyse achievement data both school wide and in subject areas
- Provide training in the use of achievement data to better inform practice
- Further develop processes of providing effective feedback and feed-forward to students
- Refine processes of reporting achievement and develop a Reporting Schedule for the Board of Trustees
- Engage in consultative processes across all stakeholders; professionals, parents, students and community to set annual achievement targets and to report on progress
- Support subject leaders to develop evaluation processes that lead to evidence based decision making

5.5 Improving outcomes for Students at Risk (NAG 1)

Schools will improve outcomes for students who are not achieving, are at risk of not achieving or have special needs.

Whanganui High School will

- Provide curriculum content and structure to engage “at risk” students in their learning; Learning Centre, short term intensive remediation, literacy and numeracy support
- Strengthen and widen existing mentoring system and support structures through deans’ network
- Continue to seek innovative programmes aimed at engaging students in their learning

- Through PB4L and Te Kākahu strategies, maintain a focus on building relationships and maintaining positive interactions with students.

5.6 Improving Māori Achievement (NEG 10)

Schools will work with their Māori communities to plan, set targets for and achieve better outcomes for Māori students.

Whanganui High School will:

- Participate in Te Kākahu, engage with iwi and whanau, set appropriate goals and create an environment where Māori can continue to achieve as Māori at Whanganui High School
- Promulgate school values and philosophies that reflect PB4L values and a Māori perspective
- Maintain existing curriculum enrichments that target Māori students' participation in Kapa Haka, Māori Performing Arts, marae visits and programmes as well as maintaining Te Reo Māori programmes
- Continue to make school observances reflect and celebrate Māori protocols and practices
- Take a proactive role in modelling Māori learning success through employment policies
- Provide student leadership opportunities for Māori and consult with Māori students
- Consult our Māori stakeholders, both formally and informally.

5.7. Providing Career Guidance (NAG 1)

Schools will provide career guidance with special emphasis on guidance for at risk students who are unprepared for further study or the workplace.

Whanganui High School will:

- Continue to offer quality career advice to all students
- Be proactive in providing advice to all students so that effective stair-casing is in place for their future learning and work through goal setting, course counselling and mentoring strategies
- Maintain effective programmes for students planning to enter the workforce at the end of their time at school, to explore options
- Provide all students with access to regular Career Expos and provide opportunities for students to access a wide range of specialist advice
- Continue to offer off site career and further learning exposure through Expo, visits to Universities, Polytechnics and other tertiary providers, and involvement with specialist career services such as provided by the Youth Guarantee programme of the Ministry of Education.

5.8 Reporting (NAG 2)

Schools will report to all students and their families on the achievement of individual students and to the school's community on the achievement of students as a whole.

Whanganui High School will:

- Generate quality reports on internal operations for the Board of Trustees in a range of key indicator areas
- Report annually to the community
- Report to the BoT on school wide achievement and subject department performance following a prescribed Reporting Schedule
- Meet all compliance requirements to outside agencies in a timely and accurate manner
- Report on student achievement regularly, in formal written format to all parents and caregivers
- Develop internal achievement monitoring processes for reporting on curriculum related key competencies.

WHANGANUI HIGH SCHOOL STRATEGIC PLAN 2016 – 2020

SCHOOL YEAR 2016

STRATEGIC GOAL ONE

The Development and Maintenance of Quality Systems and Processes

Whanganui High School will display best practice in systems and processes for both Governance and Management. This best practice will be predicated on high quality institutional knowledge as a result of on-going self-review.

Objectives:

1. To maintain quality Governance Systems and Processes in all Board operations.

- 1.1 The Charter and Strategic Plan provide the guiding principles for the school.
- 1.2 A full board takes an active part in the governance of the school and understands their duties and responsibilities. Board members access training opportunities through the School Trustees Association.
- 1.3 The Board complies with its legal obligations.

2. To further develop the School's Management and Leadership structure and systems.

- 2.1 The Senior Leadership Team provides effective educational leadership for the school in accordance with the school Charter Goals and relevant Board policies.
- 2.2 Quality procedures and effective systems ensure the efficient and effective running of the school, promote learning and ensure the health and safety of both staff and students.

3. To strengthen staff Performance Management processes to align them with the Education Council of Aotearoa NZ requirements for appraisal and attestation.

- 3.1 The school will be fully staffed with the best teaching and non-teaching staff available.

3.2 The Staff Attestation and Appraisal system will promote good practice through support, guidance, feedback and feed-forward. Appraisal is based on evidence supplied in the Teachers' Portfolio and the Practising Teacher Criteria laid down by the Education Council of Aotearoa NZ.

4. To manage Property and Finance Portfolios to meet set priorities and emerging needs.

4.1 The school will engage in quality planning and monitoring practices to manage its financial resources. Effective systems will be in place to allow the school to work towards achieving its goals.

4.2 The school will develop and maintain a safe physical environment that promotes learning, is compliant with health and safety requirements and is appropriate for existing and long term needs.

STRATEGIC GOAL TWO

The Development of Quality Learning and Teaching

Whanganui High School will develop and maintain values, systems and processes that promote quality learning and teaching. Excellence will be valued, success will be celebrated. The school will provide a wide range of appropriate curricular and co-curricular programmes. Students will be well informed regarding their progress and will be guided to excel. All students will be encouraged to "be the best they can be".

Objectives:

1. To develop and implement Whanganui High School's programmes of learning with reference to the New Zealand Curriculum, taking into account the underpinning vision, principles, values and key competencies of the NZC.

1.1 The school will provide a high quality, balanced curriculum for all students in accordance with the structure of the New Zealand Curriculum and the National Certificate of Educational Achievement and the individual needs of students.

1.2 The school will continue to provide a rich variety of extra-curricular opportunities including sport and cultural activities and will encourage participation by both students and staff.

2. To develop and refine assessment and reporting practices to provide quality information to students, families and teachers.

2.1 The school will engage in assessment and report procedures that are fair, valid, authentic and reliable; which monitor student achievement, provide feedback and feed-forward on student learning and prepare students for external qualifications.

2.2 Assessment data will be used for subject areas and individual teachers to assess programmes and their own effectiveness.

2.3 The school will have in place processes for self-assessment to evaluate both students and staff.

2.4 The school will provide fair, accurate and informative reports to students and their families, reporting on attendance, attitude, effort, key competencies, credit acquisition and overall achievement. The reports will guide students' next steps.

3. To provide a range of opportunities for students to access quality advice and guidance relating to pastoral care and learning progression.

3.1 The school will provide effective support for students to achieve their educational goals through programmes of advice and guidance.

3.2 The school will provide effective support for students at a personal level through robust pastoral care structures.

4. To strengthen Self Review practices to generate quality data for evidence-based decision making.

4.1 The school will actively review all areas of its operations. A Faculty Review programme will provide subject areas with in depth evaluation of their effectiveness. The review will be carried out by members of the Senior Leadership Team on a cyclical basis.

5. To raise Māori student achievement through the school's involvement in Te Kākahu, assisting staff to support the initiative while gaining further professional knowledge of the Treaty of Waitangi as it relates to educational provision.

5.1 The school will participate in Te Kākahu and strive to meet the needs of Māori learners in both curricular and co-curricular learning.

5.2 Teachers will follow the guidelines of "Tataiako: Cultural Competencies for Teachers of Maori Learners" so that all aspects of (AREA) attendance, retention, engagement and achievement of Māori students are successfully addressed.

STRATEGIC GOAL THREE

The Provision of a High Quality Learning Environment

Whanganui High School will provide a high quality learning environment for all students and staff. The physical environment and the emotional environment will each contribute to a school culture that recognises individual learner's needs, celebrates diversity and difference and maintains a focus on achievement and excellence.

Objectives:

- 1. To utilize property and financial resources to provide an appropriate physical environment for all learners and teachers.**
 - 1.1 The school will develop an annual budget that takes into account strategic development foci, the annual school goals, curriculum development, co- curricular support needs, capital requests and subject/curriculum resourcing needs.
 - 1.2 The school will develop a Ten Year Property Plan aimed at modernising existing building stock and creating, where possible, innovative learning environments for teachers and students.
- 2. To support and maintain school structures for advice and guidance to students thus providing a safe emotional environment.**
 - 2.1 The school will support programmes and initiatives such as the School Wide Positive Behaviour for Learning (SWPB4L) programme aligned with Restorative Practice (RP) to develop a focus on positive and productive relationships between students and teachers. Deaning structures, mentoring processes, form teacher roles, Te Kākahu, as well as formal guidance support will all contribute to this.
 - 2.2 The culture of high expectations, respect and compliance to school values will be maintained.
- 3. To support the development and appropriate use of learning technologies.**
 - 3.1 The school will support the development of ICT capability and capacity for learners, teachers and administrative staff so that digital technology is effectively utilized in the teaching and learning programmes across the school.

WHANGANUI HIGH SCHOOL STRATEGIC PLAN 2016 – 2020

MATRIX VERSION

STRATEGIC GOALS	OBJECTIVES	ACTION INDICATORS
<p>ONE: The Development and Maintenance of Quality Systems and Processes</p>	<ul style="list-style-type: none"> • To maintain quality Governance Systems and Processes in all Board operations. • To further develop the School's Management and Leadership structure and systems.. • To strengthen staff Performance Management processes to align them with the Education Council requirements for appraisal and attestation. • To manage Property and Finance Portfolios to meet set priorities and emerging needs. 	<p>On-going self-review of policies, practices and all aspect of Board operation will inform decision making. Trustees will access training from STA as appropriate to meet a range of Board's needs. Annual Charter submission will contain strategic goals, annual targets & analysis of variance in a useful format that informs planning and decision making.</p> <p>School Management engage in on-going self-review of practices, procedures and management structures to inform planning and decision making.</p> <p>All staff will be performance managed through a robust system of attestation and appraisal. Teaching staff will keep a Professional Portfolio to provide evidence to support appraisal judgements.</p> <p>The Board and Management will work together to manage resources for the benefit of the school community now and in the future.</p>
<p>TWO: The Development of Quality Learning and Teaching</p>	<ul style="list-style-type: none"> • To develop and implement Whanganui High School's programmes of learning with reference to the New Zealand Curriculum, taking into account the underpinning vision, principles, values and key competencies of the NZC. • To develop and refine assessment and reporting practices to provide quality information to students, families and teachers. 	<p>Courses will be reviewed and updated over time to reflect the New Zealand Curriculum statements and underpinning philosophies. Key Competencies will be reported on. School's focus on individual achievement, excellence and creating opportunities for students to excel will be maintained. The principle of a broad, rich education that allows for some specialisation will be promoted.</p> <p>School reporting processes will be data driven, and based on relevant, authentic and appropriate assessment of learning. Curriculum level reporting will accurately describe learning. Strategies will be in place to gather student feedback on teaching programmes which will be used to evaluate programme effectiveness.</p>

	<ul style="list-style-type: none"> • To provide a range of opportunities for students to access quality advice and guidance relating to pastoral care and learning progression. • To strengthen Self Review practices to generate quality data for evidence based decision making. • To raise Māori student achievement through the school's involvement in Te Kākahu, assisting staff in implementing the initiative while gaining further professional knowledge of the Treaty of Waitangi as it relates to educational provision. 	<p>Student mentoring and goal setting will be supported. Deans' structure will be appropriate to need, be accessible and take a holistic approach to both pastoral care and learning. Trained Guidance Counsellors will provide specialist services. Restorative Practise will be adopted by staff members. Behaviour Management strategies will be developed and refined through Tier 1 & 2 of the SWPB4L programme. Senior Leaders will conduct an in-depth Faculty Review on a cyclical basis.</p> <p>School will participate in Te Kākahu, an initiative to Raise Māori student achievement. School will provide opportunities for staff to meet with the Māori community to engage in dialogue and set shared goals and targets. Māori student leaders will be actively sought and appointed as Māori prefects to provide Māori role models to students.</p>
<p>THREE: The Provision of a High Quality Learning Environment</p>	<ul style="list-style-type: none"> • To utilize property and financial resources to provide an appropriate physical environment for all learners and teachers. • To support and maintain school structures for advice and guidance to students thus providing a safe emotional environment. • To support the development and appropriate use of learning technologies. 	<p>The 5YA and 10YPP are current, adhered to and maintain existing building stock in sound condition while sequential upgrading and modernisation of facilities is carried out. Effective budgeting and financial management processes target expenditure to support learning success and maintain plant and equipment to an appropriate level. A capital surplus will provide a working buffer and allow for modest discretionary expenditure over time. Student feedback assures school leaders that students feel safe and supported. The ICT infrastructure is maintained and developed. Appropriate new technologies are investigated and their implementation planned for.</p>

WHANGANUI HIGH SCHOOL
DEVELOPMENT GOALS FOR ACHIEVEMENT, RETENTION, ENGAGEMENT and ATTENDANCE
2016

Achievement Target: To strengthen the engagement and achievement for all learners.

- That at least 88% of Year 11 students will obtain the 80 Level 1 credits needed to obtain NCEA Level 1.
- That at least 92% of students will obtain their minimum literacy and numeracy credits by the end of their Year 11.
- That at least 88% of Year 12 students will gain the credits needed to obtain NCEA Level 2.
- That at least 81% of Year 13 students will gain the credits needed to obtain NCEA Level.
- That at least 58% of Year 13 students will gain the credits needed to obtain University Entrance in accordance with the new, more robust criteria.
- To improve merit and excellence endorsements at L 1, 2 and 3 by 2%
- To identify students at risk of not achieving the above and implementing remedial measures to assist them to gain the appropriate qualification.

Goals for Maori Learners from Te Kākahu over three years.

- To engage in ongoing data collection and in-depth analysis in key indicator areas; achievement, attendance and pastoral transactions.
 - To improve attendance of Māori students with erratic attendance patterns by 10%
 - To reduce pastoral/behavioural transactions generated by Māori learners by 10%
 - To improve NCEA credit endorsements for Maori Learners by 2% for both merit and excellence endorsements.
 - To carry out further analysis of retention rates with a view to improving these through better mentoring and goal setting by 5% at each year transition 11 – 12, 12 – 13.

Goals for Pasifika Learners (who form only 2.8% of the overall student population and only 1.5% [23 students] in Levels 1 – 3 NCEA):

Statistical measurement of such a small group is often subject to significant fluctuation when comparing one year's data with another which can be unhelpful in accurate goal setting.

- To improve erratic attendance rates so that overall Pasifika student achievement is 5% better than that achieved nationally for Pasifika students. (In 2015, WHS Pasifika students achieved an 83.3% pass rate at Level 1; 80% at Level 2 and 83.3% at Level 3 NCEA.)

Goals for Year 9 and Year 10 students:

- Year 9 students identified as below curriculum level 4 for reading, writing and mathematics will have made accelerated progress to be achieving at level 4 by the end of the year.
- Year 10 students and specifically Year 10 Māori boys identified as below curriculum level 5 for reading, writing and mathematics will have made accelerated progress to be achieving at level 5 by the end of the year.

WHANGANUI HIGH SCHOOL ANNUAL PLAN 2016

DEVELOPMENT AREAS FROM STRATEGIC PLAN

	DEVELOPMENT FOCUS	OUTCOMES
GOAL ONE: The Development and Maintenance of Quality Systems and Processes	To promote the effective use of students' BYOT devices with the aim of enhancing the teaching and learning programme across all subjects in Year 9. The specific focus will be the development of novel pedagogical applications within as many lessons as practicable so that the creative use of these devices is realised in all Year 9 subjects.	All Year 9 students use digital devices in each of their subjects so that they become digitally literate and competent which will enhance their learning experience and enable them to interact and operate effectively in the ever-expanding digital world. Students will accompany teachers on this learning journey so that students may in some cases show teachers more effective use of digital tools/programmes specific to their respective subject/curriculum area. Such co-operation will enhance the teaching and learning experience for all. Teachers will be provided with laptops to enable them to prepare teaching resources from home.
GOAL TWO: The Development of Quality Learning and Teaching	To implement the first stage of the Ministry's " Te Kākahu " programme in conjunction with our local Iwi across the junior school with the aim of improving the engagement of Māori students in all subjects, particularly in years 9 and 10, so that all Māori students are engaged in quality teaching and learning experiences.	A select group of "lead teachers" will initially be involved in the programme as per the requirements of the providers (Cognition Education and our local Iwi). Some new topics will be developed in the junior curriculum to accommodate the aspirations of our Māori students and incorporate the knowledge of our local Iwi. Teachers will be trained, data will be collected and analysed so as to inform good practice. Junior Māori students will show improved AREA data (Attendance, Retention, Engagement and Achievement). This is a long term project so initial improvements may be gradual rather than significant at the end of one year.
GOAL THREE: The Provision of a High Quality Learning Environment	To revamp Tier 1 and further embed Tier 2 of the School-Wide Positive Behaviour for Learning (SW PB4L) programme which promotes a high quality learning environment by focussing on supporting students to reach their academic potential and demonstrate positive behaviour. A new Tier 1 team will be formed while the established Tier 2 team further develop effective systems and involve classroom teachers in the data-based, decision-making process of adopting appropriate practices for students identified as requiring further interventions.	Classroom Behaviour Teams are formed and utilised to deal more effectively with specific students with higher behavioural monitoring needs. Tier 2 is effectively implemented so that the specific students identified as requiring further interventions have these interventions put in place to support the teaching and learning programme. Effective strategies implemented for these specific students lead to a more settled classroom atmosphere and an improved learning environment for all students. Success at this level will be determined by the Ministry's SWPB4L assessment team. A new Tier 1 team will be formed to provide guidance to the teachers in the correct implementation of Tier 1 strategies.

ACTIONS	TIMEFRAME	DRIVERS
<p>Staff PLD programme to incorporate effective use of ICT in each Monday afternoon staff meeting and each teacher-only day for professional learning and development.</p> <p>Teachers to expand their use of ICT in lesson delivery with the guidance of the Director of e-learning. Students in Years 10 to 13 are encouraged to use their own digital devices as learning tools in classes and at home for completing homework tasks.</p> <p>All Year 9 students use their devices for some of their in-class learning in every subject.</p>	<p>Terms 1 – 4</p> <p>Terms 1 – 4</p> <p>Terms 1 – 4</p> <p>Terms 1 – 4</p>	<p>Director of e-learning in conjunction with Deputy Principal responsible for PLD</p> <p>Director of e-learning & HOFs</p> <p>All teachers</p> <p>All teachers of Year 9 students with the guidance of the director of e-learning.</p>
<p>Identified staff will attend Te Kākahu training as per the agreement and guidance of the provider (Cognition Education and our local Iwi).</p> <p>Selected teachers will follow the advice provided by the outside provider so that relationships with Māori students are further enhanced.</p> <p>Data analysis regarding Attendance, Retention, Engagement and Achievement (AREA) will be carried out longitudinally.</p> <p>Achievement data of Māori students is gathered, collated, analysed and acted upon by every teacher in the programme as per the 'teaching as inquiry' model.</p>	<p>Terms 1 – 4</p> <p>Terms 2 – 4</p> <p>Terms 1 – 4</p> <p>Duration of 2016</p>	<p>Principal, Deputy Principal, Kaiawhina, Head of Social Sciences Faculty and Whānau class co-ordinator</p> <p>Deputy Principal responsible for Raising Māori Student Achievement</p> <p>Every teacher supported by HOFs and HODs.</p>
<p>The Tier 2 SWPB4L 'coaching team' appoint the required "Classroom Behaviour Teams".</p> <p>Students identified as requiring further interventions are provided with these through the collaboration of classroom teachers of the "Classroom Behaviour Teams".</p> <p>A new Tier 1 team is formed to provide guidance to classroom teachers in the correct implementation of Tier 1 strategies.</p> <p>Promotion of the LIFE (L – Learning; I – Integrity; F – Fellowship; E – Excellence) values continues to occur in every classroom.</p>	<p>Term 1 then on-going</p> <p>Terms 2 – 4</p> <p>Term 1 then on-going</p> <p>Terms 1 – 4</p>	<p>SWPB4L Tier 2 Team and Assistant Principal</p> <p>All teaching staff supported by Deans and Senior Leaders</p> <p>Assistant Principal responsible for PB4L</p> <p>All classroom teachers</p>

WHANGANUI HIGH SCHOOL ANNUAL PLAN

NON STRATEGIC ACTIVITIES 2016

AREA	GOAL	OUTCOMES	REFERENCE DOCUMENTS
MAORI STUDENT ACHIEVEMENT	<p>To maintain and further develop programmes in Te Reo Māori & Māori Performing Arts to encourage participation in cultural learning</p> <p>To participate in Te Kāhahu and thereby improve Māori student achievement</p> <p>Focus on Tikanga Māori environment through student and staff involvement in making observances and celebrations through a Māori medium</p> <p>To maintain programmes to better engage Māori learners consistent with Te Kāhahu aims and objectives</p> <p>To gather and analyse achievement data for Māori students using nationally referenced tests and common assessment tasks</p>	<p>Māori language learning is profiled and valued leading to improved student uptake.</p> <p>A positive and productive relationship exists between Māori students and their teachers. The environment that values things Māori is enhanced.</p> <p>Rate of Māori pastoral referrals decreases.</p> <p>Formal learning outcomes for Māori improve at NCEA Level1.</p> <p>A detailed report of Māori students' achievement in key areas of performance is generated.</p>	<p>School Charter sections: Reflecting Cultural Diversity Improving Maori learning outcomes</p> <p>Minutes from Whānau Rōpū hui.</p> <p>KAMAR pastoral records</p> <p>NCEA Achievement data Report data</p>
SELF REVIEW	<p>To carry out scheduled policy review in accordance with published timeline.</p> <p>To carry out ongoing scheduled review of curriculum provision, assessment, moderation and recording processes, and achievement levels at school wide and departmental level. To publish the annual data analysis document</p> <p>To maintain review process focus on student needs and achievement outcomes</p>	<p>Policy and procedure statements accurately reflect practice and provide effective guidance for compliance.</p> <p>Subject annual reports and school generated achievement reports are accurate and are completed in a timely fashion to inform further planning.</p>	<p>School Policy Documents Departmental Reports Minutes from BoT Meetings at which HoFs present Faculty reports Principals Report to the BoT</p>
PROPERTY PLANNING	<p>To complete scheduled property management tasks for both cyclical maintenance and capital works in accordance with approved plans.</p> <p>Maintenance: Scheduled painting</p> <p>Capital works: upgrade of A Block</p>	<p>Scheduled maintenance work is completed in accordance with 10YPP.</p> <p>5YA negotiated.</p> <p>Strategic goal of providing a quality learning environment supported.</p>	<p>Finance and Property Management Policy group documents 5YA and 10YPP documents</p>
FINANCIAL PLANNING	<p>To manage school's financial resources in a fiscally prudent manner</p>	<p>Budget provisions are managed through</p>	<p>School Budget 2016</p>

	through accurate budgeting and the effective control of expenditure. To prepare and present annual accounts for audit to verify school processes and provide assurance of financial health. To return a balanced set of accounts with a reduced deficit from 2015 budget and a limited deficit for 2016.	strengthened processes and effective monitoring School accounts audited and approved School accounts show reduced deficit for 2015	Finance and Property Management Policy group documents School Annual Accounts Audit Report Monthly financial reports
PROFESSIONAL DEVELOPMENT	To involve all staff in effective PLD based on: Ongoing development of ICT for individuals, groups and whole school School and departmental goals as identified in performance management documents Personal, professional development goals	All staff will take the opportunity to engage in effective, timely PLD that meets developmental goals. Staff professional practice shows growth as a result of ongoing training and development	PLD Planning documents Performance Management documents Personal reflection statements Departmental reports
PERSONNEL MANAGEMENT	To ensure that all members of the staff are appraised against relevant criteria outlined in the Practising Teachers Criteria, through a process of goal setting, classroom observation, feedback, student achievement analysis and personal professional reflection including the teaching as inquiry model	Staff are willingly and actively involved in a process of professional growth that develops capacity and effectiveness	Personnel policy Performance Management Policy Appraisal templates PLD course documents and PLD request folders
EQUAL EMPLOYMENT OPPORTUNITIES	To ensure that all appointments are consistent with Equal Employment Opportunities policy To ensure that employment data is collected and analysed	EEO data is maintained as current EEO Report is furnished to the Board of Trustees	Personnel policies EEO Report
HEALTH AND SAFETY	To ensure that all policies and procedures outlined in school's policy documents are enacted to meet health and safety regulations	Hazards register is up to date Accident and Injury log is current Health clinic provisions are supported Canteen provides healthy food choices Health promoting school practices are followed The school maintains a safe and healthy physical and emotional environment	Health and Safety policies Hazards Register Accident and Injury register Healthy choices documents

WHANGANUI HIGH SCHOOL ANNUAL TARGETS 2015 **ANALYSIS of VARIANCE**

Target 2015	Actions and Analysis	Outcomes: Variance
<p>GOAL ONE: The Development and Maintenance of Quality Systems and Processes To promote the effective use of students' BYOT devices with the aim of enhancing the teaching and learning programme across all subjects. The specific focus will be the development of novel pedagogical applications within lessons so that the creative use of these devices is realised in as many classes as possible.</p>	<p>Appoint a Director of e-Learning. Provide opportunity for additional experts to make themselves available to assist teachers. Engage in the Ministry's "Learning with digital technologies" programme. Scope the feasibility of providing teachers with laptops through the TELA scheme. PLD programme to have a clear focus on developing teachers' expertise in the use of these devices. This is to be achieved via teacher only day training, fortnightly afternoon sessions (staff meeting times), faculty meeting times as required and for individual teachers as requested. Teachers become more confident in their use of digital technology in lesson delivery with their students using BYOT devices for enhanced learning experiences.</p>	<p>Target met. Appointed Mr Craig Dunn Target met. Mr Grant Hardy assisted as did other teachers in the e-Learning team. Target met. Engaged the services of CORE Education Ltd with a facilitator leading some of the PLD and guiding the SLT. Target met. Laptops were provided to each teacher at the end of 2015. Target met. Significant progress was made by the vast majority of teachers in up skilling with respect to digital technology use as a pedagogical tool within classroom lessons. PLD was regularly provided at Monday afterschool meetings as well as in depth, hands on sessions during 3 teacher PLD days. Individual teachers' needs were met through individual "tutoring" by members of the e-Learning team. Faculties also ran BYOT specific workshops such as the English faculty which now uses "Google Classroom" as normal procedure. As this is a major shift in pedagogy it is understandable that many teachers were anxious and initially reluctant to engage in the programme but as they gained the assistance from their knowledgeable colleagues so their confidence improved as did their willingness to trial new apps and new teaching techniques. Introduced the BYOT device requirement for all Year 9s at the start of 2016. This requirement will mean a gradual phasing in of these devices over the next 5 years by which time all students will be required to use them in their learning programmes.</p>
<p>GOAL 2: The Development of Quality Learning and Teaching To implement the first stage of the Ministry's "Te Kākahu"</p>	<p>All teachers have one of their personal goals as raising Māori student achievement. Selected teachers receive training as "Impact Coaches" through the Te</p>	<p>Target met. Target not met. Due to a significant event beyond the control of the</p>

<p>programme in conjunction with our local Iwi across the junior school with the aim of improving the engagement of Māori students in all subjects, particularly in years 9 and 10, so that all Māori students are engaged in quality teaching and learning experiences.</p>	<p>Kākahu PLD programme. These "Impact Coaches" provide leadership for colleagues in teaching strategies to better engage Māori students through building the cultural competencies for our teachers. Te Kākahu goals are promulgated to all staff and regular readings, workshops and staff discussion clarify issues for staff, focussing on classroom interactions, positive relationships, prior learning and the co-construction of learning.</p> <p>Teachers monitor the achievement of their Māori students and act accordingly as per the teaching as inquiry model.</p>	<p>school, relationships between the school and some members of our Māori community became difficult and our Whānau rōpū made the decision, in conjunction with school management, to withdraw from the programme until such time as we were able to have a united approach to engage with the initiative for the benefit of all Māori students.</p> <p>Target met particularly well by some teachers but not as uniformly as expected by all due to some staff misunderstanding the requirements for a robust inquiry.</p>
<p>GOAL 3: The Provision of a High Quality Learning Environment To further embed Tier 2 of the School-Wide Positive Behaviour for Learning programme which promotes a high quality learning environment by focussing on supporting students to reach their academic potential and demonstrate positive behaviour. The established Tier 2 Team will further develop effective systems and involve classroom teachers in the data-based, decision-making process of adopting appropriate practices for students identified as requiring further interventions.</p>	<p>Tier 2 of the SWPB4L programme is embedded by the Tier 2 'coaching team' and their input through the PLD programme.</p> <p>Tier 2 team receives ongoing professional training from the Ministry so that they are equipped to lead the programme. All staff are actively engaged in promoting the values that underpin the programme. The LIFE (L – Learning; I – Integrity; F – Fellowship; E – Excellence) values continue to be promoted in every classroom and are incorporated in all formal gatherings of students such as principal's and other assemblies.</p>	<p>The school did not score as highly as it had done in previous years when assessed by the Ministry's SWPB4L assessment team. The leadership of the programme was fractured by the absence of a key member which left parts of the programme (Tier 1) to run without constant leadership input. This meant that Tier 1 was not self-sustaining and must be corrected in 2016. Tier 2 ran with some success. Target met. Target met.</p> <p>Target met. All staff recorded data as required and promoted the values by focussing on positive behaviour and awarding merits to students for displaying such behaviour.</p>

Whanganui High School

Analysis of Variance

GOALS FOR ACHIEVEMENT

2015

Achievement Target for all learners

- That at least 89% of Year 11 students will obtain the 80 Level 1 credits needed to obtain NCEA Level 1 with realigned standards. Target not met: 85.5% achieved. Insufficient targeting of at risk students which will become a focus in 2016. Also a curriculum review to be undertaken to ensure students are being provided with the most appropriate courses.
- That at least 94% of students will obtain their minimum literacy and numeracy credits by the end of their Year 11. Target not met: 92.6% Literacy and 90.3% Numeracy achieved.
- That at least 90% of Year 12 students will gain the credits needed to obtain NCEA Level 2 with realigned standards. Target not met: 87.2% achieved due to teaching resources concentrated on Year 13 especially meeting UE requirements.
- That at least 81% of Year 13 students will gain the credits needed to obtain NCEA Level 3 with realigned standards. Target surpassed: 83.1% achieved.
- That at least 55% of Year 13 students will gain the credits needed to obtain University Entrance in accordance with the new, more robust criteria. Target met: 55.5% achieved.
- To improve merit and excellence endorsements at L 1, 2 and 3 by 2%. Target partially met but overall results variable: L1- merit up 2.5%, L1- excellence up 7%; L2- merit down 22.5%, L2- excellence up 10.2%; L3- merit up 13.8% and L3- excellence down 15%.

Goals for Māori Learners

Level 1 – 81.7% in 2014 compared with 79.5% in 2015; Level 2 – 86.1% in 2014 compared with 84.0% in 2015; Level 3 – 80.7% in 2014 compared with 74.1% in 2015. Overall target not met. This can be directly attributed to not engaging with the Te Kākahu programme which must be a priority for 2016.

Goals for Pasifika Learners

Level 1 – 100% in 2014 compared with 83.3% in 2015; Level 2 – 71.4% in 2014 compared with 80.0% in 2015 and Level 3 – 87.5% in 2014 compared with 83.3% in 2015. Overall target met except for Level 2 where WHS students were only 2% higher than the national average. (Note major statistical fluctuations occur in achievement due to small size of cohort: only 1.5% of students in the senior school are Pasifika learners.) National comparisons for 2015: Level 1 – 73.4%; Level 2 – 78.0%; Level 3 – 68.0%

Goals for Year 9 and Year 10 students:

- Improvement (by the end of the year) by at least one curriculum level as measured against data collected in e-asTTle assessments run in March 2015. **Target not met for all students. This was an unrealistic goal which has been adjusted for 2016.**