



CHARTER AND STRATEGIC PLAN 2017

Board of Trustees' endorsement:

Randal Southee

Principal's endorsement:

Martin McAllen

Two handwritten signatures are present. The top signature is in dark ink and appears to be 'Randal Southee'. The bottom signature is in black ink and appears to be 'Martin McAllen'.



CHARTER AND STRATEGIC PLAN TABLES OF CONTENTS

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WHANGANUI HIGH SCHOOL CHARTER AND STRATEGIC PLAN 2016 - 2020

SCHOOL VISION

*Whanganui High School will provide a future-focused education
which enables all students to succeed.*

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 through -

L – Learning (Ako)

I – Integrity (Mana)

F – Fellowship (Manaakitanga)

E – Excellence (Kairangi)

1 SCHOOL PHILOSOPHY

Whanganui High School was established in 1958 and the School is proud of its academic record, sporting success and cultural strengths.

The School’s philosophy is based on:

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.

1.1 Academic Environment

The School and its staff are committed to the primary aim of providing a quality education for all students.

1.2 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.

1.3 **Cultural and Artistic Dimensions**

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

1.4 **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.

1.5 **A Co-educational and Bi-cultural School**

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

Whanganui High School is a bi-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 is dedicated to meeting the needs of Māori learners and supporting Māori to enjoy success as Māori.

1.6 **Values**

The School's motto, *"That we might have LIFE"* has been used as the core basis for our school values.

L – Learning (Ako): be prepared, participate, teach and learn from each other...

I – Integrity (Mana): be responsible, show respect, humility, identity, strength...

F – Fellowship (Manaakitanga): encourage others, be co-operative, generosity and care for others, kindness...

E – Excellence (Kairangi): do your best, celebrate success with those who have supported you...

2 **REFLECTING CULTURAL DIVERSITY**

Whanganui High School aims to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's bi-cultural heritage and to work together 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 the role of the Tangata Whenua in the society of Aotearoa New Zealand. The School will:

- 2.1 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.
- 2.2 develop Māori tikanga as a focal point for school processes and celebrations.
- 2.3 encourage staff, students and whanau to participate in hui and powhiri, as an integral part of school life.

- 2.4 offer Māori and all students the opportunity to be taught Te Reo Māori and culture within the curriculum.
- 2.5 develop strategies to raise levels of Māori student achievement, following the guidelines of “Tātaiako: Cultural Competencies for Teachers of Māori Learners” and implementing culturally responsive and relational pedagogies.
- 2.6 strengthen the ability of all subject areas to reflect Whanganuitanga within their course.
- 2.7 actively endeavour to ensure that staffing within the school reflects the cultural diversity of our students.
- 2.8 facilitate the development of staff competencies in Te Reo Māori and Tikanga Māori.
- 2.9 utilise internal data and external research findings of Māori student achievement to inform school planning processes.
- 2.10 consult with Iwi and the Māori Whānau Rōopū regarding Māori student hauora.
- 2.11 promote PB4L values including Ako, Mana, Manaakitanga, Kairangi to better engage Māori students in learning.
- 2.12 prioritise professional learning opportunities for staff to continue improving Māori student achievement.
- 2.13 offer opportunities for staff and Board members to learn more about Māori values and culture.
- 2.14 celebrate Māori achievement as widely as possible.
- 2.15 promote Whanganuitanga across the School as part of our bi-cultural heritage.
- 2.16 actively support Māori role models.
- 2.17 actively support kapa haka and Māori performing arts in the school.
- 2.18 actively support events that focus on Māori aspects of school culture.
- 2.19 provide appropriate support for Māori students and whanau.

3 NATIONAL EDUCATION PRIORITIES:

Whanganui High School will focus on:

3.1 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:

- 3.1.1 adopt a holistic approach to success (academic, sporting, cultural, social, personal and leadership development).
- 3.1.2 provide a range of opportunities for students to succeed across a range of activities.
- 3.1.3 celebrate a wide range of student achievements.
- 3.1.4 proactively seek opportunities for students to access success outside of the formal classroom setting.
- 3.1.5 structure the curriculum and the timetable to provide students with access to learning success and the formal recognition of achievement.
- 3.1.6 ensure school philosophy, policy and practice supports achievement and success.

3.2 A Safe Learning Environment (NAG 5)

Schools will provide a safe physical and emotional environment for all students. Whanganui High School will:

- 3.2.1 provide high quality Pastoral Care processes and structures through form classes and whanau classes, year level organisation, support, guidance and mentoring programmes.
- 3.2.2 focus on developing positive and productive relationships between students and staff.
- 3.2.3 utilise external agencies, where appropriate, to provide expert support.
- 3.2.4 develop the use of restorative justice processes that provide affirming and culturally safe solutions.
- 3.2.5 respond appropriately and continue developing effective anti-bullying practices.
- 3.2.6 openly offer access to effective communication and consultation practices for all members of our school community.
- 3.2.7 continue developing effective peer mentoring and goal setting strategies.
- 3.2.8 continue developing strategies to accurately record student voice and student participation.

3.3 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:

- 3.3.1 engage in data gathering (through e-asTTle and PAT assessments) and analysis of NCEA data to determine the areas requiring development in individual students and cohorts of students regarding literacy and numeracy.
- 3.3.2 provide reading and numeracy support for students with identified needs and ESOL students.
- 3.3.3 maintain a focus on school wide academic success by providing a range of targeted programmes to address learner needs.
- 3.3.4 participate in reading and literature extension programmes for more able students.
- 3.3.5 further develop models of differentiated curriculum delivery.
- 3.3.6 provide Learning Support Centre assistance and enhanced literacy opportunities for junior students.
- 3.3.7 provide staff PLD with a consistent focus on effective pedagogy related to Literacy and Numeracy.

3.4 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:

- 3.4.1 maintain quality processes to gather, record and analyse achievement data both school wide and in subject areas.
- 3.4.2 provide training in the use of achievement data to better inform practice.
- 3.4.3 further develop processes of providing effective feedback and feed-forward to students.

- 3.4.4 refine processes of reporting achievement and develop a Reporting Schedule for the Board of Trustees.
- 3.4.5 engage in consultative processes across all stakeholders; teachers, whanau, students and community to set annual achievement targets and to report on progress.
- 5.4.6 support subject leaders to develop evaluation processes that lead to evidence based decision making.

3.5 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:

- 3.5.1 provide curriculum content and structure to engage “at risk” students in their learning; Learning Centre, short term intensive learning support, literacy and numeracy support.
- 3.5.2 continue developing and strengthening existing mentoring systems and support structures through the Deans’ pastoral support processes.
- 3.5.3 continue to seek active participation in innovative programmes aimed at engaging students in their learning.
- 3.5.4 through PB4L and relevant Ministry of Education programmes, focus on building and strengthening relationships between teachers and students.

3.6 Improving Māori Achievement (NEG 10)

Schools will work with Māori communities to plan, set targets for and achieve better outcomes for Māori students. Whanganui High School will:

- 3.6.1 participate in Ministry of Education programmes to engage with iwi and whanau, set appropriate goals and create an environment where Māori can succeed as Māori at Whanganui High School.
- 3.6.2 strengthen curriculum enrichments to target Māori students’ participation in Kapa Haka, Māori Performing Arts, marae visits and programmes as well as extending Te Reo Māori programmes.
- 3.6.3 strive to make school observances reflect Whanganuitanga.
- 3.6.4 provide student leadership opportunities for Māori and consult widely with Māori students.
- 3.6.5 consult our local iwi, both formally and informally.

3.7. 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:

- 3.7.1 offer quality career advice to all students.
- 3.7.2 be proactive in providing advice to all students in relation to their future learning, goal setting, course counselling and mentoring strategies.
- 3.7.3 establish effective programmes for school leavers.

3.8 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:

- 3.8.1 generate quality reports on internal operations for the Board of Trustees in a range of key indicator areas.
- 3.8.2 report annually to the community.
- 3.8.3 report to the BoT on school wide achievement and learning area performance following a prescribed Reporting Schedule.
- 3.8.4 meet all compliance requirements to external agencies in a timely and accurate manner.
- 3.8.5 report on student achievement regularly, in formal written format to all whanau.
- 3.8.6 continue developing and strengthening internal achievement monitoring processes for reporting on curriculum related key competencies.

WHANGANUI HIGH SCHOOL STRATEGIC PLAN 2016 – 2020

SCHOOL YEAR 2017

STRATEGIC GOAL ONE

The Development and Maintenance of Quality Systems and Processes

Whanganui High School will endeavour to display best practice in systems and processes for both Governance and Management. This best practice will be based on knowledge gained as a result of our on-going self-review.

OBJECTIVES:

1.0	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.

2.0	TO FURTHER DEVELOP THE SCHOOL'S 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, effective and relevant learning, and ensure the health and safety of staff and students.

3.0	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.

4.0	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 and success in all areas 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 consistently encouraged to excel.

OBJECTIVES:

1.0	TO DEVELOP AND IMPLEMENT WHANGANUI HIGH SCHOOL'S PROGRAMMES OF LEARNING WITH REFERENCE TO THE NZ CURRICULUM, TAKING INTO ACCOUNT THE UNDERPINNING VISION, PRINCIPLES, VALUES AND KEY COMPETENCIES OF THE NZ CURRICULUM
1.1	The School will provide a high quality, balanced curriculum for all students reflecting current education practice and community aspirations, in accordance with the structure of the New Zealand Curriculum, the National Certificate of Educational Achievement and individual needs of students.
1.2	The School will continue to offer an extensive range of extra-curricular opportunities including sport and cultural activities and will encourage active participation by students and staff.

2.0	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 reporting procedures that are fair, valid, authentic and reliable; which monitor student achievement, provide feedback and feed-forward on next steps for student learning and prepare students effectively for all assessments.
2.2	Assessment data will be used for subject areas and individual teachers to assess teaching programmes, student learning, and their own teaching effectiveness.
2.3	The School will have in place processes for self-assessment to effectively evaluate students and staff.
2.4	The School will provide fair, accurate and informative reports to students and their whanau, reporting on attendance, attitude, effort, key competencies, academic tracking and overall achievement. The reports will guide students' next steps forward in terms of individual learning.

3.0	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.

4.0	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 learning 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. The Principal will meet with each HOF to discuss individual annual Faculty Reports during Term 1 of each year.

5.0	TO RAISE MĀORI STUDENT ACHIEVEMENT THROUGH THE SCHOOL'S INVOLVEMENT IN MINISTRY OF EDUCATION PROGRAMMES, 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 Ministry of Education programmes which 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 and emotional environment will contribute to a school culture that recognises and supports each individual learner's needs, celebrates diversity and difference, while maintaining focus on achievement and excellence.

OBJECTIVES:

1.0	TO UTILISE 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, 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.

2.0	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 Pastoral Care structures, mentoring processes, form teacher roles, whanau teacher roles, Ministry of Education programmes as well as formal guidance support will all contribute to this.
2.2	A culture of high expectations, respect and adherence to School values will be maintained.

3.0	TO SUPPORT THE DEVELOPMENT AND APPROPRIATE USE OF LEARNING TECHNOLOGIES
3.1	The School will support the development of e-Learning and capacity for students, teachers and administration staff so that digital technology is effectively utilised in the teaching and learning programmes across the School.

WHANGANUI HIGH SCHOOL
DEVELOPMENT GOALS FOR ACHIEVEMENT, RETENTION, ENGAGEMENT and ATTENDANCE
2017

ACHIEVEMENT

1	Individual learning plans to be developed for students identified as falling significantly below curriculum expectations.
2	Individual at risk of not achieving students to be identified in faculty plans, with agreed success criteria to generate consistent response from teachers and across learning areas.
3	Teaching staff members in the Learning Support Centre to support individual students at risk.
4	Dedicated support for those students identified as at risk of not gaining literacy and numeracy credits.
5	Supervised study periods.

RETENTION

1	That all students have a pathway of success that will help them remain at School.
2	Increased involvement with whanau and local iwi so that we work together to improve educational outcomes.
3	Relevant engagement through the current Curriculum Review work. This is progressing through the first part of 2017 – a redesigned Whanganui High School Curriculum will be in place for the beginning of 2018.

ENGAGEMENT

1	Positive Behaviour for Learning (PB4L) and Restorative Practice programmes to improve student engagement in all learning areas.
2	Development of student mentoring and goal setting programmes.
3	Ongoing work and development of the student Graduate Student Profile. Students, staff, whanau and wider community consultation will be completed by end of Term 1 2017. The combined Whanganui High School Graduate Student Profile will be completed by the end of Term 2, 2017.

ATTENDANCE

1	To engage in ongoing data collection and in-depth analysis in key indicator areas across all year levels regularly throughout the year.
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ANALYSIS OF VARIANCE for 2016 ACADEMIC YEAR

Achievement Targets for all Learners 2016	Variance 2016	Comments	2017 TARGETS
That at least 88% of Year 11 students will obtain the 80 Level 1 credits needed to obtain NCEA Level 1.	Target met 90% achieved	<i>At risk students were academically tracked and supported throughout the year.</i>	90%
That at least 92% of Year 11 students will obtain both literacy and numeracy credits.	Target met 95% achieved both literacy & numeracy	<i>Target met: Literacy 96%, Numeracy 96%. There was a significant focus on priority students for both Literacy and Numeracy through the English and Mathematics faculties.</i>	96%
That at least 88% of Year 12 students will gain Level 2.	Target met Provisionally 89.2% achieved Level 2		90%
That at least 81% of Year 13 students will gain credits to obtain Level 3.	Target met Provisionally 83% achieved Level 3		83%
That at least 58% of Year 13 students will gain University Entrance.	Confirmed statistics not available yet.		58%
To improve Merit and Excellence endorsements at Levels 1, 2 and 3 by 2%.	L1 Merit met L1 Excellence met L2 Merit not met L2 Excellence not met. L3 Merit not met L3 Excellence met	<i>Level 1 Merit up 2.5%. Level 1 Excellence up 2.5%. Level 2 Merit down. Level 2 Excellence down. Level 3 Merits = Level 3 Excellence up 0.2%.</i>	To improve Merit and Excellence endorsements at Levels 1, 2 and 3 by 2%.
To identify students at risk of not reaching the achievement targets above and implement learning support strategies..	Done at Level 1.	<i>This was achieved successfully at Level 1.</i>	Goals/Strategies outlined on Pages 9-12.
Goals for Māori Learners from Te Kakahu over three years.	NCEA L1 results for Māori students are below those for the whole cohort.	<i>Level 1 – Whole Maori cohort pass rate is significantly lower than that of entire Year 11. 79.8% compared with 90.2%. Merit endorsement 20.3% [27%. Excellence 8% [17%. Level 2 – 80.8% compared with 90.2%. Level 3 – 78.3% compared with 83.3%. Have identified that Maori males in particular are not engaging academically to the same extent as males in each cohort, L1, L2 and L3.</i>	

Achievement Targets for all Learners 2016	Variance 2016	Comments	2017 TARGETS												
<p>Goals for Pasifika Students</p> <p><u>2015 Statistics:</u></p> <table data-bbox="170 459 510 578"> <tr> <td>Level 1</td> <td>83.3%</td> <td>[69.1]</td> </tr> <tr> <td>Level 2</td> <td>88.9%</td> <td>[75.2]</td> </tr> <tr> <td>Level 3</td> <td>65.2%</td> <td>[56.5]</td> </tr> <tr> <td>UE</td> <td>50%</td> <td>[27.9]</td> </tr> </table>	Level 1	83.3%	[69.1]	Level 2	88.9%	[75.2]	Level 3	65.2%	[56.5]	UE	50%	[27.9]	<p>Level 1 83.3% No. of students 6</p> <p>Level 2 100% No. of students 5</p> <p>Level 3 77.8% No. of students 9</p> <p>U.E. 55.6% No. of students 6</p>	<p><i>These are provisional 2016 statistics. Historically our Pasifika students have achieved well in excess of the National statistics for Pasifika students.</i></p> <p><i>As the National data is unavailable at the time of writing no comparisons can be made.</i></p>	<p>To maintain the favourable pass rates for Pasifika students ensuring that targeted mentoring is undertaken.</p>
Level 1	83.3%	[69.1]													
Level 2	88.9%	[75.2]													
Level 3	65.2%	[56.5]													
UE	50%	[27.9]													

WHANGANUI HIGH SCHOOL ANNUAL PLAN 2017

DEVELOPMENT AREAS FROM STRATEGIC PLAN

GOALS	DEVELOPMENT FOCUS	OUTCOMES
<p>GOAL ONE:</p> <p style="text-align: center;">PRIORITY LEARNERS</p>	<ul style="list-style-type: none"> Using relevant data to effectively identify learners. Priority learners will be identified through assessments such as PAT, e-asTTle, attendance records, pastoral records; information from contributing schools, teachers, parents, whanau, iwi and NCEA achievement data. Junior assessment data and NCEA data from 2016 indicates that WHS priority learning focus should be on Māori students and male students overall. Robust academic mentoring and goal setting programmes across all year levels. School Principal has very recently negotiated for the School to receive 100-120 hours of facilitator/kaitoro support for 2017 from facilitators accredited under the new Ministry of Education Professional Learning development funding model. Discussions are currently underway regarding our choice of accredited facilitators/kaitoro and the focused PLD support/professional growth that they will provide to our staff throughout 2017. 	<ul style="list-style-type: none"> Professional Learning Development (PLD) around culturally responsive and relational pedagogy for Māori students. PLD around effective differentiations strategies within classrooms. PLD focusing on increasing levels of Literacy and Numeracy achievement. PLD for best practice PB4L strategies and effective restorative practices in the school environment. PLD around focusing on effective teaching strategies for boys' education. Effective strategies for teaching identified priority learners to be included in individual faculty plans in order to ensure consistent responses from all teachers. Regular and culturally relevant student engagement surveys regarding teaching and learning. Setting up individual learning plans for identified students who are most at risk of not achieving. Agreed success criteria, regular written feedback and next steps from teachers. Effective academic tracking and monitoring of all students.
<p>GOAL TWO:</p> <p style="text-align: center;">FUTURE FOCUS LEARNERS</p>	<ul style="list-style-type: none"> Establish clear vocational pathways for students from Year 9 to Year 13, including representation on subject course outlines. Appropriate and relevant career education from Year 9 to Year 13. Goal setting and student mentoring (from Form teachers and teachers with specific Year level mentoring responsibilities) with focus on effective future pathways. Individual plans to change and develop as students progress through year levels. At this point in time the School is undergoing an extensive Curriculum Review in relation to current educational practice and the aspirations of our community. Our new school-wide Curriculum (to be fully in place by the beginning of 2018) will be as relevant and engaging as possible to the future focus needs of our students and our community. 	<ul style="list-style-type: none"> Helping students to be aware of their potential ability and wide range of skills in preparation for life beyond school. Ensure that students have the best possible understanding of key curriculum competencies and that we encourage the creation of life-long learners through process rather than just content knowledge. Findings of the new Curriculum Review to be in place by 2018 will result in a shared school-wide approach to curriculum design. PLD programmes that utilise best practice initiatives for career and future focused learning (including effective management programmes). A completed Graduate Student Profile will be created by the beginning of Term 2, 2017. This has been developed through extensive consultation with staff, students, parents and the wider Whanganui community.

GOALS	DEVELOPMENT FOCUS	OUTCOMES
<p>GOAL THREE:</p> <p>DIGITAL LEARNERS</p>	<ul style="list-style-type: none"> • Students are able to use digital technology as an essential aspect of their learning. • Teachers to incorporate digital learning as an essential part of their teaching programme. • That all students are good digital citizens and safe in a digital environment. 	<ul style="list-style-type: none"> • Ensure best student learning using digital technology. • Targeted PLD for staff which addresses the effective use of devices in every lesson for Years 9 and 10, as part of BYOT. • Ongoing PLD targeting focused support for varying levels of staff competency in the area of digital learning. • Making the most effective use of digital technology to support collaborative shared planning across a range of learning areas.

The Senior Leadership Team will meet for one day during each of the term holidays to review each completed term and plan forward strategically for the remainder of the year. During the review planning day we will keep a running record evaluation of our actual progress summary related to our three major goals:

Priority Learners; Future Focus Learners; Digital Learners.