



# CHARTER AND STRATEGIC PLAN 2018

Board of Trustees' endorsement:

Randal Southee

Principal's endorsement:

Martin McAllen

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



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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.*

## GRADUATE STUDENT PROFILE

**Students graduating from Whanganui High School will have  
the following attributes and skills:**

- *The ability to communicate effectively with others.*
- *Be trustworthy, honest, reliable, and dependable.*
- *Be respectful, caring and empathetic.*
- *Be open minded and enthusiastic for learning new skills.*
- *Be independent, motivated, confident, persistent and resilient.*
- *Value cultural diversity - be inclusive of all cultures and backgrounds.*
- *Be literate and numerate.*
- *Have self-discipline.*

## 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)

<b>HOUSES</b> (created in February 2018)	
Awa	Maunga
Moana	Whenua

**GIFTING OF THE STORY OF THE CREATION OF THE WHANGANUI RIVER**  
 (Gifted by local iwi to the whole School at Jubilee Stadium on our official Houses Opening Day – 16 February 2018)  
 (Te Pakimaero o Te Awa o Whanganui)

The creation of the Whanganui River begins and ends with tears. The first teardrop was the seed of the river itself, a gift to Ruapehu from an all-powerful god Ranginui. The last tears were those shed by another grieving mountain as it carved its tortuous path to exile. Like all good stories this one has its share of conflict, love and intrigue, but also of bravery and honour. Here it is as told by local iwi.

The Whanganui River is almost as old as the land itself. It all began when the North Island, as we know it today, was drawn from the ocean by the legendary figure of the South Pacific, Māui Tikitiki-ā-Taranga.

On that occasion Māui, ever the trickster, stowed away on his brothers' fishing expedition. He used the magic jawbone of his grandmother to hook and haul up Hāhā-te-Whenua, a heavy landmass that became Te Ikā-ā-Māui / the Great Fish of Māui – the North Island.

The great fish had huge mana and it would not be calmed. Ranginui, the Sky Father, was forced to intervene to ease its tremendous thrashing, and placed Matua Te Mana (Mount Ruapehu) at its centre. And so it was that calm came at last to the new land.

However, as time passed, proud and supreme Ruapehu, the only mountain on the land, came to feel his isolation more and more keenly. Ranginui, the Sky Father, was again moved to intervene. He placed two teardrops at the lonely mountain's feet. One tear drop was the beginning of the Whanganui River. The other flowed into the land of the Ngāti Tuwharetoa and the Waikato.

But this gift was not enough and Ruapehu's loneliness grew. Finally, in desperation, he pleaded with Ranginui for company. And so it was, over a period of time, that Ranginui sent Ruapehu four companions.

First came Tongariro, the warrior guardian of the two teardrops. Next to arrive was Taranaki, custodian of the new mountain clan's tapu. Third was Ngauruhoe, who acted as the mountains' servant, a role perhaps not as prestigious today but holding its own dignity in the old order. Last to arrive was the beautiful and fertile maiden, Pihanga. Pihanga was given as a bride to Tongariro, to ensure the survival and future of the mountain clan. So Ruapehu at last found peace in the presence of his new companions.

Peace, however, did not last forever. The harmony of the clan was menaced when Pihanga found herself tempted by the magnificence of the tall and elegant Taranaki. Discovering the attraction, Tongariro exploded in anger. Some versions of the legend tell of a huge battle between the rival mountains, with Taranaki defeated and Tongariro substantially depleted from his efforts.

*Continued.....*

The version of the Whanganui iwi is less spectacular and more honourable. They say that Taranaki, realising that he was on the point of making an error that might compromise his mana forever, sought counsel from his brother Ruapehu, patriarch of the clan. Ruapehu understood the sacred nature of Taranaki's role as custodian of the clan's tapu. He knew that if his brother turned to battle or to forbidden love, his mana would be tarnished. He also knew that a battle between Tongariro and Taranaki would have terrible consequences. The only alternative was to ask Taranaki to leave.

And so it was, with a heavy heart, that Taranaki drew away from the clan, following the teardrop of the Whanganui River. As he wound his way towards the coast, he widened that river's channel. The path he carved in exile and grief is the river as we know it today. When Taranaki arrived at the coast, near where the city of Whanganui stands today, he turned and continued northwards, finally settling in Te Hau-ā-uru, on the plains.

He remains there today, alone, forever guarding the place of the setting sun. From high points all around the western half of the North Island he can be seen looking towards the centre of the island, at the mountain clan he left behind.

*Ko au te awa, ko te awa ko au. I am the river and the river is me.*

## 1 SCHOOL PHILOSOPHY

Whanganui High School was established in 1958 and the School is proud of its excellent academic achievements, sporting success and cultural strengths. We are a large co-educational school of around 1500 students and 140 teaching staff and support staff.

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.
- 3.4.6 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 and local Whanganui-based initiatives 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 and on-line digital format to all whanau.

3.8.6 continue developing and strengthening internal achievement monitoring processes for reporting on curriculum related key competencies.

## **HE KAHUKURA**

At a meeting of Whanganui Secondary School Principals held in February 2018, as a part of a Professional Learning Development programme, it was suggested that a name was needed to give significance to the collective and collaborative work that was being done within the rōpū. After some thought the name “Kahukura” was offered by Mike Paki as a name for the rōpū as a collective.

To provide some insight into the thinking behind the suggestion of this name the following note is offered.

### **Background**

This programme is a carry on from a series of programmes that have been used over the last decade within schools. Each of these programmes carried names that attempted to define or describe the position of schools as they went upon their journeys.

The first of the programmes was named He Kakano – A Seed, and was a strategic school-based professional development programme with an explicit focus on improving culturally responsive leadership and teacher practices to ensure Māori learners enjoy educational success as Māori.

The strategic intent of the project was to improve the emotional, social, cultural and academic outcomes of Māori children. The programme supported school leaders to become relational and pedagogical leaders with the capability that will enable schools and teachers to build educational success for and with Māori learners.

The second series of programmes were named Te Kākahu – The Clothing, and was a professional learning and development (PLD) response in up to ten schools, also working directly with whānau, hapū and iwi within the Whanganui rohe over 2014–16. Te Kākahu is part of a larger Ministry-funded programme called *Building on Success* that aimed to strengthen school and iwi capability to accelerate valued outcomes for Māori learners in secondary schools.

He Kahukura has evolved into a new transition whereby collaborative learning and teaching across schools and the iwi has begun. This reflects the principal notions of a Kahu or cloak i.e. a sheltering garment that protects the wearer. It builds upon the metaphors that precede it, in that we began with the Kakano or seed that was sown or planted into the hearts and minds of the people. From the seeds grew resources to clothe the students and teachers to face the days ahead. Finally, to complete the outfit, a special item of clothing is required to represent the nature and the aspirations of the students, whānau, hapū and iwi, as well as the schools i.e. “Kia tū hei rangatira mō āpōpō – Stand as a leader for the people tomorrow”.

## He Kahukura

Kahukura has several connotations and meanings of which just a few will be presented here to provide insight into the kaupapa of the rōpū.

A Kahukura is a type of rainbow. Kahukura is the female rainbow and was often used to highlight the emotive state of the lands, of Papatūānuku. From the hues, and from the colours exhibited, tangata rehe or learned people could tell what was going to occur on their lands, and what to prepare for. Kahukura was the messenger.

Secondly, Kahukura or Kākahu-kura were very precious korowai or cloaks. They are precious because of the immense amount of collective effort that it takes to make one. It is not just made by one person, but rather by a myriad of people.

Traditionally, people from a particular area or areas would gather the necessary resources such as the right rau or feathers, the harakeke or flax as well and other resources to ensure that there were sufficient resources to make this garment.

From the gathering the best weavers are gathered together to begin the preparation of the materials. This includes the sorting of the feathers, the stripping and preparing of the harakeke for weaving, as well as the provision of support to the weavers as they carried out their work.

In regard to this kaupapa, and the tapaenga o te ingoa “Kahukura”, it is a reflection of all these things, i.e. a precious garment, created by the people, within a single mind and purpose. It requires a set of resources from the surrounding environment and is made to cover the person for whom it is for, protecting them both physically and spiritually. It also carries the mauri of the people.

Finally, Kahukura can be seen as a compound word – **Kahu** – from Kahui, a group or collective of people, or groupings of people; and **Kura**, meaning “red” or in this situation “School” thus literally “**Kahu-kura**” is a “Collective of Schools”.

# WHANGANUI HIGH SCHOOL STRATEGIC PLAN 2016 – 2020

## SCHOOL YEAR 2018

### 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:

<b>1.0</b>	<b>TO MAINTAIN QUALITY GOVERNANCE SYSTEMS AND PROCESSES IN ALL BOARD OPERATIONS</b>
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.

<b>2.0</b>	<b>TO FURTHER DEVELOP THE SCHOOL'S LEADERSHIP STRUCTURE AND SYSTEMS</b>
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.

<b>3.0</b>	<b>TO STRENGTHEN STAFF PERFORMANCE MANAGEMENT PROCESSES TO ALIGN THEM WITH THE EDUCATION COUNCIL OF AOTEAROA NZ REQUIREMENTS FOR APPRAISAL AND ATTESTATION</b>
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.

<b>4.0</b>	<b>TO MANAGE PROPERTY AND FINANCE PORTFOLIOS TO MEET SET PRIORITIES AND EMERGING NEEDS</b>
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:

<b>1.0</b>	<b>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</b>
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.
<b>2.0</b>	<b>TO DEVELOP AND REFINE ASSESSMENT AND REPORTING PRACTICES TO PROVIDE QUALITY INFORMATION TO STUDENTS, FAMILIES AND TEACHERS</b>
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.
<b>3.0</b>	<b>TO PROVIDE A RANGE OF OPPORTUNITIES FOR STUDENTS TO ACCESS QUALITY ADVICE AND GUIDANCE RELATING TO PASTORAL CARE AND LEARNING PROGRESSION</b>
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.

<b>4.0</b>	<b>TO STRENGTHEN SELF-REVIEW PRACTICES TO GENERATE QUALITY DATA FOR EVIDENCE-BASED DECISION-MAKING</b>
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 and the relevant Senior Leadership Team Line Manager to discuss individual annual Faculty Reports during Term 1 and into Term 2 of each year.

<b>5.0</b>	<b>TO RAISE MĀORI STUDENT ACHIEVEMENT THROUGH THE SCHOOL'S INVOLVEMENT IN MINISTRY OF EDUCATION PROGRAMMES AND LOCAL WHANGANUI-BASED INITIATIVES ASSISTING STAFF TO SUPPORT INITIATIVES WHILE GAINING FURTHER PROFESSIONAL KNOWLEDGE OF THE TREATY OF WAITANGI</b>
5.1	The School will participate in Ministry of Education programmes and local Whanganui-based initiatives 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:

<b>1.0</b>	<b>TO UTILISE PROPERTY AND FINANCIAL RESOURCES TO PROVIDE AN APPROPRIATE PHYSICAL ENVIRONMENT FOR ALL LEARNERS AND TEACHERS</b>
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.
<b>2.0</b>	<b>TO SUPPORT AND MAINTAIN SCHOOL STRUCTURES FOR ADVICE AND GUIDANCE TO STUDENTS THUS PROVIDING A SAFE EMOTIONAL ENVIRONMENT</b>
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.
<b>3.0</b>	<b>TO SUPPORT THE DEVELOPMENT AND APPROPRIATE USE OF LEARNING TECHNOLOGIES</b>
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**  
**2018**

**ACHIEVEMENT**

1	Individual learning plans to be developed for learners identified as falling significantly below curriculum expectations.
2	Individual at risk of not achieving learners 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 learners at risk.
4	At the beginning of 2018 four Supported Learning classes have been created for students who have clearly identified learning needs – two classes at Year 9 and two classes at Year 10. The teachers in the classes are planning together collaboratively and teacher-aides have been resourced into the Supported Learning classes.
5	Dedicated support for those learners identified as at risk of not gaining literacy and numeracy credits.
6	Supervised study periods where relevant.

**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 redesigned Whanganui High School curriculum – after consultation with students, whanau, staff, members of the wider community throughout 2017 – which is 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	The Whanganui High School Graduate Student Profile is in place after considerable student, staff, whanau and wider community consultation. The profile shows key agreed aspirational indicators for all students at Whanganui High School.
4	The introduction of the House structure (Awa, Maunga, Moana, Whenua) to Whanganui High School at the beginning of 2018. Vertical form classes, House Deputy Principals, House Deans and Māori Dean.

**ATTENDANCE**

1	To engage in ongoing data collection and in-depth analysis in key indicator areas across all year levels regularly throughout the year.
2	To regularly publicise within the school attendance statistics across all year levels and across all four Houses.



## WHANGANUI HIGH SCHOOL

### ANALYSIS OF VARIANCE for 2017 ACADEMIC YEAR

Achievement Targets for all Learners 2017	Variance 2017	Comments	2018 TARGETS
That at least 90% of Year 11 students will achieve the 80 Level 1 credits needed to obtain NCEA Level 1.	<b>Provisional Result 73.5%</b> <b>Target not met.</b> <b>(National 72.9%)</b>	<i>The student cohort was generally weaker overall than those of previous years and the results reflected this. The extent of the drop was not predicted – better tracking methods will be in place for Level 1 in 2018.</i>	<b>80%</b>
That at least 96% of Year 11 students will obtain <u>both</u> Literacy and Numeracy credits.	<b>96% achieved <u>both</u> Literacy &amp; Numeracy.</b> <b>Target.</b>	<i>Literacy 93.6% Numeracy 92.4%</i> <i>A significant focus was placed on priority students for Literacy and Numeracy within the English and Mathematics faculties.</i> <i>Percentage for cohort who achieved <u>both</u> is 96%.</i> <i>National: Literacy 91.1% Numeracy 89.7%</i>	<b>95%</b>
That at least 90% of Year 12 students will gain Level 2.	<b>Provisional result 79.9%</b> <b>Target not met.</b> <b>(National 77.2%)</b>	<i>This cohort had achieved an exceptional Level 1 pass rate of 85.3% so some momentum was lost as they progressed to Level 2.</i>	<b>83%</b>
That at least 83% of Year 13 students will gain credits to obtain Level 3.	<b>Provisional result 69%</b> <b>Target not met.</b> <b>(National 64.2%)</b>		<b>74%</b>
That at least 58% of Year 13 students will gain University Entrance.	<b>Provisional result 44.2%</b> <b>Target not met.</b> <b>(National 47.1%)</b>		<b>50%</b>
To improve Merit and Excellence endorsements at Levels 1, 2 and 3 by 2%.	<b>L1 Merit 31.6% - not met</b> <b>L1 Excellence 18.9% - not met</b> <b>L2 Merit 20.5% - not met</b> <b>L2 Excellence 15.4% - not met</b> <b>L3 Merit 30.5% - not met</b> <b>L3 Excellence 12.6% - not met</b>	<i>Level 1 Merit up 1.8%. National 35.6%.</i> <i>Level 1 Excellence up 1.3%. National 20.1%.</i> <i>Level 2 Merit up 1%. National 27.1%.</i> <i>Level 2 Excellence equal. National 16.0%.</i> <i>Level 3 Merit up 1.3%. National 28.1%</i> <i>Level 3 Excellence up 0.3%. National 15.6%.</i> <i>We need to continue focusing on stretching student academic performance across all levels.</i>	<b>To improve Merit and Excellence endorsements at Levels 1, 2 and 3 by 1.5%.</b>

Achievement Targets for all Learners 2017	Variance 2017	Comments	2018 TARGETS																				
To identify students at risk of not reaching the achievement targets above and implement learning support strategies.	<b>Done for each of Levels 1, 2 and 3.</b>	<i>Throughout 2018 increased school-wide focus will be placed on supporting the learning of students at risk of not achieving.</i>	<p>The school's areas of focus for 2018 reflect the need to place greater emphasis on Priority Learners.</p> <p><u>Areas of Focus:</u></p> <ul style="list-style-type: none"> <li>• <i>Priority Learners.</i></li> <li>• <i>Culturally Responsive and Relational Pedagogy.</i></li> <li>• <i>Future Focus Teaching and Learning.</i></li> </ul>																				
Goals for Māori Learners	<b>NCEA Level 1 results for Māori students are below those for the whole cohort.</b>	<table border="1"> <thead> <tr> <th></th> <th><b>WHS Māori</b></th> <th><b>National Māori</b></th> <th><b>WHS – All</b></th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>57.1</td> <td>61.7</td> <td>73.5</td> </tr> <tr> <td>L2</td> <td>78.8</td> <td>72.4</td> <td>79.9</td> </tr> <tr> <td>L3</td> <td>71.2</td> <td>55.0</td> <td>69.0</td> </tr> <tr> <td>UE</td> <td>26.9</td> <td>29.8</td> <td>44.2</td> </tr> </tbody> </table> <p><i>Results at Levels 2 and 3 are favourable, while Level 1 is unfavourable. Academic progress and engagement of Māori males is still less than expected and a priority for improvement during 2018.</i></p>		<b>WHS Māori</b>	<b>National Māori</b>	<b>WHS – All</b>	L1	57.1	61.7	73.5	L2	78.8	72.4	79.9	L3	71.2	55.0	69.0	UE	26.9	29.8	44.2	To target academic mentoring of all Māori students and establish achievable academic goals and career paths.
	<b>WHS Māori</b>	<b>National Māori</b>	<b>WHS – All</b>																				
L1	57.1	61.7	73.5																				
L2	78.8	72.4	79.9																				
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Goals for Pasifika Students		<table border="1"> <thead> <tr> <th></th> <th><b>WHS Pasifika</b></th> <th><b>National Pasifika</b></th> <th><b>WHS – All</b></th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>75.0</td> <td>69.3</td> <td>73.5</td> </tr> <tr> <td>L2</td> <td>57.1</td> <td>77.6</td> <td>79.9</td> </tr> <tr> <td>L3</td> <td>42.9</td> <td>62.9</td> <td>69.0</td> </tr> <tr> <td>UE</td> <td>14.3</td> <td>29.9</td> <td>44.2</td> </tr> </tbody> </table> <p><i>There was a drop in Pasifika students' results at all levels in 2017.</i></p>		<b>WHS Pasifika</b>	<b>National Pasifika</b>	<b>WHS – All</b>	L1	75.0	69.3	73.5	L2	57.1	77.6	79.9	L3	42.9	62.9	69.0	UE	14.3	29.9	44.2	Ensure that Pasifika students are identified and mentored to encourage a focus on achievement.
	<b>WHS Pasifika</b>	<b>National Pasifika</b>	<b>WHS – All</b>																				
L1	75.0	69.3	73.5																				
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Gender Statistics		<p><i>The provisional statistics on gender have indicated favourable comparisons for both males and females across Levels 1, 2 and 3 with the notable exception being the boys at Level 1 where the success rate dropped from 84.6% to 66.5% (18.1%).</i></p> <p><i>Male achievement in this year group is a concern that will be addressed through better tracking methods in 2018.</i></p>	Identify and target priority male students ensuring that academic mentoring is done and students have courses suited to potential career options into the future.																				

# WHANGANUI HIGH SCHOOL ANNUAL PLAN 2018

## DEVELOPMENT AREAS FROM STRATEGIC PLAN

GOALS	DEVELOPMENT FOCUS	OUTCOMES
<b>GOAL ONE:</b>  <b>PRIORITY LEARNERS</b>	<ul style="list-style-type: none"> <li>• Using relevant data to effectively identify learners. Priority learners will be identified through assessments such as PAT, e-asTTle, attendance records, pastoral records, RTLB information, information from contributing schools, teachers, parents, whanau, iwi and NCEA achievement data.</li> <li>• Junior assessment data and NCEA data from 2017 indicates that WHS priority learning focus should be on Māori students and male students overall.</li> <li>• Robust academic mentoring and goal setting programmes across all year levels.</li> <li>• Creation of four Supported Learning classes in 2018 – two Year 9 classes and two Year 10 classes to cater for students with clearly identified learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• PLD around effective differentiation strategies within classrooms.</li> <li>• PLD focusing on increasing levels of Literacy and Numeracy achievement.</li> <li>• PLD for best practice PB4L strategies and effective restorative practices in the school environment.</li> <li>• PLD around focusing on effective teaching strategies for boys' education.</li> <li>• Effective strategies for teaching identified priority learners to be included in individual faculty plans in order to ensure consistent responses from all teachers.</li> <li>• Regular and culturally relevant student engagement surveys regarding teaching and learning.</li> <li>• Setting up individual learning plans for identified students who are most at risk of not achieving.</li> <li>• Agreed success criteria, regular written feedback and next steps from teachers.</li> <li>• Effective academic tracking and monitoring of all students.</li> </ul>
<b>GOAL TWO:</b>  <b>CULTURALLY RESPONSIVE AND RELATIONAL PEDAGOGY</b>	<ul style="list-style-type: none"> <li>• Focused professional learning development and professional growth for all staff with our He Kahukura initiative.</li> <li>• Collaborative partnership in learning between Whanganui High Staff, staff of other Whanganui secondary schools, and our facilitators, Alana Madgwick, Mike Paki and Mike King.</li> </ul>	<ul style="list-style-type: none"> <li>• Formation in February 2018 of the Whanganui High School He Kahukura team: Martin McAllen, Jo Ander (Lead teacher), Craig Adam, Lisa Martin, Jos Berkholt, Sean Brown, Casey Graham, Rebecca Kennedy, Riria Henry, Diane Calman, Elaine Hughes, Cherie Cowan-Puru, whanau and students.</li> <li>• Senior Leadership Team, Heads of Faculty and teachers across all learning areas (English, Languages, Science, Health &amp; Physical Education, Mathematics, Arts, Technology, Social Sciences) collaborating on place-based curriculum teaching; shared thematic approaches to teaching; junior school focus on improvements in subject-specific literacy.</li> <li>• Teacher observations, shared feedback and feed forward to continue improving teaching practice.</li> <li>• The development of a co-constructed Whanganui High School Effective Teacher Profile.</li> </ul>

GOALS	DEVELOPMENT FOCUS	OUTCOMES
<p><b>GOAL THREE:</b></p> <p style="text-align: center;"><b>FUTURE FOCUS TEACHING AND LEARNING</b></p>	<ul style="list-style-type: none"> <li>• Establish clear vocational pathways for students from Year 9 to Year 13, including representation on subject course outlines.</li> <li>• Appropriate and relevant career education from Year 9 to Year 13.</li> <li>• 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.</li> <li>• Our new school-wide Curriculum is as relevant and engaging as possible to the future focus needs of our students and our community.</li> <li>• Students are able to use digital technology as an essential aspect of their learning.</li> <li>• Teachers to incorporate digital learning as an essential part of their teaching programme.</li> <li>• That all students are good digital citizens and safe in a digital environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Helping students to be aware of their potential ability and wide range of skills in preparation for life beyond school.</li> <li>• 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.</li> <li>• A shared school-wide approach to curriculum design – contributions from students, staff, whanau and wider community.</li> <li>• PLD programmes that utilise best practice initiatives for career and future focused learning (including effective management programmes).</li> <li>• The Whanganui High School Graduate Student Profile has been developed through extensive consultation with staff, students, whanau and the wider Whanganui community.</li> <li>• Ensure best student learning using digital technology.</li> <li>• Targeted PLD and support for staff which addresses the effective use of devices in every lesson for Years 9, 10 and 11, as part of our school-wide BYOT initiative.</li> <li>• Ongoing PLD targeting focused support for varying levels of teaching and support staff competency around digital learning.</li> <li>• Making the most effective use of digital technology to support collaborative shared planning across a range of learning areas.</li> </ul>

The Senior Leadership Team will meet with the Board of Trustees at least three times during the year to review each completed term and plan forward strategically for the remainder of the year and into the following year. During the review planning days, we will keep a running record evaluation of our actual progress summary related to our three major school goals:

**Priority Learners; Culturally Responsive and Relational Pedagogy;  
Future Focused Teaching and Learning.**

At these meetings, Senior Leadership Team members will also report back to the Board of Trustees on progress against their major portfolio responsibilities – see Appendix 1.