

Whakatane High School



Charter

2015 Annual Plan

Strategic Plan 2015 – 2017

Challenging Students to Achieve – Kia Whakatane Au I Ahau

Introduction

The School began as a District High School in 1920 and became a full High School in 1950.

Whakatane High School is now a semi-rural, decile 4, co-educational secondary school with a roll of around 840. Approximately 54% of the students are of Maori descent and 46% European. The predominant iwi are Ngati Awa, Tuhoe, Te Whanau a Apanui, Te Arawa and Tuwharetoa. The school serves Whakatane and the surrounding hinterland. Thirty percent of the students are from the rural or outlying areas and use Ministry of Education or privately funded school buses. The teaching staff comprises 54 full-time and 6 part-time teachers with 20 support staff.

Teaching and Learning Programmes

The school provides a broad curriculum that is designed to engage students in purposeful learning. It recognises and celebrates the diverse nature of its school population. The curriculum caters well for students with special needs, English Language Learning (ELL) students, low income families and Māori students. There are extensive initiatives to support individual talents and needs. A transition class supports students who are finding the transition to secondary school difficult. The well-established pastoral care network contributes to the provision of a safe emotional environment and student well being. (Education Review Office report, May 2014).

All teachers take part in Professional Learning groups and may select from:

- Teaching as Enquiry
- Kia Eke Panuku
- Positive Behaviour for Learning
- Google Apps for Education

School-wide Achievement

NCEA results from 2004 onwards indicate consistent performance at or above that of schools of the same decile rating.

The Accelerated Learning Programme operating in Years 9 and 10 caters for gifted and talented students as well as extending and encouraging students with above average ability and those with very positive attitudes to learning. A Special Learning Needs centre manages a series of programmes designed to match the learning needs of identified students with the most appropriate courses. At Year 9, the school offers a semi home room class for students who are likely to find the transition to Secondary School difficult.

The Gateway Programme provides senior students with work-place learning opportunities to gain credits on the NQF towards nationally recognised qualifications. School leaver data indicates that Whakatane High School exceeds the national statistics for students leaving school with recognised qualifications – both Māori and non Māori students. Whakatane High School is a part of the Eastern Bay Trades Academy. Students get to study a range of trades, with the aim of gaining a Level 2 National Certificate.

Whakatane High School is a member of the 'Volcanics' e-cluster, and offers video conference learning via the virtual learning network.

Te Aka Matua and Te Reo Māori

Te Aka Matua

The *Te Aka Matua* (TAM) programme continues to provide students with an inclusive and culturally appropriate environment underpinned by the values of whanaungatanga, manaaki and taha wairua. A weekly TAM assembly incorporates waiata and karakia and is used to affirm and celebrate Māori success as Māori. All students are able to participate in Māori performing arts, other cultural initiatives and waka ama. Teachers responsible for TAM model high expectations and effective teaching strategies to engage Māori students in learning and wider education. Students in TAM programmes are benefiting from relationships that affirm the place of te reo me ona tikanga Māori in the school.

Students wishing to receive learning opportunities in Te Reo and Tikanga Māori are able to enter Te Aka Matua classes and Te Reo Māori classes Years 9 and 10 and NCEA Levels 1 – 3.

Co-curricular Opportunities

Students and staff have a reputation for involvement in a wide range of extra-curricular activities including kapa haka, debating, dramatic and musical productions and a wide range of both summer and winter sports codes. Many teams and individuals are ranked nationally in both sporting and cultural endeavours. Coaches and managers for teams are drawn from both the staff and wider community.

Relationship Management - Career and Pastoral Guidance

A feature of the school is the positive and mutually respectful relationships between students and staff. Students and parents value the time and energy teachers give to promoting academic achievement and facilitating an extensive range of co and extra-curricular opportunities. A well-coordinated pastoral care network maintains regular communication with families and supports students' social and emotional development.

The school has developed restorative practices as part of their behaviour management initiatives. Students are aware of, and have confidence in, the guidance, health and careers support services available to them. The school has regular contact with a wide range of outside support agencies. The school participates in the Positive Behaviour for Learning (PB4L) programme to further enhance the learning environment of the school.

The Board of Trustees' Commitment

The Board of Trustees and staff remain focused on realising the National Education Goals through the implementation of the National Administration Guidelines for all students at Whakatane High School in accordance with the school's Mission Statement.

The School's Vision

The Mission Statement summarises the school's and the community's vision for its students and reflects the reason for the school's existence. The Whakatane High School Mission Statement is:

Challenging Students to Achieve!

The essence of this statement is conveyed in Māori by the famous statement attributed to Wairaka, daughter of Toroa the chief of the ancestral Mataatua canoe, according to Ngāti Awa tradition.

The canoe was anchored in the Whakatane River while the men went ashore to assess the welcome they would be afforded by the tangata whenua. Meanwhile the changing tide dislodged the canoe from its moorings. The waka started to drift away with Wairaka, the other women and children aboard.

Women were not permitted to paddle the canoe under normal circumstances but rather than see the waka fall to the fate of the rivers current and rocky outcrops, Wairaka called out "Kia Whakatane Au I Ahau", which translates as "I will act as a man". She manoeuvred the canoe back to shore, therefore diverting a potential tragedy.

Her famous saying has been the school's motto from its beginning and is now used to encapsulate the qualities of leadership, determination, achievement and success that the new Mission Statement alludes to. The Mission Statement in Maori:

Kia Whakatane Au I Ahau!

The School's Values

Following consultation with staff, students and the community, a set of three values was established that all stakeholders felt were important to a successful and principled secondary school.

These values are the standards by which members of our school community regulate themselves in their day-to-day lives.

The Whakatane High School values include respect for:

ACHIEVEMENT (WHAINGA)

- Participating and succeeding in all aspects of school life
- Making the best use of all opportunities offered at school
- Giving your best to yourself, your relationships, your society and your environment

RESPECT (MANA)

- Being considerate and appreciative of others
- Valuing all members of the school community
- Valuing the school environment

RESPONSIBILITY (KAWENGA)

- Being accountable for your actions
- Honouring commitments or promises made to others
- Looking after your environment and the earth

Depicting the School Values

A Māori graphic or design represents each of the school's three values. The explanation for each is as follows:

ACHIEVEMENT (WHAINGA)

This is represented by a *kete* or kit, a taonga (special treasure) containing knowledge. As a student progresses through Whakatane High School they are gathering knowledge, skills and attitudes that will equip them for the next stage in their lives, that is to tertiary education or employment. As their education progresses, so more knowledge is gathered in their *kete*.



RESPECT (MANA)

Respect is a two-way process represented by the *kowhaiwhai* design. The symmetry of the pattern depicts the equality of respect we should have for each other.



RESPONSIBILITY (KAWENGA)

The large fronds represent the school's *tuakana*, the senior students, who have a responsibility to look after and nurture the *teina*, the younger students in the school. Together, they form the school *whanau* each taking responsibility for another.





The School's Strategic Goals

The Strategic Goals of Whakatane High School are expressed in **six key statements** that address all the features of a successful and responsive educational organisation and recognise the role of all stakeholders in fulfilling the Mission Statement.

1. *To provide a learning environment that challenges and enables all students to develop their potential*
2. *To manage the human, physical and intellectual resources of the school to provide a learning environment to maximise student learning and achievement*
3. *To provide a healthy, safe and caring environment that focuses on students' responsibilities and rights*
4. *To ensure there is effective communication between the school and its community*
5. *To demonstrate in governance and management an obligation to fulfil the intent of the Treaty of Waitangi*
6. *To be the preferred provider of secondary education in the Eastern Bay of Plenty*

The Strategic Plan 2015 – 2017

Strategic Goal 1

Whakatane High School will provide a learning environment that challenges and enables all students to develop their potential

The four strategic statements that will inform annual planning related to Strategic Goal 1 are:

1.1 Whakatane High School will have a range of teaching programmes that meet the learning needs of students and challenge them to achieve to their potential

1.2 Evidence-based practice will inform decision-making in all areas of school management including the design of teaching programmes, professional development of staff and all initiatives designed to enhance student achievement

1.3 Information and Communication Technology (ICT) will be used and integrated into programmes at all levels of the curriculum to enhance students' learning and to equip students for the advancing technological world of the future

1.4 The numbers of students leaving Whakatane High School with nationally recognised qualifications will surpass the New Zealand mean

Strategic Goal 2

To manage the human, physical and intellectual resources of Whakatane High School to provide a learning environment to maximise student learning and achievement

The five strategic statements that will inform annual planning related to Strategic Goal 2 are:

2.1 The Board of Trustees will manage its financial resources in the most effective manner to maximise students' learning and achievement

2.2 *The Board of Trustees will endeavour to provide students and staff with current Information and Communication Technology (ICT) resources to maximise the effectiveness of teaching programmes and student learning*

2.3 The Board of Trustees, through its recruitment, staff development and EEO policies will ensure that it is viewed as a 'good employer' and the school is staffed with qualified practitioners

2.4 The Board of Trustees will establish, implement and review the 5 and 10 Year Property Agreements and School Maintenance Agreements

2.5 *A performance management process will support all staff in achieving the Strategic Goals of the School*

Strategic Goal 3

To provide a healthy, safe and caring environment that focuses on students' responsibilities and rights

The four strategic statements that will inform annual planning related to Strategic Goal 3 are:

3.1 All stakeholders of the school will be informed of their responsibilities and rights in fostering a safe learning environment

3.2 The school will foster policies/systems and procedures that support the health and well-being (Hau Ora) of students and staff

3.3 ***The school will foster an environment based on the school's values and a caring family atmosphere (whanaungatanga)***

3.4 ***A sense of belonging and pride in the school will be fostered and maintained***

Strategic Goal 4

To ensure there is effective communication between the school and its community

The three strategic statements that will inform annual planning related to Strategic Goal 4 are:

4.1 Whakatane High School will engage with families and whanau to establish partnerships that are directly focused on enhancing students' achievement and well-being

4.2 Whakatane High School will form partnerships with community organisations, businesses and networks to enhance student learning and well-being

4.3 ***On-going consultation with the school's community will occur to establish and foster high expectations for students' achievement and learning***

Strategic Goal 5

*To demonstrate in governance and management an obligation to fulfil
the intent of the Treaty of Waitangi*

The Board of Trustees recognises three principles arising from the Treaty:

- 1. Rangatiratanga:** protect and nurture Māori taonga treasures such as Te Reo Māori Māori language and Tikanga cultural practices and values within the school
- 2. Equality:** seek equal educational opportunities and outcomes for Māori and non-Māori students
- 3. Reasonable co-operation:** the Board accepts that reasonable co-operation can only take place if there is consultation between the school and the Māori community on major issues of concern, and if good faith and balance are shown on all sides. The outcome of reasonable co-operation is partnership.

The three strategic statements that will inform annual planning related to Strategic Goal 5 are:

5.1 The school will implement initiatives to achieve the principles of rangatiratanga, equality and reasonable co-operation inherent in the Treaty

5.2 The school will review policies, plans and targets, in consultation with the Māori community, for improving the achievement of Māori students and report on the effectiveness of these measures

5.3 The school will implement programmes to raise the academic achievement of Māori students

Strategic Goal 6

*To be the preferred provider of secondary education in the
Eastern Bay of Plenty*

The three strategic statements that will inform annual planning related to Strategic Goal 6 are:

6.1 *Whakatane High School will actively promote the academic, cultural and sporting achievements of its staff and students.*

6.2 *Whakatane High School will aim at recruiting and retaining quality teachers*

6.3 *Whakatane High School will develop positive relationships with the contributing schools*

Strategic Goal 1

Whakatane High School will provide a learning environment that challenges and enables all students to develop their potential

	2015	2016	2017
1.1 Whakatane High School will have a range of teaching programmes that meet the learning needs of students and challenge them to achieve to their potential	School leavers with NCEA Level 2 or better Māori - 73% All - 77%	School leavers with NCEA Level 2 or better Māori - 74% All - 81%	School leavers with NCEA Level 2 or better Maori - 76% All - 85%
1.4 The number of students leaving Whakatane High School with nationally recognised qualifications will surpass the New Zealand mean			
1.2 Evidence-based practice will inform decision-making in all areas of school management including the design of teaching programmes, professional development of staff and all initiatives designed to enhance student achievement	Analysis of Year 9 and 10 data determines strategies, resourcing and direction Comprehensive range of data collated and analysed especially Year 9 and 10	Analysis of Year 9 and 10 data determines strategies, resourcing and direction Comprehensive range of data collated and analysed especially Year 9 and 10	Continue tracking and mentoring programmes Data drives teaching programmes/Teaching as Enquiry and Kia Eke Panuku
1.3 Information and Communication Technology (ICT) will be used and integrated into programmes at all levels of the curriculum to enhance students' learning and to equip students for the advancing technological world of the future	BYOD – common platform established Trial group	BYOD – all Year 9 common platform	BYOD – GAFE (Chrome Books introduction)

Strategic Goal 2

To manage the human, physical and intellectual resources of Whakatane High School to provide a learning environment to maximise student learning and achievement

	2015	2016	2017
2.1 The Board of Trustees will manage its financial resources in the most effective manner to maximise students' learning and achievement	<p>25 Foreign fee paying students and continued marketing in Germany and China</p> <p>Set up a school trust for donations, school maintains \$200,000 in reserves</p> <p>Computers in DVC</p>	<p>25 Foreign fee paying students and continued marketing in Germany and China. One new market visit undertaken</p> <p>School maintains \$200,000 in reserves</p>	<p>25 FFP students with two from second market</p>
2.2 The Board of Trustees will endeavour to provide students and staff with current Information and Communication Technology (ICT) resources to maximise the effectiveness of teaching programmes and student learning	<p>BYOD – common platform established; GAFE</p> <p>50 Chrome Books purchased</p> <p>PLG for digital technology established</p> <p>Staff support person employed</p> <p>All emails integrated to Google Apps</p>	<p>50 Chrome Books purchased</p> <p>All staff and students using GAFE – varying degrees</p> <p>Focus on developing pedagogy using GAFE</p> <p>PLG continues</p>	<p>Staff focus on developing skills to integrate digital tools for collaborative learning</p> <p>Investigate becoming an IT Hub</p>
2.3 The Board of Trustees, through its recruitment, staff development and EEO policies will ensure that it is viewed as a 'good employer' and the school is staffed with qualified practitioners	<p>Whakatane High School continues to follow "Good Employer" practices</p>	<p>Whakatane High School continues to follow "Good Employer" practices</p>	<p>Whakatane High School continues to follow "Good Employer" practices</p>
2.4 The Board of Trustees will establish, implement and review the 5 and 10 Year Property Agreements and School Maintenance Agreements	<p>New 10 year property agreement negotiated</p>	<p>New property developments continue as per plan</p>	<p>Property developments continues as per plan</p>
2.5 A performance management process will support all staff in achieving the Strategic Goals of the School.	<p>Teacher appraisal includes Teaching as Enquiry</p>	<p>Teacher appraisal includes Teaching as Enquiry</p>	

Strategic Goal 3

To provide a healthy, safe and caring environment that focuses on students' responsibilities and rights

	2015	2016	2017
3.1 All stakeholders of the school will be informed of their responsibilities and rights in fostering a safe learning environment	Continued reduction in stand downs and suspensions	New staff trained in PB4L – on going	Reviewing of restorative use in the school
3.2 The school will foster policies/systems and procedures that support the health and well-being (Hau Ora) of students and staff	<p>Refresher training in restorative practices</p> <p>Monitoring of restorative practices</p>	<p>Tier 2 developed further</p> <p>Continued reduction in stand downs and suspensions</p> <p>Refresher training in restorative practices</p>	<p>New staff and students inducted in PB4L</p> <p>Tier 2 systems reviewed and amended accordingly</p>
3.3 The school will foster an environment based on the school's values and a caring family atmosphere (whanaungatanga)	<p>Staff review on refresher training</p> <p>Continued induction for new staff</p>	<p>Monitoring of restorative practices</p> <p>New staff inducted into the schools restorative approach</p>	<p>Haumaru process to be used with tier 2 and 3 students</p> <p>Continued reduction in stand downs and suspensions</p>
3.4 A sense of belonging and pride in the school will be fostered and maintained	<p>Continued reduction in referrals to RJ room</p> <p>Devise strategies to address imbalances</p>	<p>Analyse effectiveness of strategies and change/embed accordingly</p>	<p>Review statistics for referrals and investigate further methods to reduce imbalance if required</p>

Strategic Goal 4

To ensure there is effective communication between the school and its community

	2015	2016	2017
4.1 Whakatane High School will engage with families and whanau to establish partnerships that are directly focused on enhancing students' achievement and well-being	<p>Review use of Parent Portal</p> <p>Year 11 trial of student academic counselling and review</p> <p>Parent hui held to obtain opinion</p>	<p>Continue to develop parent portal</p> <p>Implement academic counselling in Years 11, 12, 13</p> <p>Parent hui held to obtain opinion</p>	<p>Parent portal reviewed and upgraded</p> <p>Academic counselling at all levels</p>
4.2 Whakatane High School will form partnerships with community organisations, businesses and networks to enhance student learning and well-being	<p>Website updated</p> <p>Publicity prefects at 1xx</p> <p>Host reunion for 1985 students</p> <p>Continue to develop old pupils data</p> <p>Hold initial meeting for school centenary in 2020</p>	<p>Website updated</p> <p>Publicity prefects at 1xx</p> <p>Communicate twice annually to old/past pupils</p> <p>Old pupils association established</p>	<p>Website update</p> <p>Old pupils communication published twice yearly</p> <p>Publicity Prefects continue</p>
4.3 On-going consultation with the school's community will occur to establish and foster high expectations for students' achievement and learning	<p>Maintain strong relationships with local organisations e.g schools, Wananga, Police, health and social services</p>	<p>Continue to develop strong relationships with local organisations e.g schools, Wananga, Police, health and social services</p>	<p>Continue to develop strong relationships with local organisations e.g schools, Wananga, Police, health and social services</p>

Strategic Goal 5

To demonstrate in governance and management an obligation to fulfil the intent of the Treaty of Waitangi

	2015	2016	2017
5.1 The school will implement initiatives to achieve the principles of rangatiratanga, equality and reasonable co-operation inherent in the Treaty	Continue to expand relationships with local iwi for the enhancement of Maori students, Noho marae Te Aka Matua camp Manu Korero/Kapa Haka regionals	Review effectiveness of iwi partnership programmes	Links with local Iwi maintained Kapa Haka Regionals
5.2 The school will review policies, plans and targets, in consultation with the Māori community, for improving the achievement of Māori students and report on the effectiveness of these measures	Te Aka Matua hui consult Māori community on school direction, goals and performance Development of Kia Eke Panuku PD The school participates in occasions important to whanau, hapu and iwi	Te Aka Matua hui consult Māori community on school direction, goals and performance The school participates in occasions important to whanau, hapu and iwi	Te Aka Matua hui consult Māori community on school direction, goals and performance The school participates in occasions important to whanau, hapu and iwi
5.3 The school will implement programmes to raise the academic achievement of Māori students	Further develop Iti Pounamu Mentoring for Year 11 and 12 Māori Customary fishing practice – Te Whare Wananga o Awanuiarangi Level 4 Te Reo Maori (Tertiary) Māori school leavers with NCEA 2 or better = 73%	Review Iti Pounamu Review Tertiary courses Māori school leavers with NCEA 2 or better = 74%	Review of programmes focused on raising Maori achievement <ul style="list-style-type: none"> - Iti Pounamu - Kia Eke Panuku - Sports Leadership - Tertiary courses Maori school leavers with NCEA 2 or better 76%

Strategic Goal 6

To be the preferred provider of secondary education in the Eastern Bay of Plenty

	2015	2016	2017
6.1 Whakatane High School will actively promote the academic, cultural and sporting achievements of its staff and students.	Complete sport plan Publicity position is maintained	Review and embed sport plan Publicity position is maintained	Review sport plan Maintain publicity position
6.2 Whakatane High School will aim at recruiting and retaining quality teachers	Teaching selection is rigorous A range of PD opportunities available Professional learning groups (PLG) established	A range of PD opportunities available PLG's continue	A range of PD opportunities available PLG's reviewed
6.3 Whakatane High School will develop positive relationships with the contributing schools	Principal and senior staff visit contributing schools for feedback Principals meetings attended Whakatane High School develops opportunities to work collaboratively with contributing schools, IES	Principal and senior staff visit contributing schools for feedback Principals meetings attended Whakatane High School develops opportunities to work collaboratively with contributing schools, IES	Principal and senior staff visit contributing schools for feedback Principals meetings attended Whakatane High School develops opportunities to work collaboratively with contributing schools, IES

2015 Annual Goal 1

Domain Student Achievement: Strategic Goal 1 Whakatane High School will provide a learning environment that challenges and enables all students to develop their potential			
Goal: To increase the number of students leaving school with NCEA Level 2 or higher.		Annual Target 2015 Maori 73% All 78%	
Baseline Data: School leavers with NCEA 2 or better		2012 Māori 57% All 66%	2013 Māori 54.3% All 72.2% 2014 Māori 64% 2014 All 75%
Key Improvement Strategies What do we have to learn? What will we do? Who is responsible? Are goals clear? Resourcing required? PD required? Routines needing change?		Indicators of Progress What will we see? When?	
When	What	Who	Indicators
	Teaching as enquiry.	Led in departments by HOD's	Inquiry is embedded into teaching and learning an aspect of teacher appraisal.
	Department goals and plans support school wide goal. Department data determines focus.	Teachers/HOD's	Reported by DP Curriculum. Departmental review.
	Kia eke panuku – a culturally responsive and relational pedagogy, developed including Iti Pounamu.	Teachers/Leaders	Through milestone reports to the facilitation team.
	Students conferencing and goal setting (trial at Year 11).	Form Teachers/Leaders	Feedback from students, teachers and families.
	Reciprocal training.	Year 9 core teachers/RTLB/CW/ZN	PAT's.
	Sport in education (SIE) trial at Year 9.	Teachers/Junior Tutor/ NN	Compare attendance/behaviour/achievement with other core classes.
	Mentoring at levels 2 and 3. Families involved in discussion regarding education plan and progress towards qualification.	Students	Maintain 80% level of achievement at NCEA for those students who are being mentored.
	A range of alternative courses available in senior school – Trades, Video Conferencing, Customs Fishing.	MI/BOT/BL	Reported to Board of Trustees
	Digital Strategy (Eddie).	NN/Leaders and Digital Planning Group	Google Doc's integrated into teacher and student systems. BYOD and wireless systems.

	Data Management and Analysis.	Leaders (at this stage)	Tracking individual student progress to all action to be taken.
Monitoring: How are we going? How often? Reporting progress e.g. milestones			
Resourcing: How much money and time is needed: (Budget, P.D, staffing) <ol style="list-style-type: none"> 1) PD for Kia eke panuku 2) Mentoring – RTLB senior funding 3) PD for reciprocal teaching (research contract) 			
Property:		Finance: <ul style="list-style-type: none"> • RTLB funding for mentoring. • Release funding for Kia eke panuku. 	
Personnel: <ul style="list-style-type: none"> • RTLB • Teachers identified for Reciprocal Teaching/student conferences. • Digital Strategy Team – NN/CW/PE/SL/MS. 		Community Engagement: <ul style="list-style-type: none"> • Parent letters, newsletters, newspapers. • Feedback re student conferences. 	

2015 Annual Goal 2

Domain Property: Strategic Goal 2 To manage the human, physical and intellectual resources of Whakatane High School to provide a learning environment to maximise student learning and achievement			
Goal: To develop the best possible physical learning environment for our students within the constraints of the Ministry of Education property guidelines.		Annual Target: Complete and sign off new Year 10 Property Plan and sign off a new 10 Year Property Plan.	
Baseline Data: Current agreement finishes 2015 <ul style="list-style-type: none">• Project Manager to be appointed• Rationalisation Plan updated and negotiated with Ministry of Education• 10 Year Property Plan needs to be in place by mid 2015			
Key Improvement Strategies What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing			Indicators of Progress What will we see? When?
When	What	Who	Indicators
Jan 2015	Project manager appointed	BOT	Ministry of Education approve appointment. Contract in place.
May 2015	Rationalisation Plan <ul style="list-style-type: none">- Developed with full consultation	Project Manager	Plan developed.
	<ul style="list-style-type: none">- Accepted by Ministry of Education	Principal/Project Manager	Notification of acceptance by Ministry of Education.
July 2015	10 Year Property Plan developed <ul style="list-style-type: none">- Long term site plan developed and addresses restrictions of the site and viability of current buildings. Plan indicates staged rationalisation to accommodate building upgrades.	BOT/Project Manager	
	<ul style="list-style-type: none">- 10 Year Property Plan completed.	BOT/Project Manager	Accepted by Ministry of Education.
	<ul style="list-style-type: none">- 5 Year agreement in place.	BOT/Project Manager	Accepted by Ministry of Education.

Mar 2015	New garages completed	Property Manager	Completed
May 2015	Bus/Shade shelters completed	Property Manager	Completed
Feb 2015	Investigate new computer lab for mathematics department	Principal	
Feb 2015	15 new computers for Design and Visual Communication (Graphics) room	Principal	Completed
Monitoring: Who by? How often? Reporting progress e.g. milestones			
Resourcing: How much money and time is needed: (Budget, P.D. staffing)			

Property: See over page	Finance: Ministry of Education – Rationalisation <ul style="list-style-type: none"> - 5 YA Funding - 10 YPP Funding School – Asset savings for IT purchases
Personnel: <ul style="list-style-type: none"> • Property Manager – Alan Stainthorpe • Project Manager • BOT Property Committee • School IT Manager 	Community Engagement:

2015 Annual Goal 3

Domain Student Welfare: Strategic Goal 3 To provide a healthy, safe and caring environment that focuses on students' responsibilities and rights			
Strategic Goal: Continue improvement in the key indicators of student welfare and engagement		Annual Target Attendance - 83% RJ Referrals - 200 Sport participation - 45% Stand Downs - 45 Suspensions - 1	
Baseline Data: Attendance - 2013 – 78.3% 2014 – 80.4% RJ Referrals – 2013 - 492 2014 - 268		Stand Downs 2012 – 122 2013 - 63 2014 - 52 Suspensions 2012 – 21 2013 - 7 2014 - 1 Sport participation 2014 - 41%	
Key Improvement Strategies What do we have to learn? What will we do? Who is responsible? Are goals clear? Resourcing required? P.D. required? Routines needing change?			Indicators of Progress What will we see? When?
When	What	Who	
Term 1	Restorative practice – further P.D.	HS/Ministry of Education	Staff refresher held
All year	Attendance: System to identify and then target any student who drops below 80%	HOH/HS/BS/Form teachers	Overall improvement of stats Reduction in number of students
	PB4L: <ul style="list-style-type: none"> • Embed classroom models in general practice around the school • Respond to needs identified by data • Begin to implement Tier 2 	HOD's/All staff HOH	Routines in all curriculum areas are set in department meetings and are displayed in rooms/areas and are adhered to. Start of year
	Ascertain level of extra-curricular involvement – students, staff and community, and investigate how and where to develop larger participation numbers.	- Sports Co-ordinator - NN	Proportion of staff and students involved grows
	Supporting and growing role of Form teacher	- NN/HS	Training in: Participation of Year 11 Form teachers in conferencing at start of Term 2
Monitoring: Who by? How often? Reporting progress e.g. milestones <ul style="list-style-type: none"> - Attendance - Statistics in general 			

Resourcing: How much money and time is needed: (Budget, P.D., staffing) PD for all Year 11 Form teachers

Property:	Finance: Funding applications for sport
Personnel: Sport co-ordinator	Community Engagement: Sourcing experts within the community to become involved with extra-curricular Activities.