Whakatane High School

Charter

2019 Annual Plan

Strategic Plan 2019 – 2021

Challenging Students to Achieve – Kia Whakatane Au I Ahau

Introduction

Whakatāne High School is a co-educational secondary school, located in the Whakatāne urban area. Students come to the School from across the Eastern Bay of Plenty with 30% travelling in from the surrounding rural area. Our history starts in 1920 with our establishment as a District High School and we became a full High School in 1950. The student role is currently around 950 with a teaching staff of over 60 teachers and 20 support staff.

Approximately 50% of our student population are of Māori descent. Students affiliate with Ngāti Awa, Ngāi Tūhoe, Te Whānau a Apanui, Te Arawa, Tūwharetoa and other iwi. This naturally leads to expressions of Māori culture being seen throughout our school and inside our learning programmes.

The school has a strong culture of creating a sense of family/whānau for students and we continually strive to see all parents, families, whānau and caregivers engaged with the school. We offer the ability for students and the community to discuss and shape the future of their learning and contact with us.

The Board of Trustees and school leadership endeavour to maintain a safe and caring learning environment that is inclusive of all students. Our aim is that all students leave our school proud of what they have achieved, extended to their potential, and able to go into the world as well balanced, informed and enquiring individuals.

We respect our important traditions but are focusing firmly on the need for students to be digital citizens of a changing world.

The School's Mission Statement

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 river's 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 to which the new Mission Statement alludes. The Mission Statement in Maori:

Kia Whakatane Au I Ahau!

What school processes and practices are effective in enabling achievement of equity and excellence?

A special feature of the college is the extensive range of targeted initiatives and approaches to support the needs of at-risk learners. Good systems for monitoring and tracking the progress of students are well established. Many at-risk students engaged in these initiatives make good progress in their learning. The curriculum is increasingly responsive to the needs of all learners.

There are strong processes for building teacher capability. A coherent programme of professional learning and development focused on relational and culturally responsive pedagogy has lifted teachers' responsiveness to many Maori students. Professional learning groups offer an effective forum for teachers' to reflect on and discuss approaches to teaching. Teachers are well supported to improve their classroom practice. (Education Review Office report, November 2017).

School-wide Achievement
NCEA results are consistently at a good level compared to that of students in schools of the same decile.

From 2019, all Year 9 students are encouraged to bring their own chromebook (BYOC). The vision of our school is to create Future Focussed Learning opportunities which will enable every learner to be well prepared for further study, training, work and life. Students will also be able to opt into Project-Based Learning classes where they are able to do their learning based on their passions and interests.

Pūāwaitanga (Accelerated Learning Programme) operating in Years 9 and 10 caters for able students and extends and encourages those 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.

Whakatane High School is a member of the Whakatane Community of Learning (Kahui Ako). The cluster application was formally accepted by the Ministry of Education in February 2016 and has grown to include ten local schools. The COL schools are developing approaches to raise educational outcomes for all local students. The Whakatane High School Principal currently leads the Kahui Ako.

The Gateway Programme provides senior students with work-place learning opportunities to gain credits on the NQF towards nationally recognised qualifications. Whakatane High School is a part of the Eastern Bay Trades Academy. Students 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.

Whakatane High School is the managing school for the Whakatane Teen Parent Unit which opened in 2017. This unit serves the young parents of the wider Whakatane region. It has been developed in conjunction with Ngati Awa and the Ministry of Education. It is based at the Te Tohu o te Ora o Ngati Awa site on Golf Links Road, and caters for up to twenty students. Two full time teachers were employed by the school to manage this programme.

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. In 2018, 19 students were selected for national teams or gained podium placings in national championships. 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 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 students progress through Whakatane High School, they are gathering knowledge, skills and attitudes that will equip them for the next stage in their lives, 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 **five 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*

In the next sections the above strategic goals have been further refined in terms of Strategic Statements. These provide further detail on what elements make up the Strategic Goals that the school is working towards. Following this, the section on Annual Planning identifies the actions, activities and monitoring that will occur against each strategic statement for a three year period.

- Strategic Statements: Page 6 to 8
- Annual Planning: Pages 9 to 14

The last section of the Charter focuses in on the Annual Goals for 2019. These are areas that the Board of Trustees and the school leadership see as priority areas. This section provides a more in-depth look at what is planned and how it will be delivered for these 'priorities'.

The Strategic Plan 2019 – 2021

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	A school environment that supports student achievement and the school's values will be maintained and enhanced by the Board of Trustees

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 engagement 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 such as Te Reo Māori and Tikanga within the school.

2. Equity: seek equitable educational opportunities and outcomes for Māori and non-Māori students.

3. Partnership: The Board seeks to develop good faith partnerships with tangata whenua through consultation and co-operation.

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, equity 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

Table of Acronyms	
BOT	Board of Trustees
BYOD	Bring Your Own Device
COL	Community of Learning
CR & RP	Culturally Responsive and Relational Pedagogy
GAFE	Google Apps for Education
HAPARA	Monitoring Software
ICT	Information & Communication Technology
NCEA	National Certificate of Educational Achievement
PB4L	Positive Behaviour for Learning
Tier 2	Second Tier of PB4L programme
PD	Professional Development
PLG	Professional Learning Groups
SIE	Sport in Education
STEM	Science, Technology, Engineering, Mathematics
TAM	Te Aka Matua
VLN	Virtual Learning Network
5YA	5 Year Agreement - property
10YP	10 Year Plan - property

Staff Positions	
Chris Nielsen	Principal
Carole Hughes	Deputy Principal, Pastoral Care
Shannon Crook	Deputy Principal, Curriculum
Helen McKane	Assistant Principal, Curriculum
Renay Jones	Assistant Principal, Student Welfare
SLT	Senior Leadership Team
Jo-anne Stuart	Careers & Transition
Jared Cochrane	AHoD Technology, E-Learning team, HOH
Toni Martin	GAFE
Julian Reid	SIE
Niall Pearce	Technology
Mathew Martin	Transition
SCLT	Strategic Change Leadership Team

Strategic Goal 1
Whakatane High School will provide a learning environment that challenges and enables all students to develop their potential

	2019	2020	2021
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	Sport in Education at Level 1 continues A range of alternative courses available to suit all student needs All Year 9 students have chromebooks Continue to develop COL and further programmes developed to improve student achievement especially in numeracy and literacy Review of Community of Learners (COL) targets	Sport in Education at Level2? Alternative courses continue to be offered All Year 9 and 10 students have chromebooks Continue to develop COL and further programmes developed to improve student achievement especially in numeracy and literacy Review of COL targets	All Year 9, 10 and 11 students have chromebooks PBL – Cross curricular continues Review of COL targets
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	e-AsTTle in years 9 and 10 CSI in English Teaching as Inquiry KEP observations x2 Course reviews help to determine teaching programmes Subject selection part of the second academic counselling session Data collated, analysed and reported Continue tracking and mentoring programmes Junior Review – 3 year plan for learning and assessment	Teaching as Inquiry and KEP embedded and drive teachers and departmental planning and goal setting Subject selection embedded into academic counselling Data collated, analysed and reported Continue tracking and mentoring programmes Reviewed Junior learning and assessment plan implement	Teaching as Inquiry and KEP continue to drive teachers and departments planning and goal setting Course reviews continue to Improve teaching programmes Data continues to be collated, analysed and reported Digital fluency Tracking and mentoring in Academic counselling through form teacher and senior and junior tutors Junior learning and assessment plan embedded

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	All year 9's have chromebooks (own or loan) Use of chromebooks, computers etc throughout the school E-hub available for staff and students. E-hub also a PD tool	All Year 9 and 10 students have chromebooks More staff proficient in use of technology	All Year 9, 10 and 11 students have chromebooks More staff proficient in use of technology – PD delivered
1.4 The number of students leaving Whakatane High School with nationally recognised qualifications will surpass the New Zealand mean	Development of STEM subject courses to increase the number of students taking these subjects at Year 13 Increase the number of Maori students taking STEM subjects	An increase of students taking STEM subjects to enable them to leave school with nationally recognised qualifications A range of PD opportunities and use of PLG's used to equip teachers to improve student outcomes with an emphasis on Maori achievement	An increase of students taking STEAM subjects to enable them to leave school with nationally recognised qualifications Continue to offer staff PD opportunities to equip them to improve outcomes for students with an emphasis on Maori achievement PLG's support staff to achieve these goals

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

	2019	2020	2021
2.1 The Board of Trustees will manage its financial resources in the most effective manner to maximise students' learning and achievement	30 FFP students with two from second market Investigate improved sporting facilities – field maintenance, second gymnasium and Astroturf Improve financial reporting working with providers – School Support School maintains $200,000 in reserves	30 FFP students with at least 5 from non-European countries Implement improved sporting facilities Review financial system and reporting and implement any identified improvements School maintains $200,000 in reserves	30 FFP students with at least 5 from non-European countries Implement improved sporting facilities Review financial system and reporting and implement any identified improvements School maintains $200,000 in reserves
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	Staff focus on developing skills to integrate digital tools for collaborative learning – Mindlab available to staff at WHS Investigate becoming an IT Hub 60 chrome books purchased	Focus on developing pedagogy using GAFE Create community IT Hub in collaboration with COL 60 chrome books purchased	Focus on developing pedagogy using GAFE Create community IT Hub in collaboration with COL 60 chrome books purchased
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	Whakatane High School continues to follow "Good Employer" practices	Whakatane High School continues to follow 'Good employer' practices	Whakatane High School continues to follow 'Good employer' practices
2.4 A school environment that supports student achievement and the school's values will be maintained and enhanced by Board of Trustees	Property developments continue as per 5YA	Property developments continue as per 5YA	Property developments continue as per 5YA
2.5 A performance management process will support all staff in achieving the Strategic Goals of the school	Teacher appraisal includes Teaching as Inquiry and teachers are able to show evidence of their performance against the standards for the teaching profession. CR&RP observations undertaken by all teachers.	Teacher appraisal includes Teaching as Inquiry and teachers are able to show evidence of their performance against the standards for the teaching profession Interlead appraisal software used by all teaching staff	Teacher appraisal includes Teaching as Inquiry and teachers are able to show evidence of their performance against the standards for the teaching profession Interlead appraisal software used by all teaching staff

Strategic Goal 3
To provide a healthy, safe and caring environment that focuses on students' responsibilities and rights

	2019	2020	2021
3.1 All stakeholders of the school will be informed of their responsibilities and rights in fostering a safe learning environment	Develop a system where restorative practices are refreshed for staff Cybersafety is a focus for behavioural lessons	Trial a system where restorative practices are used consistently Students are aware of their responsibilities in cyber safety and staff are confident in their knowledge and role	Restorative practices are used consistently Students are aware of their responsibilities in cyber safety and staff are confident in their knowledge and role
3.2 The school will foster policies/systems and procedures that support the health and well-being (Hau Ora) of students and staff	PB4L Tier 2 group behaviour teaching is trialled	PB4L Tier 2 strategies are all used when necessary	PB4L Tier 2 strategies are used consistently
3.3 The school will foster an environment based on the school's values and a caring family atmosphere (whanaungatanga)	Attendance system is assessed and refined where necessary A school wide sport plan is developed based on Sport Bay of Plenty review Aspects of CR & RP are observed in every classroom Student achievement and welfare tracking is improved Active supervision is used effectively for whanaungatanga	Attendance system is used consistently A school wide sport plan is in place CR & RP is evident in classrooms Student achievement and welfare tracking system shows improvement Active supervision is used effectively for whanaungatanga	Attendance system is reviewed The school wide sport plan is refined accordingly CR & RP is used consistently in every classroom Student achievement and welfare tracking continues to improve Active supervision is used effectively for whanaungatanga
3.4 A sense of belonging and pride in the school will be fostered and maintained	Standardisation of sports uniforms begins House participation continues to increase	Standardisation of sports uniforms continues House participation continues to increase	Standardisation of sports uniforms is maintained House participation is embedded in the school

Strategic Goal 4
To ensure there is effective communication between the school and its community

	2019	2020	2021
4.1 Whakatane High School will engage with families/ whanau to establish partnerships that are directly focused on enhancing students' achievement and well-being	Parent portal reviewed and upgraded Academic counselling at all levels Whanau hui held and views collated and reflected in planning	Parent portal upgraded following review Academic counselling at all levels Whanau hui	Parent Portal utilised by most parents Academic counselling at all levels Whanau hui
4.2 Whakatane High School will form partnerships with community organisations, businesses and networks to enhance student learning and well-being	Website regularly maintained Publicity Prefects continue Centenary Committee meets Past pupils communication published twice yearly Alumni Endowment Fund in operation Principal staff and students represent the school on key community organisations	Website maintained and developed Centenary Committee meets Regular communication with past pupil Alumni Endowment Fund returns some proceeds to the school Principal and staff represent school on key community organisations	Continue to maintain and update webs Regular communication with past pupi Principal and staff represent school on key community organisations
4.3 On-going consultation with the school's community will occur to establish and foster high expectations for students' achievement and learning	Whakatane Community of Learners works towards and reports on progress against the agreed achievement challenges Continue to develop strong relationships with local organisations e.g. schools, Iwi, Wananga, Police, Health and Social Services	Whakatane Community of Learners reviews performance over first two years and realigns goals and establishes new achievement challenges Continue to develop strong relationships with local organisations e.g. schools, Iwi, Wananga, Police, Health and Social Services	Whakatane Community of Learning implements new achievement challenges Continue to develop strong relationships with local organisations e.g. schools, Iwi, Wananga, Police, Health and Social Services

Strategic Goal 5

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

	2019	2020	2021
5.1 The school will implement initiatives to achieve the principles of rangatiratanga, equity and reasonable co-operation inherent in the Treaty	Te Aka Matua Continue the role of Director of Maori achievement Strategies developed to improve achievement of targeted Maori group Kapa Haka Regionals Mihi Whakatau and Karakia used in formal occasions Manu Korero Links with local iwi maintained and developed Whanau views and aspirations gathered and collated	Te Aka Matua Continue the role of Director of Maori achievement Strategies developed to improve achievement of targeted Maori group Kapa Haka Regionals Mihi Whakatau and Karakia embedded in school Manu Korero Links with local iwi maintained and developed Whanau views and aspirations reflected in planning	Te Aka Matua Continue the role of Director of Maori achievement Review of policies and programmes designed to raise Maori achievement Kapa Haka Regionals Mihi Whakatau and Karakia used in formal occasions Manu Korero Links with local iwi maintained and developed
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	Eke Tangaroa continues Haumaru approach to restorative practices maintained Teen Parent Unit continues in conjunction with Ngati Awa	Review of Eke Tangaroa effectiveness Haumaru approach to restorative practices embedded Teen Parent Unit continues in conjunction with Ngati Awa continues	Implement findings of review Haumaru approach to restorative practices embedded Teen Parent Unit continues in conjunction with Ngati Awa continues
5.3 The school will implement programmes to raise the academic achievement of Māori students	Maintain and develop Eke Tangaroa observations tool and culturally responsive relational pedagogy across whole staff Maori school leavers with NCEA 2 or better 76% Survey Maori parents regarding quality of school communication	Continue to maintain and develop links with local Iwi Embed culturally responsive relational pedagogy across the school Maori school leavers with NCEA 2 or better 78% Survey Maori parents regarding quality of school communication	Continue to maintain and develop links with local Iwi Review impact of culturally responsive relational pedagogy Maori school leavers with NCEA 2 or better 80% Survey Maori parents regarding quality of school communication

2019 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:		Annual Target			

Goal:
Junior: To increase the level of literacy and numeracy by at least one curriculum level.
Senior: To increase the number of students taking STEM subjects in Year 13. NCEA 1 Numeracy, increase by 10%.

Annual Target

Juniors	2018	Target
All STEM	130	140
NCEA 1 Numeracy	73%	83%
STEM (Maori)	52	60

Baseline Data:

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 Inquiry	Teachers	• Appraisal year Term 1-4 • Inquiry is embedded into teaching and learning • Evidence on Appraisal Connector a focus for PLG's
	Department goals and plans support school wide goals of developing the junior and senior goals. Department data determines focus	Teachers/HODs	• Reported by DP Curriculum • Departmental review • Meet with HOD's • Annual targets shared with HOD's
	Eke Tangaroa - a culturally responsive and relational pedagogy, developed including Iti Pounamu	Teachers/SLT	• School achievement data/school survey data - Rongohia te Hou – Target? • Embed skills in Eke Tangaroa observation tool in all teachers PLG's • All teachers must have two Eke Tangaroa observations
	Academic Counselling	Form Teachers/Leaders	• Positive feedback from students, families and teachers – survey? • Tracking of credits by Form Teacher and Senior Tutor • Increased ownership of learning and achievement • Increase participation of parents/students – 75%+ • Subject Selection in Term 3 • Form teacher involvement in subject selection
	E-Learning bring your own chromebook for all Year 9's	Year 9 and all teachers	• Evaluation informs implementation of devices for all Year 9's in 2019 • 80% of students with own device • Staff survey and student voice
	Sport in Education (SIE) at Year 11 Development of new programmes	Students/Teachers/RD, MW, SN	• NCEA success for SIE students at Level 1 • Tuakana/Teina, digital approach/support

	A range of alternative courses available in senior school - Trades	MI/ST/BOT/NN/RE	• Reported to Board of Trustees • Engagement of students • NCEA success
	Digital fluency	E-Hub CE/RD/MAR/ Jo Nicol	• Staff survey/student voice • Embedded into inquiries and teaching practice
	Data Management and Analysis	DP Curriculum/SLT/HODs/Form teachers PE/Senior Tutor/Junior Tutor	• Tracking individual student progress – milestones and reports • Priority learners identified and targeted • Markbooks checked regularly
	Numeracy and literacy Add extra maths hour to timetable	In school COL JS/MA All teachers involved in teaching junior classes	• E-asttle testing • Reporting of curriculum levels at beginning and end of year • Junior review • NCEA 1 Numeracy improved by 10% (73%-83%)

Monitoring:
Via indicator

Resourcing:
Maintenance of PLG
Mentoring - RTLB senior funding

Property: MindLab has provided library furniture for 21st century learning environment	**Finance:** PLD funding for Culturally Responsive and Relational Pedagogy
Personnel: Spread of skills across those departments involved in Reciprocal Teaching COL in school teachers COL release time PD budget for MindLab	**Community Engagement:** Parent letters, newsletters, newspapers Feedback re academic mentoring Te Aka Matua Camp meeting and another two meetings (venue to be decided) Strategic Goal 4 Parent portal

2019 Annual Goal 2

Domain Community: Strategic Goal 5			
To demonstrate in governance and management an obligation to fulfil the intent of the Treaty of Waitangi			

Goal:		Annual Target:	
To further engage families and whanau to enhance student achievement and well-being To develop partnerships with community organisations and businesses to enhance student learning and well-being		Whanau feedback collected, collated and reported to Board of Trustees Principal's report to Board of Trustees shows development of partnerships Academic Counselling participation rate over 70%	

Baseline Data:			
The school is a member of the recently established Whakatane Community of Learners A key next step for Eke Tangaroa is to engage and consult whanau regarding student learning Subject report participation rate under 30%			

Key Improvement Strategies		Indicators of Progress	
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		What will we see? When?	

When	What	Who	Indicators
5.1	Te Aka Matua	RI	Maintained
	Director Māori Achievement	CN	Appointed
	Kapa Haka		Stand at Mataatua regionals
	Powhiri, Mihi Whakatau Waiata and Karakia used in formal occasion	RI	Staff briefing, assemblies, powhiri, prizegiving and other formal occasions
	Manu Korero	RI/BL	
	Iwi links maintained and developed	RI/CN/BL/NN	
	School represented at important tangihanga	RI/CN/BL	
	School observes appropriate cultural practices	RI/BL/CN	Blessing new buildings, trophies; visitors greeted; develop school signage in Te Reo Māori; school develops visible taonga that reflect Māori culture; school programmes have Māori context

When	What	Who	Indicators
5.2			
Term 1	Whanau Hui	NN/CN	Hui held in term
Term 2	Collate and present on hui outcomes	NN/CN	Report to BOT
Term 3	Report back to whanau	NN/CN	Whanau Hui
Term 4	Plan and implement recommendation	NN/CN	Recommendation included in Strategic and Annual Plan
	CR and RP continues in PLGs	CK	Planned and carried out
5.3 **All year**	Strategies to improve Māori achievement • Iti Pounamu • Noho Marae • Mana Wahine • WEAP	 CN BS BL CK	 Average 15 students Average 20 students Average 30 students Average 15 students
	Academic Counselling	NN	80% of Māori students represented at interviews

Monitoring:
Eke Tangaroa - SLT & Board of Trustees
Whakatane Community of Learners - Principal & BOT
Website - Principal
Former pupils - Centenary Committee
Community involvement of students

Resourcing:
Whakatane Community of Learners - Ministry of Education
Website - school funds
Former pupils - school budget

Property:	**Finance:** Budget items
Personnel: Website and app - Toni Martin Eke Tangaroa - SCLT Whakatane Community of Learners - Principals' steering group	**Community Engagement:**

2019 Annual Goal 3

Domain Student Welfare: Strategic Goal 3			
To provide a healthy, safe and caring environment that focuses on students' responsibilities and rights			

Goal:	Annual Target:
Continue improvement in the key indicators of student welfare and engagement	Attendance: Intermittent unjustified absences for Years 10-13 are below 5% RJ referrals: 200-250 Stand downs: 50 Suspensions: 1 Sport participation: 58-60%

Baseline Data:

Attendance:		Stand downs:	67
RJ referrals:		Suspensions:	1
Sport participation:	55%		

Key Improvement Strategies	Indicators of Progress
What do we have to learn? What will we do? Who is responsible? Are goals clear? Resourcing required? PD required? Routines needing change?	What will we see? When?

When	What	Who	Indicators
3.1 As needed	A system where restorative practices are used consistently is trialled	Designated experts	• New staff will be trained in restorative principles according to need continues • RJ referrals to reduce
	Sustainable cybersafety systems are created to ensure all students understand and demonstrate behaviours consistent with being responsible digital citizens	All staff	• Specific lessons around being responsible digital citizens are delivered • Programmes around digital safety are promoted, eg. Loves Me Not, guest speakers • Alerts of abuse/bullying etc. reduce and are dealt with swiftly and effectively
3.2	Tier 2 PB4L strategies are used to deal with problem behaviours	HOH's	• Check in/check out, family meetings and specific group teaching are used
	Positive behaviour strategies continue	PB4L team	• Rewards and recognition are used more

When	What	Who	Indicators
3.3	A clear attendance system is used consistently	HS/JS/HOH's	• Problem attenders are dealt with efficiently and effectively with a view to retaining as many students as possible • Attendance rates continue to improve, particularly odd period absences
	A school-wide sports plan is in place	JS/PET/SN Managers in charge of sport	• Increased participation in sport • Dedicated roles to improve organised sport are developed and staffed
	CR & RP are evident in classrooms	All staff	• Student voice continues to be used as a guide for staff on student wellbeing • KEP observations and rongo-hia-te hau are used in every classroom
	Student achievement and welfare tracking systems are improved	HS/JS	• Information from Me and My School/PB4L stats are used to inform Foci for student welfare • Academic counsellors actively monitor and progress of their mentorees
	Active Supervision is used effectively for whakawhanaungatanga	All staff	• Staff are actively engaged with students when on duty
	Project Based Learning classes aid transition into Year 9	PB4L staff and SLT	• PBL classes create a sense of belonging to the school and provide a caring environment
3.4	Standardisation of sports uniforms continue	PET/JS/All coaches and managers	• Old uniforms are replaced with the new style consistently
	House participation continues to increase	HOH's	• Incentives for participation continue and are effective

Monitoring:
Twice a term form class attendance will be measured. Improvements by the end of the term will be acknowledged.

Resourcing:
People and time

Property: Space for teaching behaviours when needed	**Finance:** Resources for teaching behaviours (PB4L)
Personnel: Being alert to the issue devising plans promptly Implementing plans	**Community Engagement:** Regularly contact home when required