



**Wakatipu
HIGH SCHOOL**



CHARTER 2016

INTRODUCTION

Welcome to Wakatipu High School's 2016 Charter.

This document has three sections, where each subsequent section follows and builds on the previous one:

1. Wakatipu High School's Strategic Plan 2014-2017

Our Strategic Plan states our vision, values, and the goals which we intend to achieve by 2017. This is a guiding document for the school, and the two sections that follow.

2. Analysis of Variance – 2015 Review

This section contains the annual goals and targets that we set for 2015 with what we actually achieved, with commentary and explanations as appropriate.

3. 2016 Annual Goals

This section contains the goals and targets that we have set for 2016. In developing these goals and targets, both the Strategic Plan and our 2015 results have been considered.

This document is an important 'roadmap' for our future – both all the way to 2017, as well as immediately for 2016. In terms of the process of developing the 2016 goals, that ultimately started with the formulation of our Strategic Plan 2013, and then involved the process of reviewing last year's results and then looking forward to this year. This process is referred to in the appropriate sections.

1. WAKATIPU HIGH SCHOOL'S STRATEGIC PLAN 2014-17

Below is Wakatipu High School's strategic plan. It was developed in 2013, and involved consultation with a range of stakeholders. It is the key guiding document for the school.

Vision

For Wakatipu High School to be a high-performing school, delivering a great all-round education that enables all students in the Wakatipu Basin to 'reach for their heights'.

Values

1. Excellence, *Te kairangitanga/Panekiretanga* – striving to achieve our personal best, in everything we do
2. Respect, *Te whakaute* – for self, others, WHS, and the environment
3. Responsibility, *Takohanga* – choosing our responses, and being accountable for our decisions, actions and consequences
4. Resilience, *Te manawanui me te ū* – being able to cope with and grow from challenge
5. Diversity, *Kanorau* – valuing difference and uniqueness

2017 Goals

NB Goal 1 is the primary goal - the other goals support and enable us to achieve this goal.

- 1. Deliver a great all-round education that enables all students in the Wakatipu Basin to become confident, connected, actively-involved lifelong learners who 'reach for their heights'.**
 - a) Set and achieve annual goals with the aim of raising student achievement to be at or above the national average for NCEA for Decile 8-10 schools by 2017
 - b) Provide appropriate 'pathways' for students
 - c) Increase success for Priority Learners (Maori, Pasifika, and English Language Learners)
 - d) Develop and implement an effective e-Learning strategy
 - e) Provide a range of extra and co-curricular opportunities (including sport, outdoors, arts, cultural, and leadership) in which all students participate
- 2. Attract, grow and retain high-performing staff, and have a great workplace culture.**
 - a) Attract and recruit high-quality staff
 - b) Have consistently effective professional learning and development, and appraisal

- c) Develop a positive and constructive workplace culture, including continuous improvement in staff engagement

3. Have strong positive relationships with our stakeholders and community.

- a) Communicate effectively with our stakeholders and community
- b) Have a high level of parent engagement with the school
- c) Establish positive relationships with relevant groups within the WHS community

4. Have excellent organisational capability.

- a) Develop structures and systems that enable WHS to operate effectively and efficiently
- b) Effectively collect, manage and use data and information

5. Establish and maintain a sound financial position.

- a) Have an effective financial system that supports informed and strategic financial management
- b) Increase the financial resources available to the school, including supporting the 'WHS Foundation', whilst recognising the diverse financial capacity within the WHS community
- c) Achieve a small operating surplus over the three-year planning cycle

6. Be fully prepared to move into a new school

- A. Have effective input into the design of the new school, with the aim of having a world-class campus
- B. Prepare staff to teach effectively in a new modern learning environment

2. ANALYSIS OF VARIANCE – 2015 REVIEW

In terms of student achievement, 2015 was another successful year for Wakatipu High School. As we become more mature and skilled at the process of setting goals and targets we are unlikely again to exceed targets by as much as we did in 2014, but rather work hard and achieve accurately set targets.

Below (in italics) are Wakatipu High School's Strategic Plan Goals, followed by the 2015 goals and targets, and our results, achievements and comment as appropriate.

1. *Deliver a great all-round education that enables all students in the Wakatipu Basin to become confident, connected, actively-involved lifelong learners who ‘reach for their heights’.*

A. *Set and achieve annual goals with the aim of raising student achievement to be at or above the national average for NCEA for Decile 8-10 schools by 2017:*

i. *85% of Year 12 students achieve NCEA Level 2 (roll-based)*

We achieved 86%, i.e. 108/125 students. This was a key 'Tier 1' goal for us for the year, and considerable tracking, monitoring, mentoring and support yielded this very good result for us and our students.

ii. *80% of Year 13 students achieve University Entrance (participation-based)*

We achieved 77%, i.e. 89/116 students. This is an important goal for us, as approximately 70% of our Year 13 students go to University, and for those students and our community this is an important qualification and goal, and so this was a very pleasing result.

NB This year we have two issues with NZQA's counting: they are still counting in the 'old-UE' way for participation-based; and we had been told that the denominator was determined as at 1st July, but NZQA are currently counting students who both departed before and arrived after that date.

iii. *High performance:*

a) *55% of Year 11 students achieve NCEA Level 1 with an Endorsement (roll-based).*

We achieved 58%, i.e. 99/171 students. We are very pleased with this result.

b) *20% of Year 12 students achieve NCEA Level 2 with Excellence (roll-based).*

We achieved 14% ie 18/125 students. This was a disappointing result, and is an area for us to continue to work on. An important learning from this result was that our very first predictions indicated this was possible – which has reinforced to us, and which we have passed on to our students, that those who wish to achieve excellence must be on track from the start of the year.

c) *32.5 Scholarships*

After 2014's stunning 22 scholarships we were very ambitious with a target of 32.5. Once again staff and students worked hard, and we achieved 16 – two of which were Outstanding Scholarships. While this is

below our target, we believe that the process of striving to achieve scholarships is very good for both our students and our staff, and that this is something which we will continue to do again in 2016.

iv. Literacy and numeracy:

- a) *90% of students at or above Level 5P in literacy by end of Year 10.*

We achieved 48%, ie 84/175 students, which is some way from the result we were after. It is worth noting that we did have 73% of our students at 5B, which is the national mean. Ultimately the lack of movement reflected a lack of being able to apply resources (we had a 0.5 Literacy Support position vacant for much of the year) and initiatives in this area – from which we have made changes for 2016. This result also identified the lack of engagement with the E-Asttle test by many of the students.

- b) *80% of students at or above Level 5P in numeracy by end of Year 10*

We achieved 63%, ie 115/184 students. Again it is worth noting that 76% of students were at 5B, and that a number of students did progress throughout the year. There were also similar issues with engagement, and with alignment between the test and what was being taught.

v. Boys' achievement:

- a) 15% of Year 12 boys achieve NCEA Level 2 with Excellence (roll-based)

We achieved 7%, ie 4/54 students, which was not the result we desired. Last year we had a staff member undertake a sizable piece of research into boys' education, which identified that it is a national issue (our boys are actually achieving relatively well amongst high-decile co-educational schools), and that the key solutions are at a more strategic level.

Accordingly this will be part of our Curriculum Review this year.

- b) 70% of Year 13 boys achieve University Entrance (participation-based)

We achieved our target with 70%, ie 38/54 students.

vi. Other:

- a) 90% Attendance Rate

We achieved 87%, which is the same result as 2014. Further analysis showed that our rate of justified absences was 8.3% and unexplained intermittent absences was <2%.

- b) 95% of our students 'engaged' in school and learning (NZCER questions)

We achieved 94%. This goal is measured by surveying all of our students during the year, using a number of NZCER-style questions re engagement. We were very pleased that these results yielded approximately 94% of students 'engaged', and we had processes in place to follow-up with students who were not. NB while we had a very good response rate (approximately 95%) that does mean there may be some non-response bias.

B. *Provide appropriate 'pathways' for students - 97% of students leaving WHS have NCEA Level 2 and/or are on a 'Pathway'.*

This remains an important goal for us, and was our original co-constructed goal. We achieved 96%, ie 248/259 students. Of the 11 who were not on a 'pathway', a number were foreign fee paying and migrant students, who were English language learners,

and for whom some pathways, eg Trades, are not available. Overall, this was a pleasing result for us.

- C. *Increase success for Priority Learners (Maori, Pasifika, English Language Learners) –* Priority Learners are represented proportionately in the targets above, specifically:
 - i. 85% of Year 12 Maori and Pasifika boys and girls achieve NCEA Level 2.
We achieved the following (and NB because the numbers of students are small they are expressed as students rather than percentages): 6/7 Maori boys, 3/3 Maori girls, 1/3 Pasifika boys and 1/1 Pasifika girls.
 - ii. 80% of Year 13 Maori and Pasifika boys and girls achieve UE.
We achieved the following: 5/6 Maori boys, 5/8 Maori girls, 0/1 Pasifika boys and there were no Pasifika girls.
In general i. & ii. show that our Maori students are achieving well, but our Pasifika students, small numbers notwithstanding, less so.
 - iii. 85% of Year 12 and/or 13 ELLs students achieve NCEA Level 2 (where ELLs are students for whom English is not their first language).
Unfortunately we are still developing our methods to accurately and consistently measure this group. We have redefined goals again for 2016.
- D. *Provide a range of extra and co-curricular opportunities (including in sport, arts, cultural, community, leadership and outdoors) in which all students participate –* 90% of our students participate in one or more extra/co-curricular activities (where participation is defined as attending at least six structured practise sessions).
We achieved approximately 85%, which is a great result. This reflects the work of our Sports and Arts Coordinators, and initiatives such as our Extra-curricular Expo.

2. Attract, grow and retain high-performing staff, and have a great workplace culture.

- A. *Attract and recruit high-quality staff* – Advertise as many teaching positions as possible by the end of September.
We did achieve this (but then a few subsequent staff changes meant this work continued until the end of last year and into this year).
- B. *Have consistently effective professional learning and development, and appraisal* –
 - i. 90% of staff satisfied with PLD, and ii. Review our Appraisal system in 2015
For the second year in a row approximately only 30% of staff were satisfied with PLD, and we have reviewed it for this year and hope that it will improve.
We did complete a review of our appraisal system, which we have rolled out this year.
- C. *Develop a positive and constructive workplace culture, including continuous improvement in staff engagement* – as measured by Teacher Workplace and Educational Leadership Practises surveys.
Given concern re potential survey fatigue we only used the Teacher Workplace Survey. While there were some positives and some areas that were unsurprising there were areas where staff had concerns, including workload and change.

3. Have strong positive relationships with our stakeholders and community.

- A. *Communicate effectively with our stakeholders and community* – 90% of parents satisfied with WHS communications
In a survey run in early 2015 well over 90% of parents were satisfied with our communications.

- B. *Have a high level of parent engagement with the school* – 80% of parents attend our ‘Next Steps’ (Parent-Teacher) interviews.

Our results on this varied with the time of the year and more importantly whether it was for junior or senior students. For our junior evenings we had 75% of parents attend both events – which we were very happy with. For seniors we had 55% & 44%. As part of other work we are doing we will be looking at this model in the future.

- C. *Establish positive relationships with relevant groups within the WHS community* – Hold meetings for all specifically identified groups (eg Pasifika students)
We did not achieve in this area last year, but already this year we have had a successful event for Maori and Pasifika families this year.

4. *Have excellent organisational capability.*

- A. *Develop structures and systems that enable WHS to operate effectively and efficiently* – complete the Timetable Review by the end of May
We did complete our Timetable Review in June, after nearly two years work, and made the decision not to introduce it until 2017.
- B. *Effectively collect, manage and use data and information*

5. *Establish and maintain a sound financial position.*

- A. *Have an effective financial system that supports informed and strategic financial management*
- B. *Increase the financial resources available to the school, including supporting the ‘WHS Foundation’, whilst recognising the diverse financial capacity within the WHS community*
- C. *Achieve a small operating surplus over the three-year planning cycle*
2015 will be the third year in a row that we will have achieved a surplus – despite again having begun the year with a deficit budgeted. While surpluses are better than deficits, ideally the funds are spent on the school and the students here, but budgeting in a growing school is challenging and something we are continuing to refine.

6. *Be fully prepared to move into a new school*

- A. *Have effective input into the design of the new school, with the aim of having a world-class campus* – finalise our input into the New School Plans
This goal has proved to be incorrect in that this work is continuing.
- B. *Prepare staff to teach effectively in a new modern learning environment* - develop and implement a 2015 PLD plan which includes e-Learning and preparation for BYOD.
This area was a key success in 2015, and an area in which we as a school and a staff made considerable progress towards the introduction of BYOD this year.
- Develop and implement a Plan to take WHS to the New School (incl property, PLD etc)
We made a number of moves in this area last year, including the development of several prototype ILE spaces for this year, the decision to introduce BYOD for the whole school and the PLD for staff in this area as well as development of our intranet, taking all of our Heads of Learning to visit ILE schools in Auckland, and our timetable review – which will support 21st century learning in our new ILE school.

3. 2016 ANNUAL GOALS

The process of setting goals and targets for 2016 was somewhat similar to the last few years, in that we began with reviewing our achievement against our targets and analysed our results for any ‘stories’ in the data. We then reviewed the goals themselves, including considering our progress against the 2017 strategic goals and considered our current imperatives. In setting targets in particular we considered cohorts, and balanced all of the above with being both aspirational and realistic. Once again, the goals and targets were co-constructed with senior leaders and Heads of Learning areas, and have been reviewed by the Board of Trustees.

With our journey to the new school now well underway, there are goals under section six which are important for preparing us for working in a new innovative learning environment. While this is an exciting journey and prospect, it does present a considerable professional challenge for all of us. Accordingly, in the interests of both attempting to make some attempts to control workload and having goals that we are truly focussed on achieving we have reduced the numbers of goals slightly for this year.

The 2016 goals and targets are listed under their relevant *strategic goal (in italics)*.

1. ***Deliver a great all-round education that enables all students in the Wakatipu Basin to become confident, connected, actively-involved lifelong learners who ‘reach for their heights’.***
 - A. *Set and achieve annual goals with the aim of raising **student achievement** to be at or above the national average for NCEA for Decile 8-10 schools by 2017.*
In 2016 these goals and targets for our students, including **Maori and Pasifika** students, are:
 - i. 90% of Year 12 students achieve **NCEA Level 2** (roll-based)
 - ii. 75% of Year 13 students achieve **University Entrance** (participation-based)
 - iii. High performance:
 - a. 55% of Year 11 students achieve **NCEA Level 1 with an Endorsement** (roll-based)
 - b. 23% of Year 12 students achieve **NCEA Level 2 with Excellence** (roll-based)
 - c. **XX Scholarships**
 - iv. Literacy:
 - a. 80% of students at or above **Level 5P** by end of Year 10
 - b. 85% of Year 9 and 10 students **move a minimum of 2 curriculum sub-levels**
 - v. 95% of our students ‘engaged’ in school and learning
 - B. *Provide appropriate ‘**pathways**’ for students - 97% of students, including ESOL students and Foreign Fee-Paying students sitting NCEA, leaving WHS have NCEA Level 2 and/or are on a ‘Pathway’.*
 - C. *Provide a range of **extra and co-curricular** opportunities (including in sport, arts, cultural, community, leadership and outdoors) in which all students*

participate – 90% of our students participate in one or more extra/co-curricular activities (where participation is defined as attending at least six structured practice sessions).

2. ***Attract, grow and retain high-performing staff, and have a great workplace culture.***
 - A. *Attract and recruit high-quality staff* – Advertise as many teaching positions as possible by mid-September
 - B. *Have consistently effective professional learning and development, and appraisal* – 75% of staff satisfied with PLD
 - C. *Develop a positive and constructive workplace culture, including continuous improvement in staff engagement* – Teacher Workplace Survey shows improvement
3. ***Have strong positive relationships with our stakeholders and community.***
 - A. *Communicate effectively with our stakeholders and community*
 - B. *Have a high level of parent engagement with the school*
 - C. *Establish positive relationships with relevant groups within the WHS community* – Hold meetings for all specifically identified groups (ie Maori, Pasifika, Migrant students)
4. ***Have excellent organisational capability.***
 - A. *Develop structures and systems that enable WHS to operate effectively and efficiently* – prepare new Timetable for implementation in 2017
 - B. *Effectively collect, manage and use data and information*
5. ***Establish and maintain a sound financial position.***
 - A. *Have an effective financial system that supports informed and strategic financial management*
 - B. *Increase the financial resources available to the school, including supporting the 'WHS Foundation'*, whilst recognising the diverse financial capacity within the WHS community
 - C. *Achieve a small operating surplus over the three-year planning cycle*
6. ***Be fully prepared to move into a new school***
 - A. *Have effective input into the design of the new school, with the aim of having a world-class campus* – continue our input into the New School Plans
 - B. *Prepare staff to teach effectively in a new innovative learning environment:* i) continue support for e-Learning and BYOD; ii) provide opportunities and support staff to teach in ILE prototype spaces; iii) complete a Curriculum Review (including ILE pedagogy)
 - Develop and implement a Plan to take WHS to the New School (incl property, PLD etc)

CHARTER UNDERTAKING

1. This Charter is an agreement between the Board of Trustees and Wakatipu High School and the Minister of Education.
2. In governing this school, the Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this Charter with the resources and time available to it, in accordance with Section 64 of the Education Act, 1989.
3. The Government's commitment to the Board of Trustees is to provide funding for salaries and the operation of school out of money appropriated by Parliament, in accordance with Section 79 of the Education Act, 1989.
4. The operation of the school and its progress in meeting its Charter objectives will be reviewed regularly by the Education Review Office.
5. The Charter contains: a description of the school and its community, the guiding principles, legal obligations, mission statement, goals and objectives, school procedures and codes of conduct.
6. The partnership between the school and its community will play a vital part in achieving the goals of the Charter.
7. This Charter will remain in force until such time as it is amended in accordance with the provision of the Education Act 1989 or is withdrawn by the Minister of Education.
8. The Wakatipu High School Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Educational Guidelines and reflect both the content and the spirit of the Charter.
9. The Wakatipu High School Board of Trustees accepts the obligation to adhere to all relevant Acts of Parliament, National Guidelines for Education, industrial awards and agreements, and regulations as they relate to the school.



Signed:

Dated: 29/2/2016
(Board of Trustees)

Signed:

Dated:
(Ministry of Education)