



Wakatipu
HIGH SCHOOL



CHARTER 2018

INTRODUCTION

Welcome to Wakatipu High School's 2018 Charter.

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

1. Wakatipu High School's Strategic Plan 2021

Our Strategic Plan states our vision, values and the goals which we intend to achieve by 2021. This is a guiding document for the school, and the two sections that follow.

2. Analysis of Variance – 2017 Review

This section contains the annual goals and targets that we set for 2017 with what we actually achieved, with commentary and explanation as appropriate.

3. 2018 Annual Goals

This section contains the goals and targets that we have set for 2018. In developing these goals and targets, both the Strategic Plan and our 2017 results have been considered.

In terms of the process of developing the 2018 goals, that ultimately started with the formulation of our Strategic Plan in 2017, 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 2021

Below is Wakatipu High School's new strategic plan. The previous strategic plan took us to 2017 and the new school, and the new one will take WHS to 2021. Much of 2017 was spent developing the new strategic plan, including consultation with students, parents and staff. It is both a progression from the previous stratplan as well as setting an ambitious new vision for the future.

Of particular note in the strategic plan is the Ākonga Profile. This was developed over the past few years as part of our curriculum review and is a significant component of the strategic plan and the future for students at WHS.

Another important point to note regarding the implementation of the new strategic plan is that there are two phases in the period until 2021. Recognising the magnitude and importance of the move to the new school this year, the first phase is 'move and maintain', ie to focus on an effective move and transition to the new school and maintaining our levels of student learning, progress and achievement in 2018 and into 2019. The second phase will focus on achieving our new vision of delivering the 'best all-round education' through to 2021.

Vision - To deliver Aotearoa New Zealand's best all-round education.

Motto - Ad Alta, reach for your heights, kā mauka whakatipu.

Values

1. Excellence, 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. Inclusion, Kotahitanga – actively welcoming and including all, and creating a safe environment.

2021 Goals

1) All-round education

- a) Finalise, and develop a strategy to implement and deliver the 'WHS Ākonga Profile' (below).
- b) Develop and deliver education that promotes engagement, learning, progress and achievement on their pathway, for all students.
- c) Increase engagement, learning, progress and achievement for Priority Learners (including Maori, Pasifika and English Language Learners) in a culturally responsive and inclusive way.
- d) Set and achieve annual goals with the aim of continuing to raise student achievement to be in the top 15% of schools nationally by 2021.
- e) Provide a range of extra and co-curricular opportunities (including sport, outdoors,

arts, cultural, community and leadership) which support the holistic development of students and in which all students participate and have the opportunity to excel.

- f) Participate effectively in the Kāhui Ako ō Wakatipu (Community of Learning) and support achieving the Achievement Challenges.

2) Staff

- a) Retain and develop great WHS staff, teachers and kaiārahi.
- b) Recruit great staff.
- c) Develop and maintain a positive and constructive staff culture.

3) New school and ILE

- a) Implement and continue to develop a WHS pedagogy which supports the delivery of a great all-round education and optimises the opportunities of the new school.
- b) Support staff and students to teach, learn and work effectively in the new school.

4) Future-proof WHS

- a) Plan and prepare effectively for growth.
- b) Have effective input into the second phase of the new school.
- c) Be in a financial position to support delivery of the strategic plan.

5) Community

- a) Communicate effectively with our stakeholders and community.
- b) Engage with the community to provide opportunities for the great all-round education.
- c) Contribute to the local community.

Ākonga Profile

WHS ākonga will learn, develop and achieve in the following areas:

1. Essential skills

- Literacies (skills, knowledge and processes) - numeracy, literacy, digital, scientific, financial, civic, artistic, technological.
- Competencies - self-management, collaboration, curiosity, critical-thinking, creativity, problem-solving, metacognition.

2. Holistic development

- Self - awareness, confidence, well-being (physical, mental and emotional).
- Social - empathy, communication, effective relationships, connectedness.
- Active citizenship (local and global) - kindness, positive contributor, service, sustainability (environmentalism).

3. Values

- Excellence, Panekiretanga – striving to achieve our personal best, in everything we do.

- Respect, Te whakaute – for self, others, WHS, and the environment.
- Responsibility, Takohanga – choosing our responses, and being accountable for our decisions, actions and consequences.
- Resilience, Te manawanui me te ū – being able to cope with and grow from challenge.
- Inclusion, Kotahitanga – actively welcoming and including all, and creating a safe environment.

4. Future-focused qualifications and pathway

- Career and pathway (to study, training and/or employment) options explored and identified.
- Subjects selected and qualifications achieved and/or experience gained to support progress on the pathway.

2. ANALYSIS OF VARIANCE – 2017 REVIEW

In terms of student achievement, 2017 was a very successful year for Wakatipu High School and it is a pleasure to present the results below. Especially given everything else that was going on last year with preparations for the move to the new school it shows that we were keeping our eyes on the prize - which represents the hardwork and dedication of both students and staff, and my thanks and congratulations go to all of them. It is important to remember that these results are about our students and their futures. As a school our efforts mean that large numbers of our students have gained results and qualifications that will support them on their pathways and give them options and opportunities for their futures.

Below are the Strategic Plan Goals (*in italics*) which had specific goals for 2017, followed by the relevant goals and targets, and then our results and comments as appropriate. Please note that these goals are from the previous strategic plan which was current when they were set at the start of 2017.

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.*

Please note that for 2017 one of our goals was that “**Maori & Pasifika** students achieve all (Tier 1-3) Goals and Targets” and so their results are included with each of the goals below as appropriate.

i. 90% of Year 12 students achieve **NCEA Level 2** (roll-based)

Results: 92% (171/186) of Year 12 students, and 94% (15/16) of Maori, 100% (6/6) of Pasifika and 58% (7/12) Foreign Fee Paying (FFP) Year 12 students achieved NCEA Level 2.

Again this was a key 'Tier 1' goal for us and we are very pleased with the results, especially as we thought this cohort may struggle to achieve so highly. Considerable tracking, monitoring, mentoring and support again yielded these excellent results for us and our students - including our Maori and Pasifika students, who both outperformed our overall result again (however regarding this it is important to note that, especially for Pasifika but also for Maori students for some of the goals below, the numbers of students are quite low and so there can be a lot of variability and even one or two students can have a big impact on the percentages). FFP numbers are very low, which is something we have noted in these and other results.

Of the 15 students who did not pass Level 2, most have returned and will pass it this year. Of those not returning most are on a pathway.

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

Results: 75% (109/145) of Year 13 students, and 54% (7/13) of Maori, 100% (3/3) of Pasifika and 60% (3/5) FFP Year 13 students achieved University Entrance.

As I have noted previously this is an important goal for us as a large number of our

Year 13 students go to University (or Tertiary) and for those students and our community UE is an important qualification and goal.

Of particular note for us this year is that we had 145 students who had a UE-capable course - which was much larger than previously. So while our participation-based result was down and below our target our actual role-based result is well up and overall we are happy about this (and given this we have decided to change our measure to roll-based for 2018). Maori students' results were below what we had hoped for.

iii. **Literacy:**

- a) 80% of students are at Level 5 or above in Reading **literacy** by the end of Year 10

Results: 78% (121/156) of Year 10 students, and 62% (8/13) of Maori and 67% (2/3) of Pasifika Year 10 students were at or above Level 5P by end of Year 10.

After a number of years of focus on and commitment to literacy we are very pleased with these results. They were the result of a number of interventions, including with specialist teachers, a focus on students who were just below the goal, smaller classes and ensuring certain students had the same teacher for the entire year (rather than changing with the semesters at mid-year).

Maori and Pasifika results are lower than we would like but we have made progress in these areas.

iv. **High Performance:**

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

Results: 52% (102/198) of Year 11 students, and 53% (9/17) of Maori, 50% (2/4) of Pasifika and 18% (2/11) of FFP Year 11 students achieved NCEA Level 1 with an Endorsement.

While 102 students gaining an endorsement is very good it is just below our target. Pleasing is that Maori and Pasifika students are right there which is fantastic as their 'high performance' results have been an issue that we have identified over previous years. FFP results are disappointing.

One point to note re this goal is that as part of our Curriculum Review some Learning Areas have reduced the number of credits they offer at Level 1 to focus on learning rather than simply results.

- b) 23% of Year 12 students achieve NCEA **Level 2 with Excellence** (roll-based)

Results: 23% (43/186) of Year 12 students, and 6% (1/16) of Maori, 17% (1/6) of Pasifika and 0% of FFP Year 12 students achieved NCEA Level 2 with Excellence.

This is an important goal for us and we are very pleased with this result. Nearly one quarter of our Level 2 students got Excellence - which is fantastic, and our results are above the Decile 8-10 average.

Maori and Pasifika results are low - which follows the trend we had identified previously (and is why we are so pleased re Level 1 Endorsement above), and FFP is very poor.

c) **27.5 Scholarships**

Results: 8 scholarships, including one Outstanding scholarship.

One Maori student achieved 3 scholarships and the Outstanding scholarship.

We are very disappointed with this result (although please note that we have eight students who are one mark away from a Scholarship!). We need to review our position on scholarships this year, which will include investigating if students are more focussed on gaining lucrative university scholarships and awards (which they have proved increasingly successful at doing in recent years).

v. 95% of our students **'engaged'** in school and learning

Results: 92% of students, and 88% of Maori students were 'engaged' in school and learning.

While this is below our target we are actually happy with the percentage of students who are engaged, which is well above the national averages. We are aware that this does still leave a number of students who are not engaged and this is an area we continue to work on.

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'.*

Results: 97% (186/192) of students, and 89% (16/18) of Maori and 100% (3/3) of Pasifika students leaving WHS have NCEA Level 2 and/or are on a 'Pathway'.

Again, this was our original co-constructed goal and continues to be important for us, and hence we are again very pleased with this result. It represents a lot of work by students and staff - much of which is going 'above and beyond' to support students to achieve.

C. *Increase success for Priority Learners (Maori, Pasifika, English Language Learners)*

Maori & Pasifika students achieve all (Tier 1-3) Goals and Targets - see 1.A above.

E. *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).

Results: Unfortunately, while this goal remains important to us, we continue to struggle to settle on a method of counting that we are satisfied with. Included in this is the question of whether activities outside WHS should be counted or not (a question often posed by students and parents, especially when badges are awarded).

We do know that 63% of students participated in sport alone, and when all the other

opportunities are considered anecdotally we believe we have achieved the target but we are not certain. This area continues to remain a work-in-progress.

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

B. Have consistently effective professional learning and development, and appraisal - 75% of staff satisfied with PLD

While we are again below our target, this year's result of 68% is both an improvement and much closer than we have been previously. Providing the correct balance of PLD based around the normal range of curriculum and pedagogical needs as well as preparing for the move to the new ILE school has been a challenge.

C. Develop a positive and constructive workplace culture, including continuous improvement in staff engagement – Teacher Workplace Survey shows improvement.

A focus of 2017 regarding this goal was to investigate a new survey. I spent some time on this, including looking into NZCER's new Teaching and School Practises survey - parts of which were very good, although it is not an engagement survey per se and their timing did not work for us. In the end I used just the final ten 'custom' questions of the NZCER Teacher Workplace Survey that we have used for the last couple of years. The results did improve this year, although a variable did change which was that the surveys were named this year (in line with a change made to student voice surveys).

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 (eg Maori, Pasifika, Migrant families)

Unfortunately we did not meet this entire goal again, although once again we did hold meetings for Maori and Pasifika families.

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 innovative learning environment:

i) continue to provide opportunities and support staff to teach in **ILE prototype** spaces This was done very effectively throughout 2017, primarily through our main prototype ILE are, D15+, but also the science 'megalab'. The greater clarity of objectives we developed during 2016 meant this proved to be a very effective learning experience for those who were allocated to it and for all staff via learnings that were shared in PLD. Overall, even with the challenges, this has been potentially our most significant and effective initiative in our journey to the new ILE school.

ii) complete a **Curriculum Review** (including ILE pedagogy)

After a lengthy process this important review was concluded in 2017. There were significant outputs from this review most notably including WHS 'Golden Circles' and

the Ākonga Profile, which is an important part of the new strategic plan. These outputs guided and informed our journey to the new school and ILE.

iii) develop and implement a **communications** strategy for the move to the new school
After external input we decided to use Facebook as the platform for this. We ensured that it stayed focused on just the new school, and used it to begin to introduce educational and pedagogical information as well as building and progress updates as well as addressing FAQs and misinformation as we became aware of it. We addressed this goal very effectively.

iv) prepare for and begin a smooth **relocation** to the new school

The relocation to the new school was a mammoth undertaking. In terms of the goal we prepared very well over the course of the year and began the process of the move well before the end of the year. There were many moving parts, people and organisations involved in this process which ultimately all came together well - and resulted in a relatively smooth relocation into the new school.

3. 2018 ANNUAL GOALS

The process of setting goals and targets for 2018 was again similar to the previous few years, which reflects an increasing maturity in this process. We began the process with reviewing our results against our targets, and analysed our results for themes in the data. We then reviewed the goals themselves, including considering the new strategic plan goals. In setting targets we considered cohorts, and balanced all of the above with the strategic 'move and maintain' focus of 2018. Once again, this process included senior leaders and Heads of Learning Areas and the Board of Trustees.

The 2018 goals and targets are listed under their relevant strategic goal (*in italics*).

2021 Goals

1) All-round education

- a) *Finalise, and develop a strategy to implement and deliver the 'WHS Ākonga Profile'.*
 - i) **2021 Strategic Plan** - develop plan to achieve by 2021, incl Ākonga Profile
- b) *Develop and deliver education that promotes engagement, learning, progress and achievement on their pathway, for all students.*
 - i) **95%** of our students '**engaged**' in school & learning
 - ii) **Ako Time** - improve effectiveness
- c) *Increase engagement, learning, progress and achievement for Priority Learners (including Maori, Pasifika and English Language Learners) in a culturally responsive and inclusive way.*
 - i) **Maori & Pasifika** students achieve all 'Tier 1-3' Goals and Targets (contained in Stratplan Goals 1b, d & e)
- d) *Set and achieve annual goals with the aim of continuing to raise student achievement to be in the top 15% of schools nationally by 2021.*
 - i) **90%** of Year 12 students achieve **NCEA Level 2** (roll-based)
 - ii) **65%** of Year 13 students achieve **University Entrance** (roll-based)
 - iii) **80%** of students are at or above **Level 5 in Literacy** (reading) by the end of Year 10
 - iv) **55%** of Year 11 students achieve **NCEA Level 1 with Endorsement** (roll-based)
 - v) **23%** of Year 12 students achieve **NCEA Level 2 with Excellence** (roll-based)
 - vi) **XX Scholarships**
 - vii) **97%** of students, including ESOL & FFP students sitting NCEA, **leaving WHS have NCEA Level 2 &/or are on a 'Pathway'**
- e) *Provide a range of extra and co-curricular opportunities (including sport, outdoors, arts, cultural, community and leadership) which support the holistic development of students and in which all students participate and have the opportunity to excel.*
 - i) **100%** of junior and **90%** of senior students participate in one or more **extra/co-curricular** activities.
- f) *Participate effectively in the Kāhui Ako o Wakatipu (Community of Learning) and support achieving the Achievement Challenges.*
 - i) **Kahui Ako** o Wakatipu - plan & progress re Achievement Challenges

- **Students and parents are positive** about WHS

2) Staff

- Retain and develop great WHS staff, teachers and kaiārahi.*
- Recruit great staff.*
- Develop and maintain a positive and constructive staff culture.*
 - Staff Engagement/Culture Survey** - decide on and run survey

3) New school and ILE

- Implement and continue to develop a WHS pedagogy which supports the delivery of a great all-round education and optimises the opportunities of the new school.*
 - Continue to develop effective **pedagogy & teaching & learning** in the ILE
- Support staff and students to teach, learn and work effectively in the new school.*

4) Future-proof WHS

- Plan and prepare effectively for growth.*
- Have effective input into the second phase of the new school.*
 - Phase 2** - contribute to and seek to optimise the physical design of the Phase 2 expansion
- Be in a financial position to support delivery of the strategic plan.*
 - International Students Review** complete

5) Community

- Communicate effectively with our stakeholders and community.*
 - Communicate** effectively with regards to the new school to the WHS community
- Engage with the community to provide opportunities for the great all-round education.*
- Contribute to the local community.*

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:

Dean Hamilton (Board of Trustees Chairman)

Dated: 2 March 2018

Signed:

(Ministry of Education)

Dated: