



Wakatipu
HIGH SCHOOL



CHARTER 2019

INTRODUCTION

Welcome to Wakatipu High School's 2019 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 – 2018 Review

This section contains the annual goals and targets that we set for 2018 with what we actually achieved, with commentary and explanation as appropriate.

3. 2019 Annual Goals

This section contains the goals and targets that we have set for 2019. In developing these goals and targets, both the Strategic Plan and our 2018 results have been considered.

In terms of the process of developing the 2019 goals, that ultimately started with the formulation of our Strategic Plan back 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 strategic plan, which will take us to 2021. This was developed during 2017, and included consultation with students, parents and staff. Of particular note in the strategic plan is the 'Ākonga Profile' (which is included below as part of the strategic plan). 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 strategic plan is that for us it has two distinct phases. Recognising the magnitude and importance of the move to our new ILE school, the focus of the first phase has been '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 focuses 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 whakautē – 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 – 2018 REVIEW

In terms of student achievement, 2018 was a successful year for Wakatipu High School. As above, strategically our objective for the year was to 'move and maintain'. That we achieved or came very close to our goals and targets and maintaining our levels of student achievement in the context of the move to our new ILE school - the scale and impact of which it is difficult to overstate, is very satisfying indeed. It is also testament to the hard work, dedication and focus of students, staff and management, and my thanks and congratulations to all of them.

While the new school has dominated so much of our work for the last few years, we have been very mindful that every year of education is important for each of our students and their futures. As a school our efforts, and the results below, 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 2018, followed by the relevant goals and targets, and then our results and comments as appropriate. Please note that below is against roll-based measures, rather than the new enrolment-based measures that this year's data has been produced using, as these were how the goals and targets were set at the start of last year. Please also note that our key goals were quantitative but there were some qualitative goals as well which I will make a brief comment on.

2021 Goals

1) All-round education

- a) *Finalise, and develop a strategy to implement and deliver the 'WHS Ākongā Profile'.*

2021 Strategic Plan - develop plan to achieve by 2021, incl Ākongā Profile.

While this remains a work in progress, good progress was made in this area last year most notably including a gap analysis by the Learning Areas of the elements of the Profile, particularly essential skills and holistic development. This has helped guide our work this year, and as we continue to plan how to develop the whole profile in the school.

- b) *Develop and deliver education that promotes engagement, learning, progress and achievement on their pathway, for all students.*

- i) **97%** of students, including ESOL and FFP students sitting NCEA, **leaving WHS have NCEA Level 2 and/or are on a 'Pathway'**

Results: 97% (207/213) of students leaving WHS have NCEA Level 2 and/or are on a 'Pathway'.

Again, this was our original co-constructed goal and we are very pleased with this result, which represents a lot of work by students and staff.

- ii) **95%** of our students '**engaged**' in school and learning.

Results: 90% of students, and 89% of Maori students were 'engaged' in school and learning.

While below our target again this year we are again happy with the percentage

of students who are engaged, which is well above the national averages. We are aware that this does still mean there are students who are not engaged and this is an area we continue to work on.

iii) **Ako Time** - improve effectiveness.

Following the introduction of Ako Time (extended Form Time) as part of our new timetable in 2017, student feedback at the end of that year identified issues. We focused on this from the start of 2018, including relationships and the Ako curriculum, and we surveyed students again in May and the results were much more positive.

c) *Increase engagement, learning, progress and achievement for Priority Learners (including Maori, Pasifika and English Language Learners) in a culturally responsive and inclusive way.*

Maori and Pasifika students achieve all 'Tier 1-3' Goals and Targets (contained in Stratplan Goals 1b, d and e).

As you can see, this is now reported against quantitative goals and targets.

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)

Results: 89% (170/191) of Year 12 students, and 86% (12/14) of Maori, 100% (5/5) of Pasifika

Again this was a key 'Tier 1' goal for us, and we are very pleased with these results - especially in the context of the move into the new school. Again, tracking, monitoring, mentoring and support were key in these results for us and our students - including our Maori and Pasifika students. A number of the students who did not pass Level 2 were late arrivals to WHS last year. Of those who did not pass, a number have returned and will pass it this year and/or are on a trades pathway.

ii) **65%** of Year 13 students achieve **University Entrance** (roll-based)

Results: 64% (101/158) of Year 13 students, and 64% (9/14) of Maori, 33% (2/6) of Pasifika

As 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. Overall we are happy with this result, particularly as it was probably our Year 13 students, unsurprisingly, who struggled most with the move to the new ILE school. While it could have been higher, we did have some students who were simply not interested in achieving UE, even in the interests of keeping their options open. Also pleasing is that males were closer to females than last year. Of note is that we actually had a relatively low number of students, only approximately 75%, who actually had a UE-capable course, which makes this result even more satisfying. We are particularly pleased with the achievement of our Maori students in this goal, especially compared to last year.

- iii) **80%** of students are at or above **Level 5 in Literacy** (reading) by the end of Year 10

Results: 77% (132/172) of Year 10 students, and 53% (8/15) of Maori and 100% (2/2) of Pasifika Year 10 students were at or above Level 5P by end of Year 10. After focusing on literacy for a number of years now we thought this may have been the year when we achieved our target - but not quite, however we are still pleased with these results. We remain committed to this area, and in fact have added writing as a literacy goal for 2019. Our interventions are making a real difference with most of our targeted students, but our analysis has shown that this is not to the same extent with Maori and Pasifika students and this will be an area of focus for 2019.

- iv) **55%** of Year 11 students achieve **NCEA Level 1 with Endorsement** (roll-based)
Results: 54% (99/182) of Year 11 students, and 33% (5/15) of Maori, 33% (1/3) of Pasifika

We are also pleased with this result, and this many Level 1 students gaining an endorsement is very positive. Maori and Pasifika student achievement in this goal is disappointing this year, especially after last year. While we see this as cohort-based, 'high performance' results for our high priority learners have been an issue that we have identified and tried to address over recent years.

- v) **23%** of Year 12 students achieve **NCEA Level 2 with Excellence** (roll-based)
Results: 24% (45/191) of Year 12 students, and 21% (3/14) of Maori, 20% (1/5) of Pasifika

This is an important goal for us and we are very pleased with this result. Similarly, we are very pleased that both Maori and Pasifika students have achieved at the same level (which we saw with this group last year as Level 1s), a great outcome.

- vi) **14.5 Scholarships**

Results: 14 scholarships, including two Outstanding scholarships, one Maori student achieved a scholarship.

After a disappointing year last year we are very pleased to hit our target this year. Again, we will review our position on scholarships at the end of 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).

- 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.*

100% of junior and **90%** of senior students participate in one or more **extra/ co-curricular** activities.

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). While we know

we have high levels of participation in extra and co-curricular activities, this area continues to remain a work-in-progress.

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

Kāhui Ako ō Wakatipu - plan and progress re Achievement Challenges

We were heavily involved in the KAoW throughout the year, including establishing networks across the KAoW teaching staff, rather than just leadership. There were a couple of changes and appointments in the team throughout the year. A focus of the year was engagement, and there were several PLD sessions on this.

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.*

Staff Engagement/Culture Survey - decide on and run survey

We worked with the staff representative on the Health and Safety Committee to research and develop a wellbeing survey. This was primarily to establish baseline data for the future, and was run with all staff in Term 4. It was combined with the 'Custom 10' questions of the NZCER Teacher Workplace Survey which we have run for several years now.

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.*

Continue to develop effective **pedagogy and teaching and learning** in the ILE.

Clearly this is, and will remain for the foreseeable future, a work in progress for us. The pedagogy work we had done in anticipation of the move to the new ILE school, particularly including developing our 'Golden Circles', served us well. During the year some Learning Areas began to look ahead to their pedagogical next steps for 2018.

This most commonly included co-teaching, which we supported in the development of the timetable for this year.

- 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.*

Phase 2 - contribute to and seek to optimise the physical design of the Phase 2 expansion

For those of us involved, this was a key focus of 2018. The high-level design work, including discussions regarding occupancy, are now complete.

- c) *Be in a financial position to support delivery of the strategic plan.*

International Students Review complete

This is another work-in-progress, however real progress was made in this area during 2018. Key areas, including developing clarity regarding what constituted a 'quality' international student and beginning to map a desired mix of students towards 2020, were progressed during 2018. This work is continuing in 2019.

5) Community

a) Communicate effectively with our stakeholders and community.

i) **Communicate** effectively with regards to the new school to the WHS community

A lot of effort was put into this area. This included 'open days' for parents and community at the start of the year (with huge turnouts), continuing to tell our story through our Facebook page (and employing a staff member to support this and communications), and then parent tours during Term 3, as well as regular communications.

ii) **Students and parents are positive** about WHS

While this goal is subjective it was a key area of focus in 2018 - most particularly regarding the new ILE school. As above, with a lot of communication regarding the new school and our great all-round education I feel this went well. The best example may be that in fact surprisingly few parents came to the parent tours of the school in Term 3 - which seemed to suggest that most were positive about the new school.

b) Engage with the community to provide opportunities for the great all-round education.

c) Contribute to the local community.

3. 2019 ANNUAL GOALS

The process of setting goals and targets for 2019 was again similar to previous years, which reflects the maturity and evolution of this process. We began with reviewing our 2018 results against our targets. We then reviewed the goals themselves, which including considering the strategic plan goals. This year this particularly included taking into account the 'Top 15% of schools nationally by 2021' strategic goal (1.d), however with the new enrolment-based measures the data we need to do this definitively is not available until later in March, but our ongoing analysis has meant we are comfortable predicting reasonably accurately where 'top 15%' will be in 2021.

In setting targets we considered cohorts, and involved senior leaders, Heads of Learning Areas and the Board of Trustees.

The 2019 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'.*
Begin to implement a wellbeing programme for staff and students.
- 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.*
Maori and Pasifika students achieve all 'Tier 1-3' Goals and Targets (contained in Stratplan Goals 1b, d and e)
Develop and begin to implement a plan for improving a **culturally responsive** education
- 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. NB All goals and targets are enrolment-based.*
 - i) **92%** of Year 12 students achieve **NCEA Level 2**
 - ii) **70%** of Year 13 students achieve **University Entrance**
 - iii) **25%** of Year 12 students achieve **NCEA Level 2 with Excellence**
 - iv) **Literacy** - by the end of Year 10:
 - (1) **80%** of students are at or above Level 5 in **reading**
 - (2) **70%** of students are at or above Level 5 in **writing**
 - v) **58%** of Year 11 students achieve **NCEA Level 1 with Endorsement**
 - vi) **XX Scholarships (still TBC)**
- 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.*
100% of junior and **90%** of senior students participate in one or more **extra/co-curricular** activities.
- 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.*
Begin to implement a **wellbeing** programme for staff and students.

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.*
Continue to develop and implement a WHS **pedagogy** which supports the strategic plan, including the Akonga Profile and Top 15% goals, and optimises the opportunities of our school.
- b) *Support staff and students to teach, learn and work effectively in the new school.*
Implement a programme to reinforce a positive **student culture** that supports learning and prosocial behaviour

4) Future-proof WHS

- a) *Plan and prepare effectively for growth.*
Growth - prepare particularly for Phase II and 2020
- 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.*

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 meetings 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: 11 March 2019

Signed:
(Ministry of Education)
Dated: