



Wakatipu
HIGH SCHOOL



CHARTER 2017

INTRODUCTION

Welcome to Wakatipu High School's 2017 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 – 2016 Review

This section contains the annual goals and targets that we set for 2016 with what we actually achieved, with commentary and explanation as appropriate.

3. 2017 Annual Goals

This section contains the goals and targets that we have set for 2017. In developing these goals and targets, both the Strategic Plan and our 2016 results have been considered.

In terms of the process of developing the 2016 goals, that ultimately started with the formulation of our Strategic Plan in 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. For the last few years it has been the key guiding document for the school. As this year is the last year for which it was intended we are just beginning the process of developing a new strategic plan.

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* – 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 – 2016 REVIEW

In terms of student achievement, 2016 was a very successful year for Wakatipu High School and it is a pleasure to present the results below.

Below are the Strategic Plan Goals (in italics) which had specific goals set for 2016, followed by the relevant 2016 goals and targets, and then our results and comments 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.*

Please note that for 2016 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% (157/171) of Year 12 students, and 94% (17/18) of Maori and 100% (5/5) of Pasifika Year 12 students achieved NCEA Level 2.

Again this was a key ‘Tier 1’ goal for us for the year and we are delighted with the results. Considerable tracking, monitoring, mentoring and support again yielded these excellent results for us and our students - including our Maori and Pasifika students, who both actually outperformed our overall result.

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.

ii. 75% of Year 13 students achieve **University Entrance** (participation-based)

Results: 84% (68/81) of Year 13 students, and 63% (5/8) of Maori and 100% (1/1) of Pasifika Year 13 students achieved University Entrance.

As I have noted previously this is a very important goal for us, as approximately 70% of our Year 13 students go to University (or Tertiary), and for those students and our community UE is an important qualification and goal, and so this was a great result.

This is a case where low numbers mean that just one more Maori student would have meant we would have met that target.

NB We still have an issue with NZQA’s counting - as they continue to count in the ‘old-UE’ way for participation-based.

iii. High performance:

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

Results: 56% (105/189) of Year 11 students, and 26% (5/19) of Maori and 50% (3/6) of Pasifika Year 11 students achieved NCEA Level 1 with an Endorsement.

Overall we are very pleased with this result (which may yet increase slightly).

In this goal and the following one we see an important pattern regarding Maori and Pasifika students' achievement - i.e. they are doing well in terms of achieving significant qualifications, as above, but not as well in terms of high performance, particularly Maori students. This is now an area of focus for us going forward.

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

Results: 21% (36/171) of Year 12 students, and 6% (1/18) of Maori and 20% (1/5) of Pasifika Year 12 students achieved NCEA Level 2 with Excellence.

This is an important goal for us, and was an ambitious target. While we did not quite achieve the target we are actually very happy that 36 students did achieve this significant qualification. As above regarding Maori and Pasifika students.

c) **21 Scholarships**

Results: 12 scholarships, including three Outstanding scholarships and one Top Subject Scholar. One Maori student achieved scholarship.

Again this year we had an ambitious target that we did not meet, but we were still very pleased with the 12 scholarships, and delighted with the Outstanding and Top Scholar awards! Three of the students were also not yet in Year 13 which bodes well for the future.

Once again staff and students worked hard, and we continue to believe that the process of striving to achieve scholarships is very good for students and our staff.

iv. Literacy:

a) 80% of students at or above **Level 5P** by end of Year 10.

Results: 50% (76/152) of Year 10 students, and 36% (5/14) of Maori and 33% (1/3) of Pasifika Year 10 students were at or above Level 5P by end of Year 10.

While our results are well below our target the process of striving for

and reviewing this has further helped us understand this area, and reinforced our commitment to it.

Some points to note include: 5P is one sub-level above the national mean; our interventions and resourcing were focused on students at lower levels of the curriculum and very good progress was made there; the test was set at level 5/6 for 95% of students which was probably too difficult for some students to prove their ability at 5P. We have identified that development of a better understanding of texts and reading skills expected at level 5 is needed across all learning areas in 2017 to progress more students through this level.

b) 85% of Year 9 and 10 students **move a minimum of 2 curriculum sub-levels**

Results for both Year 9 and Year 10: 30% (87/292) of all students, and 38% (9/24) of Maori and 20% (1/5) of Pasifika students moved a minimum of 2 curriculum sub-levels.

Results for Year 10: 10% (15/152) of Year 10 students, and 8% (1/12) of Maori and 0% (0/2) of Pasifika students moved a minimum of 2 curriculum sub-levels.

Results for Year 9: 51% (72/140) of Year 9 students, and 75% (8/12) of Maori and 33% (1/3) of Pasifika students moved a minimum of 2 curriculum sub-levels.

Again, we did not meet this target, but many Year 9 students made good progress (including 81% moved one sub-level or more), particularly at lower levels. Progress slowed significantly in Year 10 - which particularly reflects the move to curriculum level 5. Again, the set-up of the test was an issue, which we are looking into.

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

Results: 91% of students, and 88% of Maori and 95% of Pasifika 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: 96% (135/140) of students, and 70% (7/10) of Maori and 100% (3/3) of Pasifika students leaving WHS have NCEA Level 2 and/or are on a 'Pathway'.

This was our original co-constructed goal and continues to be very important for us,

and hence we are 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. This does include the five students who did not achieve this who have been offered and had much support.

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: 76% (657/867) of students participated in one or more extra/co-curricular activities.

Even though this result is well below our ambitious target, we are quite happy with this result. We also actually believe that the result is higher than this but it is difficult for us to accurately capture and count students' participation in sports and activities run by the community and groups outside the school, an area which remains a work-in-progress for us.

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

In terms of this goal, we actually moved our whole student course selection, budgeting and staffing process slightly earlier this year and accordingly definitely did achieve this goal.

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

Once again, despite our efforts, and improving considerably on last year, we did not meet this target with approximately 56% of staff satisfied with PLD.

C. *Develop a positive and constructive workplace culture, including continuous improvement in staff engagement* – Teacher Workplace Survey shows improvement
Given that the Teacher Workplace Survey (TWS) has 50 questions it is actually impossible to say definitively whether this goal has been achieved or not. During 2016 we ran mini-TWSs at the end of each term which kept us abreast of culture throughout the year, which was much better than just at the end of the year.

Again at the end of year full TWS there were a range of responses including positives and areas that had improved as well as areas that need to be addressed, again particularly including workload and change.

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

A. Communicate effectively with our stakeholders and community

While this was not a 2016 goal, in a survey run in Term 4, 95% of parents were satisfied with our communications.

C. Establish positive relationships with relevant groups within the WHS community – Hold meetings for all specifically identified groups (ie Maori, Pasifika, Migrant students).

We did not completely achieve this goal, but 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 – continue our input into the New School Plans

The input into design continued throughout 2016, although it began to conclude by the end of the year.

B. Prepare staff to teach effectively in a new innovative learning environment:

i) continue support for e-Learning and BYOD

BYOD was introduced for all students at the start of 2016. As the result of a large amount of very good preparation in a range of areas, from pedagogical to financial support, this went very smoothly - staff and students were great in their uptake of this significant change. Support continued throughout the year, but particularly at the start of the year.

ii) provide opportunities and support staff to teach in ILE prototype spaces

At the start of the 2016 year we opened our newly developed prototype ILE area (D15+). While semester one saw a mixed experience for those who chose to operate in there, semester two benefitted from much greater clarity of objectives and proved to be a worthwhile learning experience for those who were allocated to it. Overall, even with some challenges, this was an effective and successful initiative.

iii) complete a Curriculum Review (including ILE pedagogy)

While this goal is not complete there was much progress. Core Education were contracted at the start of the year and Mark Osborne conducted a Vision Review in Term 1, followed by Mary Anne Mills leading an external Curriculum Review report in Term 2. From this we established an internal Curriculum Review Team who met for all of Term 4, and are continuing their work this year.

- **Develop and implement a Plan to take WHS to the New School (incl property, PLD etc)**
As per the previous year, there was much work on a number of fronts in this area, including the ILE prototype space, PLD for staff in this area, taking all of our Assistant

Heads of Learning Areas to visit ILE schools in Auckland, and preparing for the implementation of our new timetable – which will support 21st century learning in our new ILE school.

3. 2017 ANNUAL GOALS

The process of setting goals and targets for 2017 was again similar to the last few years, in that we began the process with reviewing our results against our targets and analysed our results for 'stories' in the data. We then reviewed the goals themselves, including considering the strategic plan goals and considered our current imperatives. In setting targets we considered cohorts, and balanced all of the above with being both aspirational and realistic. Once again, this process included senior leaders and Heads of Learning areas, and have been reviewed by the Board of Trustees.

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

The 2017 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. **80%** of Year 13 students achieve **University Entrance** (participation-based)
- iii. **80%** of students are at or above **Level 5 in Literacy** by the end of Year 10
- iv. High performance:
 - a. **55%** of Year 11 students achieve **NCEA Level 1 with Endorsement** (roll-based)
 - b. **23%** of Year 12 students achieve **NCEA Level 2 with Excellence** (roll-based)
 - c. **XX (tbc) Scholarships**
- v. **95%** of our students '**engaged**' in school and learning

B. *Provide appropriate '**pathways**' for students - 97% of students, including ESOL & FFP students sitting NCEA, **leaving WHS have NCEA Level 2 &/or are on a 'Pathway***

C. *Increase success for Priority Learners (Maori, Pasifika, and English Language Learners) - **Maori & Pasifika** students achieve all Tier 1-3 Goals and Targets*

- 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
- 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 – 75% of staff feel **PLD** has been effective
 - C. Develop a positive and constructive workplace culture, including continuous improvement in staff engagement – **Staff Engagement Survey** shows improvement (NB we are going to investigate a new engagement survey this year)
- 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)
- 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 innovative learning environment:
 - i) continue to provide opportunities and support staff to teach in **ILE prototype** spaces
 - ii) complete a **Curriculum Review** (including ILE pedagogy)
 - iii) develop and implement a **communications** strategy for the move to the new school
 - iv) prepare for and begin a smooth **relocation** to the new school

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: 28/2/2017

Signed:
(Ministry of Education)
Dated: