



Wakatipu
HIGH SCHOOL



CHARTER 2020

INTRODUCTION

Welcome to Wakatipu High School's 2020 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 – 2019 Review

This section contains the annual goals and targets that we set for 2019 with what we actually achieved.

3. 2020 Annual Goals

This section contains the goals and targets that we have set for 2020. In developing these goals and targets, both the Strategic Plan and our 2019 results and achievements have been considered.

1. WAKATIPU HIGH SCHOOL'S STRATEGIC PLAN 2021

Wakatipu High School, with a current role approaching 1100 students, is Queenstown's only high school serving the Wakatipu Basin. While we are a decile 10 school, our community and students cover the full range of the socio-economic spectrum, and we are ethnically diverse. 2020 is our third year in our new innovative learning environment campus.

Below is Wakatipu High School's strategic plan, which guides us to 2021. This was originally developed during 2017, and included consultation with students, parents and staff. Of particular note in the strategic plan is the 'Ākongā Profile' (which is included below as part of the strategic plan). This was developed as part of our curriculum review and is a significant component of the strategic plan and the future for students at WHS.

With the board of trustees elections last year, the new board decided to check-in with and review the strategic plan. In November last year a strategic planning session resulted in the revised strategic plan below. Of note, compared to the previous stratplan, is that it now has just four goals and includes a group of priorities for 2020, and we have produced a one-page version of it (see Appendix 1 below).

WHS 2021 Strategic Plan - Updated December 2019

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. Deliver the WHS 'Ākongā Profile'.
- b. Develop and deliver education that promotes engagement, learning, progress and achievement on their pathway, for all students - including boys.
- 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. Continue to develop and implement a WHS pedagogy which supports the delivery of a great all-round education and the 'Ākongā Profile'.

- e. 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.
- f. 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.
- g. Implement a programme which develops whole-school and student wellbeing.
- h. Participate effectively in the Kāhui Ako o Wakatipu and support achieving the Achievement Challenges.

2. Staff

- a. Retain and develop great WHS staff, teachers and Kaiārahi.
- b. Recruit great staff.
- c. Deliver effective Professional Learning.
- d. Continue to implement a programme which develops whole-school and staff wellbeing.
- e. Develop and maintain a positive and constructive staff culture.

3. Future-proof WHS

- a. Plan and prepare effectively for growth.
- b. Optimise the Phase Two expansion of the school, and effectively manage the school through the construction of it.
- c. Increase funding to support delivery of the strategic plan.

4. Community

- a. Tell our story effectively to 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 – 2019 REVIEW

In terms of student achievement, 2019 was a very successful year for Wakatipu High School. Particularly in terms of our key measures of NCEA Level 2 and University Entrance (UE) our students achieved very highly last year.

This did not come without considerable focus and effort however. Many of our students worked very hard to achieve their goals, supported by great teaching and excellent tracking, monitoring and mentoring. This includes the introduction of the 'Power BI' programme which enabled real-time tracking and monitoring of students progress and predicted outcomes throughout the year.

As a school we are very pleased, including because these results 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 2019, followed by the relevant goals and targets (in bold), and then our results and comments as appropriate. Please also note that our key academic goals were quantitative but there were some qualitative goals as well which I will make a brief comment on.

2019 Annual Goals

1) All-round education

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

Begin to implement a wellbeing programme for staff and students. We made very good progress with this - investing in the first year of a potentially multi-year programme with the NZ Institute of Wellbeing and Resilience. The objective of this programme, which began in May, is to establish a school-wide wellbeing programme at WHS. They were clear that first we need to work with staff before we explicitly work with students, which will begin in 2021. A Wellbeing Team was established and good progress was made.

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 & 2' Goals and Targets. Please see 1d below.

Develop and begin to implement a plan for improving a culturally responsive education.

Good progress was made in this area in 2019. A 'Maori and Pasifika Achievement and Cultural Responsiveness Action Plan 2019-20' was developed and begun to be implemented. This included further focus on Maori and Pasifika achievement, as well as staff professional development which focused on developing understanding and awareness of cultural responsiveness. An excellent external speaker kick-started this and staff and learning areas bought into it well. Work in this area also led to a process which developed a cultural pattern and graphics for each of our values, which was a key part of work we did to enhance our foyer.

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) **93% of Year 12 students achieve NCEA Level 2**

Despite being just short of our target of 93%, we are still very pleased with our achievement in Level 2 of 91%, ie 149/164 students. What was particularly pleasing this year was that there were no students who we did not know about or who were in the 'near-miss' category. We had a ceiling of 95% this year due to students who left earlier in the year (but after 70 days), ORS students, students enrolled in health school but not attending school, and an Australian student who came for a 14 week 'experience'. We still remain well above national results (76.1%) and decile 8-10 results (83.4%). We have also achieved good results with our Maori students (82%) compared to nationally (67.1%) and Decile 8-10 (79.6%).

ii) **70% of Year 13 students achieve University Entrance**

This is the highlight of our 2019 results. The target was set at an aspirational 70% after achieving 64% in 2018, and we have achieved 79%, ie 119/151 students. This has us well ahead of national (46.8%) and Decile 8-10 (62.4%) results and is a significant increase on the previous four years (62.9%, 61.3%, 68.2%, 63.3%). Boys have shown the most gains, with 71% attainment compared to 54.1% in 2018, although girls also improved by 5% on 2018 results. Another highlight is the performance of our Maori and Pasifika students, where 100% (10/10) of our Maori students achieved UE, compared to 27.5% nationally, and 50.8% Decile 8-10. Three out of four of our Pasifika students achieved UE (75%) compared to 27.4% nationally and 40.5% Decile 8-10.

iii) **25% of Year 12 students achieve NCEA Level 2 with Excellence**

Unfortunately we were a little way off the target for this goal in 2019. Our predictor showed very early on that we would achieve in the range of 20-21% rather than the target of 25%, and ultimately 36/164 Year 12 students, ie 22% achieved this.

It is also disappointing to not have any Maori and Pasifika students achieve Level 2 with Excellence this year. High performance needs to be a focus for 2020, and in particular looking at how we raise the numbers of Maori and Pasifika students and boys achieving Level 2 Excellence.

iv) **Literacy** - by the end of Year 10:

(1) **80% of students are at or above Level 5 in reading**

After steadily increasing our results in Year 10 reading over the last few years, 2019 saw us drop back to 69%, ie 139/202 students, with 50% of both Maori and Pasifika students achieving this level. Our systems in this area have been consistent for some time so we are able to identify the time period in which progress was not as expected - ie the first semester of Year 10. They made very good progress during Year 9 so their lack of progress in semester one of Year 10 is disappointing and is something that has been highlighted with HoLA's.

(2) **70% of students are at or above Level 5 in writing**

Writing continues to be an area that we are seeking some consistency with the measurement, but we have made some progress with 166/218, ie 76% of students at or above Level 5, and it is pleasing to exceed the target in this area.

v) **58% of Year 11 students achieve NCEA Level 1 with Endorsement**

It was great to meet this target and improve on 2018 results with 96/167, ie 58% of students achieving this goal. A potential area for us to look into at re Level 1 is our Excellence rates which have declined over the last four years whereas our Merit achievement has risen significantly in the last three years, which has given us our overall increase in the Endorsement rate. As per the comment in 1.d) iii) above, 6/17 Maori students, ie 35% achieved this goal.

vi) **22 Scholarships**

Another great result from 2019 is the 22 scholarships that were achieved - including two outstanding scholarships, up from 14 in 2018. It is significant to note that ten of these scholarships came from the Arts area.

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 again remains important to us, we continue to struggle to settle on a method of counting that we are satisfied with. The new Ākonga Passport gave us some good data on our junior students, but our sport census participation rate actually fell to 57%. Once again this area is a work-in-progress.

2) Staff

c) *Develop and maintain a positive and constructive staff culture.*

Begin to implement a wellbeing programme for staff and students. See 1.a) above.

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 Ākonga Profile and Top 15% goals, and optimises the opportunities of our school.

This work took most of 2019 but was ready for the start of 2020. We followed an Australian model which includes our vision, teaching standards, practise principles and high impact teaching strategies. It will be good to use this model now it is complete.

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.

In late 2018 we applied to become a Positive Behaviour for Learning (PB4L) school, but were

declined. We accessed the information about PB4L and set about developing a 'WHS PB4L' model. This work took continued throughout the year - in particular gathering good data on behaviour. This work was effective, and gave us a much greater understanding of what and who the issues are. This work will continue.

4) Future-proof WHS

a) *Plan and prepare effectively for growth.*

Growth - prepare particularly for Phase II and 2020.

This was a particularly challenging area for WHS in 2019, and we were nowhere near where we had expected to be by year's end. From our perspective - despite repeated assurances, the project stalled during the middle of the year. A BoT intervention in September seemed to get the project moving again but that precious time will never be regained - all the while as we continue to grow as a school. We hope for much greater progress in 2020.

5) Community

c) ***Contribute to the local community.***

While not a specific 2019 goal, some great work was done in this area last year. This particularly included the fantastic Generation Give youth philanthropy programme, where students raised and donated money to local charities, as well as initiatives like pest control and multiple other contributions to the local community.

3. 2020 ANNUAL GOALS

The process of setting goals and targets for 2020 was again similar to previous years, which reflects the maturity and evolution of this process, and as the process becomes increasingly refined and we home in on our 2021 goals it was even more efficient this year. The process begins with reviewing our 2019 results against our targets. We then reviewed the goals themselves, which includes considering the strategic plan goals, particularly including the 'Top 15% of schools nationally by 2021' strategic goal (1.d). In setting targets we also carefully considered cohorts. The process included senior leaders, Heads of Learning Areas and it went to the Board of Trustees.

As noted in Section 1, our strategic plan was reviewed by the new board late last year - a process which resulted in our normal academic goals but also a group of other priorities for 2020. Accordingly, for ease of reading, I have presented our 2020 goals slightly differently this year with our academic goals under the strategic plan heading first and then a table containing our 2020 priorities and their respective goals. Clearly, there is much for us to do again this year.

2020 Goals - Academic

1. All-round education

- e. *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. 94% of Year 12 students achieve NCEA Level 2
 - ii. 76% 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:
 - A) 80% of students are at or above Level 5 in reading
 - B) 80% of students are at or above Level 5 in writing
 - v. 60% of Year 11 students achieve NCEA Level 1 with Endorsement
 - vi. 15 Scholarships
- f. *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 Juniors achieve Ākonga Passport Bronze
 - ii. 80% of senior students participate in one or more extra-curricular activities.

2020 Goals – Priorities

All-round Education

- Establish a system to enable Self-management goals & targets for junior students in 2021.
- Develop plan for junior camps to align with & support Ākonga Profile.
- Sports vision finalise, & develop & implement a plan to achieve it.

Cultural Responsiveness

- Review Plan post-Whanau engagement, including Whanau input & reviewing 2019. Establish key focus areas and actions for 2020.
- Continue with current Plan work in the interim.
- Implement & execute revised Plan.

Boys Achievement

- Complete a self-review and review of best practice for boys achievement.
- Develop a plan to implement for 2021.

Staff - Recruit

- 2021 permanent positions appointed by end of Term 3 (incl HOLA Maths and Te Reo).
- Fully staffed for 2021 by end of November.
- Develop a mechanism for Finance Committee to approve staffing before Draft Budget is approved at September BoT meeting.

Staff - Effective PL

- 70% of staff are 'satisfied' with PL in end of year (Teacher Workplace Survey) survey.
- Measure staff satisfaction throughout the year (eg mid-year survey).
- Develop an efficient & effective mechanism for sharing good practice.

Phase 2 Expansion

- Optimise disruption & completion of Phase 2.
- Develop a plan for temporary accommodation (when programme of works finalised).
- Communicate effectively re Phase 2 to all stakeholders.

Increase Funding

- Seek & engage with opportunities for increased funding.
- Maintain positive relationships with funders (including key WHSF funders).
- Clarify the process for people to fund targeted areas eg sport.

Community Engagement

- Continue the Youth Philanthropy PNZ programme.
- Develop & increase opportunities for our students to connect with the community to enhance our all-round education.
- Have more great external speakers.

'Tell our story'

- Appoint a permanent Communications staff member.
- Develop & implement a communications plan to 'tell our story'.
- Run (parent) tours of the school.

Wellbeing

- Continue with, including resourcing & supporting, the Wellbeing programme with the NZIW&R; including signup with NZIW&R for another year.

- Prepare to implement a new Wellbeing programme with students 2021.
- Improve results from end of year staff Wellbeing and NZIW&R surveys.

Culture & Pride

- Continue to engage with staff & students re a vision for an ideal culture at WHS. Develop & implement a plan to achieve that vision.
- Improve pride scores in our 'student voice' & end of year Teacher Workplace surveys.

Appendix 1



Our Vision is to deliver Aotearoa New Zealand's best all-round education

Kā Mauka Whakatipu

Goals	 All-round Education	 Staff	 Future-proof	 Community	
Sub Goals	<ul style="list-style-type: none"> • Deliver the WHS 'Ākonga Profile'. • Develop and deliver education that promotes engagement, learning, progress and achievement on their pathway, for all students - including boys. • Increase engagement, learning, progress and achievement for Priority Learners (including Maori, Pasifika and English Language Learners) in a culturally responsive and inclusive way. • Continue to develop and implement a WHS pedagogy which supports the delivery of a great all-round education and the 'Ākonga Profile'. • 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. • 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. • Implement a programme which develops whole-school and student wellbeing. • Participate effectively in the Kāhui Ako o Wakatipu and support achieving the Achievement Challenges. 	<ul style="list-style-type: none"> • Retain and develop great WHS staff, teachers and Kaiārahi. • Recruit great staff. • Deliver effective Professional Learning. • Continue to implement a programme which develops whole-school and staff wellbeing. • Develop and maintain a positive and constructive staff culture. 	<ul style="list-style-type: none"> • Plan and prepare effectively for growth. • Optimise the Phase Two expansion of the school, and effectively manage the school through the construction of it. • Increase funding to support delivery of the strategic plan. 	<ul style="list-style-type: none"> • Tell our story effectively to our stakeholders and community. • Engage with the community to provide opportunities for the great all-round education. • Contribute to the local community. 	
Priorities 2020	<ul style="list-style-type: none"> • All-round education • Academic achievement - Top 15% • Cultural responsiveness • Boys achievement - for 2021 	<ul style="list-style-type: none"> • Staff – recruit & develop • Effective PL 	<ul style="list-style-type: none"> • Phase 2 - optimise & manage • Funding increase 	<ul style="list-style-type: none"> • Telling our story • Community engagement 	
Wellbeing - incl for students 2021					
Culture & pride					
Values	<i>Excellence</i> Panekiretanga	<i>Respect</i> Te whakaute	<i>Responsibility</i> Takohanga	<i>Resilience</i> Te manawanui	<i>Inclusion</i> Kotahitanga

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:
Charlie Phillips (Board of Trustees Chair)
Dated:

Signed:
(Ministry of Education)
Dated: