



Wakatipu
HIGH SCHOOL



CHARTER 2021

Welcome to Wakatipu High School's 2021 Charter. This document has three sections:

1. Introduction
2. Strategic
3. Annual - which contains two important sub-sections:
 - a. Analysis of Variance – 2020 Review
 - b. 2021 Annual Goals

1. INTRODUCTION

Wakatipu High School, with a roll of over 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.

We have now had three years in our new modern/innovative/flexible learning environment campus. Phase 2 - the planned expansion of the capacity of the campus from 1200 to 1800, is finally underway in earnest and, while it will be great when it is complete, we now have two years of construction and associated disruption, including operating out of a number of temporary classrooms.

Our vision is "To deliver Aotearoa New Zealand's best all-round education". This is an aspirational vision but one which we have strived for and made good steps towards over the last few years.

Our motto is Ad Alta - reach for your heights, kā mauka whakatipu.

Our values are:

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.

2. STRATEGIC

This section contains our strategic plan, with our vision and values above, and includes the strategic goals which we are working towards.

Our strategic plan was originally developed during 2017, and included consultation with students, parents and staff. Following the board of trustees elections in 2019, the new board decided to do a board-level review of the strategic plan, resulting in the revised stratplan below.

Since its development in 2017 our strategic plan has been set to finish in 2021, and we are going to review it this year.

Of particular note in the strategic plan is our “Ākongā Profile”. Essentially a ‘graduate profile’, this was developed as part of our curriculum review and is a significant component of the strategic plan (and is included as part of the strategic plan below).

Our strategic priorities - both those for last year and this year, are in the annual section below.

WHS 2021 Strategic Plan - Updated December 2019

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 ō 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.

Ākongā Profile

WHS ākongā 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.

3. ANNUAL

This section has two sub-sections: analysis of variance and our goals for 2021.

A) Analysis of Variance - 2020 Review

In terms of student achievement, despite the impact of Covid and the lockdown, 2020 was another 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 again last year.

This did not come without considerable focus and effort - many of our students worked very hard to achieve their goals, supported by great teaching and excellent tracking, monitoring and mentoring. This included the continued development and use 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 with these results, primarily because they mean that large numbers of our students have gained qualifications that will support them on their pathways and give them options and opportunities for their futures.

In addition to our academic achievement goals and targets, we had a number of other strategic priorities last year and I will comment on these too. It should be noted that due to the lockdown and considerable disruption due to Covid, a number of priorities were not achieved last year.

1. All-round education

While our overarching strategic goal is to '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' we had a number of specific academic goals and targets - which are listed below, and followed by our actual result:

- i. 94% of Year 12 students achieve NCEA Level 2 - 91%

Despite being short of our target of 94%, we are still pleased with our achievement in Level 2. Again this year we had no students in our 'near-miss' category for Level 2 (i.e. within one standard of the qualification) which indicates that our tracking and mentoring systems were working effectively - there were no students that we did not already know about and that we had not already tried to support. There were only a few students at Level 2 that required the extra LRC to gain their qualification, with the majority gaining their 60 credits through their class programmes.

There were a total of 14 students that did not gain Level 2 this year. This included two students that were full-time enrolments at health school, two later arrivals (July skiers) and three early leavers. Boys were over-represented in those not attaining Level 2, 10:4. This is similar to national results where females out-performed males in Level 2 (81.5% v 76.7%).

There was very good achievement overall for Maori students with 94% (17/18) achieving Level 2 - an improvement on the last couple of years.

Overall, we continue to remain well above national results (79.1%) and above decile 8-10 results (85.5%).

- ii. 76% of Year 13 students achieve University Entrance - 80%
- Once again this result is the highlight of our school results and it is great to reach this level for a second year in a row. Our students' 80% is well ahead of national (51.7%) and Decile 8-10 (68%) results.
- Boys remain steady on 74%, well ahead of national (45%) and Decile 8-10 (60%).
- Maori students have not achieved as successfully in UE (64%, 9/14) compared to last year and this is primarily due to the fact that four of these students did not start the year with a UE approved course. Although small numbers, it was great to have 100% Pasifika students gain UE (3/3) - compared to nationally (31.4%) and Decile 8-10 (49%).
- The reduction in the required credits per subject for University Entrance (due to COVID lockdown) was quickly taken into account by students. It is interesting to see in some subjects that they had an increase in the number of students gaining 12 credits in their subject as the slightly lower bar (and the non-requirement to achieve an external in many subjects) encouraged students to get UE in that subject compared to previous years. Our UE result would have been approximately 60% under the normal requirements, showing that many students will aim for the threshold required of them.
- iii. 25% of Year 12 students achieve NCEA Level 2 with Excellence - 22%
- Unfortunately for the second year running we have fallen short of the target for this goal. With some near-miss students completing standards we are likely to get to 22% but we would like to see an improvement on this.
- Of particular note this year is the failure of our boys to reach Excellence endorsement. Only 9% of boys gained Excellence endorsement, compared to 31% of our girls. If we consider our girls separately, these results are fantastic and among the top in the country. Once again, work will continue this year to look at what we need to do to support boys to reach for greater heights in academic performance.
- We had one Maori student and one Pasifika student achieve Level 2 with Excellence this year.
- iv. Literacy - by the end of Year 10:
- A) 80% of students are at or above Level 5 in reading - 78%
- B) 80% of students are at or above Level 5 in writing - 89%
- It was really pleasing to nearly hit the target this year in reading after being down last year. It was interesting to note that the lockdown period, which occurred in the first half of the year, seemed to have a significant negative impact on literacy but students made up for this when they returned to school and in Semester 2.
- In writing, we are thrilled with the progress in student's results - up from 75% in 2019. Writing has become more of a focus across other learning areas (not just English) and the English department has spent a lot of time working on a consistent approach to the writing process.
- v. 60% of Year 11 students achieve NCEA Level 1 with Endorsement - 57%
- While we did not reach the target of 60%, the result is still pleasing and consistent with 2019 (58%). It was also good to have an improvement on the overall Excellence endorsement. Overall, our Level 1 results (84.4%) are better than national (70.2%) and decile 8-10 (74.8%).

The significant disappointment from Level 1 results is Maori achievement - at 68% it is well below our overall achievement (but still above national and Decile 8-10 for Maori). However, in contrast we had an increase in Level 1 endorsement for Maori on previous years - 45%, up from 33% (2018) and 35% (2019).

- vi. 15 Scholarships - 10
After last year's great result of 22 Scholarships, this year was below our target but not entirely unexpected.
- vii. 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.
 - a. 100% of Juniors achieve Ākonga Passport Bronze - 78%
100% is clearly a very ambitious target but one which ultimately we think is what we should be aiming for nonetheless, and we are actually very happy with 78% of our junior students achieving at least the bronze level of the Ākonga Passport. We will continue to focus on this area.
 - b. 80% of senior students participate in one or more extra-curricular activities - 75%
Given Covid and the considerable disruption to life and extracurricular activities, that 75% of our senior students were involved in extracurricular activities was fantastic.
- viii. Establish a system to enable self-management goals and targets for junior students in 2021. This was completed. Based on student reflections on the self-management rubric the end of year score was 77% (in 2021 our target will be 85%).
- ix. Develop plan for junior camps to align with and support Ākonga Profile.
This was not completed in 2020.
- x. Sports vision finalise, and develop and implement a plan to achieve it.
Despite Covid, and with a process that involved considerable consultation, this was completed in 2020 and it will be great to progress this in 2021.

As per how they were presented in last year's Charter, the rest of 2020's strategic priorities (underlined and bullet points) will be presented and commented on in the table below:

Cultural Responsiveness

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

The key first bullet did not get completed in 2020 - although the whanau did establish a Whanau Advisory Group (WAG), and they have just completed a document which sets out their objectives for us to go forward with.

Work did continue on the current cultural responsiveness plan, particularly through the weekly teacher professional learning groups.

Boys Achievement

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

This was completed in 2020 and particularly included the decision to pilot a trial of the 'Rite Journey' programme with a Year 10 all-boys PE class. Funding has been found for this, key staff have attended a training programme and it is underway as I write.

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 the Draft Budget is approved at September BoT meeting.

While we were not fully staffed by the end of November we were very close and, despite Covid, in principle this priority was achieved in 2020. Despite concerns about the impact of Covid on our roll, we successfully gained early approval for a level of staffing, advertised early and recruited very good staff for 2021.

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 and effective mechanism for sharing good practice.

While we did not achieve our target of 70% (it was 57%) this was an improvement on previous years, and was due to the introduction of professional learning groups for our weekly PL, which staff had requested.

With Covid we did not measure staff satisfaction throughout the year but did develop a Google Site specifically for the purpose of sharing good practice. The site navigation was centered around the WHS Vision for Teaching and Learning and contained information on the NZ Teaching Standards as well as Practice Principles and our High Impact Teaching Strategies. The entire teaching staff has editing rights to the site and it is a place that teachers can continually add content to.

Phase 2 Expansion

- Optimise disruption and completion of Phase 2.
- Develop a plan for temporary accommodation (when programme of works finalised).

- Communicate effectively re Phase 2 to all stakeholders.

Unfortunately Phase 2 did not go as expected when this goal was written in early 2020, with frustrating delays throughout the year (not due to Covid). The project did finally get underway in earnest later in the year and we did a good job of minimising the relatively small amount of disruption at that time.

The temporary classrooms - which we successfully increased the quantity of, were just ready for the start of this year (and are working well).

Increase Funding

- Seek and 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.

Covid meant that 2020 was not the year to increase funding from Queenstown (however we did access some Covid funds from a range of sources) or clarify the process re targeted funding.

However we did work successfully with the WHS Foundation which became very active under new leadership despite the difficult Covid times.

Community Engagement

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

This area was another Covid casualty in many ways, however there are still many ways in which our students connect with the community, and the YPNZ programme ran again very successfully.

'Tell our story'

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

The first goal was another casualty of Covid - with the fixed-term Communications position actually ending in September.

We did work hard to tell our story, and the WHSF was very active in telling the community of our successes. We did also eventually run a small number of tours.

Wellbeing

- Continue with, including resourcing and supporting, the Wellbeing programme with the NZIW&R; including sign up 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.

The first objective was yet another Covid casualty as the impact on our finances meant that we could not afford to continue with NZIW&R. Wellbeing work has continued however, including the appointment of a Wellbeing Coordinator for 2021 who is particularly responsible for the introduction of a student wellbeing programme this year.

Staff wellbeing improved very slightly in 2020 - not a bad result in the year of the Covid.

Culture and Pride

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

Despite the disruption in 2020, work continued on our culture work with students and staff, and resulted in the development of the 'Wakatipu Way' as our vision for an ideal culture at WHS as well as the development of a plan to achieve that vision (which is being implemented this year).

(While the response rate for students was impacted by lockdown) student pride scores rose slightly, and staff pride scores fell slightly in 2020.

B) 2021 Annual Goals

The process of setting goals and targets for 2021 was similar to previous years, which reflects the evolution of our process. Particularly for the academic achievement goals and targets, the process begins with reviewing our previous year's 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. In setting targets we also carefully considered individual cohorts.

As well as our normal academic goals we also have a number of other strategic priorities for 2021. Again they are presented below, with our academic goals first and then a table containing our 2021 priorities and their respective sub-goals where appropriate. For reference only, below that is included our 2021 Strategic Priorities document.

i. 2021 Academic Goals (as confirmed at the 22nd February Board Meeting)

- 93% of Year 12 students achieve NCEA Level 2
- 78% of Year 13 students achieve University Entrance
- 24% of Year 12 students achieve NCEA Level 2 with Excellence
- Literacy - by the end of Year 10:
 - 80% of students are at or above Level 5 in reading
 - 80% of students are at or above Level 5 in writing
- 60% of Year 11 students achieve NCEA Level 1 with Endorsement
- XX Scholarships (as normal, still tbc)
- Maori and Pasifika students achieve all goals and targets

ii. 2021 Strategic Priorities

Extracurricular participation:

- 100% of Juniors achieve Ākonga Passport Bronze
- 80% of Seniors
- 100% of new students (including all Year 9s)

Ākonga Profile - review & continue to operationalise

- Ākonga Profile review complete
- Junior Camps review complete
- Athletes and coaches familiar with the Vision for sport

Curriculum and timetable - review

- Curriculum review, incl Ākonga Profile, complete as per plan
- Timetable review underway as per plan

Boys - pilot the Rite Journey

- Pilot underway, and decision made re 2022 implementation or not by August (in time for 2022 Budget)
- If decision is to proceed, plan for implementation complete by end of Term 3.

Wellbeing - continue to implement school-wide programme, including students

- Continue wellbeing work with staff, and improved staff results in TWS and Wellbeing survey
- Implement student wellbeing programme as per plan
- Continue to develop a schoolwide wellbeing plan

Cultural Capability - objectives agreed; plan implemented, resourced & on track

- Integrate WAG objectives into our Cultural Capability plan, including action plan for each objective
- Implement the plan

Recruitment - continue to recruit great staff

- Review current recruitment strategies
- All permanent teaching positions filled by start of Term 4
- Finalise staffing by the end of year

PLD - planned and implemented

- 70% of staff satisfied with PLD in TWS survey
- Kahui Ako staff take lead role in delivery of PLD

MUs Appraisal - design and implement

Phase 2 - optimise and manage, including minimising disruption

WHS Foundation - actively support

Strategic Plan - review

- Stratplan review complete by August BoT meeting (for inclusion into 2022 planning and budget)

Continue to “tell our story”

- If budget allows, employ a Communications role and develop and implement a communications plan
- Continue to tell our story effectively

Community engagement - plan develop

- Undertake a stocktake of all of our current community engagement and develop a plan for community engagement by end of Term 1
- Implement the plan


Speaker@school - series develop

- With input from SLT, staff and students, identify potential speakers during Term 1
- Develop a plan for 2-3 great speakers during Terms 2-4

Continue to develop a great school Culture, including the ‘Wakatipu Way’

- With staff and student input, identify key areas of focus for each element of the Wakatipu Way (ie values and pride)
- Develop a plan for prioritising and focusing on the elements, implement the plan
- Monitor and revise throughout the year to ensure effective progress towards the Wakatipu Way

Appendix 1 - 2021 Strategic Priorities

 Our Vision: Deliver Aotearoa New Zealand's Best All-round Education					
Our Core Goals	1. Deliver New Zealand's Best All-round Education.		2. Recruit, develop & retain exceptional teachers.	3. Future-proof the school.	4. Become a valued community contributor.
	a) Deliver academic excellence ...	b) ... & All-round development			
Our Sub Goals	a. Deliver & operationalise the WHS 'Ākonga Profile'. b. Set and achieve annual goals to achieve Top 15% of schools nationally. c. Develop and deliver education that promotes engagement, learning, progress and achievement on their pathway, for all students particularly including boys. d. Increase engagement, learning, progress and achievement for Priority Learners (including Maori, Pasifika and English Language Learners) in a culturally responsive and inclusive way.	a. 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. b. Implement a programme which develops whole-school and student wellbeing.	a. Retain and develop great WHS staff, teachers and Kaiārahi. b. Continue to develop our expertise in recruiting great staff. c. Deliver effective and high impact Professional Learning. d. Continue to develop and strengthen staff culture.	a. Plan and prepare effectively for ongoing roll 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 our strategic plan. d. Actively support the WHS Foundation in achieving its funding goals.	a. Tell our story effectively to our stakeholders and community. b. Engage with the community to provide opportunities for our great all-round education. c. Contribute to the local community. d. Develop a 3 year community engagement plan.
Our 2021 Priorities	Academic achievement - BQP, & Level 2 & UE Top 15% (SPA)	Extracurricular participation: 100% Juniors (Passport Bronze); 80% seniors; 100% new students (incl all Y9s) (ONT)	i. Recruitment – continue to recruit great staff (ONT) ii. PLD - planned and implemented (JRM) iii. MU's Appraisal - design & implement (JRM)	i. Phase 2 - optimise & manage, including minimising disruption (AWC) ii. WHS Foundation - actively support (JRM) iii. Strategic Plan - review (SHL)	i. Continue to 'tell our story' (SHL) ii. Community engagement - plan develop (SHL) iii. Speaker@school - series develop (SHL)
	Ākonga Profile - review & continue to operationalise (ONT)				
	Curriculum & timetable - review (ONT)				
	Boys - pilot the Rite Journey (SPA)				
	Wellbeing - continue to implement schoolwide programme, incl students (JRM)				
	Cultural Capability - objectives agreed; plan implemented, resourced & on track (SPA)				
	Continue to develop a great school Culture , including the 'Wakatipu Way' (SHL)				
Our Values	<i>Panekiretanga</i> Excellence	<i>Te Whakaute</i> Respect	<i>Takohanga</i> Responsibility	<i>Te Manawamui</i> Resilience	<i>Kotahitanga</i> Inclusion