



Wakatipu
HIGH SCHOOL

WAKATIPU HIGH SCHOOL

CHARTER 2022

Welcome to Wakatipu High School's 2022 Charter. This document has three sections:

- 1. Introduction**
- 2. Strategic**
- 3. Annual - which contains two important sub-sections:**

1. INTRODUCTION

Wakatipu High School, now with a roll of nearly 1230 students, is Queenstown and the Wakatipu Basin's only secondary school. While we are a decile 10 school, our community and students are ethnically and socio-economically diverse.

We have now had four years in our new modern/innovative/flexible learning environment campus. Phase 2 - the planned expansion of the campus to a capacity of 1800, finally begins to draw to a close this year with the two extension wings scheduled to come on stream for terms two and three respectively, and the new gym for 2023. However 2022 will be another year of movement of staff and students, change and associated disruption. It will be very good when this is all finally complete.

Our vision is "Aotearoa New Zealand's best all-round education". While this is an aspirational vision, it is one which we have made good steps towards over the past years and continue to strive for.

2. STRATEGIC

This section contains our strategic plan which includes our vision, motto and values, as well as the strategic goals that we are working towards.

Last year we reviewed our strategic plan. We took a large part of the year over the process, gaining input from staff, students and the community, with much consideration as a board. The engagement yielded strong messages from our community re valuing us having high expectations and levels of achievement, as well as a strong endorsement of our general strategic direction and vision for an all-round education including a broad range of extracurricular opportunities.

The new stratplan follows our trend of them becoming leaner and more concise - reflecting a drive for focus and clarity, as well as having fewer areas requiring attention.

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

► [WHS Strategic Plan 2024](#)

Vision

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

Goals

1. Students

- a. Engagement, learning, progress and achievement which enables every student to gain their best possible qualification and the school to maintain high levels of student achievement.
- b. Extracurricular opportunities for all students.

2. Staff

- a. Recruit, develop and retain great staff.
- b. Deliver high quality teaching and learning.

3. School

- a. Ensure a safe and inclusive environment.
- b. Develop a great school culture.
- c. Embrace biculturalism and mātauranga Māori.

4. Community

- a. Engage with the community to enhance our all-round education.
- b. Communicate effectively with the WHS and wider community.

3. ANNUAL

This section has two sub-sections: analysis of variance, and our 2022 goals.

A. Analysis of Variance - 2021 Review

Overall, 2021 was another successful year at Wakatipu High School for students' learning, progress and achievement. As well as another lockdown, students had to navigate the changed school year, as well as the disruption associated with the Phase 2 expansion of our school.

This did not come without focus and effort - many of our students work 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 pleased with these results, primarily because they mean that large numbers of our students have gained their 'best possible qualification' 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, however it should be noted that due to the disruption due to Covid some of the priorities were not achieved.

i. Student achievement - academic goals

As we have had for some time now, in 2021 we had a number of academic goals and targets - which are listed below, and followed by our result (in bold, at the time of writing):

a) 93% of Year 12 students achieve NCEA Level 2 - **94%**

This was a great result and success - with 187/199 students in Year 12 achieving this significant qualification.

There were only 12 students who did not gain Level 2 this year, and all of them had a story. Five students have returned in 2022 and will get their Level 2 before leaving school, which is great. Our systems for tracking and mentoring systems are becoming even more refined, with only one student unexpectedly not getting across the line.

We were pleased with the implementation of the COYEP (Central Otago Youth Employment Pathway) programme as it made a difference for our at-risk students, and this will continue in 2022 and into the future.

Similar to 2020, there was very good achievement overall for Māori students with 94% (16/17) achieving Level 2 (well above national results, 67%, and decile 8-10, 85%).

Overall, at NCEA Level 2 we continue to remain well above national results (77.2%) and decile 8-10 results (84.8%).

b) 78% of Year 13 students achieve University Entrance - **70%**

After two years' very strong results, and while well ahead of national (50.3%) and ahead of decile 8-10 (67.4%), our UE results fell short of our target - as our tracking predicted it would throughout last year.

Our girls upheld their stellar results with 85% of them achieving their UE (which would be near the top of any school - single-sex or co-ed, in the country), but unfortunately our boys dropped compared with the previous two years to 46%. Interestingly, their NCEA Level 3 results were consistent with the past two years. The difference was that they did not achieve three UE subjects with 14+ credits. A key issue was that a number of them only had three UE subjects - which made it very difficult for them to achieve UE if they had problems in any of those courses (NB this is quite different in 2022). While a number of these boys were not actually interested in tertiary study and therefore UE, we do strive to get our students to achieve their best possible qualification and it does reinforce that we need to continue to promote students taking courses at Level 1 and 2 that support a strong UE-capable course in Year 13.

Related, only 6/17 Māori students achieved UE - but only seven of them actually had a UE-capable course. This also leads us to discussing the courses that our Māori students are doing in Year 11 and Year 12, ensuring that they lead to a UE-capable course. Similarly, only 1/3 of our Pasifika students gained UE, and that student was the only one who had a UE-capable course.

c) 24% of Year 12 students achieve NCEA Level 2 with Excellence - **20%**

Again we have fallen short of the target for this goal. While it was pleasing to see boys slightly up on last year with 12% gaining an Excellence endorsement, there is still a gap to girls - where 26% of females gained an Excellence endorsement (although this was down compared to the previous year).

Māori girls performed very well with four students gaining an Excellence endorsement. This means that 24% (4/17) of our Māori students (all girls) will have achieved Level 2 with Excellence.

d) Literacy - by the end of Year 10:

A) 80% of students are at or above Level 5 in reading - **65%**

B) 80% of students are at or above Level 5 in writing - **80%**

We set literacy goals for the end of Year 10 in order to support students to be prepared for NCEA. Our target is that 80% of students are at Curriculum Level 5 or above in both reading and writing.

While we reached the writing target, and we consistently get better results in writing, the reading result is disappointing. It is significant that these students have had two unsettled years at high school due to Covid and lockdowns. We test students at the

start, middle and end of the year so it was very apparent that we had lost significant ground with these students in Year 9 and despite some good progress in Year 10, we could not get back what we had lost in that first year. We are seeing some fantastic acceleration of achievement occur with our lowest students who are engaged in literacy interventions, but part of the evaluative review we are doing with ERO this year will be looking at how we can use similar work to accelerate students that are 'just below' and 'at' the level.

- e) 60% of Year 11 students achieve NCEA Level 1 with Endorsement - **61%**
 Along with NCEA Level 2, this was another outstanding result - a real highlight for 2021. This is the first time we have reached 60% and over five years this has increased by 10%.

74% of Year 11 girls achieved a Level 1 endorsement and 46% of boys. Nationally, Level 1 endorsement was at 36% and Decile 8-10 schools had a Level 1 endorsement rate of 50%. Level 1 endorsement for Māori was also really pleasing with a result of 56%, approximately 20% higher than in the previous three years.

Overall our NCEA Level 1 results were also fantastic: 92% of students gained Level 1 - our best result ever, and 7-9% higher than normal. It is also well above national (68%) and decile 8-10 (72%).

It was also pleasing to see our Level 1 Māori results back to our best levels at 88%. This is also considerably higher than national (56%) and decile 8-10 (68%).

- f) 22 Scholarships - **16**
 We had a goal to attain 22 Scholarships this year and attained 16. Most of the success in scholarship was achieved in the Arts, who gained a fantastic 10 scholarships.

ii. 2021 Strategic Priorities

As per how they were presented in last year's Charter, the rest of our strategic priorities for 2021 (underlined and bullet points) will be presented and commented on in the table below. As noted above, the disruption of 2021 did mean that some of these were not completed.

Extra-curricular Participation

- 100% of Juniors achieve Ākonga Passport Bronze - 65%
- 80% of Seniors - 73%
- 100% of new students (including all Year 9s) - 75%

Clearly there were some very ambitious targets here - which we were very well aware of, but again thought they were ultimately what we should be aiming for.

Ākonga Passport Bronze was down on the previous year but 65% does reflect good all-round engagement by a large number of students.

Our participation rate of seniors is actually very good (and WHS did well in this area in 2021 compared with other comparable schools). We will continue to focus on supporting and encouraging new students to be involved in extracurricular activities.

Ākonga Profile - review & continue to operationalise

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

The Ākonga Profile review was completed.

While the Junior Camps review was not completed in the way we may have intended, we did complete the very significant review of Branches Camp - which was successfully rolled out in the new model at the end of the year.

Athletes and coaches were made 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

While both reviews remain works in progress, they both did proceed as planned.

Boys - pilot the Rite Journey

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

We did pilot the Rite Journey in 2021, and it was very useful to do so. We did however decide not to proceed in 2022 - not because we did not like the programme, but because we do not currently have the structures to support it (which may change in the future).

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

We did continue our wellbeing work with staff in 2021, however, while the survey showed

that staff were putting more effort into their wellbeing, there was a slight drop in the overall wellbeing results.

We did not implement the student or schoolwide plans as intended (although both will progress this year).

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

The first bullet point was completed, and there is now one plan.

That plan is now well-understood, and all parts are being implemented and actioned on multiple fronts - this is and will remain an ongoing work in progress.

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

We did review our recruitment strategies, including seeking advice from an external recruitment agency. This work led to some changes in interviews and strategies, as well as the use of psychometric tests for some middle leader positions.

Primarily due to our growth, staffing for 2022 was a major undertaking. While by the end of term 3 we had filled the permanent teaching positions we had at the time, some late resignations posed some last minute challenges.

PLD - planned and implemented

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

Despite significant changes and the use of PLGs, as requested by staff, in 2021 only 51% of staff felt satisfied with PLD.

Kahui Ako staff did take a role in PLD, with some success.

MUs Appraisal - design and implement

This was not completed in 2021.

Phase 2 - optimise and manage, including minimising disruption

While there was disruption, we did minimise it as much as possible. In the areas that we had control, we also successfully managed the project in 2021.

WHS Foundation - actively support

We did this effectively in 2021 (and they have significantly increased their support for 2022).

Strategic Plan - review

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

As above, this was completed in 2021.

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

We did employ a Communications staff member during 2021, but did not complete a communications plan. We did 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

We did undertake a stocktake of our current community engagement. It showed that we were engaging with a huge number of individuals and organisations, and given this, and other events of 2021, we did not proceed with a plan for further engagement.

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

This did not happen in 2021 (although is already underway this year).

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

We did complete these tasks in 2021. However they did not achieve what we were after and school culture remains a work in progress for us and is a priority again in 2022.

B. 2022 Goals and Priorities

The process of setting our annual academic goals and targets for 2022 was similar to previous years, which reflects the evolution of our process. The process begins with reviewing our previous year's results against our targets, we then review the goals themselves, which includes considering the strategic plan goals, and when setting targets we consider the cohorts. It should be noted that some of the 2022 targets are ambitious - notably including UE and Level 2 with Excellence, but we have been through a thorough process to set them.

i. 2022 Academic Goals (as confirmed at the Board Meeting on 21 February 2022)

- 94% of Year 12 students achieve NCEA Level 2
- 80% of Year 13 students achieve University Entrance
- 25% of Year 12 students achieve NCEA Level 2 with Excellence
- Literacy - by the end of Year 10:
 - 75% 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
- 23 Scholarships
- Māori and Pasifika students achieve all goals and targets

As per normal now, in addition to our annual academic goals we also have a number of other strategic priorities for 2022. As above, reflecting the drive for focus and clarity with the new strategic plan, there are far fewer priorities this year.

They are presented in a table below, with the nine strategic priorities underlined and their respective KPIs/measures of success bulleted below. Please note that due to the disrupted start to this year, at the time of writing some of these are still in draft. For reference only, below the table is our 2022 Strategic Priorities document.

ii. 2022 Strategic Priorities

Student Achievement

- Achieve our annual academic goals and targets.
- WHS performs better than national and decile 8-10 schools in all of our annual goals and targets.
- Learning Areas show improved results, particularly in identified areas of concern.
- 75% of senior NCEA students achieve their personal academic goal.

Literacy

- Achieve school-wide literacy targets.
- Staff/HoLA evaluation indicates increasing knowledge, understanding and prevalence of teaching literacy across the curriculum.
- ERO evaluation: leads to identification of effective and sustainable ways to accelerate literacy in the junior school; is regarded as successful by ERO.
- Pilot is completed, and a clear understanding of the new literacy expectations for NCEA is evident.

Great Teaching

- Teachers report that professional learning has been effective in supporting the development of high quality teaching.
- Professional Growth Cycles show that teachers are demonstrating reflective practice and improvement.
- Academic results show students are enjoying and benefiting from high quality teaching and learning.

2023 Staffing

- Review our recruitment strategy, and develop and implement a plan for 2023 staffing including:
 - Use of psychometric tests for all leadership positions.
 - PCTs all retained for 2023.
 - Retention - review, and develop a strategy, targets and a plan.
 - Registration meetings include questions re aspirations (and areas for PL).

School Culture

- Student Voice Survey shows improvement in key questions (I enjoy coming to school, I am proud to be at this school, My teachers help me learn, Our school values are important and we demonstrate them in our actions).
- Teacher workplace survey shows improvement in key questions (I feel positive about the future of WHS, I am proud to work at WHS).

Schoolwide wellbeing

- Students:
 - Develop and implement a measure of student wellbeing.
 - Develop and implement a measure of student awareness of ways in which they can support their wellbeing.
- Staff:
 - Schoolwide wellbeing plan is finalised.
 - Develop and implement a measure of staff awareness of ways in which they can support their wellbeing.

Biculturalism and Mātauranga Māori

- Undertake a gap analysis of mātauranga Māori at WHS.
- Develop a measure that gauges whether Māori students feel a sense of belonging at WHS, and whether our mahi in this area is perceived as authentic.
- Make a 30% increase in the number of students selecting junior and senior Māori courses for 2023.
- Organise and facilitate one Whānau Advisory Group hui, Whānau hui and 'Manaaki Monday' per term.

Bullying prevention

- Termly bullying prevention survey completed, evaluated and reported.
- Bullying intervention processes reviewed and communicated.
- Gain a quantified understanding of the prevalence and nature of bullying at WHS.
- PL for staff on bullying (including cyber).

WHS Foundation and Branches Trust support

- Respond to their requests in a timely manner.
- Support their events, initiatives and communications.
- Actively promote them through the school communication channels.
- Ensure that they feel valued by the school.

WHS STRATEGIC PLAN 2024

2022 PRIORITIES



OUR VISION

Deliver Aotearoa New Zealand's best all-round education

OUR MOTTO

Ad Alta - Reach for your heights, Kā mauka whakatipu

GOALS



STUDENTS

- Engagement, learning, progress and achievement which enables every student to gain their best possible qualification and the school to maintain high levels of student achievement
- Extracurricular opportunities for all students



STAFF

- Recruit, develop and retain great staff
- Deliver high quality teaching and learning



SCHOOL

- Ensure a safe and inclusive environment
- Develop a great school culture
- Embrace biculturalism and mātauranga Māori



COMMUNITY

- Engage with the community to enhance our all-round education
- Communicate effectively with the WHS and wider community

PRIORITIES

- Student achievement
- Literacy

- 'Great teaching'
- 2023 staffing

- School culture
- Schoolwide wellbeing
- Biculturalism and mātauranga Māori
- Bullying prevention

- WHS Foundation and Branches Trust support

VALUES



EXCELLENCE,
PANEKIRETANGA



RESPONSIBILITY,
TAKOHANGA



RESILIENCE,
TE MANAWANUI
ME TE Ū



RESPECT,
TE WHAKAUTE



INCLUSION,
KOTAHITANGA