



Wakatipu
HIGH SCHOOL

WAKATIPU HIGH SCHOOL

CHARTER 2023

Welcome to Wakatipu High School's 2023 Charter. This document has three sections:

1. **Introduction**

2. **Strategic**

3. **Annual** - which contains two important sub-sections:

- a. Analysis of Variance 2022 Review
 - i. Student Achievement - Academic Goals and Targets
 - ii. 2022 Strategic Priorities
- b. 2023 Goals and Priorities
 - i. 2023 Academic Goals
 - ii. 2023 Strategic Priorities

1. INTRODUCTION

Wakatipu High School is Queenstown and the Wakatipu Basin's only public secondary school. We are a growing school, currently with 1349 students and while we are a decile 10 school, our community and students are ethnically and socio-economically diverse.

We have been in our new modern/innovative/flexible learning environment campus for five years and despite this, the building has just been completed, as the planned expansion of the campus to a capacity of 1800 students, has finally drawn to a close. Despite the building and construction and disruption of covid, WHS had another great year both academically and in the all-round sphere.

Our vision is to deliver Aotearoa New Zealand's best all-round education. While this is an aspirational vision, it is one which we have made good progress 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.

In 2021 we reviewed our strategic plan and engagement with our stakeholders yielded strong messages regarding us continuing to have high expectations and high levels of achievement. There was also a strong endorsement of our general strategic direction and vision for an all-round education, including a broad range of extracurricular opportunities.

The current 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 (2022) and this year (2023), 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 2023 goals and priorities.

A. Analysis of Variance - 2022 Review

Overall, 2022 was another successful year at Wakatipu High School for students' learning, progress and achievement. Despite the impact of covid and the fact that we had nearly 40% of the school in temporary classrooms, we had very high levels of academic achievement and made significant progress with our strategic goals and priorities.

This did not come without focus and effort - many of our students work very hard to achieve their goals, supported by high quality 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.

i. Student Achievement - Academic Goals and Targets

As we have had for some time now, in 2022 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) Target: 94% of Year 12 students achieve NCEA Level 2.

Result = 94%

A fantastic result for overall Level 2 achievement. The result is well above the national (74%) and decile 8-10 (83%) averages. Of the 14 students who did not achieve Level 2, eleven students were not enrolled in full Level 2 programmes for the year. These included three ORS students, four early leavers and four on alternative education/health school programmes. This means that only three students of our full-time Year 12 students did not achieve Level 2. Boys (94%) and girls (92%) performed equally well with boys showing a slight improvement on years past and marking their highest achievement in Level 2 ever. Nationally, boys' achievement at Level 2 is 72% and girls 76% for 2022.

There was once again very good achievement overall for Māori students with

94% (15/16) achieving Level 2. The one student who did not achieve Level 2 left school in August but has returned to us this year which is fantastic and means they will likely get Level 2 and possibly UE this year.

b) Target: 80% of Year 13 students achieve University Entrance

Result: 79%

After a disappointing result in 2021 (following two years of outstanding results), it is great to return to previous levels of achievement in UE. Although we finished just shy of the target (80%), we are incredibly proud of this result. There were just eleven students who had UE capable courses that did not gain UE. We had a participation rate of 93% and of those students, 85% achieved their UE. We again outperformed the national average (48%) and decile 8-10 average (70%) for UE in 2022.

It was good to see boys UE achievement rise to 72%, especially off the back of their disappointing result in 2021 (51%). Once again our girls UE results are outstanding with 87% of girls (our second highest result ever) achieving UE. Nationally, boys UE is 43% and girls 53%, and for decile 8-10, boys achievement was 59% and girls, 73%.

There were also much improved UE results for Māori and Pasifika students with 69% of Māori students gaining UE, up from 35% in 2021 and our second-highest result yet, and 71% of Pasifika students achieving UE.

Although we don't set Level 3 as a goal, our performance here was fantastic as well. 94% of our girls, 82% of boys, 85% Māori and 100% of Pasifika students attained Level 3.

c) Target: 25% of Year 12 students achieve NCEA Level 2 with Excellence

Result: 22%

Unfortunately, we continue to fall a little below where we would like to be for this goal, despite attempts last year to put in more robust tracking of students and more regular communication with students regarding their progress. Achieving Level 2 with Excellence requires nearly half of a student's work to be at the Excellence level, and so it is crucial that students are able to perform to the Excellence level in the external examinations. This is an area of focus in the 2023 annual plan for academic achievement. Nationally the Level 2 Excellence rate is 12% and decile 8-10 is 22%.

Girls performed really well with 29% achieving Level 2 with Excellence, well above the national average of 16%. The gap we see between boys and girls in NCEA endorsement is mirrored nationally. The national average for boys was 8% and decile 8-10 was 13%. At Wakatipu High School, 12% of boys gained Level 2 with E.

d) Literacy - by the end of Year 10:

A) Target: 80% of students are at or above Level 5 in reading. Result 71%

B) Target: 80% of students are at or above Level 5 in writing. Result 85%

We set literacy goals for the end of year (EOY) 10 in order to ensure students are prepared for NCEA. Our goal is to ensure students are at Curriculum Level 5 in Reading and Writing by the end of Year 10, and accordingly, we set those targets at 80% for both. We have noticed an extremely high correlation between literacy attainment and NCEA achievement, particularly in high performance (endorsements and University Entrance).

We improved our results from 2021, with 71% of our Year 10 students at Level 5 in reading by the end of last year. It is in this particular school goal that we need to start seeing more equitable results for our Māori and Pasifika students.

While the writing results look good, piloting the co-requisite last year revealed that our students struggle to write without the scaffolding, support and feedback from their teachers. The 85% is an overall teacher judgement based on writing completed in class that includes this support and a lot more time is given in class than in the corequisite which is a one hour exam. In other words, while it is pleasing to see that 85% of our Year 10 students were at or above Curriculum Level 5 by the end of last year, the 85% does not seem to be an accurate measure of a student's ability to write independently at Level 5.

e) Target: 60% of Year 11 students achieve NCEA Level 1 with Endorsement

Result: 56%

After a remarkable result in 2021 (61%) we were slightly disappointed with this result. However, our results still outperform the national endorsement rate of 33% and decile 8-10 of 46%, suggesting that the lost-learning due to covid may have impacted this cohort more than others (as it was their first three years of high school).

Females (63%) outperformed males (50%) at WHS, however it is great that the males achieved their highest ever M+ endorsement rate. Both genders performed ahead of national averages. Nationally girls endorsement was 40% and decile 8-10 was 53%. Nationally, boys endorsement was 26% and decile 8-10 was 37%.

Unfortunately after a strong performance last year, Māori endorsement dropped to 30% (9/30) and Pasifika was 40% (2/5).

f) Target: 23 Scholarships

Result: 21 Scholarships

We were very pleased with students' scholarship results in 2022, as twenty-one is an outstanding effort. The Arts, in particular Photography, represented a large part of the group, but it was great to see all learning areas represented. It was also great that we had four Year 13 Māori students involved in a scholarship programme, one student was successful - attaining a scholarship in digital technology.

ii. 2022 Strategic Priorities

In addition to above, we had other strategic priorities in 2022 which support student engagement, learning, progress and achievement. They are outlined below and include our objectives, key results and a summary statement regarding the progress made in 2022.

Student Achievement

Objectives

- Students engagement, learning and progress enables them to gain their best possible qualification and achieve their academic goals.
- Wakatipu High School maintains high levels of student achievement.

Key Results

- 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.

Summary statement

We had an outstanding year with respect to student learning, progress and achievement and achieved our key results from bullet point 1 and 2. We still have more work to do with respect to external exam achievement and goal-setting and student achievement continues to be a strategic priority in 2023.

Literacy

Objectives

- Ensure students have the necessary literacy knowledge and skills to access the curriculum and achieve their best qualification possible.
- To increase staff knowledge and understanding of effective literacy instruction and have clear expectations of practice.

- Complete ERO Evaluation process - investigating how effective we are in accelerating student progress in literacy and determining what works most effectively in accelerating progress in literacy.
- Pilot the new NCEA literacy standards and from this determine the key reading and writing skills our students need.

Key Results

- 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.

Summary statement

Our evaluation of literacy has yielded good progress including shifts with middle leaders' understanding of delivering literacy across the curriculum. A school-wide literacy strategy has been developed and resourcing for a full-time Literacy teacher has been made for 2023. We have engaged in the pilot for the literacy co-requisite and next steps include an effective analysis of the level required to reach the standards in reading and writing. Curriculum adaptations in English junior programmes and school-wide expectations for literacy have been established. This continues to be a strategic priority in 2023 with the 2023 goal and target now relating to the new co-requisite for Literacy (and Numeracy).

'Great Teaching'

Objectives

- Teachers have a shared understanding and language of what high quality teaching and learning looks like at WHS, as represented in the Teaching & Learning Framework.
- Students experience high quality and consistent teaching and learning.

Key Results

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

Summary statement

WHS' Teaching and Learning framework is being used by HoLA's for lesson observations and Professional Growth Cycle (PGC) discussions. Teachers adapted a school-wide survey using the framework for Learning Area and individual student feedback. Teacher feedback with respect to Professional Learning improved with 72% of staffing finding it effective in 2022, as compared to 51% in 2021, 57% in 2020 and 39% in 2019. PGC's were completed and key areas of reflection and areas of improvement by staff were recorded. School-wide survey completed in Term 2. Areas of strength and areas of improvement analysed and presented to staff. Academic results were outstanding. This continues to be a strategic priority for 2023 but has been renamed 'High Quality Teaching and Learning'.

2023 (Teaching) Staffing

Objectives

- Ensure we start the year fully staffed with high quality teachers.
- Recruit excellent teachers with high potential and a growth mindset.
- Support high and effective retention.
- Support and ensure ongoing teacher and leadership development.

Key Results

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

Summary statement

Psychometric tests were completed for SLT & HoLA appointments but not for permanent Deans (x 2). Will follow-up with two permanent Deans appointments and have them do the Psych tests for PL at SoY 2023. 10 out of 12 PCT's have continued on at WHS. Two PCT's are not returning (with one receiving a PM Scholarship to teach abroad in Colombia), and the other receiving a fellowship for Imperial College, UK). Overall, despite not achieving the target, this was an area of risk moving into 2022 and our PCT's have gone really well in terms of transitioning to teaching, and being supported to be great teachers. Retention is continuing to be reviewed and a strategy/plan has been developed. Teacher aspirations have been incorporated into re-registration meetings and PL has been well supported. PL Feedback was improved with 72% of staffing finding it effective in 2022, as compared to 51% in 2021, 57% in 2020 and 39% in 2019.

School Culture

Objectives

- To improve the WHS school culture, which includes classroom, breaktime, extracurricular and staff culture, as well as respect and pride.
- To develop and implement a framework for identifying and addressing specific areas for development in our school culture, which includes identifying barriers to great school culture.
- Develop a process for monitoring school culture.
- Finalise a school-wide vision for culture.

Key Results

- Framework for culture is confirmed.
- Key measures of school culture and areas for development identified, assessed, monitored and addressed through the use of key surveys (including: Student Voice, Bullying, Teacher Workplace, Great Teaching and Learning, Wellbeing).
- By the end of 2022 the 2023 plan is confirmed.

Summary statement

The Wakatipu Way has been reviewed, refined and agreed upon, and is ready to roll out to students, staff and the community in 2023. Multiple surveys have been used to generate baseline data and identify areas that require further investigation. Further analysis will be required to ascertain further actions and interventions. This continues to be a priority in 2023.

Schoolwide Wellbeing

Objectives

- Finalise and embed a schoolwide wellbeing action plan
- Increase student awareness of our 'WHS wellbeing model' to develop their knowledge, confidence and skills to take care of their wellbeing.
- Continue to ensure staff have an awareness and understanding of wellbeing.
Continue to provide opportunities for staff to connect.

Key Results

- 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 - develop and implement a measure of staff awareness of ways in which they can support their wellbeing.
- Schoolwide wellbeing plan is finalised.

Summary statement

We have developed a termly 'Wellbeing Snapshot Survey' to measure student wellbeing and awareness of how they support themselves. Likewise, the 'Wellbeing Snapshot Survey' applies to staff and we have the annual 'TWS and Wellbeing' survey too. We have developed a schoolwide wellbeing and resilience plan that is ready for a 2023 rollout. This continues to be a strategic priority in 2023.

Biculturalism and Mātauranga Māori

Objectives

- Implement the key objectives from the updated '[WHS Māori Partnership & Biculturalism Plan 2020 - 2023](#)'.
- Integrate mātauranga Māori into the curriculum at WHS.
- Establish a mana-enhancing approach towards working with whānau Māori (Māori families), te hāpori o Te Kura Tuarua o Whakatipu (the community of Wakatipu High School), and mana whenua.

Key Results

- Wānanga with, and provide specific guidance to each Learning Area about their focus for integrating Mātauranga Māori into their curriculum area.
- Meet with sample subsets of the Māori student population in order to ascertain what we can do to improve the value placed upon their culture.
- 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.

Summary statement

All Learning Areas have been met with in anticipation of 2023 rollout that links back to the 'WHS Māori Partnership & Biculturalism Plan 2020 - 2023'. Each term subsets of the Māori & Pasifika student population have been met with to discuss what they like, what they want worked on, and what they wish they could see and engage with at Wakatipu High School. Their discussion points have been insightful in identifying next steps for this kaupapa (strategic priority). We know that our rangatahi particularly enjoy attending external Māori & Pasifika events, use of te reo by staff, and seeing their culture reflected in the spaces around the school through the likes of artwork. Unfortunately, there has been a 16.5% decrease in the overall number of students taking Te Reo Māori. Our original target was an increase of 30% which seemed reasonable based on growth over the course of 2021 - 2022. Drilling into the data, there has been a 24% decrease in students selecting junior te reo Māori courses and a 37.5% increase in students selecting senior te reo Māori courses. There is now a stand-alone 6MAO and 7MAO

course in 2023, which is the first time we've had these courses running. Moving forward, we need to identify patterns within students who haven't selected these courses. We also need to survey and speak to students as to why they didn't select te reo Māori courses and ensure we mitigate any identified issues prior to the course selection process opening in 2023. This continues to be a strategic priority in 2023.

Bullying Prevention

Objectives

- Reduce and prevent bullying at WHS.
- Review and improve processes around bullying (reporting, prevention, intervention, monitoring)
- Increase awareness for the whole school community around bullying, in particular cyber bullying.

Key Results

- 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).

Summary statement

Surveys were conducted in T1, 2, and 3 with results evaluated and used to develop a plan for 2023. Bullying reporting form is now live on the school's website and being utilised. Harmful digital communications Act has been researched and understood from a school perspective in relation to bullying. A parent handbook for new year 9s has been developed for the start of year 2023 which will include bullying prevention and response sections. PLG group on inclusive classrooms was run. 2023 plan will include a single Term 2 survey along with stratified random interviews to gain more accurate qualitative information about individual student experience. This continues to be a strategic priority in 2023.

WHS Foundation and Branches Trust

Objectives

- Support the WHS Foundation & Branches Trust so that they continue to support WHS to at least the same level.
- Help raise the profile of WHSF and Branches Trust with students and the WHS & wider communities.
- Support WHSF to increase the number of ex-students joining the WHSF alumni.

Key Results

- Respond to WHSF & BT requests in a timely manner.
- Support their events, initiatives and communications.

- Actively promote them through the school communication channels.
- Ensure that the WHSF & BT feel valued by the WHS community.

Summary statement

Foundation and Branches Trust were well supported in 2022 with solid attendance and support at all functions. A termly newsletter was initiated and an external speaker leadership series was supported by the Foundation. Regular features were in the newsletter and Mountain Scene and regular tours were held for current and potential donors. This area continues to be a strategic priority in 2023.

B. 2023 Goals and Priorities

The process of setting our annual academic goals and targets for 2023 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. A Numeracy school-wide goal has been added, as we prepare for the NCEA changes and associated co-requisite. We continue to set ambitious goals and targets that will require significant focus and commitment from staff and students.

i. 2023 Academic Goals (as confirmed at the Board Meeting on 20 February 2023)

- 95% of Year 12 students achieve NCEA Level 2
- 80% 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:
 - 75% of students will have passed the co-requisite for reading
 - 65% of students will have passed the co-requisite for writing
- Numeracy by the end of Year 10, 75% of students will have passed the co-requisite for Numeracy
- 60% of Year 11 students achieve NCEA Level 1 with Endorsement
- 22 Scholarships
- Māori and Pasifika students achieve all goals and targets

In addition to our annual academic goals we also have a number of other strategic priorities for 2023. They are presented in a table below, with the nine strategic priorities underlined and their respective objectives bulleted below. Our Senior Leadership Team (SLT) have developed action plans and key results/metrics for each of the objectives.

ii. 2023 Strategic Priorities

Student Achievement

Objectives

- Students' engagement, learning and progress enables them to achieve their academic goals and gain their best possible qualification.
- Carry out research into both boys' achievement and all students' performance in external examinations to identify ways in which we can further improve on Wakatipu High School's high levels of student achievement.
- Further develop the evaluative capability of our middle managers.
- Increase kaiārahi confidence and competence around goal-setting, tracking and monitoring and course and academic counselling.

Literacy

Objectives

- Implement each aspect of the WHS Literacy Strategy.
- Ensure students have the necessary literacy knowledge and skills to access the curriculum and achieve their best qualification possible.
- Increase staff knowledge and understanding of effective literacy instruction and have clear expectations of practice.
- Increase community and whanau awareness of the importance of reading.
- Complete ERO Evaluation process.
- Pilot a Reading one-page report with all Year 10 students with a view to making progress and next steps more transparent.

Numeracy

Objectives

- Ensure students have the necessary numeracy knowledge and skills to access the curriculum and achieve their best qualification possible.
- To increase staff knowledge and understanding of the numeracy co-requisite for NCEA.
- Investigate data from the numeracy pilot in 2022 and determine how effective we are in predicting preparedness for the numeracy co-requisite and identifying gaps in learning.
- Students' and whanau know their progress in gaining the numeracy corequisite (including next steps).
- Determine a sustainable program of intervention in order to best prepare students for the numeracy co-requisite (both pre end of Year 10, and post Year 10).
- Continue to offer the new NCEA numeracy standard (transition year) and from this continue to determine and refine the numeracy skills our students need.

High Quality Teaching and Learning

Objectives

- Students experience high quality teaching and learning leading to engagement, learning, progress and achievement (ELPA) for all students.
- Teachers understand all aspects of WHS Teaching and Learning Framework and can apply them with their classes.
- Teachers can explain areas of personal strength and areas for development in relation to the WHS Teaching and Learning Framework.

NCEA Changes

Objectives

- Staff and Students are ready for NCEA changes for 2024.
- Have oversight of all the NCEA changes and ensure that WHS executes the rollout of the NCEA changes successfully.
- Communicate the NCEA changes effectively to all key stakeholders including WHS parents, students, staff and the Queenstown learning community.
- Communicate effectively with teams leading Literacy, Numeracy and Mātauranga Māori workstreams of the NCEA changes.
- Successful implementation of Aotearoa New Zealand Histories curriculum.

School Culture

Objectives

- To improve the WHS school-wide culture by actively promoting the Wakatipu Way.
- Increase staff and student engagement with WHS.
- Develop a culture where students believe it is 'cool to be kind'.
- Have a strong sense of purpose and rigour in the classroom, including great teaching and learning.

Schoolwide Wellbeing and Resilience

Objectives

- Regularly provide opportunities for staff and students to:
 - practice mindfulness,
 - exhibit gratitude,
 - connect.
- Create a psychologically safe environment for students and staff.
- Students and staff have a shared understanding of wellbeing and strategies to support their personal wellbeing and resilience.

Biculturalism and Mātauranga Māori

Objectives

- Create a schoolwide progressive Māori Language Strategy Plan which reflects whānau Māori aspirations focused on developing the capability of staff, students and their whānau in te reo Māori.
- Uplift the mana of kaupapa Māori at the school.
- Refresh the WHS Māori Partnership & Biculturalism Plan.

Bullying Prevention

Objectives

- Prevention - Ensure areas identified in monitoring along with nationally trending issues are addressed within WHS curriculum and wider community communication. Ensure all practicable steps are taken to make WHS as safe as possible. Put a spotlight on celebrating kindness.
- Intervention - Continue to refine and communicate bullying intervention including upskilling staff on best practice. Upskill Deans and Kaiārahi to consistently deal with bullying incidents.
- Monitoring - Understand changing prevalence and nature of bullying at WHS in order to inform prevention and intervention.

WHS Foundation and Branches Trust Support

Objectives

- Support the WHS Foundation & Branches Trust so that they continue to support WHS to at least the same level in 2024.
- Help raise the profile of WHSF and Branches Trust with students and the WHS & wider community.
- Support WHSF to increase the number of ex-students joining the WHSF alumni.