



WELLINGTON HIGH SCHOOL
TE KURA TUARUA O TARAİKA KI PUKEAHU
CHARTER and Strategic Plan
2021 - 2025

WELLINGTON HIGH SCHOOL CHARTER

2021-2025

The School Charter and Strategic Plan sets the direction for development for a five year period. The framework for the Strategic Plan is the NEGs, the NAGs and the New Zealand Curriculum. The school community has worked together through a series of consultation meetings, including targeted opportunities to consult with our Māori community, and has developed an agreed vision and driving philosophies. As a result of this community consultation and taking into account the views of the professional staff and the Board of Trustees, this plan was developed. It seeks to meet the needs of the school as it changes and develops.

1. MISSION STATEMENT: Creating an inclusive, co-educational environment embracing diversity and promoting achievement and mutual respect.

2. SCHOOL PHILOSOPHY and VISION

We work collaboratively and inclusively to inspire our community of active, connected, free-thinking learners.

In realising this vision, the school supports and promotes

- Academic achievement
- Effective learning and teaching
- A holistic view of the achievement of excellence
- Mutual respect between teachers and students
- Gender equality
- Te Tiriti o Waitangi
- Tikanga Māori
- Ethnic diversity and respect for others
- The uniqueness of individual students and their ability to express their personalities
- Effective social development of its students to become confident, contributing adults
- Open and honest relationships between parents, teachers and students
- A friendly, well disciplined learning environment.

SCHOOL VALUES

Working within the school's philosophical framework to realise the school vision, the school values

- Whānau - we are a vibrant learning community
- Excellence - we strive to achieve personal and shared excellence
- Respect - we work together to create respectful relationships
- Ora - we value our own and others' wellbeing

3. DESCRIPTION OF WELLINGTON HIGH SCHOOL

Wellington High School is a co-educational, non-uniform, state secondary school. It serves a cross section of metropolitan Wellington with a large adult education programme. The school has a proud history of innovation, which continues.

4. REFLECTING DIVERSITY

Wellington High School aims to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage and to work with Māori communities to plan, set targets and achieve better learning outcomes for Māori students.

To recognise the cultural diversity of Wellington High School, the school will affirm and celebrate difference and will affirm the role of Tangata Whenua in the society of Aotearoa New Zealand, the school will:

- have resources and programmes that support Māori student learning in Te Reo Māori and all curriculum areas through targeted delivery of Te Reo Māori and Māori Performing Arts.
- develop Māori protocols as a focal point for school processes and celebrations
- encourage staff, students and parents to participate in hui and pōwhiri, as an integral part of school life
- offer Māori and other students the opportunity to be taught Māori language and culture within the curriculum.
- develop strategies to raise levels of Māori achievement, particularly in line with He Kāhano strategies
- encourage all subject areas to reflect Māori perspectives within their courses
- endeavour to ensure that staffing within the school reflects the cultural make up of the students
- facilitate the development of staff competencies in Te Reo Māori and Tikanga Māori.
- present research findings of Māori student achievement to inform school planning processes
- recognise Māori values in the provision of resources and facilities within the school
- consult with iwi and the Māori Whānau group about Māori achievement
- promote school values as a strategy to engage Māori students in learning
- develop a clear teacher learning programme to raise levels of Māori achievement
- develop a programme for the implementation of teacher strategies to improve achievement
- offer opportunities for its staff and Board members to be instructed in Māori values and culture
- promote Māori achievement in school publications
- provide Wellington High School with positive Māori role models to raise levels of success
- support kapa haka and Māori performing Arts in the school
- support special events that focus on Māori aspects of school culture
- provide appropriate support for Māori students and their families.

To support the success of Pasifika Learners, the school will:

- encourage all subject areas to reflect Pasific Nations perspectives within their courses
- endeavour to ensure that staffing within the school reflects the cultural make up of the students
- consult with Pasifika families regarding their youngster's achievement
- promote school values as a strategy to engage Pasifika students in learning
- develop a clear teacher learning programme to raise levels of Pasifika achievement
- offer opportunities for the staff and Board members to be instructed in cross cultural values and culture
- provide Wellington High School with positive Pasifika role models to raise levels of success
- support the development of Pasifika Performing Arts in the school

- support special events that focus on Pasifika aspects of school culture
- provide appropriate support for Pasifika students and their families.

To support the achievement of students with special learning needs, the school will:

- remain committed to inclusive practice that sees all students being placed in a social and learning context that allows them to access the curriculum and enjoy learning success
- provide specialist support for ORS funded students, students with learning challenges, literacy needs along with social and behavioural needs
- provide special assessment conditions through reader/writers
- maintain a special needs register that identifies student needs and communicates this to staff. The creation of this register identifies and addresses potential barriers to learning for individual students and encourages collaborative problem solving

5. NATIONAL EDUCATION PRIORITIES:

The National Education Priorities provide a set of criteria to which schools should give attention for the purposes of future planning. Wellington High School will give attention to:

5.1.Success for All

All students will be given the opportunity to succeed and develop the knowledge and understandings, skills, attitudes and values of the National Curriculum as expressed in relevant curriculum statements.

Wellington High School will:

- Adopt a holistic approach to success {academic, sporting, cultural, social, personal and leadership development}
- Provide a range of opportunities for students to succeed across a range of activities
- Celebrate a wide range of student achievements
- Proactively seek opportunities for students to access success outside of the formal classroom setting
- Structure the curriculum and the timetable to provide students with access to learning success and the formal recognition of achievement
- Ensure school philosophy, policy and practice supports achievement and success

5.2. A Safe Learning Environment

Schools will provide a safe physical and emotional environment for all students.

Wellington High School will:

- Provide high quality Pastoral Care processes and structures through rōpū, year level organisation, support, guidance and mentoring programmes.
- Focus on developing respectful, positive and productive relationships between students and staff.
- Utilise outside agencies, where appropriate, to provide expert support
- Develop the use of restorative practices that provide affirming and culturally safe solutions
- Promote an open door policy that provides access to effective communication for all stakeholders
- Develop peer mentoring and goal setting strategies along with academic mentoring functions
- Maintain effective communication and consultation practices with all school community members
- Develop strategies to encourage student voice and student participation, including junior students

5.3 Improving Literacy and Numeracy

Schools will place priority on improving student achievement in literacy and numeracy, especially for those whose further education or training may be at risk through under-achievement in this area.

Wellington High School will:

- Engage in data gathering and analysis to determine the strengths and weaknesses of individual students and cohorts of students in literacy and numeracy
- Maintain a focus on school wide academic success by providing a range of targeted programmes to address a range of learner needs
- Further develop models of differentiated curriculum delivery
- Provide staff PD with a focus of effective pedagogy

5.4 Develop the use of Student Achievement Information

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of students and to inform future practice

Wellington High School will:

- Maintain quality processes to gather, record and analyse achievement data both school wide and in subject areas
- Provide training in the use of achievement data to better inform practice
- Further develop processes of providing effective feedback and feed-forward to students
- Refine processes of reporting achievement. Develop a Reporting Schedule for the Board of Trustees
- Engage in consultative processes across all stakeholders; professionals, parents, students and community to set annual achievement targets and to report on progress
- Support subject leaders to develop evaluation processes that lead to evidence based decision making

5.5 Improving outcomes for Students at Risk

Schools will improve outcomes for students who are not achieving, are at risk of not achieving or have special needs.

Wellington High School will

- Provide curriculum content and structure to engage “at risk” students in their learning; including differentiated delivery of the curriculum, short term intensive remediation, literacy and numeracy support
- Strengthen and widen existing mentoring system and support structures through deans network and rōpū teachers.
- Continue with innovative programmes like Herengatahi aimed at engaging students in their learning
- Maintain a focus on building relationships and maintaining positive interactions with students.

5.6 Improving Māori Achievement

Schools will work with their Māori communities to plan, set targets for and achieve better outcomes for Māori students

Wellington High School will:

- Engage with iwi and whānau, set appropriate goals and create an environment where Māori can continue to achieve as Māori at Wellington High School
- Promulgate school values and philosophies that reflect school values and a Māori perspective
- Maintain existing curriculum enrichments that target Māori participation in Kapa Haka, marae visits and programmes as well as maintaining Te Reo Māori programmes. Investigate the development of a Māori Performing Arts curriculum.
- Continue to make school observances reflect and celebrate Māori protocols and practices
- Take a proactive role in modelling Māori learning success through employment policies
- Provide student leadership opportunities for Māori and consult with Māori students
- Consult our Māori stakeholders, both formally and informally.

5.7. Providing Career Guidance

Schools will provide career guidance with special emphasis on guidance for at risk students who are unprepared for further study or the workplace.

Wellington High School will:

- Continue to offer quality career advice to all students and will proactively use the careers self review tool to evaluate progress
- Be active in providing advice to all students so that effective stair-casing is in place for their future learning and work through goal setting, course counselling and mentoring strategies
- Maintain effective programmes for students planning to enter the workforce at the end of their time at school, to explore options
- Provide all students with access to regular Career Expos and provide opportunities for students to access a wide range of specialist advice.
- Continue to offer off site career and further learning exposure visits to universities, polytechnics and other providers, and involvement with specialist career services.

5.8 Reporting

Schools will report to all students and their families on the achievement of individual students and to the school's community on the achievement of students as a whole.

Wellington High School will:

- Generate quality reports on internal operations for the Board of Trustees in a range of key indicator areas
- Report annually to the community
- Report to the BoT on school wide achievement and subject department performance following a prescribed Reporting Schedule
- Meet all compliance requirements to outside agencies in a timely and accurate manner
- Report on student achievement regularly, in formal written format to all parents and caregivers
- Maintain commitment to the Learner Conversation methodology of reporting and goal setting
- Develop internal achievement monitoring processes for reporting on curriculum related key competencies.

Wellington High School Strategic Plan - 2021 - 2025

<p>Vision</p> <p>We work collaboratively and inclusively to inspire our community of active, connected, free-thinking learners.</p>	<p>Values</p> <ul style="list-style-type: none"> ● Whānau - we are part of a vibrant community of learners ● Excellence - We strive to achieve personal and shared excellence. ● Respect - We work together to create respectful relationships ● Ora - we value our own and others' wellbeing 	<p>Mission</p> <p>Creating an inclusive, co-educational environment embracing diversity and promoting achievement and mutual respect.</p>
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Whānau - we are part of a vibrant community of learners		Excellence - we strive to achieve personal and shared excellence.	
1. To increase engagement of students, whānau and school community	Whakawhanaungatanga	1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.	Prepare for the implementation of the new NCEA programme, with an emphasis on the purpose of year 11. Review purpose and design of the junior curriculum. Identify and respond to the needs of all learners. Support our staff to be reflective practitioners so they can design inclusive learning at all levels.
2. Honour our treaty partnership	Strengthen our ability to use culturally relational practice/ pedagogy, including te reo Māori Lift visibility and connections with Te Whānau a Taraika and iwi and build connection and belonging to the school as tūrangawaewae. Implement curriculum, policies and practices that are purposefully developed to promote equity, excellence and belonging for all students		
Respect - we work together to create respectful relationships		Ora - we value our own and others' wellbeing	
1. Foster opportunities for students to be active in the civic life of the school.	Promote and encourage civic awareness through opportunities for meaningful action in the wider community. Enable student voice and involve students in decision making.	1. Develop structures and supports to address student and staff wellbeing	Identify and address health, safety and wellbeing issues for staff and students.
2. Build better respectful relationships within the school community	Model and teach respectful relationships.	2. The school site recognises the complex needs of our community	Continue to work with the ministry on the redevelopment plan for the school's future.