



**WELLINGTON HIGH SCHOOL**  
**TE KURA TUARUA O TARAİKA KI PUKEAHU**  
**Charter, Strategic Plan and Annual Plan**  
**2018**

# WELLINGTON HIGH SCHOOL CHARTER

## 2018...2022

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 Maori 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:** *To be the School of Choice for Wellington families seeking a supportive and coeducational environment that promotes individual achievement and mutual respect*

### **2. SCHOOL PHILOSOPHY and VISION**

Wellington High School is a school that provides inclusive education that uses modern learning technologies and a range of teaching strategies to develop the acquisition of life long, independent learning.

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
- Tikanga Maori
- 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

- Achievement and Excellence
- Integrity
- Respect
- Individuality
- Tikanga Maori

These values are translated into our **WERO** strategy where the school challenges all members of our community to promote **Whanau, Excellence, Respect and Ora** (well-being)

### 3. DESCRIPTION OF WELLINGTON HIGH SCHOOL

Wellington High School is a decile 9 co-educational, non-uniform, state secondary school with a large adult education programme. It serves a cross section of metropolitan Wellington and an increasing number of students from further afield. The school has a proud history of innovation, which continues. Evidence of this is found in our BYOD strategy and in our curriculum delivery models, the notion of student and teacher being respectful co-workers, and our celebration of the individual and diversity.

### 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 Maori communities to plan, set targets and achieve better learning outcomes for Maori students.

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

- have resources and programmes that support Maori student learning in Te Reo Maori and all curriculum areas through targeted delivery of Te Reo Maori and Maori Performing Arts.
- develop Maori protocols as a focal point for school processes and celebrations
- encourage staff, students and parents to participate in Hui and powhiri, as an integral part of school life
- offer Maori and other students the opportunity to be taught Maori language and culture within the curriculum.
- develop strategies to raise levels of Maori achievement, particularly in line with He Kakano strategies
- encourage all subject areas to reflect Maori 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 Maori and Tikanga Maori.
- present research findings of Maori student achievement to inform school planning processes
- recognise Maori values in the provision of resources and facilities within the school
- consult with iwi and the Maori Whanau group on regarding Maori achievement
- promote school values as a strategy to engage Maori students in learning
- develop a clear teacher learning programme to raise levels of Maori 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 Maori values and culture
- promote Maori achievement in school publications
- promote the national anthem in Te Reo and English as part of our bi-cultural heritage.
- provide Wellington High School with positive Maori role models to raise levels of success
- support kapa haka and Maori performing Arts in the school
- support special events that focus on Maori aspects of school culture
- provide appropriate support for Maori students and their families.

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

- have resources and programmes that support Pasifika student learning in the school
- develop appropriate Pasifika protocols as a part of school processes and celebrations
- encourage staff, students and parents to participate in Pasifika events
- develop strategies to raise levels of Pasifika achievement, particularly in line with Pasifika Education Plan
- encourage all subject areas to reflect Pasifika 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 cultural competencies
- present research findings of Pasifika student achievement to inform school planning processes

- 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 condition 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 holist 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
- Respond appropriately and further develop behaviour management practices in the environment of PB4L
- 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
- Provide reading recovery and numeracy support for students with identified needs
- Maintain a focus on school wide academic success by providing a range of targeted programmes to address a range of learner needs
- Participate in literature extension programmes for more able students as well as reading recovery and ESOL
- 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 Tukutahi, aimed at engaging students in their learning
- Through He kakano strategies, maintain a focus on building relationships and maintaining positive interactions with students.

### **5.6 Improving Maori Achievement**

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

Wellington High School will:

- Participate in He Kakano, set appropriate goals, engage with iwi and whanau, set appropriate goals and create an environment where Maori can continue to achieve as Maori at Wellington High School

- Promulgate school values and philosophies that reflect school values and a Maori perspective
- Maintain existing curriculum enrichments that target Maori participation in Kapa Haka, marae visits and programmes as well as maintaining Te Reo Maori programmes. Investigate the development of a Maori Performing Arts curriculum.
- Continue to make school observances reflect and celebrate Maori protocols and practices
- Take a proactive role in modelling Maori learning success through employment policies
- Provide student leadership opportunities for Maori and consult with Maori students
- Consult our Maori 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 - 2018 - 2022

<p><b>Vision</b></p> <p>Our vision is that our young people:</p> <ul style="list-style-type: none"> <li>• will be creative, energetic, and enterprising;</li> <li>• will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;</li> <li>• will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;</li> <li>• in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;</li> <li>• will be confident, connected, actively involved, and lifelong learners.</li> </ul>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Whānau</li> <li>• Excellence</li> <li>• Respect</li> <li>• Ora</li> </ul>	<p><b>Mission</b></p> <p>Wellington High School will be the school of choice for Wellington families seeking a co-educational, supportive environment that promotes individual achievement and mutual respect.</p>
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<p><b>Whānau - We engage the support of families, whānau, and communities so that the <u>curriculum</u> has meaning for students and <u>connects with their wider lives</u>. We acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. (NZC)</b></p>		<p><b>Excellence - We support and empower all students to learn and achieve personal and shared excellence (regardless of their individual circumstances). We encourage all students to reflect on their own learning processes and to learn how to learn. (NZC).</b></p>	
<p>1. To engage <u>effectively</u> with students, whānau and school community</p>	<p>Strengthen and promote whanaungatanga Engage with whānau about the link between attendance and achievement Continue to refine strategies to address absenteeism Establish links with CEC and tertiary for mutual benefit</p>	<p>1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.</p>	<p>Undertake curriculum and NCEA assessment review - drive for senior engagement Develop a learner profile in consultation with staff, students and our community Evaluate reporting and improve the use of achievement data Identify needs of all learners early, and continuously.</p>
<p>2. Strengthen Māori identity to enable Māori students at the school to enjoy success as Māori and continue to engage the school community in cultural learning</p>	<p>Raise the profile and mana of te reo maori at WHS Lift visibility and connections with Te Whānau a Taraika and iwi elders and build connection and belonging to the school as tūrangawaewae. Continue the Aroha Taraika project</p>		<p>Invest in developing leadership capacity at WHS at all levels of staff and continue to promote robust performance management and self review. Raise profile of academic success Continue to strengthen investment in digital infrastructure to support student-centred learning</p>
<p><b>Respect - We articulate what it means to belong as citizens of WHS and value the history and traditions of all students. We ensure that <u>student identity, languages, abilities and talents are recognised and affirmed</u>. We recognise that being in our community brings both rights and responsibilities.</b></p>		<p><b>Ora - We develop the school's physical, social and emotional environment to engender pride and a sense of wellbeing and belonging for staff and students.</b></p>	
<p>1. Foster a shared understanding of what it means to be a citizen of the WHS community</p>	<p>Promote and encourage civic awareness through opportunities for meaningful action in wider community. Model and teach what good respectful relationships look like Develop a greater understanding of what it means to be open to a diverse range of perspectives and values</p>	<p>1. Develop structures and supports to address student and staff wellbeing</p>	<p>Identify and address health, safety and wellbeing issues for staff and students. Support new staff and students through effective induction</p>
<p>2. Foster opportunities for students to be active in the civic life of the school.</p>	<p>Enable real student voice and involve students in key strategic stages of decision making Engage students in community projects</p>	<p>2. Explore opportunities to improve the physical environment for student and staff wellbeing</p>	<p>Develop a property plan to address the physical environment for the benefit of students and staff</p>
		<p>3. Improve extra-curricular sports, cultural and civic participation across the school to foster a sense of pride.</p>	<p>Create a structure/framework which will enable more participation in extra-curricular activities at WHS Promote and recognise important cultural events/tikanga/traditions and recognise their importance to groups in our community</p>

## Annual Plan - 2018

Whānau - We engage the support of families, whānau, and communities so that the <u>curriculum</u> has meaning for students and <u>connects with their wider lives</u> . We acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. (NZC)			
Goals	Strategy	Actions	Desired Outcomes
1.To engage <u>effectively</u> with students, whānau and school community	Strengthen and promote whanaungatanga	<ul style="list-style-type: none"> <li>Review delivery of rōpū and mentoring as an intervention and as a learning support</li> <li>Engage CFG, Guidance network, Student voice as a part of the senior curriculum review</li> <li>Continue to embed culturally responsive pedagogy in the school, inc. multicultural connections to refugees.                             <ul style="list-style-type: none"> <li>Build on the strengths of legacy work (from Kia Eke Panuku)</li> <li>Engage International Dept., third parties (e.g. Red Cross, Refugee Services Aotearoa), and whānau to explore effective strategies for lifting profile of multicultural learning</li> </ul> </li> <li>Tuakana teina - create models for mentorship / peer support / school and community service, including                             <ul style="list-style-type: none"> <li>Review delivery of peer support - possible extension to year 10</li> <li>Timetabling of junior-senior assemblies</li> <li>Offering leadership opportunities to year 13 students to mentor / tutor year 11 students</li> </ul> </li> <li>Establish a Parent-Teacher Association</li> <li>Review and strengthen effective comms to whānau e.g. social media, website update, use of the WHS App</li> <li>Build connections with CEC and Massey University</li> </ul>	<p>Establish a parent association</p> <p>Average rates of attendance at all levels to be above 90%</p> <p>85% of students have a parent and / or caregiver attend learning conversations</p> <p>A representative sample (at least 25%) of parents and caregivers engage with the school satisfaction survey</p>
	<p>Engage with whānau about the link between attendance and achievement</p> <p>Continue to refine strategies to address absenteeism</p>	<ul style="list-style-type: none"> <li>Set clear expectations about attendance</li> <li>Implement the process of regular review and contact with home via rōpū teachers - a focus for Thursday reviews (Term 1; review impact early Term 3)</li> <li>Recognise good attendance and improvement in attendance throughout the year - awards system</li> <li><i>From the Principal's desk</i> letters</li> <li>Engage truancy services once attendance drops below 70%</li> <li>Use Assay to track attendance through rōpū</li> <li>SAR meetings between DPs / Deans</li> <li>Engage with current research around effective interventions for recidivist low attendance (70-80% rate)</li> </ul>	
2. Strengthen Māori identity to enable Māori students at the school to enjoy success as Māori and continue to engage the school community in cultural learning	Raise the profile and mana of te reo maori at WHS	<ul style="list-style-type: none"> <li>Targeted PLD for staff leading in this area</li> <li>Investigate how we can offer PD in Te Reo Māori/ tikanga / bicultural practices for staff</li> <li>Introduce te ao Māori course at year 9 in 2018</li> <li>Continue to strengthen and recognise maori excellence at whakanuia</li> </ul>	School community interaction and understanding of te ao maori is enhanced
	Lift visibility and connections with Te Whānau a Taraika and iwi elders and build connection and belonging to the school as tūrangawaewae.	<ul style="list-style-type: none"> <li>Collaboratively work with Te Whānau a Taraika to identify where they could contribute for the benefit of all students</li> <li>Promote and seek to grow the membership of Te Whānau a Taraika</li> <li>Encourage clear focus and terms of reference for the group - shared purpose</li> <li>Continue to work with Port Nicholson trust agreement, Michael Harcourt to further develop our relationship</li> </ul>	
	Continue the Aroha Taraika project	<ul style="list-style-type: none"> <li>Consult with relevant staff about next steps</li> <li>Formulate a plan at first Te Whānau meeting for 2018 to further renew / renovate Taraika and implement bilingual signage</li> </ul>	



**Excellence - We support and empower all students to learn and achieve personal and shared excellence (regardless of their individual circumstances). We encourage all students to reflect on their own learning processes and to learn how to learn. (NZC).**

Goals	Strategy	Action	Desired Outcomes
<p>1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.</p>	<p>Undertake curriculum and NCEA assessment review - drive for senior engagement</p>	<ul style="list-style-type: none"> <li>● Re-table the feedback and models from CFG (early 2018) with a focus on credits, prerequisites, course choices, pathways for all and the intensity and scheduling of assessment</li> <li>● Complete the MoE-funded PLD investigative work (by end of Term 2)</li> <li>● Discuss findings from reviews in Terms 1-2</li> <li>● Consider a change proposal for staff/student/BoT in response to MoE-PLD and internal discussions</li> <li>● Develop a series of actions for the rest of 2018 as part of the action plan</li> <li>● Learning Area Reviews (two faculties in 2018) will include/support questions related to senior curriculum review</li> </ul>	<p>Undertake senior curriculum review</p> <p>Identify and track students at risk promptly to enable the development of effective learning strategies</p> <p>Maori have success as maori</p>
	<p>Develop a learner profile in consultation with staff, students and our community</p>	<ul style="list-style-type: none"> <li>● Identify key competencies we want good learners to have with input from staff, students and our community</li> <li>● Revisit our learning habits</li> <li>● Develop reporting systems at a junior level that encourage the development of agreed competencies</li> </ul>	
	<p>Evaluate reporting and improve the use of achievement data</p>	<ul style="list-style-type: none"> <li>● Introduction to the use of Assay as a tool for analysing data</li> <li>● PLD on how to best use data for different outcomes or situations</li> <li>● Establish a reporting committee to create a framework for reporting to the community that ensures we provide assessment information that charts progress in a way that is valued by our community.</li> </ul>	
	<p>Identify needs of all learners early, and continuously.</p>	<ul style="list-style-type: none"> <li>● Continue to develop opportunities for students through gifted and talented programmes, enrichment programmes and accelerated learning.</li> <li>● Review and strengthen learning support provision, explore funding opportunities / models</li> <li>● Strengthen staff understanding related to supporting students with autism spectrum disorder</li> <li>● Continue to track and monitor progress of students, especially priority learners.</li> <li>● Rebrand and authentically integrate Base 1 / He Kakano into wider life of school</li> </ul>	
	<p>Invest in developing leadership capacity at WHS at all levels of staff and continue to promote robust performance management and self review.</p>	<ul style="list-style-type: none"> <li>● Introduction of new professional standards through inquiry and appraisal system</li> <li>● Implement ongoing leadership PLD</li> <li>● Continue Learning Area Reviews to strengthen middle leadership</li> <li>● Implement Inquiry presentations for all staff</li> </ul>	
	<p>Raise profile of academic success</p>	<ul style="list-style-type: none"> <li>● Actively celebrate the academic success of students at assemblies and school events.</li> <li>● Create honour boards for the Hall/Taraika respecting High Sportspersons, Dux, Māori Leadership, Peace Prize and Thomas Stace Cup winners</li> </ul>	
	<p>Continue to strengthen investment in digital infrastructure to support student-centred learning</p>	<ul style="list-style-type: none"> <li>● Advance the ICT action plan to sustain current provision and prepare cloud-based services</li> <li>● Ensure continued safety and security across the school digital environment.</li> </ul>	

**Respect - We articulate what it means to belong as citizens of WHS and value the history and traditions of all students. We ensure that student identity, languages, abilities and talents are recognised and affirmed. We recognise that being in our community brings both rights and responsibilities.**

Goals	Strategy	Actions	Outcomes
1. Foster a shared understanding of what it means to be a citizen of the WHS community	<p>Promote and encourage civic awareness through opportunities for meaningful action in wider community.</p> <p>Model and teach what good respectful relationships look like</p> <p>Develop a greater understanding of what it means to be open to a diverse range of perspectives and values</p>	<ul style="list-style-type: none"> <li>Support the continuation of the library lecture series offering students and staff diverse views on wide ranging issues</li> <li>Continue to support Papa Taiao</li> <li>Invest in PLD on our restorative and relational practices with a focus on regard/respect for others</li> <li>Revisit and relaunch the WHS 'citizenship, rights and responsibilities' statement with strong student engagement</li> <li>Deliver new course to Y9 students focused on introducing students to the WHS way.</li> <li>Address student concerns from Wellbeing@School data and ensure they know what they need to do if they or someone else is being bullied.</li> </ul>	<p>Improve student understanding of what it means to be a citizen of the WHS community</p> <p>Restorative and relational practices demonstrably have a positive impact on the behaviour of students and incidences of repeated behaviour decrease</p>
2. Foster opportunities for students to be active in the civic life of the school.	<p>Enable real student voice and involve students in key strategic stages of decision making</p> <p>Engage students in community projects</p>	<ul style="list-style-type: none"> <li>Strengthen the WERO Leadership structure and provide further opportunities for leadership at all levels of the school.</li> <li>Involve students in the senior curriculum review</li> <li>Link year levels to a charity that each group would support over the year                             <ul style="list-style-type: none"> <li>Growing leadership roles within year groups to help make this happen</li> <li>Involve year 13 leaders to support younger year groups with this</li> </ul> </li> <li>Principal's 'Kai and Kōrero'</li> </ul>	Involve students in key strategic stages of decision making

**Ora - We develop the school's physical, social and emotional environment to engender pride and a sense of wellbeing and belonging for staff and students.**

Goals	Strategies	Actions	Outcomes
1. Develop structures and supports to address staff and student wellbeing	<p>Identify and address health, safety and wellbeing issues for staff and students.</p> <p>Support new staff and students through effective induction</p>	<ul style="list-style-type: none"> <li>Set clear boundaries and expectations for staff to work within for their wellbeing</li> <li>Consult with staff and students on how to address well being and workload issues. Use this data to help inform curriculum review. Design inclusively and take into account staff and student needs/strengths</li> <li>Investigate better ways to create robust support networks for staff via faculty, TKT teams, rōpū levels, guidance etc. e.g. buddy system</li> <li>Investigate support networks for students</li> <li>Discuss and review experiences that new students had in Year 11 (through MoE PLD Term 1)</li> <li>Review and strengthen arrival induction for staff who arrive mid-year. Evaluate our induction pack and on-boarding process with new 2018 staff and BLN in early Term 2 - and retest with incoming HoF Science</li> <li>Review and explore the best ways to deliver effective drug education for students</li> <li>Continue to support and promote the role of Relational Practices coordinator</li> <li>Continue to support and promote the work on mindfulness in the junior school in particular</li> </ul>	A strong culture of wellbeing for students and staff continues to improve

<p>2. Explore opportunities to improve the physical environment for student and staff wellbeing^</p>	<p>Develop a property plan to address the physical environment for the benefit of staff and students</p>	<ul style="list-style-type: none"> <li>● Develop sports facilities - tennis courts, field</li> <li>● Improve the appearance of the main exit and entrance to the school</li> <li>● Install new fire alarm system</li> <li>● Install new lift system</li> <li>● Continue to implement new emergency response processes</li> <li>● Plan and undertake master keying work school wide</li> <li>● Plan and undertake concrete spalling work on Blocks A-E</li> <li>● Plan and undertake Special Needs refurbishment</li> <li>● Investigate fundraising opportunities through newly established PTA</li> </ul>	<p>10YPP implemented and 5YA priorities actioned</p>
<p>3, To improve extra-curricular sports, cultural and civic participation across the school to foster a sense of pride.</p>	<p>Create a structure/framework which will enable more participation in extra-curricular activities at WHS</p> <p>Promote and recognise important cultural events/tikanga/traditions and recognise their importance to groups in our community</p>	<ul style="list-style-type: none"> <li>● Profile and promote the benefits of outdoor activity and cultural engagement through assemblies and school communications</li> <li>● Institute sports exchange with Newlands</li> <li>● Encourage senior staff and other staff to continue to support sporting and cultural opportunities</li> <li>● Support the development of clubs etc with staff and student leadership (e.g. Amnesty etc)</li> </ul>	<p>Increase student participation in extra curricular activities</p>