



WELLINGTON HIGH SCHOOL
TE KURA TUARUA O TARAİKA KI PUKEAHU
CHARTER and Analysis of Variance
2019-2023

WELLINGTON HIGH SCHOOL CHARTER

2019...2023

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: *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 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

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

These values are translated into our **WERO** strategy where the school challenges all members of our community to promote **Whānau, 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 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 the 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 powhiri, 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 Kakano 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 on regarding 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
- promote the national anthem in Te Reo and English as part of our bi-cultural heritage.
- 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:

- 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 Pasific Nations 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 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:

- Participate in He Kakano, set appropriate goals, 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, Poytechnics 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 - 2019 - 2023

<p>Vision</p> <p>Our vision is that our young people:</p> <ul style="list-style-type: none"> • will be creative, energetic, and enterprising; • will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country; • 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; • in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives; • will be confident, connected, actively involved, and lifelong learners. 	<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>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>Whānau - we are part of a vibrant community of learners</p>		<p>Excellence - we strive to achieve personal and shared excellence.</p>	
<p>1. To engage <u>effectively</u> with students, whānau and school community</p>	<p>Strengthen and promote whānaungatanga Engage with whānau about the link between attendance and achievement</p>	<p>1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.</p>	<p>Respond to national and internal NCEA review with senior programme 2020 Embed a competency-based curriculum Identify and respond to needs of all learners. Develop staff capacity to lead learning at all levels. Celebrate and share stories of success. Continue to strengthen investment in our digital strategy to support student-centred learning</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 Māori Lift visibility and connections with Te Whānau a Taraika and iwi and build connection and belonging to the school as tūrangawaewae.</p>		
<p>Respect - we work together to create respectful relationships</p>		<p>Ora - we value our own and others' wellbeing</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 the 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 and transitions.</p>
<p>2. Foster opportunities for students to be active in the civic life of the school.</p>	<p>Enable 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 Investigate access by removing barriers to cultural and sporting opportunities</p>

WHS Annual Plan 2019

Whānau - We are a vibrant learning community who acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand			
Goals	Strategy	Actions	Desired Outcomes
1.To engage <u>effectively</u> with students, whānau and school community	Strengthen and promote whānaungatanga	<ul style="list-style-type: none"> ● Continue to embed culturally responsive pedagogy in the school / (ref: Kāhui Ako Ach Challenge 1) , inc. multicultural connections to refugees <ul style="list-style-type: none"> ○ Develop our professional learning programme focused on culturally responsive practice inc te reo PD (Teaching Standard#1) ○ Engage International Dept., third parties (e.g. Red Cross, Refugee Services Aotearoa), and whānau to explore effective strategies for lifting profile of multicultural learning) ● Tuakana teina - review and create models for mentorship / rōpū / peer support / school and community service, including <ul style="list-style-type: none"> ○ Identify / investigate opportunities for senior and junior students to interact (including vertical structuring) ○ Offering leadership opportunities to Year 12, and to Year 13 students to mentor / tutor Year 11 students ● Develop a group & plan Parent-Teacher Association (Friends of WHS now established as a society) ● Review and strengthen effective comms to whānau e.g. social media, website update, use of the WHS App, branding 	<p>A representative sample (at least 20%) of parents and caregivers engage with the school satisfaction survey</p> <p>85% of parents / caregivers attend learning conversations</p> <p>Average rates of attendance at all levels to be above 90%</p>
	Engage with whānau about the link between attendance and achievement	<ul style="list-style-type: none"> ● Engage attendance & whānau liaison person in WHS inc. engage truancy services once attendance drops below 65% ● Change and review the impact of the timetable ● SMT Collective inquiry for 2019: What are the contributing factors to poor attendance and what would be effective interventions / incentives to address this? ● Supporting recidivist students with better pathway planning (Transition Coordinator roll) 	
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 Māori	<ul style="list-style-type: none"> ● Consolidate the 2018 initiatives: te ao Māori classes; PD for staff; Te wiki o te reo Māori, whānau involvement in Whakanuia ● Creating bilingual signage in line with broader comms strategy ● Increase student participation in school waiata 	<p>Māori have success as Māori</p> <p>Connections established between te whānau and local iwi representatives</p>
	Lift visibility and connections with Te Whānau a Taraika and iwi and build connection and belonging to the school as tūrangawaewae.	<ul style="list-style-type: none"> ● Collaboratively work with Te Whānau a Taraika to identify where they could contribute for the benefit of all students. (Use the first te whānau meeting of the year to start to work with whānau and students to define what 'success looks like' (this will also define ToR for the group) ● Investigate new connections with local iwi, building on <u>Port Nicholson trust agreement, Michael Harcourt to further develop our relationship</u> 	

Excellence - We strive to achieve personal and shared excellence.

Goals	Strategy	Action	Desired Outcomes
<p>1. To promote a coherent learner-centred curriculum that celebrates innovation, creativity and rigour.</p>	<p>Conduct an internal NCEA review to inform the design of the senior programme 2020.</p>	<ul style="list-style-type: none"> Senior Programmes: Refine the way we develop new programmes and then review the way our senior programme is offering sufficient/coherent pathways for all students, with a focus on students for whom Level 2 is their exit qualification. Review the impact of new models underway: multi-level / personalised Maths, multi-level Drama etc. 	<p>Build on NCEA Course Review undertaken in 2018 and interpret and implement national findings</p>
	<p>Progress a competency-based curriculum.</p>	<ul style="list-style-type: none"> Revisit the WHS learning habits to confirm they are 'fit for purpose' based on KCs. <ul style="list-style-type: none"> Offer professional learning for staff and connect with Kāhui Ako re: the Ach. Challenge 3. Develop reporting systems so that our families, students and teachers can understand competency-based progress [including engaging with our community to ensure information/reporting is valued by our whānau] — including self-review 	<p>Investigate best measures for reporting learning habit progress (Kāhui Ako measures - Challenge 2)</p>
	<p>Identify and respond to needs of all learners.</p>	<ul style="list-style-type: none"> Strengthen staff understanding related to supporting students with autism spectrum disorder. Develop a tracking process that is consistent across relevant teams (SMT, Deans, Faculties, Guidance etc), clearly defines groups of students to monitor (<i>possible target groups: late transition group? 70-85% attenders plus urgent individuals...</i>) <ul style="list-style-type: none"> Consolidate the use of Assay as a tool for analysing data - include PLD on how to best use data for different outcomes or situations (done with HoFs/Deans) Re-implement termly SAR meetings between SLT and Deans Reimplement mentoring programmes for students in years 11-13 Improve ropu teacher coaching, UE tracking Identify target groups - Māori, trades academy, arotahi, new students - DP oversight and tracking 	<p>Improvements in results at level 2 NCEA and substantial improvement at level 3 NCEA</p>
	<p>Develop staff capacity to lead learning at all levels.</p>	<ul style="list-style-type: none"> Review and refine the Code, inquiry and appraisal system following the first year's work (2018) Unpack and Implement cross-faculty leadership PL based on the Teaching Council of Aotearoa Leadership Framework - done through work with SCT/Wednesday sessions and Loop Collaborative Forums Continue Learning Area Reviews to strengthen middle leadership (Learning Services (SLM); PE (SPK) - and Art?? 	<p>Teachers engaging with teaching as enquiry</p>
	<p>Celebrate and share stories of success.</p>	<ul style="list-style-type: none"> Connect to alumni and share / celebrate their stories with our current students (inc. ongoing development of Alumni site). [See also: branding actions under 'Whānau' above] 	
	<p>Continue to strengthen investment in our digital strategy to support student-centred learning</p>	<ul style="list-style-type: none"> Advance the digital strategic plan to sustain current provision for learning services and plan for future trends. 	

Respect - We work together to create respectful relationships.

Goals	Strategy	Actions	Outcomes
<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.</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"> ● Align WHS PLD to CoL Ach Challenge 2 re wellbeing <ul style="list-style-type: none"> ○ Inc: Identify and address priority actions from Wellbeing@School data including, across the Kāhui Ako ● Following rebrand: Revisit and relaunch the WHS 'citizenship, rights and responsibilities' statement with strong student engagement (cf discussions re brand/ WHS) ● Develop the Year 9 wellbeing programme (emotional self-care, wellbeing, citizenship) 	<p>Restorative and relational practices have a demonstrable positive impact on the behaviour of students and incidences of recidivist behaviour decrease</p>
<p>2. Foster opportunities for students to be active in the civic life of the school.</p>	<p>Enable 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"> ● Strengthen the WERO Leadership structure and provide further opportunities for leadership at all levels of the school (including support for Student Council as appropriate) <ul style="list-style-type: none"> ○ Identify maximum five charities to support in 2019 and grow leadership to support these. ○ Investigate and pilot a peer mediation programme. 	<p>Increased student involvement in leadership levels at school</p>

Ora - We value our own and others' wellbeing			
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 and transitions</p>	<ul style="list-style-type: none"> ● Finding strategies to increase Year 9 sports participation (including access). ● Implement a Hauora programme to Years 11-13 (inc. Mates and Dates, drug education etc) <ul style="list-style-type: none"> ○ Explore the potential of an online safety lead group (peer mediation?) ● Staff wellbeing: Identify and put together a proactive approach to support staff wellbeing.(e.g staff charter? Review social events?) 	Staff and students express improving wellbeing through surveying tools
2. Explore opportunities to improve the physical environment for student and staff wellbeing^	Develop a property plan to address the physical environment for the benefit of staff and students	<ul style="list-style-type: none"> ● Maintain fortnightly meetings with ministry and property advisor ● Implement relevant cyclical maintenance programme ● Fortnightly meetings with maintenance team (MLP, NES, WNJ, KLD) ● Completion of previous 5YA works - lifts, fire protection, keys/security ● AMS funding for renovation of M210 and M310 ● Plan capital works for anticipated approval of 10YPP ● Commence work on more minor 5YA projects in new 5YA 	Previous 5YA projects completed, new 10YPP implemented and planned
3, To improve extra-curricular sports, cultural and civic participation across the school to foster a sense of pride.	<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> <p>Investigate access by removing barriers to cultural and sporting opportunities</p>	<ul style="list-style-type: none"> ● Profile and promote the benefits of outdoor activity and cultural engagement through assemblies and school communications (through Sports & Cultural Expo; publicise clubs and lists online) ● Encourage senior staff and other staff to continue to support sporting and cultural opportunities - aim to attend a couple of sports events/monthly/SMT member 	Increased student engagement in cultural and sporting activities.

Analysis of variance 2018

This report contains information related to our actions and outcomes of these actions in 2018. Specifically, I have asked the following questions in relation to our strategic priorities:

- Actions - what did we do?
- Outcomes - what happened?
- Reasons for the variance - why did it happen?
- Evaluation - where to next?

Strategic Priority 1

Whānau - We engage the support of families, whānau, and communities so that the curriculum has meaning for students and connects with their wider lives. We acknowledge the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

Target 1 - Establish a parent association

Outcome: A framework for the establishment of a parent association has been created. That is, the 'Friends of Wellington High School' has become an incorporated society. The next step is to create a working committee to advance the establishment of the association. Note that there is already a whānau group that exists and meets once a term. It was noticeable that attendance to whānau hui increased over the year.

Target 2 - Average rates of attendance at all levels to be above 90%

Outcome: We have an early notification system for notifying parents and caregivers if their student is not in class. However, this is only sent once a day (to contain the expense) and may not always pick up absences depending on the time it is sent. The texting system is not supported by all parents and caregivers and some of them have been very vocal in expressing their lack of support for this (expressing that it is our fault if their student is not in class and not theirs - this is not actually the point of the system - it is a notification system, not a blaming system, but anyway). In addition, roll marking is done electronically and HoFs are given weekly print outs to monitor the practice of their staff. Deans meet with rōpū teachers weekly and attendance is a focus of these discussions and emails are sent home where necessary. Actions are escalated to DP level if attendance is a great concern and truancy services are involved if attendance is below 65%.

Despite our actions, our aspirational levels for attendance were not achieved at any level. Overall attendance percentages are contained in the following table with the previous year used as comparison:

Average attendance rates based on percentage half days attended

Year	Y9	Y10	Y11	Y12	Y13+	Whole School	Change
2017	88.3%	87.9%	88.5%	82.1%	77.8%	85.1%	
2018	89.3%	87.1%	88.3%	81.7%	75.8%	84.8%	-0.3%

Attendance below 90% has been a problem for a long time and for the most part it has been improving in recent years with a slight decline between 2017 and 2018. This has led to a change in timetable structure for 2019 which we think will improve overall senior attendance.

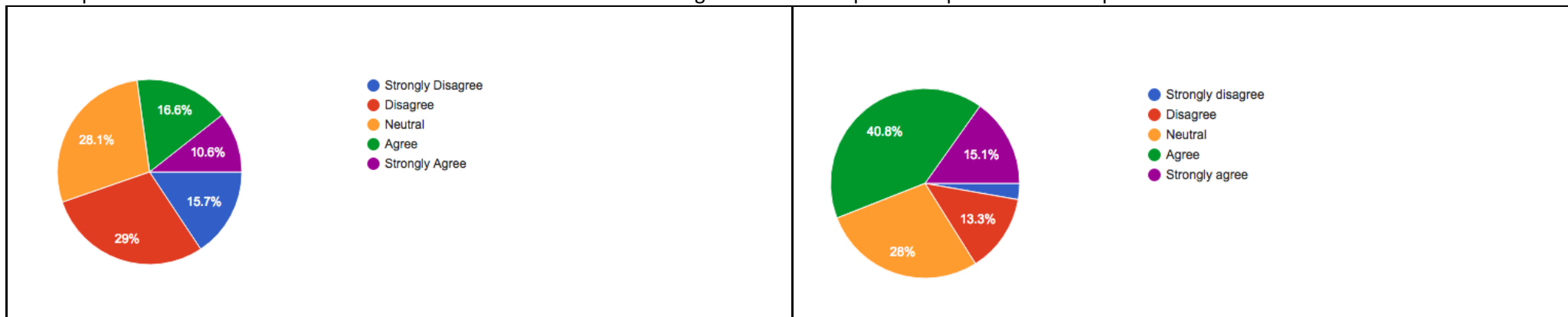
Target 3 - 85% of students have a parent and/or caregiver attend learning conversations

Outcome: This was not achieved in terms of overall attendance. 921 students (out of 1171 domestic students) attended learning conversations in term 1 which represented 78.7%. However, it is pleasing that we were able to engage almost 80% of our parent body to attend meaningful conversations about student learning. When these figures are broken down into junior (Y9-10) and senior (Y10-13) students, 404 junior students out of 458 (88.2%) attended the first learning conversation and 517 senior students out of 713 (72.5%) attended. The first learning conversation is a day-long goal setting exercise and clearly there has been less buy-in from senior students. The second learning conversation occurs in term 3 and attendance at this event was poorer. Only 310 junior students and 313 senior students attended these conversations. For 2019, we are looking at changing the focus of the learning conversations, particularly at year 13 where there needs to be greater emphasis on pathway planning. It will be our aim again in 2019 to improve the engagement of our parents and caregivers to learning opportunities such as formal learning conversations. We will target 85% engagement again in 2019.

Target 4 - A representative sample (at least 25%) of parents and caregivers engage with school satisfaction survey

Outcome: We surveyed parents and caregivers in relation to two aspects of the school during the year. We surveyed parents in a review of senior learning and assessment and in a separate review of our communications. 225 parents engaged with our senior learning and assessment review and 214 engaged in our communications survey. Although neither of these figures was quite 25% engagement, it was still a fair representative sample of the feelings and thoughts of our parents and caregivers. Communications survey - Results from this reflect that 60.3% of parents and caregivers find it easy to access the information they want from the school. Over 90% of parents tell us that the most relevant information for them is information about their child's progress and upcoming important dates and events. An interesting and significant result was that 58% of parents want information on how they can help their student learn. I am encouraged that 44% of respondents say that the Principal's messages are the school-related information that they value most.

Senior learning and assessment - we asked a range of questions to get a feeling as to how our community felt about aspects of NCEA. This was occurring at the same time as wider national reviews. Our questions ranged from reducing assessment at senior levels, and getting rid of the level 1 qualification, to increased emphases on wellbeing and mentoring. Two results which I felt were particularly significant are below. The first question was "We should no longer offer level 1 NCEA as a qualification in year 11". The second question was "We should allocate more of the timetable to wellbeing". These are the parent responses to these questions.



It is interesting that the results to the first question were almost opposite to what we expected as we felt that our community was valuing level 1 less and less. It is significant that almost 70% of our community feel that we should be allocating more of our timetable to wellbeing. This means that in our planning for 2019 we are aiming to spend more time on wellbeing initiatives, particularly at a senior level and we will work on educating our community more in relation to NCEA national qualifications.

Target 5 - School community interaction and understanding of te ao māori is enhanced

Outcome: In 2018, we introduced a te ao māori course at year 9 which was compulsory. This course involves 2 hours of study per week for the whole year for every student. We have 2 māori language teachers who take a group of up to 60 students, generally in the marae for cultural and language learning. In addition, we ran te reo Māori PD for staff for half of year in our designated PD slot on Tuesday mornings and staff initiated a staff kai and korero rōpū each Wednesday at lunchtime. Both were a wonderful chance for staff to get together to learn karakia, sing waiata, and learn a little te reo. Finally, we introduced an immersion course that was for 4 hours a week and allowed students across years 10 to 13 to come into a course and use their te reo knowledge to engage in not only te reo māori but other curriculum areas.

Some statistics:

111/142 (78.1%) year 9 students said that their parents would support them to take te reo māori in 2019. Only 2 out of 142 respondents said that their parents would not support them because they thought te reo māori was a 'dead' language. 105/142 (73.9%) students said that learning te ao māori had been a positive experience. 71/142 (50%) said that doing this course had changed their perspective about māori language and culture and significantly, 14 of these students also chose te reo māori as their language at year 10 in 2019. In 2019 for the first time the school will be supporting 2 year 10 māori language classes and te reo māori was the most popular language choice. The following table reflects some of the aggregated data for student responses. Each question was asked with a 1 - 10 response with students who are in the middle most likely to choose a 5 response.

Question	5-10 rating %	Median
I have enjoyed Te Reo Māori this year	67.6%	5
The content has been pitched at the right level for me	69.8%	6
Learning Te Reo Māori is something I value	67%	6
Learning Te Reo Māori is something my family values	61.5%	5
I have learned something about Te Reo Māori this year (e.g basic language and pronunciation)	86.6%	8
I have learned something about Te Ao Māori this year (e.g tikanga, culture, perspectives)	87.2%	8

Staff were also surveyed about their attitudes to the PD that had been run in the second half of the year to support their learning of te ao māori.

Question	Min/Max value	Median
I have enjoyed Te Reo PD sessions	5, 10	9
Learning Te Reo has been a good use of PD time	3, 10	9
Learning Te Reo is a valuable part of my teaching practice	3, 10	9
I have used Te Reo more in my classroom in Term 3 and 4	1, 10	7.5
The content has been pitched at the right level for me	4, 10	9
I am interested in continuing to learn Te Reo	2, 10	10

Strategic Priority 2

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.

Target 1 - Undertake senior curriculum review

Outcome: This was achieved although there is ongoing work to do here, particularly in light of national reviews.

We surveyed staff, students and our community to a range of questions and we got quite varied responses. Our intention was to run focus groups based on the information but the wider national review took over and we felt that we didn't have the understanding of our community to implement changes that we were considering. However, we are still tinkering, mainly at level 1, around the amount and range of assessment. 225 parents and caregivers responded to the survey, 43 teachers and 325 students so all viewpoints were represented sufficiently. The table below contains a brief summary of results.

Question	Strongly Agree + Agree		
	Whānau	Students	Teachers
1. We should reduce the number of NCEA assessments offered in the senior school.	28.2%	27.3%	60%
2. We should no longer offer Level 1 NCEA as a qualification in Year 11. Note: any student that achieves Level 2 NCEA is also awarded Level 1 NCEA.	27.2%	28.8%	51.2%
3. We should allocate more of the timetable to wellbeing.	56.2%	51.3%	54.3%
4. We should allocate more of the timetable to mentoring.	65%	34.8%	48.5%
5. Students should have more timetabled time for supported, self-directed learning.	50%	49.3%	65.7%
6. We should offer greater access to part-time further education opportunities eg Weltec courses in trades, or employment, while still at school.	72.7%	66.4%	71.4%
7. Students should be able to access courses appropriate for their ability level, rather than their year level.	88.9%	69.1%	80%

These results clearly show quite divergent opinion in relation to the first 2 questions but similar opinion on the remaining questions. In 2019 we are allocating more time for wellbeing with workshops planned to occur in terms 2 & 3 at years 11 to 13 which will focus on the Mates and Dates programme and rotated with a skills for life programme.

Target 2 - Identify and track students at risk promptly to enable the development of effective learning strategies

Outcome: This was not done in a formal way as we had done in previous years. In 2019 we will track students at risk closer and engage staff to mentor students, particularly in relation to NCEA. We have a model for this that we have used in previous years.

Target 3 - Māori have success as māori

Outcome: We have talked to our whānau rūpū about what success looks like for māori. The common themes from these discussions are around connectedness and achieving standards they set themselves (as opposed to being set by others). In 2018, our strategic actions in relation to māori having success as māori were to:

- Introduce a new te ao māori course for the first time in year 9,
- Introduce a new māori immersion course with students from years 10-13 eligible to join,

- Enhance the mana and profile of te ao māori through te wiki o te reo māori - the Prime Minister, Jacinda Adern chose to launch te wiki o te reo māori at our school
- Continue to run our whakanuia (our māori prizegiving with a range of awards including student awards for staff/community/other students)
- Introduce targetted and differentiated te reo māori PD for all staff
- Continue to build waka ama as a sporting option
- Continue to build on the legacy work and support of te whānau a taraika

There is a fair amount of overlap here with Outcome 5 under Whānau and I have already commented on the te ao māori course at year 9 and the staff te reo PD. An important measure of the success of māori at WHS is through their voice at events such as whakanuia and momentum is being built through events such as this one. In addition, anecdotal evidence has suggested that māori students are feeling a stronger connection as māori. One of our aims for 2019 is to find appropriate measures for this and establish benchmarks for comparison.

Strategic Priority 3

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.

Target 1 - Improve student understanding of what it means to be a citizen of the WHS community

Outcome: This target is based on the fact that students who do not start with us at year 9 consistently perform a lot worse on national qualifications than students who do start at that stage. We wanted to get a better understanding of the ‘cultural shock’ of coming later. We undertook ministry funded PLD in term 1 of 2018 to investigate the attitudes of this group of students. We were trying to get a better understanding of why this group of students do not achieve the same level of success as students who have been at WHS since the start of year 9. Survey questions were fairly simple:

- List the reasons you came to Wellington High
- List the things that helped you feel comfortable in the early days at Wellington High.
- List anything the school could have done differently to help you settle in.
- List what you could have done differently to help you settle in.

The answers to the first question were mostly really positive about the school and what it stands for with hope that things would be better in their new place. 28 out of 69 respondents spoke of their unhappiness at their previous school and wanting a change in culture. In relation to the second question, students listed that friends and teachers made them feel most comfortable in their early days. 27 respondents singled out the teachers as being personable and knowledgeable and that had helped. For the third question, 24 respondents said “nothing” but it was notable that students who had arrived part way through the year had more difficulties getting to know other students and their way around as they don’t receive the same orientation as students who begin at the start of the year. There was a similar response to the final question about what students could have done differently with 19 respondents saying “nothing” being the most common response.

Despite these positive responses in relation to the school and its culture, NCEA achievement data reinforced a long running pattern that students who start at High later than the start of year 9 struggle more with qualifications. A good summary of this data is contained on the next page.

	Start 2014		Start 2015		Start 2016		Start 2017		Start 2018			
	#	%	#	%	#	%	#	%	#	%	% N	% D8-10
Year 11 NCEA L1	0	0	0	0	198	75.3	22	59.1	30	46.7	70.1	79.8
Year 12 NCEA L2	0	0	173	76.3	16	62.5	25	60	37	54.1	76.1	83.2
Year 13 NCEA L3	139	62.6	22	50	31	41.9	22	40.9	21	23.8	63.7	74.5

Target 2 - Restorative and relational practices demonstrably have a positive impact on the behaviour of students and incidences of repeated behaviour decrease.

Outcome: 2018 is a benchmark year for statistics related to behaviour of students. Prior to 2018 no statistics were being reported at board meetings or annually in relation to a variety of behaviours. The table below contains aggregated data in relation to behavioural incidents reported in KAMAR in 2018. Note that all of the incidents reported are specifically those classified in KAMAR as 'Discipline'.

Incident	Number	Stand down / suspension	Apology / restorative
Abuse of staff	9	0	5
Alcohol	11	9	1
Assault	8	2	0
Associated with dangerous behaviour	18	0	13
Bullying	6	2	3
Computer network misuse	18	0	5
Continual disobedience	31	6	12
Dangerous behaviour	10	0	4
Fighting	25	7	14
Gross misconduct	18	13	5
Marijuana - drug use	11	8	1
Smoking	26	0	25
Theft	6	1	4
Unacceptable behaviour	61	1	34
Vandalism	3	1	2
Totals	261	50	128

This table gives a good indication of how some behaviours are dealt with and there seems to be a clear line in terms of action of when a restorative approach is appropriate and when a disciplinary approach is used. The statistics do not give any indication of whether a restorative approach was attempted in any of these cases nor does it indicate recidivist behaviour.

Our challenge in 2019 is to reduce the number of serious behavioural incidents occurring and to increase the restorative approach when they do occur.

Target 3 - Involve students in key strategic stages of decision making

Outcome: In 2018 we have involved students in reviewing our curriculum, in talking to various researchers about health curriculum, gender diversity and Amnesty. We have increased the responsibilities of our WERO leaders and we have enabled students to start up student led initiatives. One of these, a recycling plan for the school including compost waste was implemented in term 3 after much planning by our Roots and Shoots environmental group and this has led to fundamental change in our school. In addition, the same group led an environmental awareness week where speakers on a range of issues were invited to school to engage with our students. This was completely student run. Students also had leadership roles associated with the organisation of te wiki o te reo. It is our intention in 2019 to further increase opportunities for students to take leadership in areas that they feel strongly about.

Strategic Priority 4

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.

Target 1 - A strong culture of wellbeing for students and staff continues to improve

Outcome: I feel that this has been achieved but it is obviously a work in progress. At a staff level we have talked about preserving each other's wellbeing at staff meetings and we have provided information about services that can be accessed by teachers such as EAP. In addition, the school has decided to pick up any counselling expenses associated with further consultations beyond the initial three. We organise monthly social events run by faculties and it is significant that the annual xmas social event was the best attended in many years and was enjoyed by all.

At a student level we have conducted the wellbeing@school survey for the last 2 years after also conducting it in 2014. Analysis of this data shows that the school scores very low for aggressive school culture and is relatively high for pro-social student culture and strategies. The school rates highly positive for overall school wide practices and climate and very positively for teaching and learning. There are no significant differences overall between the data in 2014, 2017 and 2018 and perhaps the goal of wanting the culture of wellbeing to improve is incorrect. For 2019, we have reframed and simplified our mission statement in relation to Ora: we value our own and others' wellbeing. In addition, we hope to develop ways of measuring this for staff and students.

Target 2 - Increase student participation in extra curricular activities

Outcome: Numbers involved in sport have remained largely the same in the last few years with a decline in sporting participation that started in 2012. In 2012, 450 students participated in sport out of a school roll of 968. This represented 46.5% of the school population. In 2018, 476 students participated in sport out of a school roll of 1263. This represented only 37.7% of the school population. In this time the participation of male students has declined from a 48.2% (283/587) participation rate in 2012 to 39.4% (285/722) in 2018 whilst the participation of female students has declined from 43.8% (167/381) to 35.3% (191/541).

In terms of cultural participation, no statistics have been kept in the past so 2018 is a benchmark year. In 2018, the number of students who were involved in at least one KAMAR group was 808 out of a total school roll of 1360. This figure obviously includes students who arrived and left during the year so the total roll size is higher than the regular school roll of 1250 for 2018. Note also that this figure includes sporting groups. Out of the total roll of 1360, 1087 students had been or were still connected to at least one activity outside of the classroom. In percentage terms, 59.4% of students were involved in at least one group in 2018 and 79.9% of students have been involved in at least one group at some time in their schooling at High. This statistic has not been measured before so it will interesting to see in future years how this varies. Our goal of

increasing connectedness should see it rise. Interestingly, the Wellington regional average for participation in sport is about 60% so our figure of our students being involved in either sporting or cultural is healthy.

Target 3 - Property 10YPP implemented and 5YA priorities actioned

Outcome: Remaining areas of the 5YA (current to 1 July 2018) have been completed or are in progress. These projects included:

- Block A - Provide warm water to student toilets - completed
- Blocks A and T1 - Replace boilers - completed
- Block A - Replace lift - in progress
- Blocks A-Z - Fire alarm system - in progress
- Block P - Pavilion replace toilet floor - completed
- Site replace car park asphalt - completed
- Block A - Remove ledge tiles - completed
- Site Replace Master Keys and Access Control System - underway

In addition to these projects, planning has been completed for the new 10YPP and documents submitted to the ministry. Currently, we are waiting for approval for funding for essential infrastructure works.