



WELLINGTON HIGH SCHOOL
TE KURA TUARUA O TARAİKA KI PUKEAHU
CHARTER AND STRATEGIC PLAN
2017-2021

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STRATEGIC PLAN: MATRIX

2017 -2021

<p>MISSION: 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>	<p>VALUES:</p> <ul style="list-style-type: none"> • Achievement and Excellence • Integrity • Respect • Individuality • Tikanga Maori 	<p>VISION Wellington High School will provide an inclusive education that uses modern learning technologies and teaching strategies to develop the acquisition of life long independent inquiry and learning.</p>
STRATEGIC PRIORITIES		
ACHIEVING EXCELLENCE	TIKANGA MAORI	
<p>To develop explicit, high expectations for achievement in learning now, and ambition for the future.</p>	<p>To engage the school community in cultural learning so that Maori students at the school can enjoy success as Maori.</p>	
<ul style="list-style-type: none"> • profile high expectations, excellence and achievement • identify needs early, and continuously • target learning inputs to support achievement • support a range of learning experiences in school and out of school • provide assessment information that charts progress and sets goals • develop gifted and talented programmes 	<ul style="list-style-type: none"> • provide cultural learning for all within the school • profile tikanga Maori and the Treaty of Waitangi • celebrate the learning success of Maori • Promote Maori enjoying success as Maori through engaging in Kia eke Panuku to support the development of culturally responsive and relational pedagogy • actively support representation of kura whanau in school processes • develop appropriate signage throughout the school 	
PARTNERSHIPS	THE ENVIRONMENT	
<p>To focus on internal and external relationships, developing inclusive strategies to communicate the school culture and identity through consultative practice.</p>	<p>To further develop the schools physical, social and emotional environment to engender pride and a sense of belonging</p>	
<ul style="list-style-type: none"> • define, develop and actively profile an inclusive school culture • utilise all vehicles of communication • engage effectively with students and their families • engage effectively with community partners • evaluate and further develop, marketing and branding • extend the schools media and community presence 	<ul style="list-style-type: none"> • develop a property plan to address environmental factors • address health and safety issues • support the implementation of Restorative Practice and PB4L • strengthen roopuu connections as a key factor in belonging and connecting to the school • develop school pride 	

WELLINGTON HIGH SCHOOL CHARTER

2017...2021

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 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 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 roopu, 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 roopu 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 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.