

# Waihi College Charter 2019





## **WAIHI COLLEGE**

### **Charter**

### **2019**

#### **Mission Statement**

“Waihi College supports students on their life long journey to develop the knowledge, skills and characteristics that form the foundation of success today and in the future.

Cornerstone to the success of our students is the strength of relationships formed between the school, whanau and community which support each student to reach excellence in their chosen field of endeavour”.

#### **Vision**

Our continuing challenge is to master the art of blending the old with the new that sees the transformation of our teaching and learning environments and programmes to better meet the needs of our 21st Century learners.

Our students will construct their learning with our support, using transferable skills to solve problems using critical thinking strategies, working both collaboratively and independently, to become confident effective communicators, as they pursue their goals of achieving excellence, while remaining loyal to the values our school is built on.

Our school will commit to an on-going programme of self-reflection and review that pursues improvement in all that we do. Central to this improvement will be the professional learning of our staff as they challenge themselves to be passionate educators committed to the success of our students.

The success our students achieve will be forged on strong relationships between themselves, our school, whānau, and the community as we contribute to meeting each student’s personalised learning plan.

Our school welcomes diversity and will provide opportunities for all learners to learn and achieve in an inclusive and supportive environment. We acknowledge that our vision cannot be achieved alone and we will be actively seeking the support of parents, families, whanau and the wider community.

# Value Statements and Principles

To achieve our Mission/Vision Waihi College will focus on:

## VALUES:

- **Manaakitanga/Respect** (Ourselves, Others and Environment)
  - **Excellence/Step it Up** (High Standards/'the best that you can be')
  - **Connectedness/Always be prepared** (engaging with the world around us)
  - **Collaboration** (working in partnership with others)
  - **Innovation** (taking risks with positive intent)

Supporting these values the following Principles will be woven into the culture of learning in our school as we endeavour to produce young adults who will become contributing citizens to our society.

## PRINCIPLES

- **Our Community**
  - **Citizenship**
    - A caring supportive and friendly environment
    - Are treated with respect and consideration
    - Honesty, courtesy and reliability are key values that are expected and encouraged and everyone is expected to be accountable for their actions
    - To develop a sense of belonging for all
  - **Participation**
    - Participation in a wide range of activities, both in school and in the wider community
    - To involve themselves in work and activities that are for the common good of the community
    - Learning experiences (local, national & global) that make connections with the lives of our students and are supported by the community and society
    - A responsibility to involve ourselves in community activities and to share in the development of public/community opinion
  - **Cultural Heritage**
    - Recognises that Waihi is a unique community and reflects our bicultural heritage and our multicultural society in all our practices
- **Our Learning**
  - **Authentic** (Active participation – enrichment – connections)
    - Learning to Learn is the purpose of the school
    - Students are taught to learn and to become active, confident, creative and innovative learners and thinkers
    - Learning is an enjoyable process
    - Students are prepared to be lifelong learners who possess the qualities of Resilience, Resourcefulness, Reflectiveness and Reciprocity
    - Future Focus
  - **Coherence**
    - Clear learning pathways and guidance to enable seamless transitions through the school and into further education and employment
  - **Future Focus**
    - Every individual is continually challenged to be open minded to others views and contributing their opinions towards thinking about the future

## Treaty of Waitangi Commitments:

Waihi College aims to develop and implement policies and practices that reflect being part of a bicultural and multicultural community and the unique position that Māori has in New Zealand culture. All reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori for full time students whose parents ask for it.

*Te taonga tino rangatira hei koha. Ki nga rangatahi. Ko tona reo ano ma tona reo ano Ka taea e ia te nanao atu nga taonga a ona matua tupuna. Kia taunga ai tana tu i mua i tana iwi whanui o tenei ao, me a rato tikanga hoki.*  
The richest gift children can receive is the gift of their own language. Through it they can draw on the heritage of their people, stand tall in others' presence and reach out to share it with people of other cultures.

Our Graduates will be:



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### Other Documents that inform this Charter include:

- Board of Trustees Governance Policies
- Board of Trustees Operational Procedures
- 5 Year Property Plan and 10 Year Maintenance Plan
- ERO and Annual reporting
- Curriculum planning and review reports
- Audited Financial Reports.



## GENERAL DESCRIPTION OF THE SCHOOL AND COMMUNITY

Waihi College is a Year 7-13, co-educational state secondary school situated in Kensington Road off State Highway 2, 64 km north of Tauranga and 94 km east of Hamilton.

The roll of the school at 1<sup>st</sup> March 2019 was 741. (Including 40 Foreign Fee Paying Student)

The students are predominantly European with a current Māori roll of 34%. Families come from varied socio-economic groups and we are a Decile 4 school. In recent years we have seen a significant increase in the number of International Fee paying students.

Students are drawn from between the Athenree and the Karangahake Gorges. Waihi has an approximate population of 4000, with Waihi Beach providing another 3000. Other educational institutions in the area are: Play Centre, Kohanga Reo, Kindergarten and six Primary Schools.

The school is 58 years old and has had numerous Capital Works upgrades over the last fifteen years. The school has expansive grounds (11 hectares), with the most obvious special physical feature being the Farm Unit. 8.2 hectares of agricultural-horticultural land has been leased for over 40 years from the Department of Conservation.

The Waihi District is a dynamic one which continues to undergo change and the school's community is representative of the local community. Waihi and district is a mixture of mining, farming, horticulture and electronic industry backgrounds. In recent years there has also been some growth in tourism and small business development.

Waihi College is a part of the Waihi Community of Learning/Kahui Ako. The Community of Learning covers the wider Waihi Basin and Beach and encompasses six schools, over 100 teachers and over 1600 students. Alistair Cochrane is the Lead Principal for the Waihi Community of Learning/Kahui Ako.

The ethnic composition of the district is mainly European with many long established farming and mining families. The Māori community in Waihi is well established, but has no single tribal affiliation. However we align our local protocols clearly with Hauraki Māori and are working to develop a set of Hauraki Māori Cultural standards which will guide our developments into the future. The Community Marae serves as a focal point for community sentiments and provides facilities to enable local people to embrace all things Māori .

Community expectations of the College are high and the College strives to fulfil those expectations. Relationships between the College and the community are strong and College facilities are made available at all times, at the discretion of the Board of Trustees, for wide-ranging community use. These activities will continue to be encouraged. Community/School relations are generally very good and there is no shortage of support for school activities.

# Waihi College Strategic Plan 2019 - 2021

Strategic Goals	2019 Goal	2019 Target	2020 Goal	2021 Goal
<p><b>Goal 1: Curriculum and Assessment</b></p> <p><b>Implement the intent of NZC</b></p> <p><b>Improve student achievement and progress</b></p>	<ul style="list-style-type: none"> <li>NCEA level 1 85%</li> <li>NCEA Level 2 85%</li> <li>NCEA Level 3 65%</li> <li>UE 100% of those who intend on going to Uni</li> <li>Expand Y7-10 Connected curriculum learning programme (Inquiry based and Key competencies infused)</li> <li>Consolidate Māori and Pasifika achievement rates</li> <li>Improve individual learning pathways through and beyond school</li> <li>Expand Immersion and Tikanga Classes</li> </ul>	<p><b>2019 Specific Targets:</b></p> <ul style="list-style-type: none"> <li>To shift Year 7 students (5) who are less than 2a in Mathematics by 2 sub levels by the end of 2019</li> <li>To shift Year 8 students (8) who are less than 3b in Mathematics by 2 sub levels by the end of 2019</li> <li>To shift the Year 7 and 8 'Intervention Needed' students by 2 sublevels in writing by the end of 2019</li> <li>To shift the Year 9 'Intervention Needed' students (35) by 2 sublevels in writing by the end of 2019 based on mid and end of year OTJ</li> <li>To shift the Year 10 'Intervention Needed' students (25) by to at least level 5p in writing by the end of 2019 based on mid and end of year OTJ</li> <li>To get 75% of the students identified as 'Intervention Needed' (IN) to pass NCEA Level 1. There are 40 students identified based on their Year 10</li> <li>asTTle results. Research shows that students need to be working at Level 4P or above at the end of Year 10 to be adequately prepared for NCEA. The 40 students identified sit 1 or 2 levels below this benchmark at the end of year asTTle test</li> </ul>	<ul style="list-style-type: none"> <li>NCEA level 1 85%</li> <li>NCEA Level 2 85%</li> <li>NCEA Level 3 60%</li> <li>UE 100% of those who intend on going to Uni</li> <li>Expand Y7-10 Connected curriculum learning programme (Inquiry based and Key competencies infused)</li> <li>Consolidate Māori and Pasifika achievement rates</li> <li>Improve individual learning pathways through and beyond school</li> </ul>	<ul style="list-style-type: none"> <li>NCEA level 1 85%</li> <li>NCEA Level 2 85%</li> <li>NCEA Level 3 60%</li> <li>UE 100% of those who intend on going to Uni</li> <li>Expand Y7-10 Connected curriculum learning programme (Inquiry based and Key competencies infused)</li> <li>Consolidate Māori and Pasifika achievement rates</li> <li>Improve individual learning pathways through and beyond school</li> </ul>

		<ul style="list-style-type: none"> <li>• 5 Excellence overall endorsement and 12 Merit overall endorsements</li> <li>• To get 85% of the students (31) identified as 'Intervention Needed' (IN) to pass NCEA Level 2.</li> <li>• Of the 26 Year 13 students who have indicated they would like to achieve University Entrance, 17 will gain University Entrance.</li> <li>• To achieve 8 Merit and 4 Excellence endorsements at NCEA Level 3</li> </ul>		
Strategic Goals	2019 Goal	2019 Target	2020 Goal	2021 Goal
<b>Goal 2: Self Review and Reporting</b> <ul style="list-style-type: none"> <li>• <b>Implement a Policy review to align school operation and Curriculum aligns with NZC and MOE Priorities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue Curriculum Reviews</li> <li>• Align the Waihi College goals with that of the Waihi Community of Learning/Kahui Ako.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Curriculum Reviews</li> <li>• Develop within the Waihi Community of Learning/Kahui Ako standard practices of moderation and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Curriculum Reviews</li> <li>• Develop within the Waihi Community of Learning/Kahui Ako standard practices of moderation and assessment.</li> </ul>
Strategic Goals	2019 Goal	2019 Target	2020Goal	2021 Goal
<b>Goal 3: Personnel</b> <ul style="list-style-type: none"> <li>• <b>Improve teacher capability to implement NZC, National priorities (NCEA, Māori /Pasifika, NS and Special needs) and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Improve professional learning and development opportunities for staff</li> <li>• Improve observation and judgement tools to monitor student engagement</li> <li>• Continue development of the teachers Appraisal programme</li> </ul>	<ul style="list-style-type: none"> <li>• All staff actively complete appraisal programme and develop a positive approach to: Inquiry Based approaches <ul style="list-style-type: none"> <li>✓ Inquiry Based approaches</li> <li>✓ Cultural diversity, competencies and responsiveness</li> <li>✓ Learning Progressions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional learning and development opportunities for staff on Inquiry Learning</li> <li>• Improve observation and judgement tools to monitor student engagement</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Continue professional learning and development opportunities for staff on Inquiry Learning</li> <li>• Improve observation and judgement tools to monitor student engagement</li> <li>•</li> </ul>

improve student achievement				
Strategic Goals	2019 Goal	2019 Target	2020 Goal	2021 Goal
<b>Goal4: Property and Finance</b> <ul style="list-style-type: none"> <li>• Improve classroom infrastructure to support modern learning pedagogies and environments</li> </ul>	Improve the teaching and learning facilities to support students achievement:	Plan the Upgrade of D Block	Redevelop 5 and 10YA	Whatever is on the redeveloped 5YA



Strategic Goals	2019 Goal	2019 Target	2020 Goal	2021 Goal
<p><b>Goal 5: Health and Safety</b></p> <ul style="list-style-type: none"> <li><b>To provide a safe and stimulating learning environment for all students and staff</b></li> </ul>	<p>To improve the consistency of teacher judgements and student behaviour in the learning environment across the school.</p> <ul style="list-style-type: none"> <li>✓ Relaunch PB4L</li> <li>✓ Improve safety procedures in the school</li> <li>✓ Develop consistency of teacher practice</li> </ul>	<p>To reduce the number of withdrawals from class</p> <p>To increase engagement rates of students in class</p> <p>To increase the % attendance rate</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>✓ Overtly teaching PB4L values during LA</li> <li>✓ Overtly teaching NZC values and competencies during LA</li> <li>✓ Regular practice emergency evacuations</li> <li>✓ Development of Tier 2 PB4L</li> </ul>	<p>To reduce the number of withdrawals from class</p> <p>To increase engagement rates of students in class</p> <p>To increase the % attendance rate</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>✓ Overtly teaching PB4L values during LA</li> <li>✓ Overtly teaching NZC values and competencies during LA</li> <li>✓ Regular practice emergency evacuations</li> <li>✓ Development of Tier 2 PB4L</li> </ul>	<p>To reduce the number of withdrawals from class</p> <p>To increase engagement rates of students in class</p> <p>To increase the % attendance rate</p> <p>Strategies include:</p> <ul style="list-style-type: none"> <li>✓ Overtly teaching PB4L values during LA</li> <li>✓ Overtly teaching NZC values and competencies during LA</li> <li>✓ Regular practice emergency evacuations</li> <li>✓ Development of Tier 3 PB4L</li> </ul>
Strategic Goals	2019 Goal	2019 Target	2020 Goal	2021 Goal
<p><b>Goals 6: Legislation</b></p> <p><b>Improved attendance to help learning and achievement</b></p>	<p>Improve school wide attendance rates</p>	<ul style="list-style-type: none"> <li>• 95% attendance for all students</li> <li>• Reduce the number of At risk students targeted (RockOn and Attendance services)</li> </ul>	<ul style="list-style-type: none"> <li>• 95% attendance for all students</li> <li>• Reduce the number of At risk students targeted (RockOn and Attendance services)</li> </ul>	<ul style="list-style-type: none"> <li>• 95% attendance for all students</li> <li>• Reduce the number of At risk students targeted (RockOn and Attendance services)</li> </ul>

# Waihi College Annual Plan Summary 2019

## Nag 2: Self Review, Planning and Reporting (Governance)

- To implement the aligned College Charter to reflect NZC and the direction of the school
- To implement a programme of Policy Review at BOT level to ensure alignment with the College Charter
- To support the Senior Leadership Team to ensure alignment with the College Charter
- To continue a programme of Curriculum Review to ensure alignment with the College Charter

## Nag 1: Curriculum and Assessment (Student Achievement and Progress)

- To continue to develop a “**Collaborative Learning Environment**” approach to learning in the Y7-8 area of the school that focus on Culturally responsive practice and the incorporation of the Key Competencies school values throughout all programmes of learning
- To ensure a school wide focus on **Literacy and Numeracy** achievement
- To ensure a school wide focus on an 85% achievement target for Year 12 **NCEA Level 2**.
- Evaluate all school programmes to ensure their congruency with meeting the needs of **Maori and Pacifica** students
  - **Track the performance of priority learners**
  - **Support teachers to develop strategies and understanding that support Priority (IN) Learners**
  - **Immersion (He Kakano) Class and Tikanga classes**

## Nag 3: Personnel (Effective Teaching and School Leadership)

- Continue to develop a programme of professional learning and development that focuses on PB4L and Culturally Responsive Practice (*Learning Advisory*)
- Establish professional learning communities to support teachers in areas including culturally responsive teaching, and PB4L (*PLD*)
- Establish a teacher improvement cycle to support teachers practice using the Registered Teacher Criteria (*PLD*)
- Develop the capability and capacity of SLT and Middle Leaders to support the implementation of culturally responsive approaches and PB4L (*PLD*)
- Appraisal processes closely linked to PB4L and Culturally Responsive Practice (JHo)

## Nag 5: Health and Safety (School Culture)

- To continue to focus on **student attendance** to maximise opportunities for students to achieve
- Review and develop pastoral support programmes that focus on **Positive Behaviour 4 Learning**

## Nag 4: Property and Finance (Infrastructure)

### Property (as per the 5YA 2015-20)

- Develop Special needs support space

### Finance

- Establish budgets consistent with the implementation of programmes of learning
- Report regularly to the BOT on actual spend against budget

## Nag 6: Legislation

- To continue to focus on **student attendance** to maximise opportunities for students to achieve
- 85% Attendance regime

## Community and Whanau

- **Collaboration and Communication with whanau to ensure personalised learning plans are achieved and enhanced**
  - BOT, Information Evening, Contributing school liaison, Whanau Meetings, Community Surveys
  - Website, Parent conferences, Newsletters, Information Evenings, Prospectus, Surveys, Charter, Annual report, Student reports, Local Media Articles and advertising

# Annual Foci for Improving Student Achievement 2018

All staff will focus on providing quality Teaching and Learning opportunities for students. This will take the following priorities:

**A. Culturally Responsive Practices**

All classes will develop programmes and learning opportunities which incorporate culturally responsive practice that recognise the special place of Māori and Pacifica with the aim of raising academic achievement. . These will be reflected in the teachers Learning Intentions.

**B. PB4L**

To relaunch PB4L to gain consistent practice across all teachers.

# Waihi College Achievement Targets 2019

## Goal A: Curriculum (Priority Learners)

To develop programmes and learning opportunities that focus on **Culturally Responsive Practice and the Values of PB4L** with a particular focus on improving writing which incorporate cross curricular connections.

### Annual Aims:

#### YEAR 7&8

Conversation about setting targets based on national curriculum levels and expectations of where students should be versus looking at the cohort and shifting the cohort. Decided that we would aim for national standard of achievement

#### YEAR 9 & 10

Focus on writing as the benchmark of progression. OTJ generated mid and end of year using writing from English, Social Studies and associated standardised testing.

#### Y11-13

Focus on all Waihi students achieving at National achievement levels

## 2019 Global Targets:

- 85% of Year 7 cohort at 3P writing by end 2019
- 75% of Year 8 cohort at 4P writing by end 2019
- 65% of Year 9 students will achieve level 5b or above in end of year writing OTJ
- 50% of Year 10 students will achieve at or above level 5p or above in end of year writing OTJ
- 80% of Year 11 students to achieve NCEA level 1.
- 85% of Year 12 students to achieve NCEA Level 2
- 70% of Year 13 students to achieve NCEA level 3.

## 2019 Specific Targets:

- To shift Year 7 students (5) who are less than 2a in Mathematics by 2 sub levels by the end of 2019
- To shift Year 8 students (8) who are less than 3b in Mathematics by 2 sub levels by the end of 2019
- To shift the Year 7 and 8 'Intervention Needed' students by 2 sublevels in writing by the end of 2019
- To shift the Year 9 'Intervention Needed' students (35) by 2 sublevels in writing by the end of 2019 based on mid and end of year OTJ
- To shift the Year 10 'Intervention Needed' students (25) by to at least level 5p in writing by the end of 2019 based on mid and end of year OTJ
- To get 75% of the students identified as 'Intervention Needed' (IN) to pass NCEA Level 1. There are 40 students identified based on their Year 10
- asTTle results. Research shows that students need to be working at Level 4P or above at the end of Year 10 to be adequately prepared for NCEA. The 40 students identified sit 1 or 2 levels below this benchmark at the end of year asTTle test
- 5 Excellence overall endorsement and 12 Merit overall endorsements
- To get 85% of the students (31) identified as 'Intervention Needed' (IN) to pass NCEA Level 2.
- Of the 26 Year 13 students who have indicated they would like to achieve University Entrance, 17 will gain University Entrance.
- To achieve 8 Merit and 4 Excellence endorsements at NCEA Level 3

**Analysis:** School data analysis shows that 'Maori' and 'Boys' have been identified as the groups most at risk. School leaders are using 'Best Evidence Synthesis' and ERO publications to inform and guide decision making. Our recommendations are that we need to improve teacher capability by focusing on Culturally Responsive Practice. Along with the **professional development** of all staff to improve **deliberate acts** of teaching across different curriculum areas specific related to writing. Teachers will be encouraged to focus on helping students to understand and identify their own learning processes. **Student Agency** (Goals and Next steps). Appropriate Culturally Responsive Practice underpins the successful teaching and Learning outcomes for all students, particularly ARONA students.

(BES exemplar 3 Teacher and student use of learning goals, ERO Report: Raising Student Achievement through targeted action.)

### Led by:

Deputy Principals (JHo), Learning Leaders (JCO, DCA, KMO) and Curriculum Leaders Curriculum Leaders

### Budget:

Separate budgets given to learning teams to target learning priorities

### Time Frames:

Reviewed throughout the year and Mid and end of Year reflections made to SLT

### **Actions to achieve Targets:**

- Literacy Professional Development based on identified needs..
- Use of Teacher Inquiry to improve teacher and use of learning goals in Writing
  - Detailed needs analysis to identify students writing needs and what teachers needed to know and do to address them.
  - Professional Learning
    - Pact Writing
    - How to better scaffold student self-regulation

### **Y/8 Action Plan**

1. Identify students in target group – Intervention needed (IN)

2. Teachers to:

- identify which of these students are in their class
- bring examples of Writing to Homeroom meeting (across subjects) to share and discuss
- bring evidence of their teaching practice and how they are improving the achievement of students
- share successful teaching strategies
- talk about successes and evaluate evidence

3. Team to use IN students information to:

- use PACT / Asstle tools to analyse writing – identify strengths / steps
- look at Writing across all IN students – any patterns?
  - Highlight what students are doing well, next steps, how parents can help at home
- development of an action plan for specific target group

4. Use team to:

- construct deliberate acts of teaching – both teaching programs, strategies etc. Areas of need include: use of formal sentence and paragraph structures, vocabulary, revision and editing procedures. Review how we are teaching Writing eg: writing ability groups, paired writing, structuring the writing task so it appears more achievable
- directly link reading and spelling activities into Writing
- use of practical activities, PE / Sports & EOTC activities to improve motivation and writing context – eg: students to complete theory aspect of PE into Homeroom.
- use a variety of writing tools ( ie: use of Seesaw blog, Story Generator etc), and use of personal writing time.

5. Professional Development

- identify any particular teachers who have a need to improve their instructional capability. Whole team professional development & individual teachers
- STEPS spelling program to be introduced to new teachers and discussion based on how this program can be used effectively. In 2019 the STEPS spelling program will be taken regularly - Year 8 in Terms 1 & 2 and Year 7 in Terms 3 & 4.
- RTLB – professional development in supporting students with dyslexia, ADHD etc.
- use of Education Perfect as a resource to help target areas of need

### **Y9/10 Action Plan**

1. Aim to standardise writing assessment tools for greater progression accuracy from 7-10
2. Personalise writing intervention strategies across Year 9 core subjects for IN students
3. Refine APPS program for Year 10 students to maximise understanding of NCEA for Year 11 using appropriate writing based intervention strategies targeted at the needs of Year 10 IN students.

### **Y11/13 Action Plan**

#### **NCEA Level 1: Specific Actions**

- Identify IN students and make this information available via a symbol on Kamar
- IN students also in a Kamar group - tracked by JHO who encourages and intervenes if necessary. JHO makes pouako and subject teachers aware of their status and requests specific actions as and when required.
- Literacy and Numeracy status for each student checked throughout the year.
- Tracking of endorsement students (JHO wall)
- Achievement of all students checked by JHO at the end of every term. Students who are at risk are identified. JHO meets with those students.
- Super Tuesday course to allow multiple standards delivered which will allow identified students with specific needs to catch up on either Literacy, Numeracy or other credits.
- NCEA evening (DVA) to give information to parents re NCEA
- Communication with parent/whanau re progress, concerns and achievements.

#### **NCEA Level 2: Specific Actions**

- Identify IN students and make this information available via a symbol on Kamar
- IN students also in a Kamar group - tracked by KMO who encourages and intervenes if necessary. KMO makes pouako and subject teachers aware of their status and requests specific actions as and when required.
- Achievement of all students checked by KMO at the end of every term. Students who are at risk are identified. KMO meets with those students.
- Achievement of all students checked by KMO at the end of every term. Classes where marking is late/assessment is behind schedule are identified. KMO to work with those teachers and/or ask JHO to intervene where necessary.
- NCEA information session delivered to L2 students - especially re UE and UE Lit so they can plan for L3 if necessary
- Endorsement progress is tracked and acknowledged via: a) JHO's wall chart b) 20 M/E credits acknowledged in assembly and c) 30 M/E credits acknowledged in assembly
- KMO to meet with high achieving students and discuss other possible methods ("High Achiever" badge?)
- KMO/LL makes herself available for optional academic interviews at the beginning of Terms 2 and 3.
- JHO/BHY to set up a Google doc with Careers intentions. Shared with KMO and all L2 pouako. All conversations recorded in document.
- KMO to work with pouako to use "NCEA Action Plan" sheets - can be online via Hapara Classroom or hard copy
- KMO to attend Year 12 Pastoral meetings
- Super Tuesday Programme in place which supports vocational/hands on learning for ALL students plus provides academic extension opportunities

## **Actions to achieve Culturally Responsive Targets:**

- Develop a 5 year Strategic Plan for Maori and Pasifika
  - Mainstream environments
  - Immersion Environments
- Staffing. The active employing of staff who are able to understand tikanga and maori culture and are able to promote relationships with Akonga and Whanau.
  - Appraisal goals to reflect school priorities
- Curriculum. To provide increasing opportunities for Te Reo and Tikanga for both students and staff. Embed kawa into Waihi College everyday practices.
  - To set benchmarks and targets for achievement at various levels and groups (Maori/Pasifika) in the school based on the National Curriculum levels.
  - For Learning Leaders and Subject teachers to set specific goals and targets and report against them.
- Plan and implement deliberate programmes and strategies for Maori/Pasifika students within all classrooms.
  - Build the Maori Immersion Unit (Te Kakano) to include Y7/8/9
  - Build Senior Tikanga Programme
  - Build on clear immersion pathways for Maori and Pasifika learners
- Iwi and Community – review of what they want to see reflected in our programmes and practices. To develop their knowledge and participation in their child's learning.
  - Iwi Curriculum
  - Actively engage with the local Rohe (Ngati Waihi).
  - Help develop resources that reflect Waihi College's rich community. That will better inform our curriculum and classroom practices.
- To prioritise Maori Achievement Professional Development for all staff in:
  - Te Reo,
  - Te Pumaomao,
  - Registered Teacher Criteria,
  - Cultural Diversity and Competency.
- Support those teachers appointed to the CoL/Kahui Ako 'in school' and 'across school' roles.
  - Consistent strategies and protocols of Tikanga and Te Reo Maori across all schools, Tikanga and basic Te Reo Maori in the classroom.
  - All staff to participate in Te Pumaomao.
  - Mentoring possibilities.
  - Develop along with the Community of Learning joint strategies for students and whanau.

# Waihi College Achievement Targets 2019

## Goal B: PB4L

To provide a safe and positive learning environment where students naturally display the school three core values.

## Annual Aims:

To improve teacher classroom management skills to reduce the amount of punitive punishments within the school. To also increase the amount of rewards given to students who display the school values.

## 2019 Targets:

Reduce the number of students withdrawn from class by 10%  
Reduce lateness to class by 30%  
Reduce incidents of anger/aggression/assault by 20%  
Reduce A detentions by 15%  
Encourage and improve positive reinforcement rewards given for displaying the values. 2/day/teacher

## 2018 Statistics

804 Withdrawals  
127 Late to class  
1405 A detentions  
18 Anger/Aggression/assaults

## Actions to achieve Targets:

- Professional development for staff around restorative practice and classroom management techniques to reduce conflict (Joseph Driessan)
- SLT to teach values and push positive messages in school assemblies
- Redesign behaviour flow diagram and Minor/Major/Crisis with staff

## Led by:

Deputy Principal MHa and PB4L teams

## Time Frames:

Reviewed throughout the year and Mid and end of Year reflections made to SLT



# Waihi College

## FIVE YEAR PROGRAMME OF SELF REVIEW

MAJOR AREA	2019	2020	2021	2022	2023
1. Curriculum & Assessment  a) Learning Area Review  b) Issues Review	English  EOTC  ICT/MDS  Accounting/ Economics  Outdoor Education	The Arts - Drama - Music - Visual Arts  Maths  PE/Health  Careers	Soc. Science  Technology Soft  Languages  Assessment/ Reporting	Science  Technology (Hard)  Overall Curriculum balance + key skills analysis	Special needs - At Risk - Gifted - Remedial - ORRS Co-curricular Farm unit  Māori achievement
2. Documentation Self Review	Charter and Strategic Goals  Policy reviews  Self-Review	Charter and Strategic Goals  Policy reviews	Charter and Strategic Goals  Policy reviews	Charter and Strategic Goals  Policy reviews  BOT Operations	Charter and Strategic Goals  Policy reviews  Community Consultation
3. Personnel	Induction Staff Manual	EEO Programme Professional Development	Recruitment/ retention	Performance management	Leadership/Management structures
4. Assets a) Finance  b) Property	Accounting/Cash handling	Office administration  Asset Register  5YPA Long Term Maintenance Annual maintenance ICT Equipment plan	Budget Procedures Cleaning Income streams (inc foreign students & general fees)	Asset Register + insurance  Furniture	
5. Health & Safety	PB4L	Bus Transport Guidance	Discipline	Safety (hazards, accidents, civil defence, evacuation drills, first aid)	School routines (Calendar)
6. Legislative Compliance	Enrolment	Attendance	Key legislation compliance check	Statute Laws: Open for instruction (length of day, year	Prospectus

