

**WELLINGTON HIGH SCHOOL
STRATEGIC PLAN: MATRIX
2014 - 2018**

<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> <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 		<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"> • provide cultural learning for all within the school • profile tikanga Maori and the Treaty of Waitangi • celebrate the learning success of Maori • actively seek 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> <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 		<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"> • develop a property plan to address environmental factors • address health and safety issues • support the implementation of Restorative Practice and PB4L • strengthen rōpū connections as a key factor in belonging and connecting to the school • develop school pride

WELLINGTON HIGH SCHOOL STRATEGIC PLAN: KEY ACTIONS 2014 -2018

PRIORITIES	GOALS	KEY ACTIONS AREAS
<p>STRATEGIC PRIORITY ONE ACHIEVING EXCELLENCE To develop explicit, high expectations for achievement in learning now, and ambition for the future.</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"> • explicitly promulgate and promote school plan, sharing the vision with all faculties and all staff • introduce and support the Curriculum Focus Group to engage in reflective practice about learning and learning outcomes, curriculum futures and innovation • implement scheduled Learning Area Reviews and School Structure reviews: Social Sciences and Learning Services initially • promote predictive grade processes and communicate expectations to students • strengthen processes for academic mentoring through both roopu and learning conversations, engage in goal setting • communication expectation re attendance • use entry data effectively to place students in learning contexts where success is supported. • maintain literacy and numeracy support programmes • evaluate and reshape the delivery of inquiry learning processes • target in class support provisions and review support mechanisms • evaluate reporting style, purpose and process • maintain support for a rich, engaging and balanced extra- curricular programme • support the creation of a Sports Council to develop a strategic vision for sport • set and monitor achievement targets for learning outputs • investigate and consult over school wide enrichment programme • evaluate school reporting purpose, process and style
<p>STRATEGIC PRIORITY TWO TIKANGA MAORI 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"> • provide effective cultural learning for all within the school • profile tikanga Maori and the Treaty of Waitangi • celebrate the learning success of Maori • actively seek representation of kura whanau in school processes • develop appropriate signage throughout the school • participate in He Kakano 	<ul style="list-style-type: none"> • introduce revised language option structure in junior school, including Maori Performing Arts • support the work being undertaken to provide decorations for Taraika and the marae atea • promote school wide cultural learning through staff professional learning and support the Parihaka festival • support Tuakana leadership programming and mentoring • investigate the introduction of a Maori Achievement Awards ceremony to profile Maori learning success • plan and participate in whanau hui to engage Maori whanau in school wide processes and decision making

		<ul style="list-style-type: none"> • seek whanau representation on BoT along with support structures for inclusive representation • put bi-lingual signage in the property development plan
<p>STRATEGIC PRIORITY THREE PARTNERSHIPS To focus on internal and external relationships, developing inclusive strategies to communicate the school culture and identity through consultative practice.</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"> • investigate inclusive practice in the school in terms of need, ethnicity, gender, sexuality • strengthen communication internally and externally • seek opportunities to engage with families • develop business links • develop wider community links, • work to create a school brand that is consistently applied across all print and electronic publications • strengthen connections with contributing schools • generate a higher media profile that publicly celebrates school success and student achievement
<p>STRATEGIC PRIORITY FOUR THE ENVIRONMENT 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"> • develop a property plan to address environmental factors • address health and safety issues • support the implementation of Restorative Practice and PB4L • strengthen roopu connections as a key factor in belonging and connecting to the school • develop school pride 	<ul style="list-style-type: none"> • develop 5 and 10 year property plan based on quality information • maintain Health and Safety committee and HS Register • support the school wide implementation of Restorative Practice and school wide Positive Behaviour for Learning • provide additional training and support for roopu teachers • implement both staff and student induction processes • evaluate ways of developing school connectedness, survey students, • investigate vertical connections between year levels and explore ways to develop cohesion

WELLINGTON HIGH SCHOOL STRATEGIC PLAN NON STRATEGIC ACTIVITIES 2014-2018

AREA	GOAL	OUTCOMES	REFERENCE DOCUMENTS
MAORI ACHIEVEMENT	<p>To maintain and further develop programmes in Te Reo Maori, Maori Performing Arts, to encourage participation in cultural learning</p> <p>To implement He Kakano and thereby improve Maori achievement</p> <p>Focus on Tikanga Maori environment through student and staff involvement in making observances and celebrations through a Maori medium</p> <p>To maintain programmes to better engage Maori learners consistent with the Building on Success aims and objectives</p> <p>To gather and analyse achievement data for Maori students using nationally referenced tests and common assessment tasks</p>	<p>Maori language learning is profiled and valued leading to improved student uptake.</p> <p>A positive and productive relationship exists between Maori students and their teachers. The environment that values things Maori is enhanced.</p> <p>Formal learning outcomes for Maori improve at NCEA1</p> <p>A detailed report of Maori achievement in key areas of performance is generated</p>	<p>School Charter sections:</p> <ul style="list-style-type: none"> • Reflecting Cultural Diversity • Improving Maori Outcomes <p>NCEA Achievement data</p> <p>Report data</p>
PASIFIKA ACHIEVEMENT	<p>To provide resources and programmes that support Pasifika student learning in the school and to develop appropriate Pasifika protocols as a part of school processes and celebrations</p> <p>To develop strategies to raise levels of Pasifika achievement, particularly in line with Pasifika Education Plan</p> <p>To develop processes to consult with Pasifika families regarding their youngster's achievement</p>	<p>Pasifika culture is valued and recognised in the school</p> <p>Pasifika learners are supported to achieve</p> <p>Pasifika families are connected with the school and have the opportunity to contribute to decision making</p>	<p>School Charter sections:</p> <ul style="list-style-type: none"> • Reflecting Cultural Diversity • Improving Outcomes for Pasifika Learners <p>NCEA Achievement data</p> <p>Report data</p>
LEARNERS WITH SPECIAL NEEDS	<p>To 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</p> <p>To 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</p> <p>To meet the needs of Gifted and Talented students</p>	<p>Students with special needs are learning in a supported mainstream environment where their needs are being met in terms of both learning and social connection with age appropriate peers.</p> <p>Students who are gifted and talented are given opportunity to develop these competencies further.</p>	<p>School Charter sections:</p> <ul style="list-style-type: none"> • Students with Special Needs <p>ORRS Documentation</p> <p>IEPs</p>
SELF REVIEW	<p>To carry out scheduled policy review in accordance with published timeline.</p> <p>To carry out ongoing scheduled review of curriculum provision, assessment, moderation and recording processes, and achievement levels at school wide and departmental level. To publish the annual data analysis document</p> <p>To maintain review process focus on student needs and achievement outcomes</p>	<p>Policy and procedure statements accurately reflect practice and provide effective guidance for compliance</p> <p>Subject annual reports and school generated achievement reports are accurate and are completed in a timely fashion to inform further planning</p>	<p>School Policy Documents</p> <p>Faculty Review Reports</p> <p>Departmental Reports</p> <p>Minutes from BoT Meeting at which HoDs present report</p> <p>Principals Report to the BoT</p>
PROPERTY PLANNING	<p>To complete scheduled property management tasks for both cyclical maintenance and capital works in accordance with approved plans.</p> <p>Maintenance: Scheduled 10YPP actions</p>	<p>Scheduled maintenance work is completed in accordance with 10YPP.</p> <p>5YPP negotiated</p>	<p>Finance and Property Management</p> <p>Policy group documents</p> <p>5YPP and 10YPP documents</p>

	Capital works: Planned 5YPP projects To complete Condition Assessment and develop 5YPP	Strategic goal of providing a quality resources for teachers and students supported	
FINANCIAL PLANNING	To manage school's financial resources in a fiscally prudent manner through accurate budgeting and the effective control of expenditure. To prepare and present annual accounts for audit to verify school processes and provide assurance of financial health. To return a balanced set account with a planned "break even" from 2013 budget	Budget provisions are managed through strengthened processes and effective monitoring School accounts show planned break even or better School accounts audited and approved	School Budget 2014 Finance and Property Management Policy group documents School Annual Accounts Audit Report Monthly financial reports
PROFESSIONAL DEVELOPMENT	To involve all staff in effective PD based on: Ongoing development of Restorative Practice in the school School and departmental goals as identified in performance management documents. Personal, professional development goals	All staff will take the opportunity to engage in effective, timely PD Staff professional practice shows growth as a result of ongoing training and development	PD Planning documents Performance Management documents Personal reflection statements Departmental reports
PERSONNEL MANAGEMENT	To ensure that all members of the staff are appraised against relevant criteria outlined in the Secondary Teachers' Professional Standards, through a process of goal setting, classroom observation, feedback, student achievement analysis and personal professional reflection	Staff are willingly and actively involved in a process of professional growth that develops capacity and effectiveness	Personnel policy Performance Management Policy Appraisal templates PD course documents
EQUAL EMPLOYMENT OPPORTUNITIES	To ensure that all appointments are consistent with Equal Employment Opportunities policy To ensure that employment data is collected and analysed	EEO data is maintained as current EEO Report is furnished to the Board of Trustees	Personnel policies EEO Report
HEALTH AND SAFETY	To ensure that all policies and procedures outlined in school's policy documents are enacted to meet health and safety regulations	Hazards register is up to date Accident and Injury log is current Student health provisions are supported Cafe provides healthy food choices Health promoting school practices are followed The school maintains a safe and healthy physical and emotional environment	Health and Safety policies Hazards Register Accident and Injury register Healthy choices documents

WELLINGTON HIGH SCHOOL ANNUAL PLAN FOCUS AREAS and ACTIVITIES 2014

PRIORITY	GOALS 2013	KEY ACTIONS	RESPONSIBILITY
<p>STRATEGIC PRIORITY ONE</p> <p>ACHIEVING EXCELLENCE</p> <p>To develop explicit, high expectations for achievement in learning now, and ambition for the future.</p>	<ul style="list-style-type: none"> • Target learning inputs to support achievement • Provide assessment information that charts progress and sets goals • Set and deliver on Achievement Targets 	<ul style="list-style-type: none"> • Strengthen processes of student goal setting making use of increased time available to roopu teachers to carry out academic mentoring • Review Learning Conversation timing and structure • Refine role of Specialist Classroom Teacher in supporting development of effective pedagogy • Engage key middle leaders in professional development in data informed decision making through external PLD contracts • Reintroduce a focus on learning habits following existing school models • Engage in self review and development of models related to teacher inputs and student outcomes working within the Building on Success framework • Deliver on Achievement Targets: Maintain L1 Literacy and Numeracy for school leavers at 95% or better <p>NCEA Achievement targets: NCEA1 85% NCEA2 85% NCEA3 80% UE 70%</p> <p>Targets for Maori Students</p> <p>NCEA 1 75% NCEA 2 75% NCEA 3 65% UE 50%</p> <ul style="list-style-type: none"> • Continue to work with Achievement 2017 facilitators from MoE 	<p>Roopu teachers, Deans</p> <p>Curriculum Focus Group</p> <p>SLT through the DP Curriculum</p> <p>HoF Social Sciences, Mathematics and Technology</p> <p>Curriculum Focus Group</p> <p>BoT, SLT and HoFs</p> <p>All staff, BoT and Te Whanau a Taraika</p>
<p>STRATEGIC PRIORITY TWO</p> <p>TIKANGA MAORI</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"> • Celebrate the learning success of Maori • Participate in Building on Success • Actively seek representation of the kura whanau in school processes 	<ul style="list-style-type: none"> • Support the continuation of a Maori Achievement Awards “Whakanuia” ceremony to profile Maori learning success utilising the support of Te Whanau a Taraika • With the support of the whanau representatives on the BoT provide strategies to improve Maori student learning outcomes through working with external providers in the “Building on Success” project 	<p>School staff and leadership working with Te Whanau a Taraika</p> <p>Board of Trustees</p>

		<ul style="list-style-type: none"> Support whanau representatives on the BoT to reflect the work of Te Whanau a Taraika Support Te Whanau to implement their strategic plan to support Maori student achievement Assist in the refurbishment of Taraika towards the celebration of its 20th anniversary in November 2014 Support Kapa Haka, Mana Korero, Te Wiki o Te Reo Maori, Parihaka Festival 	Te Whanau a Taraika, Senior Leaders, BoT	
<p>STRATEGIC PRIORITY THREE</p> <p>PARTNERSHIPS</p> <p>To focus on internal and external relationships, developing inclusive strategies to communicate the school culture and identity through consultative practice.</p>	<ul style="list-style-type: none"> Utilize all vehicles of communication Engage effectively with students and their families 	<ul style="list-style-type: none"> Strengthen communications in the e environment through effective communication focussed on newsletters, personalised emails and live on line reporting Board of Trustees communication strategy is implemented to inform community of governance practices and foci Review prize giving time and format, Learning Conversation arrangements, Parent Teacher meetings and other strategies of engagement 	<p>All staff</p> <p>Board of Trustees</p> <p>Curriculum Focus Group working with SLT members</p>	
<p>STRATEGIC PRIORITY FOUR</p> <p>THE ENVIRONMENT</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"> Develop and implement the Property Plan taking into account external providers work on water tightness and seismic safety support the implementation of Restorative Practice and PB4L strengthen roopu connections as a key factor in belonging and connecting to the school 	<ul style="list-style-type: none"> Develop 5 and 10 year property plan based on quality information Support the school wide implementation of Restorative Practice and school wide Positive Behaviour for Learning using the WERO strategy Provide support for roopu teachers to utilise increased roopu time allocation Support both staff and student induction processes 	<p>Board in consultation with Leadership and Project Manager</p> <p>RP Lead Group, PB4L Team Leader and Coach to lead</p> <p>PD</p> <p>SLT and Induction Dean</p>	

WELLINGTON HIGH SCHOOL ANNUAL PLAN ANALYSIS OF VARIANCE 2013

PRIORITY	GOALS 2013	KEY ACTIONS	ANALYSIS
<p>STRATEGIC PRIORITY ONE ACHIEVING EXCELLENCE To develop explicit, high expectations for achievement in learning now, and ambition for the future.</p>	<ul style="list-style-type: none"> • profile high expectations, excellence and achievement • develop gifted and talented programmes • Deliver on Achievement Targets: Maintain L1 Literacy and Numeracy at 95% or better NCEA Achievement targets: NCEA1 85% (+5% of 2012 target) NCEA2 78% (+3% of 2012 target) NCEA3 70% (+ 10% of 2012 target) UE 70% (+5% Of 2012 target) <p>Targets for Maori Students</p> <p>NCEA 1 75% (no targets specified 2012) NCEA 2 75% NCEA 3 65% UE 50%</p>	<ul style="list-style-type: none"> • explicitly promulgate and promote school plan, sharing the vision with all faculties and all staff • introduce and support the Curriculum Focus Group to engage in reflective practice about learning and learning outcomes, curriculum futures and innovation • implement scheduled Learning Area Reviews and School Structure reviews: Social Sciences and Learning Services initially • promote predictive grade processes and communicate expectations to students • strengthen processes for academic mentoring through both roopu and learning conversations, engage in goal setting • evaluate and reshape the delivery of inquiry learning processes • target in class support provisions and review support mechanisms • evaluate reporting style, purpose and process • set and monitor achievement targets for learning outputs • investigate and consult over school wide enrichment programme 	<ul style="list-style-type: none"> • School plan actively profiled and accepted • Curriculum Focus Group formed and has been working on a range of active review projects including curriculum delivery models, reporting processes and school celebration processes • Learning Area reviews completed for Social Sciences, Technology and Learning Services • Predictive grade procedures used effectively to identify students for mentoring and additional support • Roopu time evaluated in terms of time for academic mentoring. Changes proposed to allow for more time to carry out this essential work • Inquiry Advisor role introduced to support students and teachers with inquiry based learning and teaching • Learning Services review evaluated and affirmed in class support resourcing and programme delivery • Curriculum Focus Group carried out detailed review of reporting resulting in changes for 2014, notably “live on line “ reporting for Junior classes. • Enrichment activities planned for school wide implementation of new model in term 4 2014 • Achievement targets set and monitored. Targets were aspirational and have not been fully met: <p>Maintain L1 Literacy and Numeracy for school leavers at 95% or better. <i>Achieved 91.8% Literacy, 94.5% Numeracy</i></p> <p>NCEA Achievement targets(Provisional results): NCEA1 85% <i>Achieved 81.1% Although not reaching our target was the best ever result</i> NCEA2 78% <i>Achieved 83%. Target exceeded with this best ever result</i> NCEA3 70% <i>Achieved 78.4%. Target exceeded with this best ever result</i> UE 70% <i>Achieved 68%</i></p>

			<p>Targets for Maori Students</p> <p>NCEA 1 75% <i>Achieved 58.8%</i> NCEA 2 75% <i>Achieved 68%</i> NCEA 3 65% <i>Achieved 50%</i> UE 50% <i>Achieved 55.6%</i> <i>Disappointing results. These targets were disaggregated for the first time for 2013. The results indicate that the work planned to support achievement in 2014 has even greater imperative.</i></p>
<p>STRATEGIC PRIORITY TWO TIKANGA MAORI 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"> • provide effective cultural learning for all within the school • celebrate the learning success of Maori • participate in He Kakano 	<ul style="list-style-type: none"> • promote school wide cultural learning through staff professional learning and support the Parihaka festival, marae decoration and refocus on the priorities set by He Kakano goals • support Tuakana leadership programming and mentoring • support the introduction of a Maori Achievement Awards ceremony to profile Maori learning success 	<ul style="list-style-type: none"> • School wide learning continued with waiata, Parihaka festival, engagement with Kura Whanau and Mana Whenua. • Te Whanau a Taraika, the Maori parents group, formed and taking active role in school consultation and decision making • Maori whanau formally recognised with co-opted places on BoT • School continued to participate in He Kakano and presented at national conference • Tuakana leadership programme supported Maori students to integrate into the kura • Whakanuia, the Maori awards ceremony implemented with great success and huge community support
<p>STRATEGIC PRIORITY THREE PARTNERSHIPS To focus on internal and external relationships, developing inclusive strategies to communicate the school culture and identity through consultative practice.</p>	<ul style="list-style-type: none"> • define, develop and actively profile an inclusive school culture • evaluate and further develop, marketing and branding 	<ul style="list-style-type: none"> • investigate inclusive practice in the school in terms of need, ethnicity, gender, sexuality • strengthen communication internally and externally • work to create a school brand that is consistently applied across all print and electronic publications • generate a higher media profile. 	<ul style="list-style-type: none"> • This important work continued particularly through the school's participation in School Wide PB4L and the development of the school's WERO strategy • Newsletters are now delivered electronically, in a new format and have generated very positive feedback • School branding work continues with work on sports profile, kappa haka presence and outreach to contributing schools activities • Positive media attention evident, along with unwelcome negative attention.
<p>STRATEGIC PRIORITY FOUR THE ENVIRONMENT 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"> • support the implementation of Restorative Practice and PB4L • strengthen roopu connections as a key factor in belonging and connecting to the school 	<ul style="list-style-type: none"> • develop 5 and 10 year property plan based on quality information • support the school wide implementation of Restorative Practice and school wide Positive Behaviour for Learning • provide additional training and support for roopu teachers • implement both staff and student induction 	<ul style="list-style-type: none"> • % and 10 Year property plan is in draft form, awaiting MoE input in regards to impact of seismic and weather tightness issues being managed by the Building Improvement team • Restorative practices continue to be used widely and effectively, with new staff receiving training in strategies of implementation and serious infringements being dealt with through restorative conferences

		processes	<ul style="list-style-type: none">• School is actively engaged in national development projects: PB4L, Building on Success to encourage sense of belonging.• Induction processes strengthened through student booklet• Role of roopu teacher developed and refined in line with work on academic mentoring
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