



WAIHEKE HIGH SCHOOL

ANNUAL PLAN

Analysis of Variance

2017





Established in 1986 Waiheke High School is the only island based High School in New Zealand and caters for students from Years 7-13. In a relatively short time, we have accomplished an enviable academic record, recognising the top overall scholar and top Maori student of New Zealand as just some of our students' outstanding successes.

The community of Waiheke includes a rich diversity of creative and entrepreneurial talent combining independent thinking with a strong sense of island identity. This spirited energy is also reflected in the sporting and cultural achievements of our students. It is within this thriving and vibrant community that Waiheke High School is building a strong tradition of providing enhanced educational opportunities for our students.



CHARTER 2017 - 2020

Vision

At Waiheke High School every student, every year will strive to meet success

Mission

Waiheke High School is a nurturing and enthusiastic community that inspires lifelong learning and a sense of community for all.

<p>1. Student Learning : Akoranga (<i>Practice in the classroom & beyond</i>) Students will maximise their learning by becoming motivated learners by accessing a rich range of resources that are personalised and that stimulate curiosity, creativity, success, engagement and achievement. Te Reo and Tikanga Maori is available to all.</p>
<p>2. Engaging Families and Community : Whanaungatanga (<i>Relationships</i>) To provide an inclusive, informative and welcoming environment which enables diverse community participation in education and to provide an environment for learners to access contextualised learning within the community.</p>
<p>3. Teaching : Akoranga (<i>Practice in the classroom & beyond</i>) To recruit and develop future focussed excellent teachers through effective Professional Learning and Development (PLD), appraisal, pedagogical knowledge, the Treaty of Waitangi and cultural and inclusive practices.</p>
<p>4. Leading and Managing : Rangatiratanga (<i>Leadership</i>) Waiheke High School will promote philosophies, policies and practices where students are at the heart of everything we do. Staff and students have opportunities to participate and develop their leadership and to contribute positively to our world.</p>
<p>5. School Culture : Manaakitanga (<i>Values: integrity, trust, sincerity, equity</i>) Waiheke High School fosters a culture in which students, staff and whanau are supported, cared for and valued. School culture will develop through bicultural foundations of Aotearoa New Zealand, a positive and safe learning environment, respectful relationships, inclusivity, empathy, integrity, reflection, sustainability and focusing on the present and the future.</p>
<p>6. Governance: Kawanatanga Governance shall represent the Waiheke community with an open, progressive and responsive approach to student achievement. Our vision will be embodied in policies and philosophies informed by evidence and best practice and feedback from students, staff and community.</p>



<p>Academic Strategic Plan 2016-2020 : To improve teaching and learning in a bicultural/multicultural setting</p>
<p>Strategic Goal 1: By 2020, at least 95% of Year 13 leavers at Waiheke High School (WHS) will have achieved a minimum qualification of NCEA Level 2 enabling them to access a variety of tertiary education or career pathways of their choice.</p>
<p>Strategic Goal 2: By 2020, at least 95% of Maori Year 13 leavers will have achieved a minimum qualification of NCEA Level 2 enabling them to access a variety of tertiary education or career pathways of their choice.</p>
<p>Strategic Goal 3: By 2020, at least 85% of Pasifika Year 13 leavers will have achieved a minimum qualification of NCEA level 2 enabling them to access a variety of tertiary education or careers pathways of their choice.</p>
<p>Strategic Goal 4: By 2020, at least 85% of those learners with an IEP or who have specialised assessment conditions and are in a full NCEA Level 2 programme will have a minimum qualification of Level 2 as a Year 13 leaver, enabling them to access a variety of tertiary education and career pathways of their choice.</p>
<p>Strategic Goal 5: By 2020, programmes will be in place to individualise and personalise programmes of learning for students or groups of students.</p>
<p>Strategic Goal 6: By 2020, at least 90% of Year 9 and Year 10 students engaged in a full time learning programme at WHS will be achieving at a NQF level 4-6.</p>
<p>Strategic Goal 7: By 2020, at least 90% of Year 9 and 10 Maori students engaged in a full time programme at WHS will have achieved at a NQF level 4-6.</p>
<p>Strategic Goal 8: By 2020, at least 85% OF Year 9-10 Pasifika students engaged in a full time learning programme at WHS will have achieved at a NQF level 4-6.</p>
<p>Strategic Goal 9: By 2020, (year 7 & 8) 95% of Year 7 and 8 students will be working at or above the “below national achievement level” in writing and reading.</p>
<p>Strategic Goal 10: By 2020, (Year 7 & 8) 95% of Year 7 and 9 students will be working at or above the “below national achievement” level in numeracy.</p>
<p>Strategic Goal 11: By 2020, to embed effective targeted programmes for Years 7-8 students who have not achieved at the National Standards for literacy and numeracy of their year level.</p>
<p>Strategic Goal 12: By 2020, students with special needs, ILPs, GATE, Maori and Pasifika and international are engaged in a SAF (Student Assessment Function) that individualises and personalises programmes of learning and teaching towards purposeful and successful outcomes.</p>

Strategic Goal 13: By 2020, to embed effective targeted programmes for Years 9-13 to improve pass rates of numeracy and literacy Level (1-3) and University Entrance.

Strategic Goal 14: By 2020, to develop and embed COL (Community of Learning 2017-2020) writing, numeracy, special needs for the benefit of all learners Years 1-13.

2. Engaging Families and Community : Whanaungatanga (*Relationships*)

To provide an inclusive, informative and welcoming environment which enables diverse community participation in education and to provide an environment for learners to access contextualised learning within the community.

Strategic Goal 15: to action Hautu (Maori Cultural Responsiveness Self Review Tool) and develop a collaborative direction for maintaining and developing Maori student achievement and achieve education success as Maori.

2. Engaging Families and Community : Whanaungatanga (*Relationships*)

To provide an inclusive, informative and welcoming environment which enables diverse community participation in education and to provide an environment for learners to access contextualised learning within the community.

Strategic Goal 16: Growing and developing school wide appraisal programmes and 21st Century Pedagogy.

3. Teaching : Akoranga (*Practice in the classroom & beyond*)

To recruit and develop future focussed excellent teachers through effective Professional Learning and Development (PLD), appraisal, pedagogical knowledge, the Treaty of Waitangi and cultural and inclusive practices.

Strategic Goal 17: Growing and developing school wide leadership programmes.

4. Leading and Managing : Rangatiratanga (*Leadership*)

Waiheke High School will promote philosophies, policies and practices where students are at the heart of everything we do. Staff and students have opportunities to participate and develop their leadership and to contribute positively to our world.

Strategic Goal 18: Growth and development by embedding PB4L, Restorative Practices, inclusivity and engagement.

5. School Culture : Manaakitanga (*Values: integrity, trust, sincerity, equity*)

Waiheke High School fosters a culture in which students, staff and whanau are supported, cared for and valued. School culture will develop through bicultural foundations of Aotearoa New Zealand, a positive and safe learning environment, respectful relationships, inclusivity, empathy, integrity, reflection, sustainability and focusing on the present and the future.

Strategic Goal 19: To maintain current and responsive philosophies to 21st Century learning and teaching in Aotearoa.

6. Governance: Kawanatanga

Governance shall represent the Waiheke community with an open, progressive and responsive approach to student achievement. Our vision will be embodied in policies and philosophies informed by evidence and best practice and feedback from students, staff and community.

Guiding Principles

Success – achieved through personal endeavour inquiry, curiosity, engagement and creativity in curricular and extra-curricular activities.

Leadership – responsibility, self-awareness, participating and contributing respecting others, demonstrating empathy, celebrating cultural diversity, collaborating and self-management.

Community – respectful online communication, form class and house participation, school pride, parent forum, community service participation and developing and maintaining partnerships with local businesses and national and international agencies.

Operational Quality – improving daily operations to ensure optimum effectiveness and efficiency around school wide systems, sustainability and staff and student safety.

Waiheke High School Annual Plan 2017

Actions to achieve targets:								Lead By	Time Frame	Actions, Monitoring, Review, Outcome
1. Student Learning : Akoranga (<i>Practice in the classroom & beyond</i>)										
To improve or maintain NCEA levels at Levels 1, 2, and 3.								FLs SLT Teachers Deans	All Year	Statistics taken from those students who are in a full time NCEA programme Critical Career Conversations Tracking on a monthly basis
2015 WHS Actual		2016 WHS Actual		2017 WHS Target		2017 WHS Actual				
L1	93.9%	L1	93.5%	L1	90.0%	L1	95.6%			
L2	91.2%	L2	94.2%	L2	90.0%	L2	92.5%			
L3	88.2%	L3	83.3%	L3	90.0%	L3	85.5%			
To improve or maintain NCEA Endorsements at Levels 1, 2 & 3								FLs, SLT Teachers, Deans	All Year	Monitoring Tracking Year 11 – 6 th subject mentor
Endorsed with Merit										
	2014 (Actual)		2015 (Actual)		2016 (Actual)		2017 (Target)		2017 (Actual)	
Level 1	48.3%		30.6%		39%		43%		51%	
Level 2	22.6%		33.3%		24%		28%		36%	
Level 3	28.8%		20.0%		31%		30%		36%	
Endorsed with Excellence										
	2014 (Actual)		2015 (Actual)		2016 (Actual)		2017 (Target)		2017 (Actual)	
Level 1	15.5%		19.4%		20%		20%		24%	
Level 2	14.5%		9.3%		20%		20%		18%	
Level 3	22.2%		6.8%		18%		20%		18%	

<p>To increase the number of University Entrances</p> <table border="1" data-bbox="259 272 815 381"> <thead> <tr> <th>2015 Actual</th> <th>2016 Actual</th> <th>2017 Target</th> <th>2017 Actual</th> </tr> </thead> <tbody> <tr> <td>60.1%</td> <td>52.2%</td> <td>61%</td> <td>80%</td> </tr> </tbody> </table>	2015 Actual	2016 Actual	2017 Target	2017 Actual	60.1%	52.2%	61%	80%	SLT FLs	All Year	Monitoring, mentoring Of those students who were eligible for UE, 80% gained UE	
2015 Actual	2016 Actual	2017 Target	2017 Actual									
60.1%	52.2%	61%	80%									
<p>To plan, organise, grow and diversify Trades Academies at Waiheke High School and ensure that the Primary Industries (Level 1 and 2) plus targeted learners will continue to grow into a more established Trade Academy for all.</p> <table border="1" data-bbox="147 655 600 807"> <thead> <tr> <th></th> <th>2016</th> <th>2017 Actual</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>6</td> <td>6</td> </tr> <tr> <td>Level 2</td> <td>4</td> <td>4</td> </tr> </tbody> </table>		2016	2017 Actual	Level 1	6	6	Level 2	4	4	SLT	All Year	Some targeted students moved into Primary Industries Trades Academy in 2017 No growth of Trade numbers for 2017. Issues around Trades Academy and personnel. Issue with final report back on transport. Will rectify with support of Trades people. Investigating Academy in Hospitality and Catering for 2019
	2016	2017 Actual										
Level 1	6	6										
Level 2	4	4										
<p>For all students to improve engagement – attendance to 87% across all levels/cohorts (Years 7 -13) for 2017</p> <table border="1" data-bbox="237 983 853 1091"> <thead> <tr> <th>2016 Actual</th> <th>2017 Target</th> <th>2017 Actual</th> </tr> </thead> <tbody> <tr> <td>85%</td> <td>87%</td> <td>83%</td> </tr> </tbody> </table>	2016 Actual	2017 Target	2017 Actual	85%	87%	83%	Attendance officer DP i/c attendance	All year	Not tracking well Attendance still affected by students going on overseas travel during term time and sickness.			
2016 Actual	2017 Target	2017 Actual										
85%	87%	83%										
Critical Career Conversations – Years 10 – 13	SLT (extended Careers Guidance	Across the year	x2 completed Checking with students, caregivers and student achievement data									
Review Junior Curriculum (Years 9 & 10)	FLs		Ongoing – not complete. Will happen with timetable review 2018.									

National Standards – Numeracy, Literacy and Writing with Waiheke Community of Learning (COL targets for 2017)	FLs Waiheke Primary Te Huruhi	All Year	COL in place – achievement challenges accepted. Lead Principal Appointed 2 Across Schools teachers appointed 3 In School teachers appointed.			
2. Engaging Families and Community : Whanaungatanga (Relationships)						
To further develop Gateway programmes (Year 11-13)	Careers	All Year	5 apprenticeships secured for 2017. Number of Gateway students reduced for 2017 because of notion of ‘double dipping’ etc. (counting process) Accessed more Gateway opportunities			
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #f8d7da;"> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>50</td> <td>36</td> </tr> </tbody> </table>				2015	2016	2017
2015	2016	2017				
42	50	36				
To further develop STAR programmes (Year 10-13)	Related teachers	All year	Increase of numbers this year and variety of courses Growth of STAR programme, activities and courses, e.g. Techorium, Nursing, Health Sciences.			
To monitor and review 2017 programmes of study – Harbournet, Te Kura, BYOD, One day School (Gifted & Talented).	SLT Careers e-Learning committee	All Year	Gifted & Talented (MindPlus) programme not operating at WHS in 2017 because of numbers and cost. Assessing Gifted & Talented and presenting through Faculties by differentiation.			
Continue with parent education – career conversations, parent training through the digital world. More emphasis on achievement in newsletters.	Principal SLT	4 meetings per year	3 completed Critical Career Conversations Parenting programme run by outside provider for 4 weeks. Parenting training BYOD Looking at achievement regularly			
Careers Semesters/Dreamcatcher – mid-year semester break with parent career providers training.	SLT Careers		Completed			

Utilise Hautu (Maori Cultural Responsiveness Review Tool) to develop a more collaborative direction for maintaining and developing Maori student achievement.	SLT		Term 4 & Term 1, 2018 First meeting at Piritahi Marae completed.
3. Teaching : Akoranga (<i>Practice in the classroom & beyond</i>)			
Develop differentiation in classrooms Exploring pedagogy through practice	All Staff	All Year	KAGAN - completed Gifted and Talented Register developed – completed.
Develop individualised, personalised programmes for targeted groups	All Staff	All year	Inquiry/Appraisal – completed Term 4 Engagement/Achievement of some students
Te Reo, Tikanga for all staff as per Teacher Registration Criteria and Tātaiako	All staff	All Year	Pita Mahaki Inquiry - completed Huhanna Davis Inquiry - completed Tikanga for Matariki and Te Wiki o te Reo Maori - completed
Develop BYOD programme across BYOD teachers and wider staff	eLearning committee	All year	One class at each level - completed Years 7-10, Seniors BYOD
4. Leading and Managing : Rangatiratanga (<i>Leadership</i>)			
That the Head of Faculties change titles to Faculty Leaders and embrace the cultural shift, e.g. teacher training	SLT Principal	All year	Faculty Leader – completed
Create learning and teaching pedagogy across curriculum enrichment and develop how the school does this in an holistic, dynamic way	Principal		Post appraisal – appraisal completed, not all best practice from inquiry utilised.

Sharing best practice			
To grow role of class captain role, e.g. First Responders	Principal		First responder course complete, across all form classes
5. School Culture : Manaakitanga (Values: integrity, trust, sincerity, equity)			
To increase the role of Form Teachers through a Deans' Programme of pastoral care.	Deans	All year	Meeting form teachers – fortnightly/completed Pastoral role underdeveloped – but will complete in 2018 with Circles and PB4L
To develop the concept of a student council through class captains who can articulate student voice, led by Head Boy/Head Girl.	SLT	All year	Ongoing Developing well, e.g. water crisis, canteen food completed
Further development of 5 student led committees	Prefects	All Year	Ongoing Underdeveloped – to be discussed for 2018
Complete 2 nd Year of PB4L Training (MOE)	PB4L Team	All Year	Ongoing Review PB4L training with 'Getting it Right in the Classroom'
To develop Staff-wide Restorative Practices training (MOE)	Restorative Team	All Year	Completed
6. Governance: Kawanatanga			
To update and develop through review school charter, strategic plan and annual plan	BOT	Term 1	Published by BOT To review in Term 4. Strategic Plan developed in Term 1, 2018
To update and develop through review school policies along an annual time line	BOT Principal	Term 1	Ongoing – timeline developed

To develop Health & Safety through Vulnerable Children's Act and new Health & Safety legislation	BOT Principal	Term 1	Develop EOTC practices Develop Health & Safety committee reporting regularly to the BOT
A strategic property management plan established with an Annual Plan of Work	BOT Principal	Term 1 – Term 4	Under development 5YA and 10YP developed changes occurred with MOE funding.
The BOT considers and develops succession planning for trustees	BOT	Term 1 & 2	Ongoing
The BOT considers and develops a fund raising strategy for the partial rebuild.	BOT	Ongoing	Transferred to 2018

Appendix 1

Course Endorsements	At Merit and above	
	2016	2017
Level 3 Biology	19%	57.1%
Level 2 Biology	27.8%	36%
Level 2 Business Studies		50%
Level 3 Business Studies		12.5%
Level 1 Science	33.4%	36%
Level 1 Business Studies	17%	41.6%
Level 3 Maths with Calculus	38%	25%
Level 2 Chemistry	33%	33%
Level 3 Chemistry	17%	50%
Level 1 Design & Visual Communication	60%	77%
Level 2 Design & Visual Communication	100%	72%
Level 3 Design & Visual Communication	60%	100%
Level 2 Drama	44%	
Level 3 Drama	40%	37.5%
Level 1 English	34%	34%
Level 2 English	52%	74%
Level 3 English	50%	70%
Level 2 Geography	39%	25%
Level 3 Geography	47%	56%
Level 1 History	23%	45%
Level 2 History		40%
Level 3 History	24%	100%
Level 2 Maths with Statistics	29%	48.3%
Level 2 Painting		80%
Level 2 Painting		100%
Level 2 Photography	67%	35%
Level 3 Photography		39%
Level 1 Physical Education	51%	84%
Level 2 Physical Education	30%	25%
Level 3 Physical Education	50%	57%
Level 2 Physics	30%	25%
Level 2 Spanish (Harbournet)	68%	
Level 1 Art	40%	