



WAIHEKE HIGH SCHOOL

ANNUAL PLAN & ANALYSIS OF VARIANCE 2020



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

Korowaitia te tamaiti ki te tihi o ngā taumata teitei
Strive to reach the highest levels of achievement

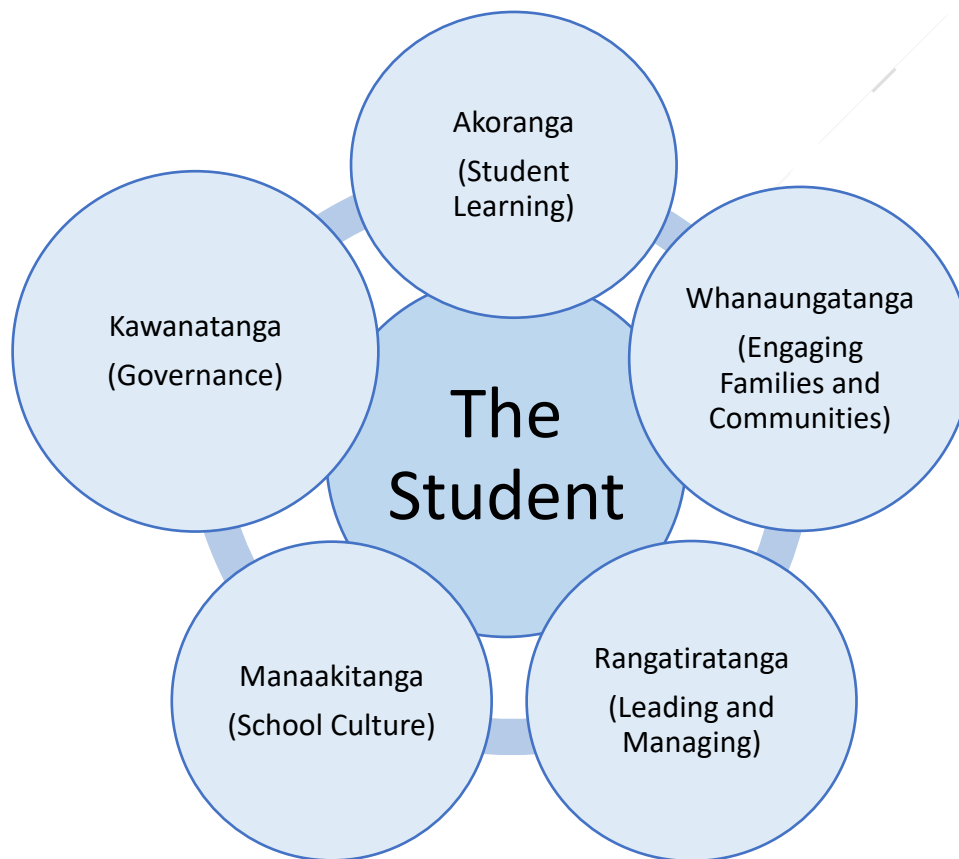
Mission

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

<p>a) Akoranga : Student Learning (<i>Lifelong learning for all at Waiheke High School</i>) At Waiheke High School students and teachers will maximise their learning by becoming motivated to access a rich range of personalised resources that stimulate collaboration, cooperation, curiosity and creativity. Teachers will have PLD, inquiry, appraisal, pedagogical knowledge, and grow cultural competencies to become better practitioners. Te Reo and Tikanga Maori is available to all.</p>
<p>b) Whanaungatanga : Engaging Families and Community (<i>Relationships</i>) Waiheke High School will provide an inclusive, informative, diverse and welcoming environment to our families and our wider community.</p>
<p>c) Akoranga : Teaching (<i>Practice in the classroom & beyond</i>) Waiheke High School will 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>d) Rangatiratanga : Leading and Managing : (<i>Leadership</i>) At Waiheke High School staff and students have opportunities to participate and then grow and develop their leadership abilities.</p>
<p>e) Manaakitanga : School Culture (<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 the bicultural foundations of Aotearoa New Zealand, a positive and safe learning environment, respectful relationships, inclusivity, empathy, integrity, reflection, grit and sustainability and focusing on the present and the future.</p>
<p>f) Kawanatanga : Governance At Waiheke High School the governance or Board of Trustees wishes to make Waiheke High School the secondary school of choice for Waiheke Island. This vision will be embodied in the policies, philosophies and practices of this school which are responsive to evidence, best practice and feedback from students, staff and community.</p>

Waiheke High Schools guiding principles

The student is at the heart of the decision



Academic Strategic Plan 2016-2020

1. Student Learning (Akoranga) by 2020

a) Improve NCEA results from Years 11-13:

- *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.*
- *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.*
- *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.*
- *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.*
- *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.*

b) Improve results from Years 7-10 by 2020:

- *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.*
- *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.*
- *By 2020, at least 90% OF Year 9-10 Pasifika students engaged in a full time learning programme at WHS will have achieved at a NQF level 4-6.*
- *By 2020, (year 7 & 8) 95% of Year 7 and 8 students will be working above the “national achievement level” in writing and reading.*
- *By 2020, (Year 7 & 8) 95% of Year 7 and 8 students will be working above the “national achievement” level in numeracy.*
- *By 2020, to develop and embed COL (Community of Learning 2017-2020) around diversity, special needs, transition and cultural competencies.*

c) Strategic Goal – develop and implement a Te Reo, Tikanga Strategic Plan for providing growth in senior Te Reo Maori 2019-2021.

2. Engaging Families and Communities (Whanaungatanga)

- a) To be more communicative with parents and actively seek opinions with whanau and the wider school community on activities relating to Waiheke High School (Facebook, letters, newsletters, emails).
- b) To develop and grow a Friends of the School group.

3. Teaching Practice in the Classroom and beyond (Akoranga)

- a) Develop a PDL and inquiry programme for increasing achievement in writing from Years 7-13 (WaiCol)
- b) Develop quality of inquiry within appraisal practices (WaiCol) and dialogue with primary schools in best practice.
- c) Develop a culturally responsive programme of Tikanga and Te Reo Maori for staff and students in a bicultural setting.
- d) Develop cultural competencies across the staff and school (Te Reo Maori plan)

4. Leading and Managing (Rangitiratanga)

- a) Growing leadership capability across and in school.

5. School Culture (Manaakitanga)

- a) To increase number of inter House events.
- b) To develop student voice in and across the school and publish student learning across the curriculum

6. Governance (Kawangatanga)

- a) To maintain and develop current BOT policies, procedures and practices
- b) To develop a Waiheke High School Charitable Trust, Waiheke High School Alumni and fundraising plan.
- c) To complete building/refurbishment programme

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 2020/Analysis of Variance 2021

Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals																																				
1. Student Learning : Akoranga (<i>Practice in the classroom & beyond</i>)																																								
<p>To improve or maintain NCEA levels at Levels 1, 2, and 3. (New format based on Enrolment Data (rather than participation data))</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #FFDAB9;"> <th colspan="2">2019 WHS Actual</th> <th colspan="2">2020 WHS Target</th> <th colspan="2">2020 WHS Draft</th> </tr> </thead> <tbody> <tr> <td>L1</td><td>88%</td><td>L1</td><td>90%</td><td>L1</td><td>92%</td></tr> <tr> <td>L2</td><td>88%</td><td>L2</td><td>90%</td><td>L2</td><td>92%</td></tr> <tr> <td>L3</td><td>94%</td><td>L3</td><td>90%</td><td>L3</td><td>85%</td></tr> </tbody> </table>	2019 WHS Actual		2020 WHS Target		2020 WHS Draft		L1	88%	L1	90%	L1	92%	L2	88%	L2	90%	L2	92%	L3	94%	L3	90%	L3	85%	FLs SLT Teachers Deans	All Year	Monitoring on ASSAY spreadsheet. Opportunity for further study opportunities in school holidays.	Credit counts completed throughout the year. These pass Levels will be at risk, particularly with a group at Year 11, however, these students did very well with the aid of Learning Recognition Credits (LRC).												
2019 WHS Actual		2020 WHS Target		2020 WHS Draft																																				
L1	88%	L1	90%	L1	92%																																			
L2	88%	L2	90%	L2	92%																																			
L3	94%	L3	90%	L3	85%																																			
<p>To improve or maintain NCEA Endorsements at Levels 1, 2 & 3 (New format based on Enrolment Data (rather than participation data))</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #FFDAB9;"> <th colspan="4">Endorsed with Merit</th> </tr> <tr> <th></th> <th>2019 (Actual)</th> <th>2020 (Target)</th> <th>2020 (Draft)</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>28.1%</td> <td>35%</td> <td>24.10%</td> </tr> <tr> <td>L2</td> <td>28.6%</td> <td>40%</td> <td>21.40%</td> </tr> <tr> <td>L3</td> <td>31%</td> <td>35%</td> <td>12.20%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFDAB9;"> <th></th> <th>2019 (Actual)</th> <th>2020 (Target)</th> <th>2020 (Draft)</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>32.8%</td> <td>25%</td> <td>16.70%</td> </tr> <tr> <td>L2</td> <td>14.3%</td> <td>25%</td> <td>32.10%</td> </tr> <tr> <td>L3</td> <td>4.3%</td> <td>25%</td> <td>16.30%</td> </tr> </tbody> </table>	Endorsed with Merit					2019 (Actual)	2020 (Target)	2020 (Draft)	L1	28.1%	35%	24.10%	L2	28.6%	40%	21.40%	L3	31%	35%	12.20%		2019 (Actual)	2020 (Target)	2020 (Draft)	L1	32.8%	25%	16.70%	L2	14.3%	25%	32.10%	L3	4.3%	25%	16.30%	FLs, SLT Teachers, Deans	All Year	Monitoring on ASSAY spreadsheet. Opportunity for further study opportunities in school holidays (Sept/Oct) and a further scrutiny of students in the senior school in Term 4, 2020.	Credit count review end of Term 2 and end of Term 3. This has been looked at with the current changes by NZQA of 10 unspecified credits with no endorsements at Level 1 and 8 credits with no endorsements at Levels 2 & 3. These levels could be hard to meet. Whilst the pass rates were high for each cohort, the level of endorsements were
Endorsed with Merit																																								
	2019 (Actual)	2020 (Target)	2020 (Draft)																																					
L1	28.1%	35%	24.10%																																					
L2	28.6%	40%	21.40%																																					
L3	31%	35%	12.20%																																					
	2019 (Actual)	2020 (Target)	2020 (Draft)																																					
L1	32.8%	25%	16.70%																																					
L2	14.3%	25%	32.10%																																					
L3	4.3%	25%	16.30%																																					

<p>To increase the number of University Entrances</p> <table border="1" data-bbox="145 491 542 608"> <thead> <tr> <th>2019 Actual</th> <th>2020 Target</th> <th>2020 Draft</th> </tr> </thead> <tbody> <tr> <td>73.9%</td> <td>60%</td> <td>50%</td> </tr> </tbody> </table>	2019 Actual	2020 Target	2020 Draft	73.9%	60%	50%	SLT FLs	All Year	<p>down. Waiheke High School expected this.</p> <p>Those that are enrolled in a University Entrance course are on track. However, after the first COVID-19 Lockdown, there are fewer students completing U.E. subjects and again with the second lockdown with 7 students leaving the Year 13 cohort and new students arriving from Term 2 and Term 3.</p>	<p>Statistics by end of March 2021. Analysis of Variance 2020. We did not meet our target due to a drift in and out of our Year 13 students.</p>		
2019 Actual	2020 Target	2020 Draft										
73.9%	60%	50%										
<p>For all students to improve engagement – attendance to 85% across all levels/cohorts (Years 7 -13) for 2020</p> <table border="1" data-bbox="145 981 759 1098"> <thead> <tr> <th>2018 Actual</th> <th>2019 Actual</th> <th>2020 Target</th> <th>2020 Actual</th> </tr> </thead> <tbody> <tr> <td>83.2%</td> <td>79.3%</td> <td>85%</td> <td>82%</td> </tr> </tbody> </table>	2018 Actual	2019 Actual	2020 Target	2020 Actual	83.2%	79.3%	85%	82%	Attendance officer DP i/c attendance	All year	<p>Some issues around attendance, e.g. holiday makers COVID-19 double lockdown will not aid these figures.</p>	<p>On going monitoring but COVID-19 lockdowns inflated absenteeism because of increased anxiety from some students.</p>
2018 Actual	2019 Actual	2020 Target	2020 Actual									
83.2%	79.3%	85%	82%									
<p>To develop and plan for achievement challenges for WaiCol – cultural competencies and diversity.</p>	FLs	All Year	<p>Completed and awaiting final MOE approval.</p>	<p>Approved by MOE in Term 4 to be completed in 2021.</p>								
Junior School												
<p>Combination of asTTle results of reading and mathematics cohort at Level 4 or higher on NZC Framework.</p>	FLs		<p>These figures may be optimistic. We will review</p>	<p>E-asTTle results completed for mathematics .</p>								

Year 10	NZ European	Maori	Pasifika
2016	97.66%	78.25%	100%
2017	99.06%	100%	100%
2018	87.13%	83.33%	100%
2019	89.63%	81.25%	100%
2020 (Target)	90%	87%	100%

them in term 4. COVID-19 fallout again. We have decided to review these figures and we will now do two standardised tests - e-asTTle results for mathematics and PAT for reading.

PAT reading in Term 1 and Term 3, 2020. E-asTTle dropped in 2020 because of problems with implementation, will be processed again in 2021 for reading.

Cohort at Level 4 or higher of NZC Framework

Year 9	NZ European	Maori	Pasifika
2016	87.45%	88.89%	90%
2017	93.09%	100%	91.67%
2018	92.19%	100%	100%
2019	83.19%	75%	83.34%
2020 (Target)	90%	90%	90%

<p>Cohort at Level 3 or higher of NZC Framework</p> <table border="1" data-bbox="147 336 913 628"> <thead> <tr> <th>Year 8</th> <th>NZ European</th> <th>Maori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>93.58%</td> <td></td> <td></td> </tr> <tr> <td>2017</td> <td>96.16%</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>96.12%</td> <td></td> <td></td> </tr> <tr> <td>2019</td> <td>89.24%</td> <td></td> <td></td> </tr> <tr> <td>2020 (Target)</td> <td>93.6%</td> <td></td> <td></td> </tr> </tbody> </table>	Year 8	NZ European	Maori	Pasifika	2016	93.58%			2017	96.16%			2018	96.12%			2019	89.24%			2020 (Target)	93.6%						
Year 8	NZ European	Maori	Pasifika																									
2016	93.58%																											
2017	96.16%																											
2018	96.12%																											
2019	89.24%																											
2020 (Target)	93.6%																											
<p>Cohort at Level 3 or higher of the NZC Framework</p> <table border="1" data-bbox="147 834 913 1126"> <thead> <tr> <th>Year 7</th> <th>NZ European</th> <th>Maori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>83.68%</td> <td></td> <td></td> </tr> <tr> <td>2017</td> <td>88.24%</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>83.44%</td> <td></td> <td></td> </tr> <tr> <td>2019</td> <td>73.23%</td> <td></td> <td></td> </tr> <tr> <td>2020 (Target)</td> <td>80%</td> <td></td> <td></td> </tr> </tbody> </table>	Year 7	NZ European	Maori	Pasifika	2016	83.68%			2017	88.24%			2018	83.44%			2019	73.23%			2020 (Target)	80%						
Year 7	NZ European	Maori	Pasifika																									
2016	83.68%																											
2017	88.24%																											
2018	83.44%																											
2019	73.23%																											
2020 (Target)	80%																											
<p>Maori Plan 2020</p>	<p>FLs All staff</p>	<p>Kohiko Mai</p>	<p>Tupu Mai extension group. Cultural Competencies staff development</p>	<p>Tupu Mai group disrupted and will be picked up in 2021. Education Perfect Te Reo Maori for all staff – ongoing.</p>																								

Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals
2. Engaging Families and Community : Whanaungatanga (Relationships)				
Continue with parent education – career conversations, parent training through the digital world. More on achievement in newsletters, Facebook and other forms social media, publications.	Friends of WHS Principal SLT Fundraising & Marketing manager	All year	Facebook Newsletters Website Individual Letters	Ongoing, possible communication expert BOT appointed experts NSPR – 1 st report completed. 2 nd report to be completed in first half of 2021.
Careers Semesters/Dreamcatcher – mid-year semester break with parent career providers training.	SLT Careers	All year	Dreamcatcher implemented.	Cancelled because of COVID-19 to be revisited in 2021.
To market our Year 7 and 8 school programme to wider school community – Year 7 Camp at Whakanewha	SLT BOT	All year	New prospectus and option booklets produced – completed.	Year 7 camp to run in 2020 – completed. Shared whanau classes to run again in 2020 with multilevel whanau classes. Years 7- 10 House classes in 2021.
To continue to market our Year 9 & 10 programmes to wider school community – Year 9 Tawharanui and Mountain trips, Year 10 Goat Island trip	SLT	All year	Year 10 Outdoor Education programme operating.	Completed for 2019 and will run again 2020. Students returning 20210.
To develop a plan to understand and address issues around the declining School roll.	BOT		BOT Striving for Success BOT Community Meeting not complete.	BOT plan developing - communication, visioning and leadership Completed

To develop and grow a Friends of the School group – friend raising/fundraising	Friends of the School	Community	Group now firmly established with committed calendar dates.	Quiz Night was a success in 2020.
Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals
3. Teaching : Akoranga (<i>Practice in the classroom & beyond</i>)				
Develop differentiation in classrooms Exploring pedagogy through practice – COL	All Staff	All Year	Better differentiation practice in classrooms evident through Faculty Reviews.	Differentiation – RTLB contract for 2020. Cancelled because of COVID-19.
Develop individualised, personalised programmes for targeted groups – Inquiry, Appraisal	SLT All Staff Maori Faculty	All year	Ongoing development of programmes.	Available for ORS students. Developed Inquiry courses Years 7 – 10 in 2020.
Te Reo, Tikanga for all staff as per Teacher Registration Criteria and Tātaiako and develop a teacher skills sheet based on Cultural Competencies at WHS.	All staff	All Year	Teacher skill sheet completed by individual teachers.	Continue in 2020 through WAIcOL and staff enrolment in Education Perfect Programme
Develop cultural competencies and cultural responsive pedagogy across teaching staff (Te Taiako) – Teaching Maori as Maori Treaty of Waitangi	SLT (extended)	All year	Teaching Maori as Maori. Tikanga and Te Reo across the school.	Further work on the Treaty of Waitangi Not completed in 2020.
Develop BYOD programme across BYOD teachers and wider staff. All Year 7 BYOD in 2019 and in 2020.	eLearning committee	All year	To integrate BYOD across the school and as part of our equipment for school learners. Staff continue developing remote pedagogy.	Grow BYOD capacity across rest of school The Junior school, Years 7 – 10 BYOD by beginning of 2021 – complete.

Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals
4. Leading and Managing : Rangatiratanga (Leadership)				
Growing and developing leadership opportunities across the school. Staff scholarship, mentoring, qualifications.	All	Ongoing	Pita Mahaki on Extended Lead team. Emma Musson on Extended Lead team.	Continuing growth of staff Paul Knighton – Across Schools Teacher 2020 (Kāhui Ako) Rebecca Rose on ELT 2020 Paul Knighton completing Aspiring Principals’ Course.
Develop learning and teaching pedagogy across curriculum enrichment and develop how the school does this in an holistic, dynamic way Sharing best practice Gifted & Talented	Principal and Across School/in School Teachers and staff.	Ongoing	These ideas have developed further through Inquiry level at WaiCoL and the Achievement Challenges.	Cultural Competencies Inquiry completed through WaiCoL. Transition study completed through WaiCoL. Student Wellbeing (after a traumatic event) completed through Wai CoL.
Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals
5. School Culture : Manaakitanga (Values: integrity, trust, sincerity, equity)				
To increase the role of Whanau Teachers ACM programme Years 11 & 12.	Deans Whanau teachers	All year	Developed programme for 2020 with support from school Leavers Kete.	Review of programme end of year (EOY).
To develop the concept of a student council through whanau captains who can articulate student voice, led by Head Boy/Head Girl.	SLT	All year	Disrupted meeting times and develop a stronger link with Council and Head Boy & Girl.	Disrupted – COVID-19 Not completed. Revisit 2021.

To complete an audit of student wellbeing across the curriculum and how and where it is taught across the curriculum.	SLT	Term 3	Begun work on this NZCER Wellbeing survey Term 3	Develop and complete survey/disrupted COVID-19 but now completed.
Further development of 5 student led committees with teachers to assist over the 5 committees.	Prefects	All Year	Formal meetings taking place/some committees better than others.	Ongoing student review Community, Sports Committees successful. Bi-Cultural, Academic, Sustainability & Cultural committees affected by COVID-19.
To develop PB4L (Positive Behaviour for Learning) – Stage II in 2020 – Waiheke WISE (School Culture alignment)	Deans	All Year	Developing – Waiheke WISE Cards Level 2 to be implemented	Disrupted COVID-19 but some parts of Level 2 have been implemented.
To develop and empower staff using Restorative Practice and to communicate restorative practice with the wider school community	ELST Deans	All Year	2 newsletters around Restorative Practice	Disrupted but will complete. Goal completed and new staff are involved with the practice.
Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals
6. Governance: Kawanatanga				
To update and develop through review school charter, strategic plan and annual plan	BOT	Term 1	Annual Plan developed to fit new Charter (delayed)	Completed for 2021 but there will be changes.
To update and develop through review school policies along an annual time line through School Docs.	BOT Principal	Term 1	Ongoing 2020	Review policies via School Docs. This has occurred and is tailored to suit WHS.

A strategic property management plan established with an Annual Plan of Work – 5YA & 10YP	BOT Principal	Term 1 – Term 4	To complete current 5YA by 2020	Completes by July 2020 Awaiting funding approval.
The BOT considers and develops succession planning for trustees	BOT	Term 1 & 2, 2020		Not completed in 2020.
The BOT considers and develops a fund raising strategy for other schoolwide priorities.	BOT	Ongoing	Friends of the School Charitable Trust Tim Kay appointed until July 2020	Tim Kay no longer a contractor because of cost. Other fundraising strategies undeveloped.
Continue to develop cultural competencies and developing a bicultural school in Aotearoa/New Zealand.	SLT	Ongoing	Development of Maori gardens Three kete of knowledge art piece at front entrance of Te Whare Toi.	Maori gardens complete. Three Kete of Knowledge completed. School whakatauki on display.



Analysis of Variance Conclusions 2020

2020 was a year punctuated by the COVID-19 pandemic. Our NCEA results were good generally but we did not do as well as we had hoped in Excellence and Merit endorsement. The effects of COVID-19 were varied with:

1. Seven Year 13 students, nearly 1/6th of the cohort, leaving after Lockdown 1 & 2. This had a huge effect on University Entrance. Then, in Terms 3 & 4 we had four Year 13 students arrive from other schools in the hope of gaining University Entrance through our school. This occurred for one out of the four students but they all achieved NCEA Level 3.
2. Our standardised testing programme from Years 7 – 10 was disrupted as well and we only achieved AsTTle Mathematics and not in reading. We are also exploring the PACT programme for progression levels for 2021.
3. Further work needs to be put in place for our WaiCoL (Kāhui Ako) around more advanced work in Te Ao Maori and Te Reo Maori.
4. The BOT needs to plan activities around the Vision statement – ‘Inspired Learners, Proud Contributors.
5. The effect of losing thirty International students has had an impact on staffing and financial resourcing across the curriculum.
6. The movement of students in and out of the school has had an impact on the need to individualise more programmes within a classroom setting.
7. The need for staff to upskill in remote/distance learning has required careful navigation skills for their wellbeing.

As a Principal, I felt often confused about MOE bulletins and how they gathered information about our students that was more than often wrong. I think in 2019 there 16 bulletins and in 2020 there were well over 100 bulletins.

Ngā mihi, Jude Young

