



**WAIHEKE HIGH SCHOOL**  
**DRAFT ANNUAL PLAN 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

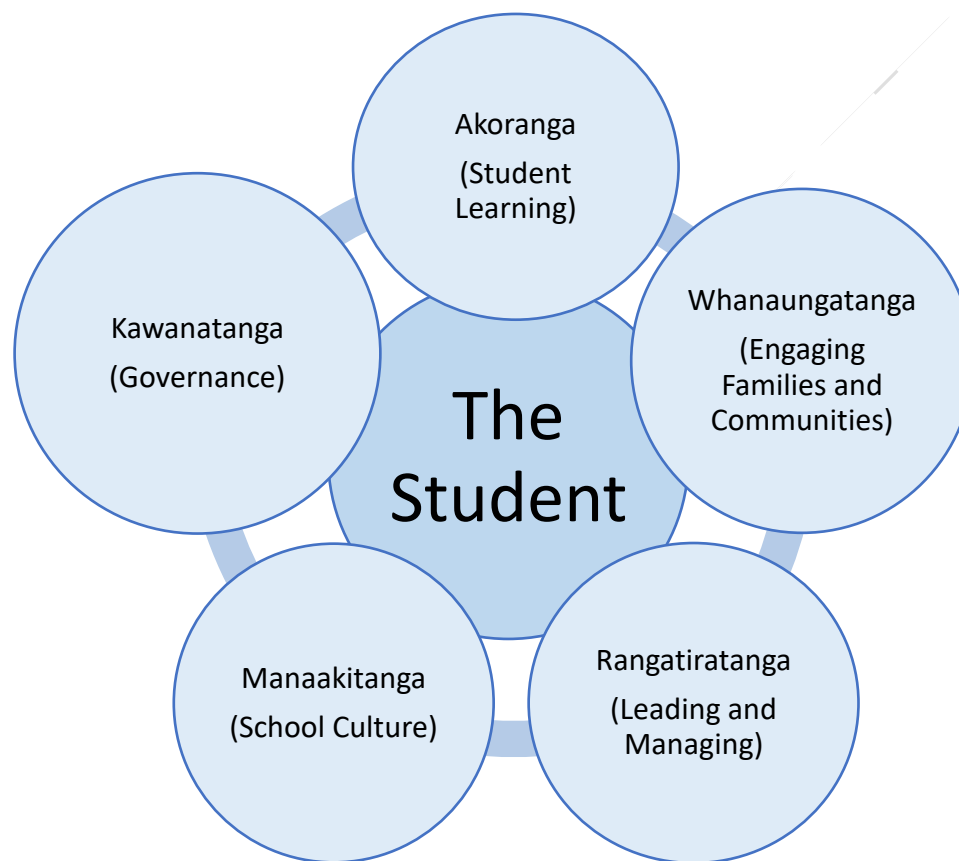
### Mission

*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 &amp; 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

Actions to achieve targets:	Lead By	Time Frame	Progress to date	Future Actions in relation to Strategic Goals																
<b>1. Student Learning : Akoranga (<i>Practice in the classroom &amp; beyond</i>)</b>																				
<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" data-bbox="147 549 560 751"> <thead> <tr> <th colspan="2">2019 WHS Draft</th> <th colspan="2">2020 WHS Target</th> </tr> </thead> <tbody> <tr> <td>L1</td> <td>86.5%</td> <td>L1</td> <td>90%</td> </tr> <tr> <td>L2</td> <td>85%</td> <td>L2</td> <td>90%</td> </tr> <tr> <td>L3</td> <td>91.3%</td> <td>L3</td> <td>90%</td> </tr> </tbody> </table>	2019 WHS Draft		2020 WHS Target		L1	86.5%	L1	90%	L2	85%	L2	90%	L3	91.3%	L3	90%	FLs SLT Teachers Deans	All Year	Monitoring on ASSAY spreadsheet. Opportunity for further study opportunities in school holidays.	Credit counts completed throughout the year.
2019 WHS Draft		2020 WHS Target																		
L1	86.5%	L1	90%																	
L2	85%	L2	90%																	
L3	91.3%	L3	90%																	
<p>To improve or maintain NCEA Endorsements at Levels 1, 2 &amp; 3</p>	FLs, SLT Teachers, Deans	All Year	Monitoring on ASSAY spreadsheet. Opportunity for further study opportunities in school holidays	Credit count review end of Term 2 and end of Term 3.																
<p>(New format based on Enrolment Data (rather than participation data))</p>																				
<table border="1"> <thead> <tr> <th colspan="3">Endorsed with Merit</th> </tr> <tr> <th></th> <th>2019 (Draft)</th> <th>2020 (Target)</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>28.1%</td> <td>35%</td> </tr> <tr> <td>Level 2</td> <td>28.6%</td> <td>40%</td> </tr> <tr> <td>Level 3</td> <td>31%</td> <td>35%</td> </tr> </tbody> </table>					Endorsed with Merit				2019 (Draft)	2020 (Target)	Level 1	28.1%	35%	Level 2	28.6%	40%	Level 3	31%	35%	
Endorsed with Merit																				
	2019 (Draft)	2020 (Target)																		
Level 1	28.1%	35%																		
Level 2	28.6%	40%																		
Level 3	31%	35%																		



(New format based on Enrolment Data (rather than participation data))

Endorsed with Excellence		
	2019 (Draft)	2020 (Target)
Level 1	32.8%	25%
Level 2	14.3%	25%
Level 3	4.3%	25%

To increase the number of University Entrances

2019 Draft	2020 Target
67.4%	60%

SLT  
FLs

All Year

Those that are enrolled in a University Entrance course are on track.

Statistics by end of March 2020.  
Analysis of Variance

For all students to improve engagement – attendance to 87% across all levels/cohorts (Years 7 -13) for 2020

2017 Actual	2018 Actual	2019 Target	2019 Actual	2020 Target
83%	83.2%	85%	79.3%	85%

Attendance officer  
DP i/c  
attendance

All year

Some issues around attendance, e.g. holiday makers

On going monitoring

To develop and plan for achievement challenges for WaiCol – cultural competencies and diversity.

FLs

All Year

### Junior School

Combination of aSTTL results of reading and mathematics cohort at Level 4 or higher on NZC Framework.

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%

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%

Cohort at Level 3 or higher of NZC Framework

Year 8	NZ European	Maori	Pasifika
2016	93.58%		
2017	96.16%		

2018	96.12%				
2019	89.24%				
2020 (Target)	93.6%				
Cohort at Level 3 or higher of the NZC Framework					
<b>Year 7</b>	<b>NZ European</b>	<b>Maori</b>	<b>Pasifika</b>		
2016	83.68%				
2017	88.24%				
2018	83.44%				
2019	73.23%				
2020 (Target)	80%				
Maori Plan 2020		FLs All staff	Kohiko Mai	Tupu Mai extension group. Cultural Competencies staff development	
<b>Actions to achieve targets:</b>		<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>2. Engaging Families and Community : Whanaungatanga (Relationships)</b>					
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	All year	Facebook Newsletters Website Individual Letters	Ongoing, possible communication expert BOT appointed experts NSPR – 1 <sup>st</sup> report completed.

	Fundraising & Marketing manager			
Careers Semesters/Dreamcatcher – mid-year semester break with parent career providers training.	SLT Careers			
To market our Year 7 and 8 school programme to wider school community – Year 7 Camp at Whakanewha	SLT BOT			Year 7 camp to run in 2020.  Shared whanau classes to run again in 2020.
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			Completed for 2019 and will run again 2020.
To develop a plan to understand and address issues around the declining School roll.	BOT		BOT Striving for Success	BOT plan developing - communication, visioning and leadership
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.	
<b>Actions to achieve targets:</b>	<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>3. Teaching : Akoranga (<i>Practice in the classroom &amp; beyond</i>)</b>				
Develop differentiation in classrooms Exploring pedagogy through practice – COL	All Staff	All Year		Differentiation – RTLB contract for 2020.
Develop individualised, personalised programmes for targeted groups – Inquiry, Appraisal	SLT All Staff	All year		

	Maori Faculty			
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 (part of appraisal)	Continue in 2020 but with WAICoL. 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
Develop BYOD programme across BYOD teachers and wider staff. All Year 7 BYOD in 2019 and in 2020.	eLearning committee	All year		Grow BYOD capacity across rest of school All of Year 7 & 8 BYOD, 2020.
<b>Actions to achieve targets:</b>	<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>4. Leading and Managing : Rangatiratanga (Leadership)</b>				
Growing and developing leadership opportunities across the school. Staff scholarship, mentoring, qualifications.	All	Ongoing	Pita Mahaki on Extended Lead team	Continuing growth of staff Paul Knighton – Across Schools Teacher 2020 (Kāhui Ako) Rebecca Rose on ELT 2020

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	Ongoing		
<b>Actions to achieve targets:</b>	<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>5. School Culture : Manaakitanga (Values: integrity, trust, sincerity, equity)</b>				
To increase the role of Whanau Teachers ACM programme Years 11 & 12.	Deans Whanau teachers	All year	Developed programme for 2019	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		
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 2	Develop and complete survey
Further development of 5 student led committees with teachers to assist over the 5 committees.	Prefects	All Year	Formal meeting taking place	Ongoing student review
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	

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	
<b>Actions to achieve targets:</b>	<b>Lead By</b>	<b>Time Frame</b>	<b>Progress to date</b>	<b>Future Actions in relation to Strategic Goals</b>
<b>6. Governance: Kawanatanga</b>				
To update and develop through review school charter, strategic plan and annual plan	BOT	Term 1	Annual Plan developed to fit new Charter (delayed)	To complete by 2020.
To update and develop through review school policies along an annual time line through School Docs.	BOT Principal	Term 1	Ongoing 2020	
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	Complete July 2020
The BOT considers and develops succession planning for trustees	BOT	Term 1 & 2, 2020		
The BOT considers and develops a fund raising strategy other schoolwide priorities.	BOT	Ongoing	Friends of the School Charitable Trust Tim Kay appointed until July 2020	
Continue to develop cultural competencies and developing a bicultural school in Aotearoa/New Zealand.	SLT	Ongoing		
<i>NB. Please see attachment of Te Reo Maori Development Plan and Tikanga Strategic Plan 2018-2020 and 2019 Annual Plan.</i>				





