



WAIHEKE HIGH SCHOOL
ANNUAL PLAN/ANALYSIS OF VARIANCE
2019

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

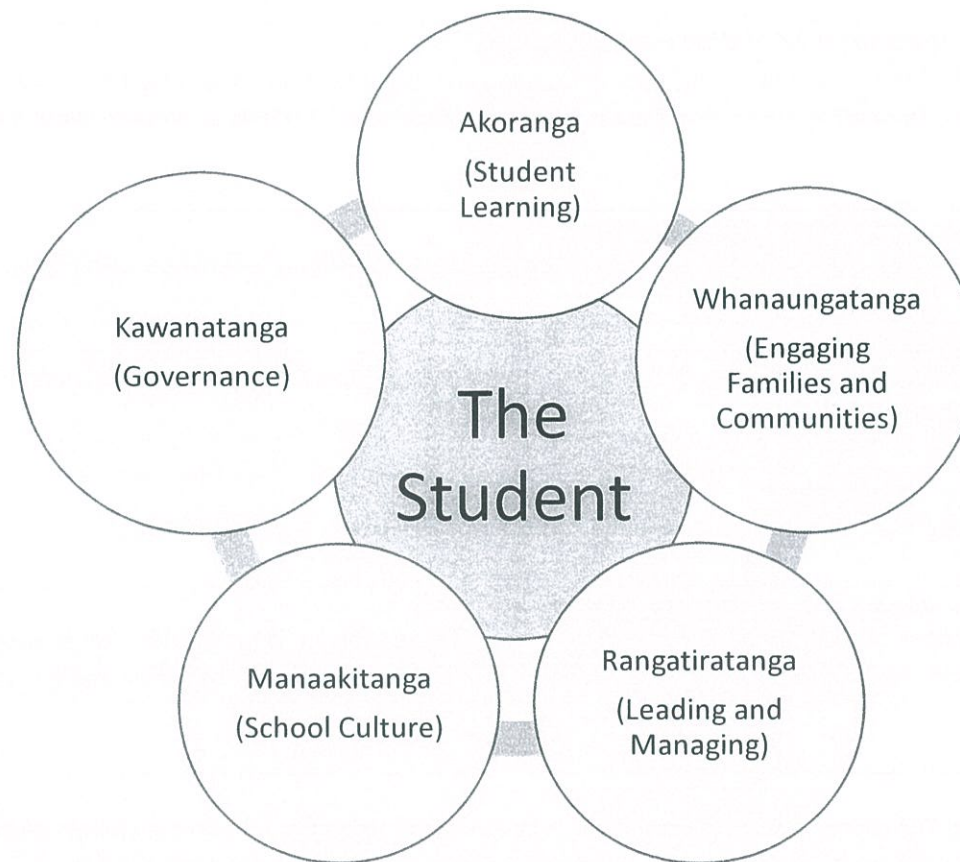
Mission

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>)</p> <p>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.</p> <p>Te Reo and Tikanga Maori is available to all.</p>
<p>b) Whanaungatanga : Engaging Families and Community (<i>Relationships</i>)</p> <p>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>)</p> <p>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>)</p> <p>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>)</p> <p>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</p> <p>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 9 students will be working above the “national achievement” level in numeracy.*
- *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 (WaiCol).*
- *By 2020, to develop and embed COL (Community of Learning 2017-2020) writing, numeracy, special needs for the benefit of all learners Years 7-13.*

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 2019

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>)																																	
<div>To improve or maintain NCEA levels at Levels 1, 2, and 3. (New format based on Enrolment Data (rather than participation data))</div> <table><tr><th colspan="2">2018 WHS Actual</th><th colspan="2">2019 WHS Target</th><th colspan="2">2019 WHS Draft</th></tr><tr><td>L1</td><td>83.15</td><td>L1</td><td>90%</td><td>L1</td><td>86.5%</td></tr><tr><td>L2</td><td>86.7%</td><td>L2</td><td>90%</td><td>L2</td><td>85%</td></tr><tr><td>L3</td><td>75%</td><td>L3</td><td>90%</td><td>L3</td><td>91.3%</td></tr></table>						2018 WHS Actual		2019 WHS Target		2019 WHS Draft		L1	83.15	L1	90%	L1	86.5%	L2	86.7%	L2	90%	L2	85%	L3	75%	L3	90%	L3	91.3%	FLs SLT Teachers Deans	All Year	Monitoring on ASSAY spreadsheet. Opportunity for further study opportunities in school holidays. Credit count letters sent to caregivers throughout the year	To keep the levels of achievement for 2019 the same for 2020. Targets remain same for 2020.
						2018 WHS Actual		2019 WHS Target		2019 WHS Draft																							
						L1	83.15	L1	90%	L1	86.5%																						
						L2	86.7%	L2	90%	L2	85%																						
						L3	75%	L3	90%	L3	91.3%																						
To improve or maintain NCEA Endorsements at Levels 1, 2 & 3						FLs, SLT Teachers, Deans	All Year	Monitoring on ASSAY spreadsheet. Opportunity for further study opportunities in school holidays Credit count review end of Terms 2 & 3. Endorsements for Excellence down for Level 3. Two students within 2 points of getting Excellence Endorsement.	Credit count review end of Term 2 and end of Term 3. Targets remain same for 2020.																								

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

Endorsed with Merit			
	2018 (Actual)	2019 (Target)	2019 (Draft)
Level 1	25.3%	35%	28.1%
Level 2	55.7%	40%	28.6%
Level 3	23.4%	35%	31%

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

Endorsed with Excellence			
	2018 (Actual)	2019 (Target)	2018 (Draft)
Level 1	26.8%	25%	32.8%
Level 2	15.3%	25%	14.3%
Level 3	14.8%	25%	4.3%

Level 1 Excellence well above target
 Level 2 Excellence – target too high
 Level 3 Excellence – 2 students missed out by 2 credits on Excellence endorsement. Target too high.

To increase the number of University Entrances

2018 Actual	2019 Target	2019 Draft
51%	60%	67.4%

SLT
FLs

All Year

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

Excellent results for 2019. 16% higher than 2018.

Statistics by early March.

Analysis of Variance completed by 1st March in Draft form.

For all students to improve engagement – attendance to 87% across all levels/cohorts (Years 7 -13) for 2018	Attendance officer DP i/c attendance	All year	Some issues around attendance, e.g. holiday makers and absenteeism in Piringakau classes high. Hui on Piringakau attendance 2020	Ongoing monitoring										
<table><tr><th>2017 Target</th><th>2017 Actual</th><th>2018 Actual</th><th>2019 Target</th><th>2019 Actual</th></tr><tr><td>87%</td><td>83%</td><td>83.2%</td><td>85%</td><td>79.3%</td></tr></table>	2017 Target	2017 Actual	2018 Actual	2019 Target	2019 Actual	87%	83%	83.2%	85%	79.3%				
2017 Target	2017 Actual	2018 Actual	2019 Target	2019 Actual										
87%	83%	83.2%	85%	79.3%										
To develop and plan for achievement challenges for WaiCol – writing, special needs	FLs	All Year	Inquiries set up. All inquiries completed but included more than writing.	Completion of inquiries and in Appraisal document – completed.										
To embed literacy (writing) inquiry and best practice across the curriculum following from 2018 inquiry work.	FLs In School & Across School teachers	All Year	Writing still a feature but spiralling into other inquiries. Inquiries completed but still linked to appraisal. More work needed to embed inquiry writing PLD.											
Maori Plan 2019 Please see attached Maori Achievement 2017-2020.	FLs All staff	All year	Tupu Mai extension group. Cultural Competencies staff development – completed 2019.	Kohiko Mai Contract 2020										
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	All year	Facebook Newsletters Website Individual Letters	Ongoing, possible communication expert BOT appointed experts NSPR – 1 st report completed.										

	Fundraising & Marketing manager		Independent contractor employed by the BOT – NSPR Limited. Brent Simpson to run school communications 2020.	
Careers Semesters/Dreamcatcher – mid-year semester break with parent career providers training.	SLT Careers		Planned for Week 10 Even completed.	
To market our Year 7 and 8 school programme to wider school community – Year 7 Camp at Whakanewha	SLT BOT		Whakanewha Camp (Yr. 7) completed 2019. Year 7&8 shared whanau classes 2019	
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		Planning well underway for the 2 x Year 9 Mountain Camps/completed. Successful trip to Tawharanui in Term 1 – completed.	
To develop a plan to understand and address issues around the declining School roll.	BOT	All Year	BOT Striving for Success inquiry. Community Engagement and Workshops completed. BOT plan to develop communication, visioning and leadership resources.	
To develop and grow a Friends of the School group – friend raising/fundraising.	Friends of the School		Group now firmly established with committed calendar dates, e.g. Quiz night, Christmas Market.	
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	All Staff	All Year	Through some inquiries	Differentiation – RTLb contract for 2020.

Exploring pedagogy through practice - COL			Completion of inquiries and looking for best practice. Sharing with Kāhui Ako on best practice.	
Develop individualised, personalised programmes for targeted groups – Inquiry, Appraisal	SLT All Staff Maori Faculty	All year	Ongoing Re Appraisal inquiry	
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) and teacher audit completed.	Continue in 2020 but with WaiCoL. Education Perfect 2020. Te Reo for Teachers course.
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. Class instructions	Further work on the Treaty of Waitangi in 2020.
Develop BYOD programme across BYOD teachers and wider staff. All Year 7 BYOD in 2019.	eLearning committee	All year	All Year 7 BYOD in 2019 Completed Completed the digital curriculum alignment for 2020.	Continue BYOD plan in 2020. Years 7 & 8 now digitalised.
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	Continuing growth of staff

				Paul Knighton – Across Schools Teacher 2020 (Kāhui Ako)
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	More emphasis on personalised, individualised programmes at Levels 1 & 2.	Sean O'Toole 'In Schools Teacher'. Rebecca Rose on the Extended Senior Lead team
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 2019 modelled on MOE School Toolkit, completed.	Reviewed and will run in 2020 as Wairua programme.
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	Uniform changes Toilet etiquette	Need to develop wider scope driven by students for 2020.
To complete an audit of student wellbeing across the curriculum and how and where it is taught (NZCER).	SLT	Term 3	Begun work on this NZCER Wellbeing survey Term 2, completed.	Continue Survey in 2020.
Further development of 5 student led committees with teachers to assist over the 5 committees.	Prefects	All Year	Formal meeting taking place. Need to review this in 2020.	

To develop PB4L (Positive Behaviour for Learning) – Stage II in 2019 – Waiheke WISE.	Deans	All Year	Developing – Waiheke WISE Cards – Stage 1 completed. Stage 2 complete in 2020.	
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 – completed. Staff training complete.	
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 for 2019. 2020 Visioning exercise completed.	To complete by 2020.
To update and develop through review school policies along an annual time line	BOT Principal	Term 1	Completed for 2019 and now using School Docs.	
To develop Health & Safety through Vulnerable Children's Act and new Health & Safety legislation	BOT Principal	Term 1	Ongoing Regular Health & Safety committee – in place.	Ongoing for 2020 with MOE guidance – 5YA & 10YP
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 and 10YPP with MOE completed 2020.	
The BOT considers and develops succession planning for trustees	BOT	Term 1 & 2	Not completed.	

The BOT considers and develops a fund raising strategy for the partial rebuild and other schoolwide priorities.	BOT	Ongoing	Friends of the School Charitable Trust Tim Kay appointed for the year	No money has come in from those events Feb 2020.
Utilise Hautu (Maori Cultural Responsiveness Review Tool) to develop a more collaborative direction for maintaining and developing Maori student achievement further, particularly in Te Reo Maori and Tikanga. Further development of Te Kahui Kuaka across WaiCol	SLT	Ongoing	New BOT Have used tool in Cultural Competencies.	
NB. Please see attachment of Te Reo Maori Development Plan and Tikanga Strategic Plan 2018-2020 and 2019 Annual Plan.				

Waiheke High School		Other Auckland Schools Decile 7	
2016		2016	
Level 1 86.6%		Level 1 82.2%	
Level 2 87.5%		Level 2 87.4%	
Level 3 78.6%		Level 3 78.1%	
2017		2017	
Level 1 86.3%		Level 1 83.7%	
Level 2 88.2%		Level 2 87.1%	
Level 3 73.2%		Level 3 79.6%	
2018		2018	
Level 1 86.5%		Level 1 81.8%	
Level 2 89%		Level 2 85.3%	
Level 3 77.1%		Level 3 76.5%	
2019 (Provisional results)		2019 (Provisional results)	
Level 1 86.5%		Level 1 73.9%	
Level 2 85%		Level 2 84.6%	
Level 3 91.3%		Level 3 75.7%	
Other Auckland Decile 7 schools include:			
Kaipara College			
Northcote College			
Mount Albert Grammar School			
Marist College			
Pakuranga College			
Sancta Maria College			
UP International College NZ			

NCEA, NCEA Endorsements, and UE

Reporting Population: NZ Domestic Years 11-13

Cumulative Achievement Totals

Enrolment Based Percentages

Academic Years: 2015, 2016, 2017, 2018, 2019

Data as at: 02/02/2020

Decile: N/A

Student Types: Regular Student, Alternative Education Student

Including Students with Short Enrolments: No

Student Gender: Display Selected as a Single Value

Showing Endorsements

Not Showing Ethnicity

Base School / Region: Waiheke High School in Auckland

Base Decile Range: All

Base Student Types: Regular Student, Alternative Education Student

Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: All

Comparison School / Region: Mt Albert Grammar School in Auckland

Comparison Decile Range: All

Comparison Student Types: Regular Student, Alternative Education Student, Teen Parent Unit Student

Comparison Including Students with Short Enrolments: Yes

Comparison School Gender Type: All

Comparison Student Gender: All

Waiheke High School in Auckland											Mt Albert Grammar School in Auckland										
		2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
		Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)																					
Year 11		62	89.9	58	86.6	63	86.3	64	86.5	64	86.5	461	77.7	467	78.2	443	75.5	520	79.1	519	76.4
	Achieved with Excellence	11	17.7	11	19.0	15	23.8	17	26.6	21	32.8	109	23.6	133	28.5	138	31.2	139	26.7	142	27.4
	Achieved with Merit	18	29.0	20	34.5	29	46.0	16	25.0	18	28.1	193	41.9	191	40.9	161	36.3	199	38.3	187	36.0
	No Endorsement	33	53.2	27	46.6	19	30.2	31	48.4	25	39.1	159	34.5	143	30.6	144	32.5	182	35.0	190	36.6
Year 12		60	93.8	58	96.7	51	100.0	58	98.3	62	93.9	495	92.5	492	93.9	536	95.4	521	92.9	556	93.8
	Achieved with Excellence	11	18.3	9	15.5	10	19.6	10	17.2	17	27.4	120	24.2	113	23.0	132	24.6	141	27.1	139	25.0
	Achieved with Merit	25	41.7	17	29.3	19	37.3	29	50.0	18	29.0	185	37.4	200	40.7	206	38.4	167	32.1	201	36.2
	No Endorsement	24	40.0	32	55.2	22	43.1	19	32.8	27	43.5	190	38.4	179	36.4	198	36.9	213	40.9	216	38.8
Year 13		53	94.6	54	96.4	53	94.6	47	97.9	46	100.0	458	97.4	446	99.6	441	98.2	474	98.3	470	98.3
	Achieved with Excellence	9	17.0	11	20.4	8	15.1	11	23.4	9	19.6	117	25.5	117	26.2	107	24.3	130	27.4	138	29.4
	Achieved with Merit	23	43.4	22	40.7	18	34.0	15	31.9	25	54.3	182	39.7	178	39.9	195	44.2	195	41.1	160	34.0
	No Endorsement	21	39.6	21	38.9	27	50.9	21	44.7	12	26.1	159	34.7	151	33.9	139	31.5	149	31.4	172	36.6
NCEA (Level 2)																					
Year 11								1	1.4			25	4.2	32	5.4	23	3.9	8	1.2	17	2.5
	Achieved with Excellence											5	20.0	13	40.6	8	34.8	3	37.5	7	41.2
	Achieved with Merit							1	100.0					4	12.5			1	12.5	8	47.1
	No Endorsement											20	80.0	15	46.9	15	65.2	4	50.0	2	11.8
Year 12		56	87.5	52	86.7	45	88.2	53	89.8	56	84.8	454	84.9	465	88.7	508	90.4	479	85.4	518	87.4
	Achieved with Excellence	6	10.7	10	19.2	10	22.2	9	17.0	8	14.3	85	18.7	96	20.6	98	19.3	108	22.5	122	23.6
	Achieved with Merit	18	32.1	11	21.2	10	22.2	23	43.4	16	28.6	136	30.0	148	31.8	162	31.9	132	27.6	164	31.7
	No Endorsement	32	57.1	31	59.6	25	55.6	21	39.6	32	57.1	233	51.3	221	47.5	248	48.8	239	49.9	232	44.8
Year 13		53	94.6	53	94.6	53	94.6	47	97.9	46	100.0	452	96.2	443	98.9	438	97.6	471	97.7	465	97.3
	Achieved with Excellence	8	15.1	6	11.3	10	18.9	11	23.4	5	10.9	93	20.6	84	19.0	92	21.0	96	20.4	105	22.6
	Achieved with Merit	14	26.4	17	32.1	13	24.5	10	21.3	19	41.3	153	33.8	139	31.4	149	34.0	166	35.2	129	27.7
	No Endorsement	31	58.5	30	56.6	30	56.6	26	55.3	22	47.8	206	45.6	220	49.7	197	45.0	209	44.4	231	49.7
NCEA (Level 3)																					
Year 11												1	0.2	1	0.2			1	0.2	1	0.1
	Achieved with Excellence																			1	100.0
	No Endorsement											1	100.0	1	100.0			1	100.0		
Year 12				1	1.7							18	3.4	3	0.6	21	3.7	7	1.2	7	1.2
	Achieved with Excellence											9	50.0	1	33.3	10	47.6	1	14.3	3	42.9
	Achieved with Merit											1	5.6			1	4.8	2	28.6	3	42.9
	No Endorsement			1	100.0							8	44.4	2	66.7	10	47.6	4	57.1	1	14.3
Year 13		44	78.6	40	71.4	41	73.2	37	77.1	42	91.3	371	78.9	360	80.4	366	81.5	379	78.6	342	71.5
	Achieved with Excellence	3	6.8	7	17.5	9	22.0	7	18.9	2	4.8	69	18.6	72	20.0	72	19.7	62	16.4	70	20.5
	Achieved with Merit	13	29.5	12	30.0	14	34.1	7	18.9	13	31.0	128	34.5	111	30.8	108	29.5	133	35.1	109	31.9
	No Endorsement	28	63.6	21	52.5	18	43.9	23	62.2	27	64.3	174	46.9	177	49.2	186	50.8	184	48.5	163	47.7
University Entrance																					
Year 12												16	3.0	4	0.8	19	3.4	5	0.9	5	0.8

✓

X

X

NCEA, NCEA Endorsements, and UE

Reporting Population: NZ Domestic Years 11-13

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Base Decile Range: All

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Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: All

Comparison School / Region: Mt Albert Grammar School in Auckland

Comparison Decile Range: All

Comparison Student Types: Regular Student, Alternative Education Student, Teen Parent Unit Student

Comparison Including Students with Short Enrolments: Yes

Comparison School Gender Type: All

Comparison Student Gender: All

	Waiheke High School in Auckland										Mt Albert Grammar School in Auckland									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)																				
Year 11	62	89.9	59	86.6	63	86.3	64	86.5	64	86.5	461	77.7	467	78.2	443	75.5	520	79.1	519	76.4
Year 12	60	93.0	58	96.7	51	100.0	58	98.3	62	93.9	495	92.5	492	93.9	536	95.4	521	92.9	556	93.8
Year 13	53	94.6	54	96.4	53	94.6	47	97.9	46	100.0	459	97.4	446	99.6	441	99.2	474	99.3	470	99.3
NCEA (Level 2)																				
Year 11							1	1.4			25	4.2	32	5.4	23	3.9	8	1.2	17	2.5
Year 12	56	87.5	52	86.7	45	88.2	53	89.8	56	84.8	454	84.9	465	88.7	508	90.4	479	85.4	518	87.4
Year 13	53	94.6	53	94.6	53	94.6	47	97.9	46	100.0	452	96.2	443	98.9	438	97.6	471	97.7	465	97.3
NCEA (Level 3)																				
Year 11											1	0.2	1	0.2			1	0.2	1	0.1
Year 12			1	1.7							18	3.4	3	0.6	21	3.7	7	1.2	7	1.2
Year 13	44	78.6	40	71.4	41	73.2	37	77.1	42	91.3	371	78.9	360	80.4	366	81.5	379	78.6	342	71.5
University Entrance																				
Year 12											16	3.0	4	0.8	19	3.4	5	0.9	5	0.8
Year 13	31	55.4	25	44.6	32	57.1	26	54.2	31	67.4	302	64.3	284	63.4	288	64.1	305	63.3	274	57.3

✓

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NCEA, NCEA Endorsements, and UE

Reporting Population: NZ Domestic Years 11-13

Cumulative Achievement Totals

Enrolment Based Percentages

Academic Years: 2015, 2016, 2017, 2018, 2019

Data as at: 02/02/2020

Decile: N/A

Student Types: Regular Student, Alternative Education Student

Including Students with Short Enrolments: No

Student Gender: Display Selected as a Single Value

Not Showing Endorsements

Showing Ethnicity

Base School / Region: Waiheke High School in Auckland

Base Decile Range: All

Base Student Types: Regular Student, Alternative Education Student

Base Including Students with Short Enrolments: No

Base School Gender Type: All

Base Student Gender: All

Comparison School / Region: Mt Albert Grammar School in Auckland

Comparison Decile Range: All

Comparison Student Types: Regular Student, Alternative Education Student, Teen Parent Unit Student

Comparison Including Students with Short Enrolments: Yes

Comparison School Gender Type: All

Comparison Student Gender: All

Waiheke High School in Auckland

Mt Albert Grammar School in Auckland

	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)																				
Year 11																				
Māori	10	100.0	7	58.3	9	64.3	14	73.7	9	69.2	60	71.4	68	70.1	60	65.9	72	66.7	59	53.6
European	55	90.2	54	90.0	60	90.9	56	87.5	53	88.3	279	80.2	264	83.8	241	85.2	259	88.1	309	86.6
Pacific Peoples	3	75.0	1	50.0	3	100.0	3	100.0	6	85.7	94	68.6	117	72.7	91	59.9	114	64.8	103	59.9
Asian	3	75.0	4	100.0	1	100.0	1	50.0	1	50.0	86	90.5	96	84.2	85	84.2	105	88.2	111	93.3
Middle Eastern/Latin American/African	2	66.7	1	100.0	3	100.0	3	100.0	4	100.0	17	77.3	19	79.2	21	72.4	20	83.3	16	64.0
Other Ethnicity	1	100.0			1	100.0	1	100.0					5	83.3	23	85.2	54	94.7	13	86.7
Year 12																				
Māori	10	100.0	9	90.0	6	100.0	11	91.7	14	93.3	68	90.7	67	90.5	88	95.7	74	96.1	76	91.6
European	53	96.4	52	100.0	46	100.0	54	98.2	54	94.7	272	94.4	291	95.4	281	97.6	263	95.6	267	96.4
Pacific Peoples	4	100.0	3	100.0	1	100.0	3	100.0	4	100.0	121	91.0	113	93.4	148	94.3	124	89.9	130	90.9
Asian	1	50.0	4	100.0	4	100.0	1	100.0	1	100.0	108	95.6	88	91.7	110	93.2	98	90.7	112	93.3
Middle Eastern/Latin American/African			2	66.7	1	100.0	2	100.0	3	75.0	17	85.0	20	90.9	21	100.0	27	100.0	22	91.7
Other Ethnicity			1	100.0							4	100.0	2	100.0	7	100.0	23	88.5	56	100.0
Year 13																				
Māori	9	100.0	8	100.0	10	90.9	6	100.0	8	100.0	60	98.4	62	100.0	56	98.2	71	100.0	63	100.0
European	46	95.8	48	98.0	47	100.0	42	97.7	44	100.0	265	98.5	233	100.0	258	99.6	250	99.6	229	100.0
Pacific Peoples	6	85.7	3	100.0	1	100.0	1	100.0	2	100.0	96	97.0	113	99.1	98	98.0	120	97.6	124	98.4
Asian	1	100.0	1	50.0	4	80.0	4	100.0	1	100.0	85	96.6	101	100.0	86	97.7	104	97.2	93	96.9
Middle Eastern/Latin American/African			1	100.0	2	66.7	2	100.0	2	100.0	8	80.0	15	100.0	16	84.2	21	95.5	21	87.5
Other Ethnicity					1	100.0					1	100.0	5	83.3	2	100.0	6	100.0	22	100.0
NCEA (Level 2)																				
Year 11																				
Māori											2	2.4	2	2.1	1	1.1	3	2.8		
European							1	1.6			17	4.9	16	5.1	9	3.2	2	0.7	9	2.5
Pacific Peoples											2	1.5			1	0.7		0.6		
Asian											9	9.5	15	13.2	10	9.9	4	3.4	10	8.4
Middle Eastern/Latin American/African															1	3.4				
Other Ethnicity															3	11.1	1	1.8		
Year 12																				
Māori	9	90.0	9	90.0	6	100.0	9	75.0	11	73.3	56	74.7	62	83.8	85	92.4	65	84.4	73	88.0
European	49	89.1	47	90.4	40	87.0	49	89.1	49	86.0	249	86.5	276	90.5	268	93.1	249	90.5	254	91.7
Pacific Peoples	4	100.0	2	66.7	1	100.0	1	33.3	4	100.0	108	81.2	101	83.5	131	83.4	104	75.4	112	78.3
Asian	1	50.0	4	100.0	4	100.0	1	100.0	1	100.0	103	91.2	87	90.6	103	87.3	95	88.0	106	88.3
Middle Eastern/Latin American/African			2	66.7	1	100.0	2	100.0	3	75.0	14	70.0	16	72.7	21	100.0	26	96.3	19	79.2
Other Ethnicity			1	100.0							4	100.0	2	100.0	7	100.0	22	84.6	53	94.6
Year 13																				
Māori	9	100.0	8	100.0	10	90.9	6	100.0	8	100.0	58	95.1	59	95.2	56	98.2	71	100.0	62	98.4
European	46	95.8	47	95.9	47	100.0	42	97.7	44	100.0	264	98.1	232	99.6	258	99.6	250	99.6	228	99.6
Pacific Peoples	6	85.7	3	100.0	1	100.0	1	100.0	2	100.0	93	93.9	113	99.1	97	97.0	118	95.9	122	96.8
Asian	1	100.0	1	50.0	4	80.0	4	100.0	1	100.0	83	94.3	101	100.0	84	95.5	104	97.2	92	95.8
Middle Eastern/Latin American/African			1	100.0	2	66.7	2	100.0	2	100.0	8	80.0	15	100.0	16	84.2	20	90.9	21	87.5

Other Ethnicity					1		100.0				1		100.0		5		83.3		2		100.0		6		100.0		22		100.0	
	<u>2015</u>		<u>2016</u>		<u>2017</u>		<u>2018</u>		<u>2019</u>		<u>2015</u>		<u>2016</u>		<u>2017</u>		<u>2018</u>		<u>2019</u>											
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 3)																														
Year 11																														
Māori																														
European												1	0.3														1	0.9		
Asian														1	0.9														1	0.3
Year 12																														
Māori												1	1.3																3	3.6
European			1	1.9								7	2.4	3	1.0			1	1.1			2	2.6					1	0.4	
Pacific Peoples												1	0.8									1	0.4					1	0.4	
Asian												9	8.0									1	0.7							
Other Ethnicity																						3	2.8					4	3.3	
Year 13																						1	3.8					1	1.8	
Māori	8	88.9	7	87.5	4	36.4	4	66.7	7	87.5	44	72.1	42	67.7	39	68.4	53	74.6	35	55.6										
European	37	77.1	35	71.4	38	80.9	34	79.1	40	90.9	220	81.8	198	85.0	231	89.2	212	84.5	184	80.3										
Pacific Peoples	3	42.9	2	66.7	1	100.0	1	100.0	1	50.0	61	61.6	72	63.2	63	63.0	78	63.4	67	53.2										
Asian	1	100.0	1	50.0	4	80.0	2	50.0	1	100.0	79	89.8	91	90.1	75	85.2	88	82.2	83	86.5										
Middle Eastern/Latin American/African					1	33.3	1	50.0	2	100.0	6	60.0	13	86.7	12	63.2	16	72.7	11	45.8										
Other Ethnicity					1	100.0					1	100.0	4	66.7	1	50.0	5	83.3	15	68.2										



Te Reo Maori Development Plan

Goal:

- to engage more students in Te Reo Maori at Waiheke High School.

Rationale:

The ERO report 2018 recommended that Waiheke High School increase the knowledge and opportunities for students to embrace Te Reo Maori.

In 2018 Waiheke High School has:

- grown staff in cultural competencies with Te Reo Maori including classroom instructions, individual pepeha, school waiata (x3), school haka and whakatauki.
- increased the number of students in kapa haka
- purchased a further 12 piupiu for kapa haka
- kapa haka being involved in Polyfest and Te Ahurea competition
- kaka haka in school celebrations
- compulsory Maori in Years 7 & 8 with further availability from Years 9-13
- greater links with Te Huruhi and Waiheke Primary Schools
- a school wide celebration of Matariki
- combined schools' celebration of Matariki
- combined Waiheke kura Marariki Art exhibition
- Maori students attending courses at AUT and Auckland University in Sciences
- two whanau classes – Years 7 – 9 and Years 10 – 13
- full year Te Reo Maori courses made available for Years 9 -10 if our Tamariki choose this

In 2019

- all of the points made for 2018 but no further piupiu purchased
- cultural exchange trip to Hawaii for April 2020 planned
- some staff completed Te Kura Maori programme – very difficult.

2019 Annual Plan for Te Reo Maori and Tikanga

Learning Objective 1: Te Reo Maori, tikanga and Te Ao Maori to be included in all junior programmes (Years 7-10) across the curriculum.

Learning Objective	Actions	Responsibility of	Time	Learning Outcome
Across Junior Curriculum (Years 7-10) units of work taught that embed Te Reo, Tikanga and Te Ao Maori	Subject inventory taken of each Junior curriculum subject which looks at Te Reo, Tikanga and Te Ao Maori within subject knowledge and content	Maori Faculty	End of Term 1 Completed	All Junior subject curriculum documents include Te Reo Maori, Tikanga and Te Ao Maori

2020: Complete this exercise again across all curriculum areas.

Learning Objective 2: A Te Reo Maori language extension Tupu Mai to be developed from Tamariki of the 3 kura (Waiheke High School, Waiheke Primary and Te Huruhi Primary) from Years 6-9.

Learning Objective	Actions	Responsibility of	Time	Learning Outcome
To develop and grow Te Reo Maori (reading and writing) through access to an extension language nest for the 3 kura	To work with kura to develop a Te Reo language nest at Waiheke High School (Years 7-9)	Pita Mahaki (1 hour) Te Ao Marama Hau (2 hours)	February – November 2019	1. Seamless transition into WHS 2. To develop and grow reading and writing competencies in Te Reo. 3. Offer kapa haka as further extension.

2020: Tupu Mai to continue this year.

Learning Objective 3: The Year 7 cohort to engage in 1 hour of Tikanga per week with the Head of Maori, Pita Mahaki.

Learning Objective	Actions	Responsibility of	Time	Learning Outcome
To incorporate one hour of Tikanga per week for each Year 7 class and the associated teacher (grow teacher cultural competencies)	To provide and deliver a programme of Tikanga. Develop criteria with the SLT.	Pita Mahaki	February – December 2019	1. Further dedicated classroom time to Tikanga 2. Grow cultural competencies of associated teachers.

This as a difficult learning objective because it went well for Term 1 in 2019 but then time was spent developing across curriculum resources from Years 7-10. These resources will be used in the Junior School in 2020.

Learning Objective 4: To focus on student feedback twice a term to improve existing and emerging programmes of Te Reo Maori and Maori Performing Arts.

Learning Objective	Actions	Responsibility of	Time	Learning Outcome
Student feedback and Student engagement.	Student Voice of programmes Exit interview from courses	Pita Mahaki SLT	Twice per term	To engage with students of Te Reo and develop responsive and flexible programmes.

2020: Student feedback now an integral part of the Maori Department.

Board of Trustees commitment:

The Board of Trustees and the SLT are committed to improve the number of students learning Te Reo Maori at all levels.

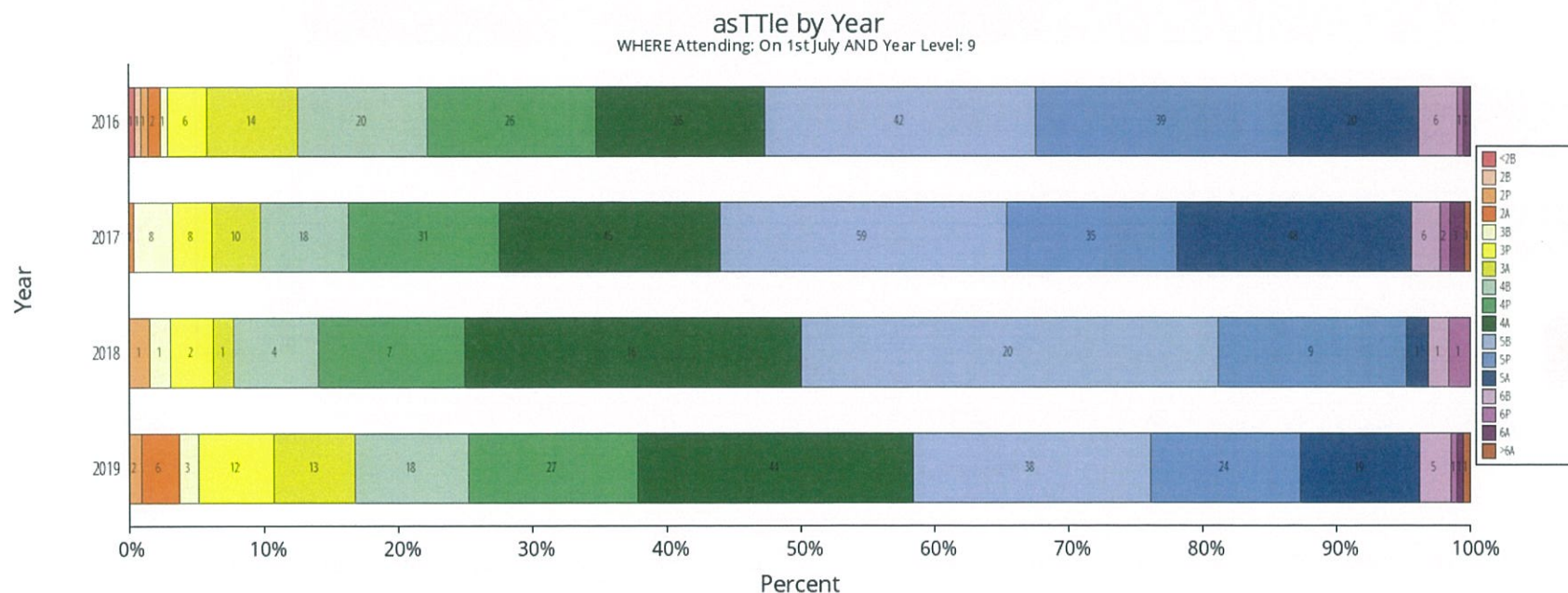
Requests:

Six hours shared between Pita Mahaki and Te Ao Hau. This has been put on each timetable to:

- a) Set up organize and plan the language nest – Year 6 – Year 9 (2 hours Te Ao)
- b) 2 hours Tikanga Social Studies – Pita Mahaki
- c) Cultural Competencies for Staff – Pita & Te Ao
- d) Reporting to the Board twice per term.

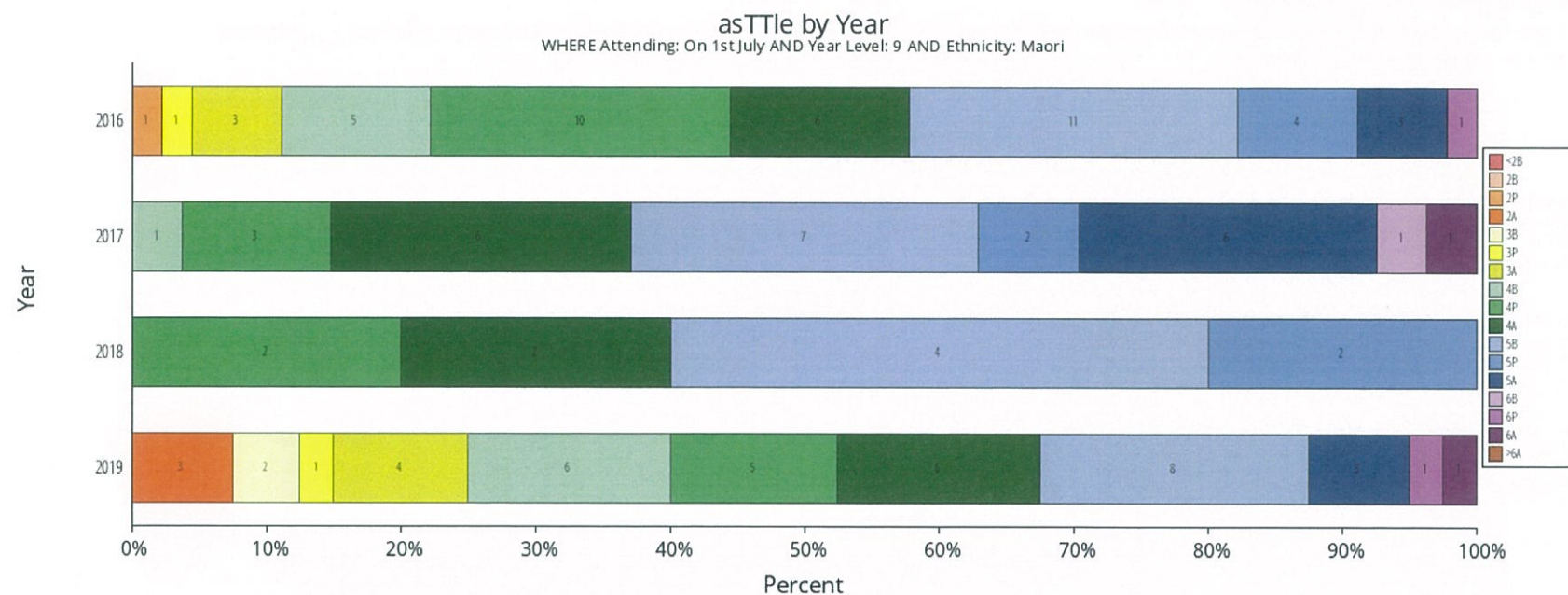
Junior Achievement @ Waiheke High School 2016 - 2019

The Year 7 - 10 data is based off asTTle results as an indicator of curriculum level. These results are generated from both reading and mathematics information. asTTle is a standardised test that students complete every year at WHS.



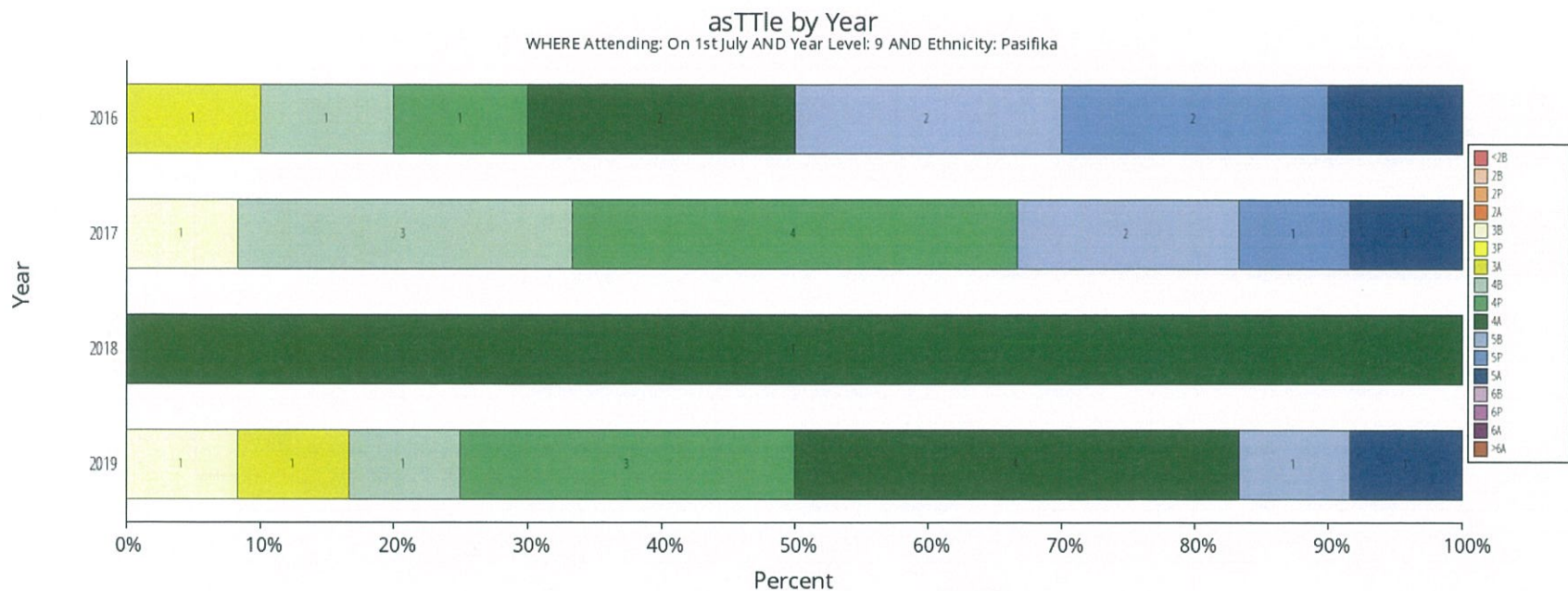
Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
2016	0.48%	0.48%	0.48%	0.97%	0.48%	2.9%	6.76%	9.66%	12.56%	12.56%	20.29%	18.84%	9.66%	2.9%	0.48%	0.48%	0%
2017	0%	0%	0%	0.36%	2.91%	2.91%	3.64%	6.55%	11.27%	16.36%	21.45%	12.73%	17.45%	2.18%	0.73%	1.09%	0.36%
2018	0%	0%	1.56%	0%	1.56%	3.13%	1.56%	6.25%	10.94%	25%	31.25%	14.06%	1.56%	1.56%	1.56%	0%	0%
2019	0%	0%	0.93%	2.8%	1.4%	5.61%	6.07%	8.41%	12.62%	20.56%	17.76%	11.21%	8.88%	2.34%	0.47%	0.47%	0.47%

- 2016 - 87.45% of Year 9 cohort operating at Level 4 or higher of NZC framework
- 2017 - 93.09% of Year 9 cohort operating at Level 4 or higher of NZC framework
- 2018 - 92.19% of Year 9 cohort operating at Level 4 or higher of NZC framework
- 2019 - 83.19% of Year 9 cohort operating at Level 4 or higher of NZC framework



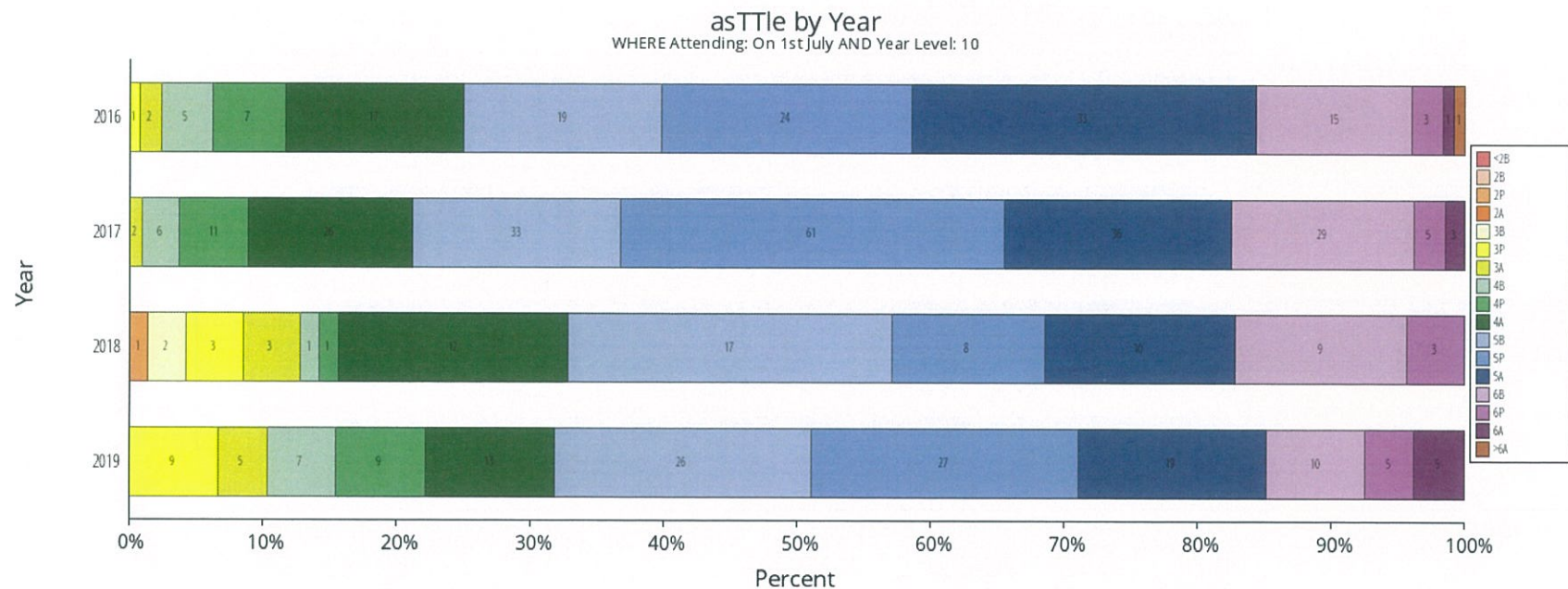
#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
1	2016	0%	0%	2.22%	0%	0%	2.22%	6.67%	11.11%	22.22%	13.33%	24.44%	8.89%	6.67%	0%	2.22%	0%	0%
2	2017	0%	0%	0%	0%	0%	0%	0%	3.7%	11.11%	22.22%	25.93%	7.41%	22.22%	3.7%	0%	3.7%	0%
3	2018	0%	0%	0%	0%	0%	0%	0%	0%	20%	20%	40%	20%	0%	0%	0%	0%	0%
4	2019	0%	0%	0%	7.5%	5%	2.5%	10%	15%	12.5%	15%	20%	0%	7.5%	0%	2.5%	2.5%	0%

- 2016 - 88.89% of Māori students in Year 9 cohort at Level 4 or higher of NZC framework
- 2017 - 100% of Māori students in Year 9 cohort at Level 4 or higher of NZC framework
- 2018 - 100% of Māori students in Year 9 cohort at Level 4 or higher of NZC framework
- 2019 - 75% of Māori students in Year 9 cohort at Level 4 or higher of NZC framework

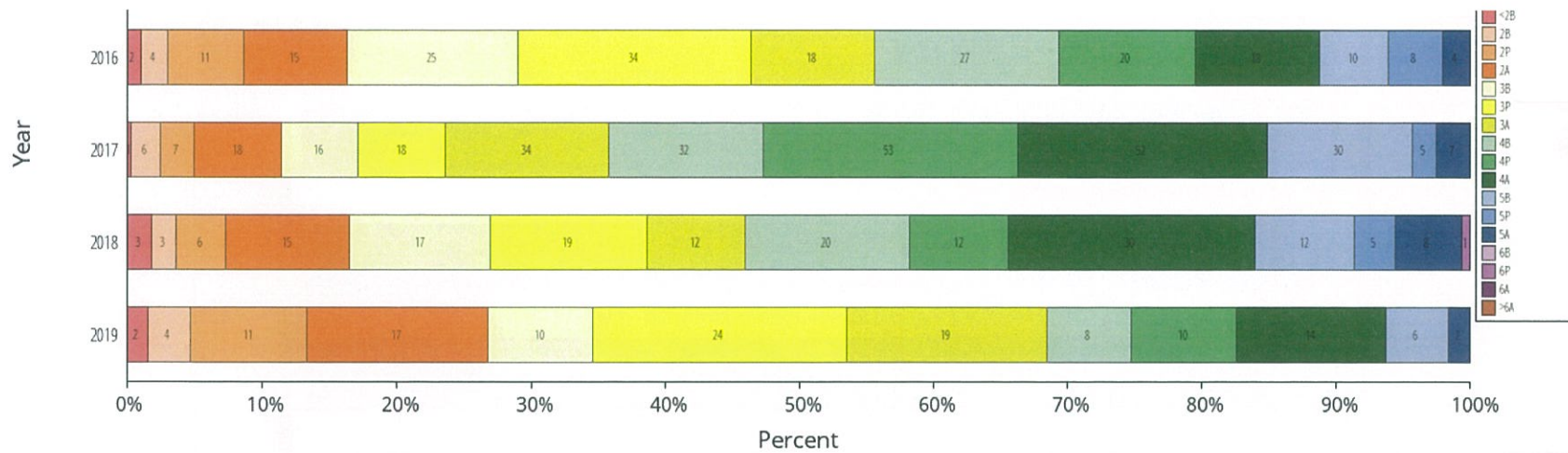


#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
1	2016	0%	0%	0%	0%	0%	0%	10%	10%	10%	20%	20%	20%	10%	0%	0%	0%	0%
2	2017	0%	0%	0%	0%	8.33%	0%	0%	25%	33.33%	0%	16.67%	8.33%	8.33%	0%	0%	0%	0%
3	2018	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%
4	2019	0%	0%	0%	0%	8.33%	0%	8.33%	8.33%	25%	33.33%	8.33%	0%	8.33%	0%	0%	0%	0%

- 2016 - 90% of Pasifika students in Year 9 cohort at Level 4 or higher of NZC framework
- 2017 - 91.67% of Pasifika students in Year 9 cohort at Level 4 or higher of NZC framework
- 2018 - 100% of Pasifika students in Year 9 cohort at Level 4 or higher of NZC framework
- 2019 - 83.34% of Pasifika student in Year 9 cohort at Level 4 or higher of NZC framework

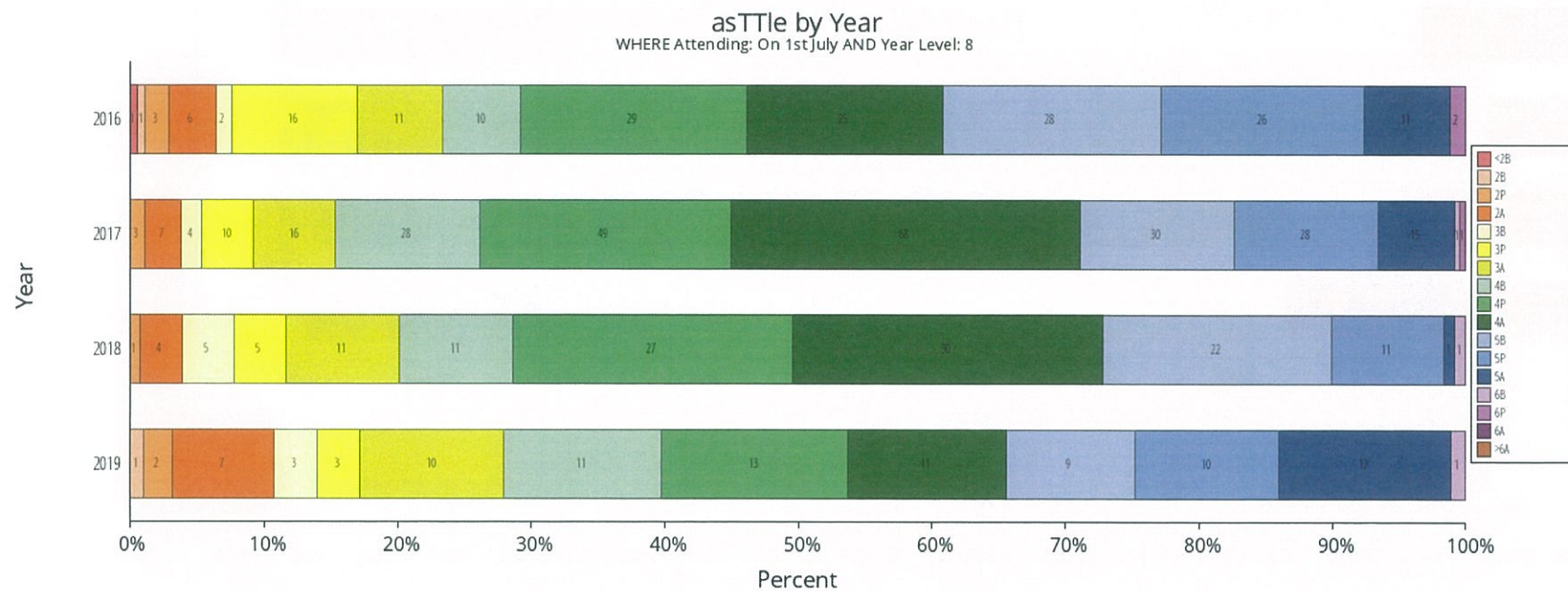


- 2016 - 97.66% of Year 10 cohort at Level 4 or higher of NZC Framework
- 2017 - 99.06% of Year 10 cohort at Level 4 or higher of NZC Framework
- 2018 - 87.13% of Year 10 cohort at Level 4 or higher of NZC Framework
- 2019 - 89.63% of Year 10 cohort at Level 4 or higher of NZC Framework



#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
2	2016	1.02%	2.04%	5.61%	7.65%	12.76%	17.35%	9.18%	13.78%	10.2%	9.18%	5.1%	4.08%	2.04%	0%	0%	0%	0%
3	2017	0.36%	2.15%	2.51%	6.45%	5.73%	6.45%	12.19%	11.47%	19%	18.64%	10.75%	1.79%	2.51%	0%	0%	0%	0%
4	2018	1.84%	1.84%	3.68%	9.2%	10.43%	11.66%	7.36%	12.27%	7.36%	18.4%	7.36%	3.07%	4.91%	0%	0.61%	0%	0%
5	2019	1.57%	3.15%	8.66%	13.39%	7.87%	18.9%	14.96%	6.3%	7.87%	11.02%	4.72%	0%	1.57%	0%	0%	0%	0%

- 2016 - 83.68% of Year 7 cohort operating at Level 3 or higher of NZC Framework
- 2017 - 88.24% of Year 7 cohort operating at Level 3 or higher of NZC Framework
- 2018 - 83.44% of Year 7 cohort operating at Level 3 or higher of NZC Framework
- 2019 - 73.23% of Year 7 cohort operating at Level 3 or higher of NZC Framework

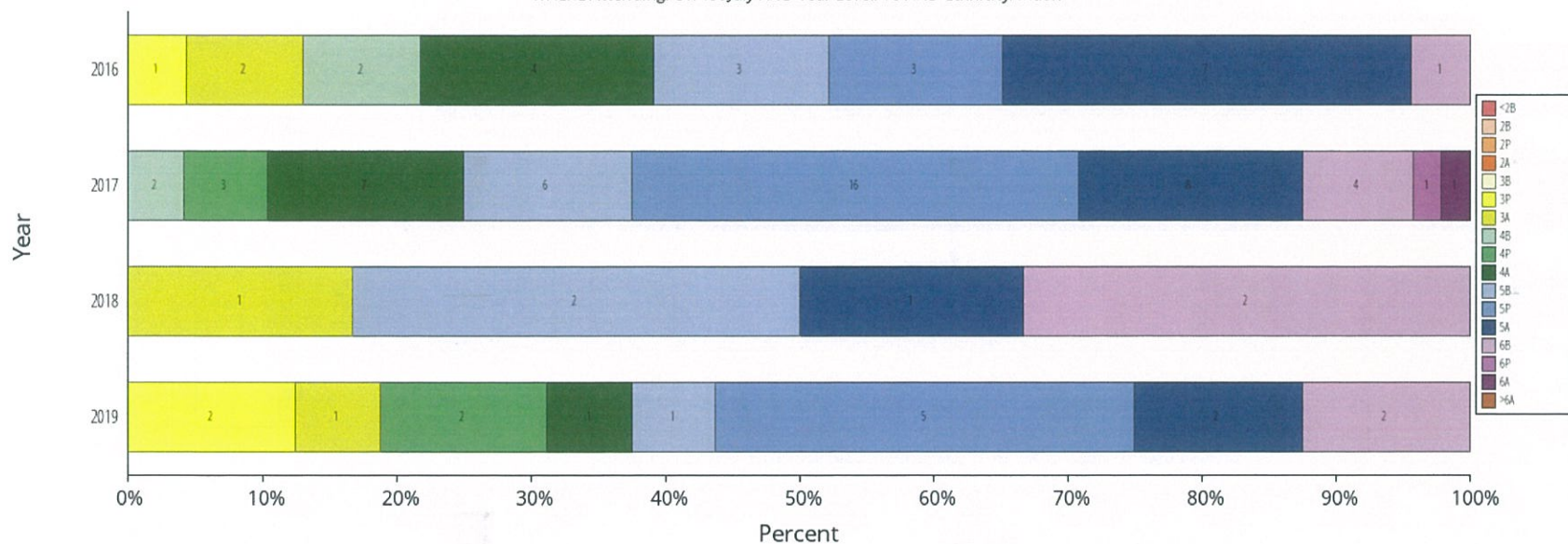


#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
1	2016	0.58%	0.58%	1.75%	3.51%	1.17%	9.36%	6.43%	5.85%	16.96%	14.62%	16.37%	15.2%	6.43%	0%	1.17%	0%	0%
2	2017	0%	0%	1.15%	2.69%	1.54%	3.85%	6.15%	10.77%	18.85%	26.15%	11.54%	10.77%	5.77%	0.38%	0.38%	0%	0%
3	2018	0%	0%	0.78%	3.1%	3.88%	3.88%	8.53%	8.53%	20.93%	23.26%	17.05%	8.53%	0.78%	0.78%	0%	0%	0%
4	2019	0%	1.08%	2.15%	7.53%	3.23%	3.23%	10.75%	11.83%	13.98%	11.83%	9.68%	10.75%	12.9%	1.08%	0%	0%	0%

- 2016 - 93.58% of the Year 8 cohort is at Level 3 or higher of the NZC Framework
- 2017 - 96.16% of the Year 8 cohort is at Level 3 or higher of the NZC Framework
- 2018 - 96.12% of the Year 8 cohort is at Level 3 or higher of the NZC Framework
- 2019 - 89.24% of the Year 8 cohort is at Level 3 or higher of the NZC Framework

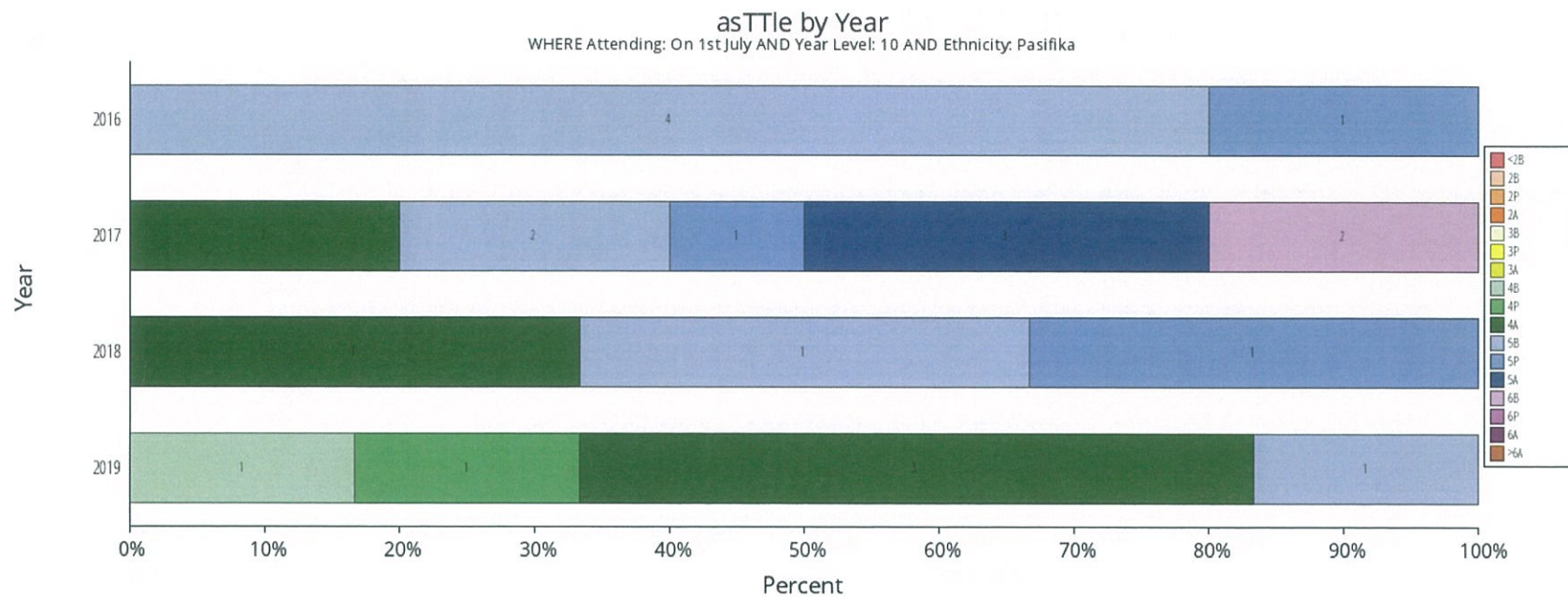
asTTle by Year

WHERE Attending: On 1st July AND Year Level: 10 AND Ethnicity: Maori



#	Year	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B	6P	6A	>6A
1	2016	0%	0%	0%	0%	0%	4.35%	8.7%	8.7%	0%	17.39%	13.04%	13.04%	30.43%	4.35%	0%	0%	0%
2	2017	0%	0%	0%	0%	0%	0%	0%	4.17%	6.25%	14.58%	12.5%	33.33%	16.67%	8.33%	2.08%	2.08%	0%
3	2018	0%	0%	0%	0%	0%	0%	16.67%	0%	0%	0%	33.33%	0%	16.67%	33.33%	0%	0%	0%
4	2019	0%	0%	0%	0%	0%	12.5%	6.25%	0%	12.5%	6.25%	6.25%	31.25%	12.5%	12.5%	0%	0%	0%

- 2016 - 78.25% of Māori in Year 10 cohort at Level 4 or higher of NZC Framework
- 2017 - 100% of Māori in Year 10 cohort at Level 4 or higher of NZC Framework
- 2018 - 83.33% of Māori in Year 10 cohort at Level 4 or higher of NZC Framework
- 2019 - 81.25% of Māori in Year 10 cohort at Level 4 or higher of NZC Framework



- 2016 - 2019 - 100% of Pasifika students in Year 10 cohorts have been at Level 4 or higher of the NZC Framework.

PIRINGĀKAU MĀORI ANNUAL PLAN UPDATE V

"Whaia te pae tawhii kia tata, ko te pae tata, whakamaua kia tina"

"Pursue the distant pathways of your dreams, so they may become your reality"

B Term 4 - 2019

B Term 4 - 2019		
	Strategic Statement	Comment
Objective 1	Provide more coverage of Tikanga and Te Reo Maori across all curriculum areas in the Junior School (Years 7 to 10)	Year 10 visit to Pirihahi Marae on November 27th had a 97% turnout. The students participated in activities throughout the day and gained Level 1 NCEA credits. Year 10 Māori class were the host for the day and performed the haka powhiri and supporting waiata with kaitiako Māori. Social Studies has unit plans updated and streamlined for trial and use in 2020.
Objective 2	Work across schools, Primary and secondary to develop and grow reading and writing in TRM	Tupu Mai had its last gathering with a kaitahi and whakanuia ceremony on Thursday 28 November. Students in Tupu Mai along with both Piringakau Whanau classes were presented with certificates for the dedication and effort throughout the year. Please see last month's report for recommendations for 2020. Tupu Mai also featured in a Waicol presentation where
Objective 3	Cultural competencies for all staff	Cultural Competency will continue into 2020 with a deeper focus on tikanga Māori.
COMMENT	<p>The focus for 2020 remains similar to 2019 in that the Māori Department will;</p> <ol style="list-style-type: none"> 1. Maintain contact with Primary Schools through the Tupu Mai programme but with Year 7 & 8 only. (currently with Year 9) 2. Change to Year 7 to 10 TRM programme to allow more education outside of school 3. Liaise with another department (eg Science and or Visual Arts) to continue upgrading, updating or developing tikanga into programmes (2019 with Social Science) 4. Make Te Reo Maori a compulsory subject at Year 9 and option half-year course at Year 10. 5. ASPIRE PROGRAMME - 2020 <p>Each term</p> <ol style="list-style-type: none"> A. A guest speaker invited to speak and share with the whanau classes B. A certificate ceremony will be held at the end of each term identifying values of Rangatira, Kaitiaki, Mana, Wehi, Wairua, Tikanga C. Encourage active participation in kapa haka D. Have an end of year trip to fundraise toward E. Include group in whānau activities, eg rōpū tautoko, at marae, in the community. <p>Hold Whānau hui every third Wednesday of Term 1,2, & 3</p>	



MAORI ACHIEVEMENT 2017 – 2019

Each year, Waiheke High School reviews Maori Achievement. This is a review of Maori Achievement over the last three years.

Maori Achievement relates to those students who are enrolled as Maori on our school roll.

2017

- Level 1 13 students were enrolled as Maori from 66 students in total
2 students were endorsed with Excellence
3 students were endorsed with Merit
4 students were Achieved
4 students were Not Achieved

Of the 4 students who did Not Achieve:

- Student A Did not achieve NCEA in 2017 because put forward a year due to his physicality, passed NCEA in 2018.
Student B Left the school during first part of the year, attended another school then returned to WHS but there was not enough time to get the credits required.
Student C Came to us from up North with not enough time to gain the credits required. Has since passed Level 2 & 3.
Student D Had all necessary capabilities but no aptitude. Other social factors became problematic.

- Level 2 6 students were enrolled as Maori from 43 students in total
All 6 students passed with Achieved or higher at NCEA Level 2

- Level 3 7 students were enrolled as Maori from 41 students in total
0 students were endorsed with Excellence
0 students were endorsed with Merit
3 students were endorsed with Achieved
4 students were Not Achieved

Of the 4 students who did Not Achieve:

- Student A Did not achieve Level 3 but came back and completed Year 14.
Student B Left School in Year 12 and returned to gain Numeracy, Literacy and Science credits to gain entry into the Armed Forces.
Student C Returned to us midway through the year. Did not have enough credits or time but gained an apprenticeship.
Student D Missed Level 3 due to non-completion of work.

2018

- Level 1 18 students were enrolled as Maori from 66 students in total.
0 students were endorsed with Excellence
3 students were endorsed with Merit
11 students were Achieved
4 students were Not Achieved

Of the 4 students who did Not Achieve:

- Student A Had attendance issues in Years 9 and 10 – very seldom arrived at school. Passed through other agencies but did not stay to earn enough credits.
Student B A number of physical and psychological problems.
Student C Psychological and wellbeing issues.

Student D Duel enrolment with Auckland Hospital School. Not enough credits taken.

Level 2 9 students were enrolled as Maori from 51 students in total.
 2 students were endorsed with Excellence
 1 student was endorsed with Merit
 5 students were Achieved
 1 student was Not Achieved

Of the 1 student who did not achieve

Student A Came as a student in 2017, part way through the year. This year student had to gain compulsory credits at Level 1. This student gained NCEA Level 2 and Level 3 in 2019.

Level 3 5 students were enrolled as Maori from 41 students in total.
 1 student was endorsed with Excellence
 1 student was endorsed with Merit
 1 student was Achieved
 2 students were Not Achieved

Of the 2 students who did Not Achieve

Student A Commuted from Auckland but had growing anxiety and engagement problems. Had psychological problems from previous school.

Student B Student had growing anxieties from a disrupted family life and two broken relationships.

2019

Level 1 12 students were enrolled as Maori from 63 students in total
 2 students were endorsed with Excellence
 1 student was endorsed with Merit
 7 students were Achieved
 2 students were Not Achieved

Of the 2 students who did Not Achieve

Student A Left the Island and relatives were unable to get her back home.

Student B Unable to complete due to time with Youth Justice.

Level 2 14 students were enrolled as Maori from 57 students in total
 0 students were endorsed with Excellence
 2 students were endorsed with Merit
 9 students were Achieved
 3 students were Not Achieved

Of the 3 students who were Not Achieved

Student A Medical absences and truancy.

Student B Went to MAINZ in Term 4

Student C Left the school after 1 term

Level 3 7 students were enrolled as Maori from 40 students in total
 1 student was endorsed with Excellence
 2 students were endorsed with Merit
 3 students were Achieved
 1 student was Not Achieved

Of the 1 student who did Not Achieve

Student A Pursued a career in International Sport and had too many long term absences.

It is clear that Waiheke High School knows all students very well. It is important to note that, depending on what statistic we look at, 1 student can affect the statistic because 1 student might be worth 20%.

For example, look at the 2018 Maori Year Level pass rate at Year 13, 40% of Maori students failed which constituted just 2 students.

Although our statistics for Maori students are beneath those of New Zealand European students, I believe that Waiheke High School is continuing to be responsive to all our students through personalised and individualised programmes.

Growth across Te Ao Maori at Waiheke High School includes:

- Tupu Mai extension programme for Years 6 – 9
- Kohiko Mai and the Theory of Improvement 2020
- hui around Maori engagement in vertical whanau class and attendance
- hui for Piringakau calendarised each year
- third year for performance at Polyfest
- cultural exchange trip to Hawaii 2019-2020
- cultural competencies in staff development programme of Te Reo and Tikanga
- Year 10 powhiri programme
- Year 7 and 8 compulsory Maori with option Maori at Years 9 – 13
- ongoing growth and development of Matariki
- School-wide deeper understanding of Piritahi Marae and iwi.

European Year Level Pass - 2017

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (53)	4	11	27	11
12 (37)	5	14	11	7
13 (34)	2	12	12	7

Year Level	Not Achieved	Achieved	Merit	Excellence
11	7.55%	20.75%	50.94%	20.75%
12	13.51%	37.84%	29.73%	18.92%
13	6.06%	36.36%	36.36%	21.21%

Māori Year Level Pass - 2017

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (13)	4	4	3	2
12 (6)	0	4	0	2
13 (7)	4	3	0	0

Year Level	Not Achieved	Achieved	Merit	Excellence
11	30.77%	30.77%	23.08%	15.38%
12	0%	66.67%	0%	33.33%
13	57.14%	42.86%	0%	0%

European Year Level Pass 2018

Year Level	Not Achieved	Achieved	Merit	Excellence
11	5	17	11	15
12	2	15	21	4
13	9	16	6	5
(48) (42) (36)				

Year Level	Not Achieved	Achieved	Merit	Excellence
11	10.42%	35.42%	22.92%	31.25%
12	4.76%	35.71%	50%	9.52%
13	25%	44.44%	16.67%	13.89%

Maori Year Level Pass 2018

Year Level	Not Achieved	Achieved	Merit	Excellence
11	4	11	3	0
12	1	5	1	2
13	2	1	1	1
(18) (9) (5)				

Year Level	Not Achieved	Achieved	Merit	Excellence
11	22.22%	61.11%	16.67%	0%
12	11.11%	55.56%	11.11%	22.22%
13	40%	20%	20%	20%

Māori Achievement Data 2017 - 2019 @ Waiheke High School

European Year Level pass - 2019

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (51)	4	14	16	17
12 (43)	5	20	10	8
13 (33)	2	21	10	0

Year Level	Not Achieved	Achieved	Merit	Excellence
11	7.84%	27.45%	31.37%	33.33%
12	11.63%	46.51%	23.26%	18.6%
13	6.06%	63.64%	30.3%	0%

Māori Year Level pass - 2019

Year Level	Not Achieved	Achieved	Merit	Excellence
11 (12)	2	7	1	2
12 (14)	3	9	2	0
13 (7)	1	3	2	1

Year Level	Not Achieved	Achieved	Merit	Excellence
11	16.67%	58.33%	8.33%	16.67%
12	21.43%	64.29%	14.29%	0%
13	14.29%	42.86%	28.57%	14.29%

Faculty Review Plan 2016-2020						
YEAR	2016	2017	2018	2019	2020	2021
FACULTY						
Digital/Coding			Not completed		W7 T3	
ESOL				Not completed	W4 T1	
English & Foreign Languages		Completed			W2 T2	
Learning Diversity			Completed			Due T2
Maori				Not completed	W7 T1	
Mathematics		Completed				Due T1
PE, Health, Outdoor Education & Seasports		Completed			W4 T3	
Performing Arts			Completed			Due T1
Science	Completed				W10 T1	
Senior Curriculum		Completed				
Social Science	Completed				W7 T2	
Technology				Completed		
Visual Arts		Completed				Due T3
Vocational Pathways		Completed			Due T4	

