

# Waitara High School Charter 2014

## Vision

*"Waitara High School students will be well educated, confident and positive contributors to society."*

## Mission Statement

The school's philosophy is summed up in its motto "***Ulterius Tende***" "*to strive and go forward*" and refers to the emphasis we place on developing skills and attributes which help us to strive to achieve success. Our aim is to empower all of our young people to leave school as well rounded young adults who have the skills and qualifications to choose any path they wish in the future.

## Special Character

Waitara High School is in the unique position of being close to a major urban centre (New Plymouth), yet draws its students from Waitara and the small towns and rural areas north. We are fortunate in having a combination of rural and urban students, including some from Bell Block and New Plymouth City.

The cultural diversity of New Zealand is reflected in Waitara High School's student population. With over 62% of our students identifying Māori parentage, opportunities are offered to enhance their learning of all things Māori.

The roll size is 360 and the school works hard to ensure small class sizes; which in turn allows for a more personal interaction between staff and students. We are committed to all students being fully engaged in all school activities.

There is a high level of community support with members of the community coaching sports teams, providing assistance with school events and with students from the school accessing programmes and work experience within the local community.

The Gateway course builds relationships with business and tertiary providers within the community.

## What We Value At Our School

- *Respect*

We place importance on showing respect for others and their property, the school's facilities and reputation:

1. To be honest, trustworthy and ethical.
2. Treat others, their belongings and the environment with respect.
3. Be polite and well-mannered.
4. Value the past - our traditions and reputation.

- *Excellence*

Students and staff are encouraged to pursue excellence, be self-motivated and self-reliant:

1. Have high expectations and goals.
2. Accept and learn from mistakes.
3. Complete all tasks to the best of your ability.
4. Be enthusiastic and value learning.

- *Aroha*

Promote a sense of belonging and a caring attitude:

1. Manaakitanga - treat all visitors and each other with respect and hospitality.
2. Believe in yourself and your contributions.
3. Present yourself in a way that shows you care.
4. Be a good team member and support each other.

- *Commitment*

Our school is a community within a community and it is important that we all play our part in promoting a sense of commitment to the school, each other, our learning and our community:

1. Become involved and ensure you have all the necessary equipment for learning.
2. Be cooperative and helpful.
3. Pursue your dreams.
4. Show perseverance in all that you do.

- *Hauora*

Our school fosters the development of the four aspects of Hauora - Taha Wairua, Taha Hinengaro, Taha Tinana and Taha Whanau:

1. Have a sense of belonging and balance in your life.
2. Believe in yourself and your contributions.
3. Develop and maintain positive relationships with all sectors of our community.
4. Know where you come from, who you are and where you could go.

### **Contribution to New Zealand's Identity and Economic, Social and Cultural Development**

Waitara High School's Gateway programme places students in tertiary and workplace environments and this contributes to the following Tertiary Education Strategy's Statement of Tertiary Education Priorities:

- A stronger system of focus on teaching capability and learning environment, to meet diverse learner needs.
- Increased participation by Māori in both a broader range of disciplines and in programmes that lead to higher-level qualifications.
- A tertiary education system that makes an active contribution to regional and national Māori/whanau/hapu/iwi development.
- Improved links between secondary and tertiary education, and improved stair casing for learners within tertiary education.
- Industries are supported in meeting their self-identified skill needs.
- Equity of access and opportunity for all learners.
- Learners are equipped to make informed choices about careers and learning.

- A tertiary education system that is accountable for improved Pacific learning outcomes and connected to Pacific/Māori economic aspirations.

### **Approach to Fulfilling Treaty of Waitangi Obligations**

To fulfil the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual heritage, Waitara High School is committed to optimising the learning outcomes for Māori students.

*For our students this means:*

- An opportunity to study Te Reo up to senior levels.
- An expectation to achieve to the highest standards.
- An expectation to attend regularly.
- A Māori world view is reflected in learning.
- The opportunity to be involved in Kapa Haka and Tikanga.

*For our staff this means:*

- Understanding basic Tikanga Māori.
- Having high expectations of Māori students.
- Make equitable provisions in the curriculum delivery for the instructional needs of Māori learners.
- Ensure the curriculum delivery reflects Māori perspectives and pedagogy.

*For school management this means:*

- Analysing achievement related data for Māori students.
- Setting specific targets related to improving achievement levels of Māori students.
- Working with Māori teachers and parents in establishing action plans to meet the above goals.
- Recognise Māori values in the processes and provision of resources and facilities within the school.
- Provide opportunities for students to learn the Māori language and culture.
- Providing staff with the tools necessary to assist Māori students to achieve to high levels.

*For our community this means:*

- Providing for those who wish to be educated through the Māori language.
- Having high expectations of Māori students.
- Having a willingness to contribute to the school when consulted.
- Supporting Māori students to achieve their goals and aspirations.

### **Approach to Meeting the Needs of Pacific Peoples**

Waitara High School has a Pasifika population of 0.9%. If further Pacific peoples were to enrol at the school, we would make links with the community to assist with their particular learning needs, requirements and the individuals' learning styles.

### **Approach to Meeting the Educational Needs of Learners**

The Waitara High School curriculum reflects the needs and aspirations of the local community in the following ways:

- Every student within the high school zone has an absolute right to attend the High School, they need to respect and abide by the High School rules and to have their needs identified and met.

- Waitara High School will cater for the individual needs of all students in this district, endeavouring to ensure well-being and academic progress is not prevented by lack of financial support.
- A quality learning environment will be provided.
- Caregivers and/or parents have the right to be fully consulted in their child's own education.
- Waitara High School has a responsibility for the on-going training of staff to meet the identified needs of students.
- All teachers at Waitara High School will be competent to teach a range of students with special needs and enlist the services of appropriate support personnel.
- Seek the advice of the Māori community to ensure Māori values are considered in all aspects of high school policy.

## **Strategic Section – 2014-2016**

Waitara High School Board of Trustees has identified several key areas of strategic development to focus on in the next three to five years. These ideas are outlined as broad goals and will generate a number of operational plans and targets which will be reflected in the future annual plans for the school. At the heart of a strong economy and healthy society lies the educational success of its people. Ka Hikitia – Accelerating Success 2013-2017 underpins all we do at Waitara High School in order to improve how our education system performs to ensure Māori students are enjoying and achieving education success as Māori.

It is therefore our strategic intent to:

### **1. Be responsive to our student population so their learning needs are met.**

#### ***How it is now:***

Our students come from a diverse range of socio-economic and cultural backgrounds. Special learning needs are catered for through the Learning Resource Centre and the implementation of Differentiated Learning Programmes in the classrooms where they are supported in achieving against the key competencies and learning areas of the New Zealand curriculum.

#### ***Areas for future development:***

- To focus on raising student achievement, especially at the junior level, by encouraging excellence. This in turn will lead to higher levels of achievement throughout the whole senior school.
- To ensure any barriers to learning are addressed at the earliest opportunity.
- Continually review our curriculum to ensure that our students are engaged in learning that has relevance and are provided with opportunities to excel in academic and co-curricular areas.
- Ensure that our students have access to national qualifications that are best suited to them and are of the highest level.
- Fully analyse data to ensure decisions are evidence based and in the best interests of our students.
- Continually improve the quality of teaching within the school.
- To maintain the levels of literacy and numeracy of all our students and to review and report on these levels.
- To have a focus of accelerating the literacy abilities of our students, especially juniors, to ensure they are ready to achieve NZQA qualifications.

- Continue the development of the New Zealand curriculum including accessing alternative courses or standards which are more responsive to our students.
- Implementation of mentoring to targeted students in a holistic way so that students use goal setting to raise achievement and performance.
- Integrate elements of students' identity, language and culture into the curriculum teaching and learning.
- Provide early, intensive support for those students who are at risk of falling behind
- Create productive partnerships with parents, whānau, hapū, iwi, communities and businesses that focus on educational success
- Retain high expectations of students to succeed in education as Māori.

## **2. Value our staff and support their endeavours to continually improve performance.**

### ***How it is now:***

Waitara High School enjoys a very loyal and dedicated staff that is characterised by both youth and experience. This allows for experienced teachers to share their wisdom and for younger teachers to share their enthusiasm and ideas.

### ***Areas for future development:***

- Ensure all staff has access to a professional development programme that is robust and tailored to their individual needs and to the strategic direction of the school.
- Ensure all staff accesses the fully developed appraisal system which assists them in identifying areas requiring further development and areas of excellence.
- Differentiated and collaborative teaching and learning strategies as well as literacy strategies become imbedded as normal practice for all staff.
- To provide support and guidance to ensure all staff can teach effectively and cater for all students.
- Develop new and expand current teaching and learning approaches that are engaging, effective and enjoyable for all Māori students.
- Strengthen capability and responsibility for Māori educational and language outcomes across all curriculum areas.
- Develop and use a range of networks to share and grow knowledge and evidence of what works to support excellent educational and Māori language outcomes.

### **3. Meet the demand to have excellent facilities in all areas of the school.**

#### ***How is it now:***

The school has a pleasant working environment for staff and students with large grounds including sporting fields and a well-run farm.

#### ***Areas for future development:***

- Ensure use of the 5 Year Plan is future proofing the school.
- Ensure that the ICT infrastructure will support increased use of ICT in classrooms.
- Reassess the Development Plan and form priorities for future projects.
- Continue to develop and follow the Cyclical Maintenance Plan.
- Upgrade laboratory, relocate food room and canteen.
- Assess the relocation of the music room, possibly incorporating it into part of the hall area, during the upgrade of the hall.

### **4. Promote the benefits of “living our school values” to all within our school community.**

#### ***How it is now:***

The school has set of statements of “what we value” and these will be promoted throughout the school. Visitors to the school frequently comment on the friendly and helpful nature of the students.

#### ***Areas for future development:***

- Ensure staff, students and the community have a heightened awareness of our *REACH* values statement and how those values apply.
- Ensure that the Professional Learning Group (PLG) and Positive Behaviour for Learning (PBL) drive the further development of PBL within Waitara High School.
- Ensure that the school community realise the School Charter reflects the core values held within the school.
- Ensure that values, as outlined in the new curriculum, Excellence; Innovation, Inquiry and Curiosity; Diversity; Equity; Community and Participation; Ecological Sustainability; Integrity; Respect are part and parcel of all we do at Waitara High School.

**Waitara High School Annual Plan**  
**Action Plan 2014**

**Target Compliance**

<b>Strategic Goal:</b> Compliance		<b>Target Area:</b> Years 9-13	
<b>Annual Target:</b> To ensure all aspects of compliance are adhered to.		<b>Student Group:</b> Whole School	
		<b>Gender:</b> Both	
		<b>Ethnicity Total:</b> 350	
<b>Historical position:</b> Waitara High School works hard to ensure all areas of compliance are adhered to.			
<b>ACTION PLAN</b>			
<b>What will the school do to meet the target?</b>	<b>When will it be done by?</b>	<b>Who is involved/responsible?</b>	<b>What resources will be allocated to meet target?</b>
Waitara High School will continue to act as a good employer to all staff ensuring it follows EEO guidelines, follows the State Sector Act and The Human Rights and Privacy Acts. In addition all staff will have relevant job descriptions and be part of the performance management system.	On going	Principal/ Board of Trustees	PD as required
The Waitara High School Board of Trustees oversees the development of the school budget, in collaboration with the Principal, to ensure the financial security of the school. Financial controls are adhered to and monitored with the aim of improving student outcomes and ensuring a high standard of property and resources.	On going	Principal/ Board of Trustees	Funding in budget for accountant and auditor
Waitara High School ensures it has an updated Property Plan and implements its 5 and 10 year Property Plans. Waitara High School will ensure the cyclical maintenance programme is followed.	Ongoing	Property Committee/ Principal/ Board of Trustees	
Waitara High School Board of Trustees will have a regular review cycle for policies and procedures to ensure compliance in all required areas.	Ongoing	Principal/ Board of Trustees	N/A
<b>Interim data:</b>			
<b>Final data:</b>			
<b>Discussion/Recommendations:</b>			

**Waitara High School Annual Plan**  
**Action Plan 2014**

**Target One**

<b>Strategic Goal:</b> To improve the NCEA academic results at all levels.	<b>Target Area:</b> Years 11-13
<b>Annual Target:</b> Level 1: 68% 75% of school leavers from Waitara High School will leave with NCEA Level 2 or above  <b>Māori Student Achievement Targets:</b> Level 1: 68% 75% of Māori school leavers from Waitara High School will leave with NCEA Level 2 or above	<b>Student Group:</b> Senior School Students
	<b>Gender:</b> Both
	<b>Ethnicity:</b> ALL <b>Total:</b> 200

**Historical position:**  
NCEA results at Waitara High School have been steadily improving although more work needs to be done to ensure our students are leaving Waitara High School with NCEA Level 2 or above. Māori student achievement has been also improving steadily although more can be done to ensure our Māori students are leaving Waitara High School with NCEA Level 2 or above.

**ACTION PLAN**

<b>What will the school do to meet the target?</b>	<b>When will it be done by?</b>	<b>Who is involved/responsible?</b>	<b>What resources will be allocated to meet target?</b>
Embedding and spreading the teaching and learning PLG with a focus on literacy which in turn drives improved teaching and learning in the school.	Whole year	Principal/ Literacy Leader/ SCT	Professional development time and resources
Spread and embed inquiry teaching and learning practices to all curriculum areas. SLT to feedback and feed forward to staff.	Whole year	Principal/ Literacy Leader/SCT	Professional development time and resources
Embed reflective practices with whole staff to improve practice including spreading the use of portfolios to encourage reflective practice throughout the whole	Whole year	SCT	Professional development time and resources
Further develop the curriculum committee to ensure at risk	Whole year	Deputy Principal/	Professional development



students have a clear and identified pathway and option choices which are appropriate.		Curriculum Committee	time and resources
Interview senior students to ensure subject choices are appropriate and provide positive pathways to future learning. Ensure at risk students have an appropriate mentor who they meet with regularly.	At start of year and during option selection times.	Principal/ Senior Leadership Team/ Deans	Time
Increase the progress and achievement of the group of learners with special education needs who are currently not achieving as expected through goal setting and close monitoring by Form Teachers and Deans.	On going	Whole staff	Time
<b>Interim data:</b> 2013 Results:            Māori Student Achievement Level 1: 55.4%            35% Level 2: 83.9%            86.7% Level 3: 32.3%            27.3% U.E :			
<b>Final data:</b>			
<b>Discussion/Recommendations:</b>			

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**Literacy Targets**

<p><b>Strategic Goal:</b>          To improve literacy teaching strategies, by staff, in order to lift academic achievement; especially in junior students.</p>	<p><b>Target Area:</b>          Years 9-10          Years 12-13</p>		
<p><b>Annual Target:</b>          Accelerate reading achievement by 44aRs points at Year 9 and 60aRs at Year 10 by embedding comprehension strategies instruction in English and Social Science departments.</p> <p>Improve the use of diagnostic reading data in Year 9 and 10.</p> <p>Improve Year 12 and 13 academic writing through explicit instruction.</p> <p>Improve writing achievement in Year 9 and 10 to begin to accelerate it by at least 2CSL.</p>	<p><b>Student Group:</b> 300</p> <p><b>Gender:</b> Both</p> <p><b>Ethnicity:</b> ALL</p> <p><b>Total:</b> 350</p>		
<p><b>Historical position:</b>          Students are still entering Waitara High School with literacy levels far below the national norms or the levels required for achieving academically at high school.</p>			
<p align="center"><b>ACTION PLAN</b></p>			
<p><b>What will the school do to meet the target?</b></p>	<p><b>When will it be done by?</b></p>	<p><b>Who is involved/responsible?</b></p>	<p><b>What resources will be allocated to meet target?</b></p>
<p>Continued Staff PD on theoretical framework of metacognitive comprehension strategy teaching.</p> <p>Staff PD on how to teach metacognitive comprehension strategies</p>	<p>Ongoing</p>	<p>Literacy Leader/English Department</p> <p>Social Science Department</p>	<p>Weekly meetings/ Books/texts to read</p> <p>Stable and committed staff</p>

<p>PAT Listening cross referenced with Asttle Reading to identify possible dyslexics.</p> <p>All staff involved in analysis and understanding.</p>	<p>June. Baseline data gathered and analysed</p> <p>Term 3-4 staff performance development on written discourse structures and how to teach them.</p>	<p>Literacy Leader</p> <p>English department/ Social Science department</p>	<p>Weekly department meeting times</p> <p>Exemplars of written material</p> <p>Stable and committed staff</p>												
<p>Ken Kilpin (Massey) leads instructional approach to academic writing.</p> <p>Eng dept PD on marking to exemplars to gather robust baseline data.</p> <p>Three yearly 'testing' of writing in English department.</p> <p>Development and teaching of metacognitive writing strategies.</p>	<p>Feb – initial writing sample and marking moderation against NZC exemplars using BPA to further refine the mark. Gap analysis of writing undertaken.</p> <p>T1-4 English department PD on metacognitive writing strategies. Spreading to all departments.</p> <p>June/ November writing samples gathered and moderated. Gap analysis undertaken to identify next steps.</p>	<p>Literacy Leader</p> <p>All staff</p>	<p>Funding for relief</p>												
<p><b>Interim data:</b> Entry data for 2014 Year 9 students obtained using e-asTTle testing:</p> <table border="1"> <thead> <tr> <th></th> <th>Whole cohort</th> <th>Māori</th> </tr> </thead> <tbody> <tr> <td>Stanine 1</td> <td></td> <td></td> </tr> <tr> <td>Stanine 2</td> <td></td> <td></td> </tr> <tr> <td>Stanine 3</td> <td></td> <td></td> </tr> </tbody> </table>					Whole cohort	Māori	Stanine 1			Stanine 2			Stanine 3		
	Whole cohort	Māori													
Stanine 1															
Stanine 2															
Stanine 3															

Stanine 4 Stanine 5 Stanine 6 Stanine 7 Stanine 8
<b>Final data:</b>
<b>Discussion/Recommendations:</b>

**Waitara High School Annual Plan**  
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**Target One**

<b>Strategic Goal:</b> Attendance	<b>Target Area:</b> Years 9-11
<b>Annual Target:</b> 1. Baseline data is gathered and patterns and trends identified. 2. Processes regarding attendance are strictly adhered to and best practice is identified. 3. Ensure a 90% attendance rate for all students.	<b>Student Group:</b> All
	<b>Gender:</b> Both
	<b>Ethnicity:</b> All <b>Total:</b> 350
<b>Historical Position:</b> While attendance rates have improved at Waitara High School, the rate is still below national expectations. A lot of work has been completed around processes and procedures; however, it is time review what we do in order to life the attendance rates.	

**Action Plan:**

<b>What will the school do to meet the target?</b>	<b>When will it be done by?</b>	<b>Who is involved/responsible?</b>	<b>What resources will be allocated to meet target?</b>
Form an attendance committee to gather baseline data and identify patterns and trends.	End of Term One	Ms Osmond/ Attendance Committee	
Processes are strictly adhered to and staff professional development occurs.	End of Week 2 Term One  Processes overseen by attendance curriculum	As Above	
"Best Practice" is identified by the attendance committee in consultation with hapu/whanau.	End of Term One	As Above	
As a result of the Best Practice identification, an action plan is formulated for next steps.	End of Term Two	As Above	

Interim data:
Final data:
Discussion/Recommendations:

**Waitara High School**

**Annual Plan Action Areas and Points**

<b>Action Point</b>	<b>Required Actions</b>	<b>Timeline</b>
Board of Trustees Training	1. Governance information and clarification led by Tailored Training and Support (TTaS) facilitator.  2. Workshops to develop understanding of Ka Hikitia.	Term One 2014
Refinement of Appraisal Process and Procedures	1. Review and evaluate existing appraisal process led by Massey University Professional Development team.  2. Incorporate Ta Taiako and Ruia teacher appraisal tools into appraisal system.  3. Implement new appraisal system using updated documents and processes.	Term One 2014  Term One 2014  Term Two/ Three 2014
Leadership and Effective Teaching Practice	1. Senior Leadership/ Middle Management 4 minute walk-throughs.  2. Identify and target ‘at risk’ students at all year levels to ensure achievement, engagement, retention and attendance.	

<p>Increase Whanau/Hapu involvement</p>	<ol style="list-style-type: none"> <li>1. Board members meet with whanau/hapu to explain school curriculum/ MOE requirements/ NCEA and seek input.</li> <li>2. Hapu and whanau assist with curriculum development which align with iwi education plans and aspirations.</li> </ol>	
<p>Positive Behaviour for Learning</p>		
<p>Community Involvement</p>	<ol style="list-style-type: none"> <li>1. Review the possibility of offering adult numeracy/literacy/computing classes to the community.</li> <li>2. Regular articles in the Mid-Weeker newspaper.</li> <li>3. Regular liaising with Community Constable and Waitara Alive personnel about opportunities for school/community involvement.</li> </ol>	



**WAITARA HIGH SCHOOL**

**SPORTS DEPARTMENT STRATEGIC PLAN 2014-2016**

<b>Key Performance Indicator</b>	<b>Performance Target</b>	<b>Personnel</b>	<b>Evidence/Indicator</b>
<p><b>Participation</b></p> <p>1.1 More staff involved in sports throughout the school.</p> <p>1.2 Increased physical activity in minor sports activities</p> <p>1.3 Increased participation during lunchtimes/intervals</p> <p>1.4 Maintain participation in sports clubs aligned to Waitara High School: Waitara Golf Club Manukorihi Golf Club Cricket, Softball, Soccer, Tennis, Squash, Bowling, Indoor Bowling, Rugby, Rugby League, Gymnastics, Badminton, Swimming, Surf, Board-Riders, Rowing, Basketball, Pony Club</p>	<p>37% of staff to be involved with coaching or managing school teams aiming to increase to 50% over next year.</p> <p>Maintain gym and equipment availability daily.</p> <p>Regular competition.</p> <p>Waitara High School students are active members of local sports clubs</p>	<p>Teaching staff, Physical Education Department, Sports Coordinator, SMT/Sports Coordinator</p>	<p>Staff are recorded as assisting in coaching or managing roles.</p> <p>Record events, house points available for events</p> <p>Waitara High School maintains positive relationship with all sports clubs area.</p>
<p><b>Achievement</b></p> <p>2.1 More sports teams achieving at the regional and or national level</p> <p>2.2 A wider variety of sports teams competing locally.</p> <p>2.3 More student participation in fitness training programmes.</p>	<p>At least one team, either junior or senior, reach finals in any sport in 2014. The school is represented in 95% of events offered by TSSSA.</p> <p>35 students participate in individual exercise programmes during lunchtime, after school under direction of trained staff.</p>	<p>Sports Coordinator, Physical Education Department, Team and support personnel, e.g. Coach, Manager etc. PE Staff, Coaches</p>	<p>A sports team represents the school in regional or national final. School representation at TSSSA events.</p> <p>35 individual programmes are being used.</p>

<p><b>Building Capability</b></p> <p>3.1 More community members involved in coaching and or officiating for school teams.</p> <p>3.2 Community officials and coaches feel supported by school and thereby re-offer their services.</p> <p>3.3 More qualified coaches. Upskill 4 coaches sport specific using coach force Sport Taranaki.</p>	<p>Increased numbers of community members involved with school teams (10 to date).</p> <p>90% of officials and coaches feel supported and re-offer their services.</p> <p>Two new coaches are utilised.</p>	<p>SMT, Sports Coordinator, PE Staff, Coaches</p>	<p>Numbers of volunteers are recorded and maintained or improved.</p> <p>Coaching courses completed.</p>
<p><b>Community Relationships</b></p> <p>4.1 Sports exchanges are maintained and new opportunities are explored.</p> <p>4.2 Maintain strong links with Sport Taranaki and local sporting organisations.</p> <p>4.3 Promote sporting opportunities we offer in school.</p> <p>4.4 Maintain links with surrounding schools by providing umpires and referees for sporting occasions on request. Manukorihi, Lepperton, Tikorangi, East, Central, St Joseph's, Huirangi,</p>	<p>Sports exchange links are maintained. One new exchange or mini-exchange is introduced with local area school.</p> <p>Attend 95% of TSSSA sports events. Coach force personnel welcomed into the school.</p> <p>Regular publicity of school and TSSSA events with the community being encouraged to attend.</p>	<p>Sports Coordinator, SMT, Physical Education Department, Sport Taranaki, Senior PE students, Nominated qualified students</p>	<p>Sports Exchange.</p> <p>Acknowledgement from local and area schools.</p>