



WAIMATE HIGH SCHOOL

CHARTER, STRATEGIC PLAN and ANNUAL PLAN

2007

Waimate High School

Table of Contents

Introduction	3
Mission and Values Statements	4
National Education Goals	5
National Administration Guidelines	6, 7
Strategic Goals 2007 – 2010 including tertiary requirements	9
Recognition of Cultural Diversity Statement	10
Strategic Goal list	13
Forward Planning for Goal Achievement and Annual Plans	14 – 28
2007 Target 1	29
2007 Target 2	30
2007 Target 3	31
2007 Target 4	32
Supporting Documentation	33
Procedural Information	34
Appendix	35

WAIMATE HIGH SCHOOL

2007

INTRODUCTION

Waimate High School is the co-educational Year 7-13 school serving the Waimate District of South Canterbury.

Secondary schooling in Waimate area commenced in 1883 with the establishment of Waimate District High School. In 1929 Waimate High School opened on its present site in Paul Street, under Mr Dudley Chisholm as Rector.

A further major change occurred in 1982 with the transition of the school into a Year 7-13 High School.

The school roll is currently 380 students.

The focus of this school is on effective teaching and learning. School programmes are relevant, exciting and appropriate to student needs so that learning occurs at an optimum level. Waimate High School aims to offer the education that best suits the needs of all its students, adult or secondary school age. In recent years the school has developed specialty programmes in Rural Studies and Information Technology which are proving to be very popular with the students.

Teaching is effective using up to date resources and innovative delivery, with meaningful and plentiful student feedback. Teaching takes place in positive classroom environments where student success is readily acknowledged. Our expectation is that we all work hard but have fun at the same time. Recent high levels of success in NCEA and in preparing students for the workplace are indicators of achieving these aims.

It is always our intention to provide small classes meeting individual needs including extension and learning support.

The school culture aims to be proud, positive, safe, caring, adaptable, resilient and open to scrutiny.

The school has attractive gardens and extensive grounds which cater for a range of students' interests and activities. Playing fields, a practical rural studies block, practice areas, sealed courts, fives courts, form play and recreation areas are some of the individual facilities available to students.

The buildings have been very well maintained and equipped. Specialised rooms include the Perry Hall, the Somers Library, a gymnasium, 3 science laboratories, 2 Information Technology suites, multi-purpose Technology Rooms, specialist Art and Music rooms. The general classrooms are carpeted and attractively presented.

The school administers adult community education classes in the evenings and weekends, as well as the Gateway Programme, as a means of introducing its students to the workplace and workplace assessment.

WAIMATE HIGH SCHOOL

2007

“Quality Learning for Tomorrow’s World”

MISSION STATEMENT

To create a supportive learning environment where all students will gain the knowledge, understanding, skills and attitudes which will equip them to make a positive contribution in the world of today and in the future.

VALUES STATEMENT

At Waimate High School we believe in:

- developing a school culture that is proud, positive, safe, caring, adaptable, resilient and open to scrutiny
- developing a love of learning through effective teaching
- building positive self-worth
- building a school community which respects others and their rights, where individuals take responsibility for their own learning and their actions
- making education available for the whole community using the resources available from the Tertiary Education Commission
- ensuring that all employees are ethical and professional in all aspects of their work.

NATIONAL EDUCATION GOALS

Education is at the core of our nation's effort to achieve economic and social progress.

In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

NATIONAL ADMINISTRATION GUIDELINES

The National Administration Guidelines support learning and assist schools to work towards the National Education Goals. They provide direction in six areas of school operations:

1. curriculum requirements and student achievement
 2. documentation and self-review
 3. employer responsibilities
 4. financial and property management
 5. health and safety
 6. administration
1. Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff is required to:

- i develop and implement teaching and learning programmes:
 - a) to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
 - b) giving priority to students' achievement in literacy and numeracy, especially in years 1-4;
 - c) giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.
- ii through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - a) -student achievement in literacy and numeracy, especially in years 1-4; and then to:
 - b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);
- iii on the basis of good quality assessment information, identify students and groups of students:
 - a) - who are not achieving;
 - b) - who are at risk of not achieving;
 - c) - who have special needs (including gifted and talented students);and
 - d) - aspects of the curriculum which require particular attention.
- iv develop and implement teaching and learning strategies to address the needs of students and the aspects of the curriculum identified in iii above;

- v in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
 - vi provide appropriate careers education and guidance for all students year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.
2. Each Board of Trustees with the principal and teaching staff is required to:
- i develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
 - ii maintain an on-going programme of self review in relation to the above policies, plans and programmes, including evaluation of information on student achievement;
 - iii report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1 (iii) above) including the achievement of Maori students against the plans and targets referred to in 1 (v) above.
3. According to the legislation on employment and personnel matters, each board of trustees is required in particular to:
- i develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
 - ii be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in the employment contracts applying to teaching and non-teaching staff.
4. According to legislation on financial and property matters, each board of trustee is also required to:
- i allocate funds to reflect the schools' priorities as stated in the charter;
 - ii monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
 - iii comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the

school's buildings and facilities provide a safe, healthy learning environment for students.

5. Each Board of Trustees is also required to:
 - i provide a safe physical and emotional environment for students;
 - ii comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

6. Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

WAIMATE HIGH SCHOOL

2006 - 2010

STRATEGIC GOALS

Consultation of the school community, including Pakeha, Maori and other ethnicities, encompassing all students, all households and all staff, carried out by the BOT, took place in 2003. Another round of consultation took place in 2006 and to refocus these goals for 2007 onwards.

Parent evenings for years 7 – 10 provided a forum for parent consultation. Staff opinions on the school direction were collected and evaluated. SWOT analysis was undertaken by the staff towards the end of 2005. Regular consultation takes place with senior student leaders and through the school council. The Principal holds discussion afternoons on a termly basis in order for parents to be able to share ideas and concerns. A weekly newsletter regularly asks for feedback on key issues and plans. The leaving year 13 students, leaving teachers and all student teachers on section are consulted for their view of the strengths and weaknesses of the school.

In order to establish its strategy for tertiary education the school has identified its stakeholders, published the list in the Timaru Herald, consulted with these stakeholders through a liaison committee and has altered this charter where necessary. The school newsletter has also been used to publicise this charter process.

From these data seeking exercises and with attention to the **National Education Priorities, The Statement of Tertiary Education Priorities and the school's 2005 ERO report** the BOT has developed the Strategic Goals for the next 5 years.

RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Waimate High School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture.

In recognising the unique position of the Maori culture, Waimate High School will take all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori.

To achieve this the school will:

- Incorporate the use of Maori language (e.g. mihi and national anthem) in formal school ceremonies (assemblies, prize-givings).
- Address the issues of the Ngai Tahu memorandum of agreement in planning processes.
- Adhere to its policy on Maori achievement.
- Use everyday greetings from the Maori language.
- Address bicultural issues in all curriculum schemes including involvement with the Te Mana project.
- Seek to achieve an ethnic balance when appointing staff.
- Continue to ensure that new signage around the school displays both English and Maori languages.
- Support students learning Maori both on site and through the Correspondence School.
- Continue to develop closer relationships with the Waihao Marae.
- Encourage Maori parents to take part in the BOT elections.

Waimate High School also acknowledges its students from Australia, the Pacific Islands, South African, Britain, Holland and other cultures (through our exchange student programmes). Where possible cultural differences are shared in order to enhance learning. Exchange students are regularly enrolled for all of, or part of, a year in order to expand local students' understanding of and empathy with different cultures.

TERTIARY EDUCATION STRATEGY

Strategy 1 Strengthen system capability and quality

Waimate High School will take responsibility for contributing towards the further education of the adult community of the Waimate District. Through consultation it will attempt to provide quality education opportunities requested by its community in order to foster life long learning.

Strategy 2 Contribute to the achievement of Maori development aspirations

Waimate High School will consult with its Maori community in order to ensure that its needs are met when planning and providing tertiary education opportunities.

Strategy 3 Raise foundation skills so that all people can participate in our knowledge society

Waimate High School will provide foundation skills courses where requested.

Strategy 4 Develop the skills New Zealanders need for our knowledge society

Waimate High School will consult with local employer stakeholder groups in order to ascertain the tertiary education needs of local employees. It will attempt to minimise difficulties of access to its tertiary courses.

Strategy 5 Educate for Pacific Peoples' development and success

Waimate High School will ensure that Pacific People within its community are catered for when providing tertiary education opportunities.

Waimate High School offers community education classes to its community in the evenings on the school site as well as providing a portion of its funding to community groups. This strategy is used as a tool to strengthen the community and to provide a positive link between the community and its school. The school works closely with Agribusiness in order to provide pre employment courses for its students. The school liaises with local employers in order to run the Gateway Programme for its students.

Part B Objectives, plans and performance targets

Table: Strategic Direction, Objectives and Performance Measures

Strategic Direction	Objectives	Reference to TES/STEP	Performance Measures	Target 2005	Target 2006	Target 2007
Develop ACE courses that meet the needs of the Waimate Community	Through consultation with the community find out what courses are required.	Strategy 4 Objectives 18 and 19	Number of new courses offered as a result of consultation.	2 courses	4 courses	6 courses
	Modify the time of courses offered in order to make them accessible to all	Strategy 4 Objective 20	Percentage of numbers of students on ACE courses increases	By 10%	By a further 10%	By a further 10%
Monitor the quality of courses offered through ACE	Ensure that the teaching on the courses offered is of a high standard	Strategy 1 Objectives 5 and 6	Numbers of students on ACE courses increases	By 10%	By a further 10%	By a further 10%
Through the Gateway programme provide students with the opportunity to gain credits and experience in the workplace	Encourage students to remain at school and gain qualifications. Improve the relevance of schooling for young people.	Strategy 2 objective 12 and 13 Strategy 4 objective 19,21 and 22	Numbers of students choosing the Gateway pathway increases. Percentage of students completing the school year while on Gateway increases.	20 placements 75%	25 placements 80%	25 placements 85%
Enhance the opportunities available to students through the Gateway programme	Increase the variety of work placements available	Strategies 1-6	An increase in the number of employers willing to be part of the programme	25 employers	30 employers	30 employers

Strategic Goals

Strategic Goals for 2007

1. Develop an environment where students are engaged, focused and motivated to learn. . (NAG 1 i, ii, iii, iv)
2. To develop a culture where people treat each other with respect. (NAG 5 i and ii)
3. Implementation of the New Curriculum. (NAG 1 i, ii, iii, iv and 2 iii)
4. Provide all students in Years 7 to 10 with opportunities to achieve success in literacy. (NAG 1 i, ii, iii and iv)
5. Provide all students in Years 7 to 10 with opportunities to achieve success in Numeracy. (NAG 1 i, ii, iii, iv)
6. Build engagement with our school community and pride in the school. (NAG 2 iii)
7. Use a range of assessment practices to monitor and track student achievement and to ensure quality feedback and feed forward. (NAG 1 ii, iii, iv, NAG 2 iii)
8. Ensure our Maori students have full access to education. (NAG 1 v, NAG 2 iii, STEP 2)
9. Maintain effective and consistent personnel management practices in order to achieve high levels of employee job satisfaction. (NAG 3 i and ii, STEP 1)
10. Effectively use resources to enhance student learning and achievement. (NAG 4 i, ii, iii)
11. Maintain effective self review processes. (NAG 1 iii, NAG 2 ii, STEP 1)

FORWARD PLANNING TO ACHIEVE STRATEGIC GOALS AND ANNUAL PLAN 2007

Goal 1 Develop an environment where students are engaged, focused and motivated to learn. (NAG 1 i, ii, iii, iv)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date (when)	Progress to Board
1. Provide learning opportunities that are interesting, challenging and achievable for all students. i.e. personalised learning	<ul style="list-style-type: none"> Review and update units Check schemes for relevance for today's generation Include in planning opportunities to achieve at different levels within each class 	RELA RELA All	All staff	Pm Pm Pm	Term 1 2007	6 monthly
2. Reduce the incidence of students being off-task.	<ul style="list-style-type: none"> Review procedures for students to graduate from one year level to the next Review discipline procedures for students impacting on others' learning (Goal 2 obj 3) 	RELA SMT	All staff All staff	Pm DPs	Term 3 Term 1	Annually 6 monthly
3. Use a wide range of teaching strategies that include a more personalised approach to learning.	<ul style="list-style-type: none"> PD on differentiated learning, co-operative learning, peer/pair learning. PD on learning and teaching to learn Arrange speakers eg Bill Rogers, Celia Lashlie 	PD Com PD Com	All staff	Cr Cr	On going 2007	6 monthly
4. Use a range of thinking strategies so students have a 'toolbox' to select from as appropriate.	<ul style="list-style-type: none"> Include thinking strategies in planning documentation Include strategies such as De Bono's Hats, Bloom's Taxonomy. Etc PD on Inspiration Use SCT as resource person 	RELA All teachers PD Com SCT	All staff All staff All staff All staff	PD Com PD Com PD Com	On going 2007	6 monthly
5. Use ICT resources to support and enhance learning as appropriate and incorporate this in the planning process	<ul style="list-style-type: none"> PD on ICT ideas as appropriate Encourage use of VC – both students and teachers Schedule subject meetings as for ICTPD Review Year 7 and 8 ICT programme to ensure basic skills are covered 	PD Com Dn SMT RELA	All staff	Cr Pm Cr Cr	On going 2007	6 monthly
6. Develop routines that establish a good working	<ul style="list-style-type: none"> Seating plan established for each class Learning objective explained and recorded on whiteboard at 	All All	All staff	Ly Ly	Term 1 2007	6 monthly

environment in the classroom.	beginning of every lesson <ul style="list-style-type: none"> Staff provided with laminated headings for whiteboard 	Ly		Ly		
7. Encourage students to take responsibility for their own learning.	<ul style="list-style-type: none"> All students taught goal setting skills Include goal setting in reports to parents Use goals as focus for discussion with parents Information about goal setting and responsibility for learning in newsletters 	Ass G T All staff All staff Pm	All staff	Cr Cr Cr Pm	Term 1 2007	6 monthly
8. Continue to improve the quality of feedback and feed forward.	<ul style="list-style-type: none"> Assessment results logged on computer Annual results and analysis of assessments included in departmental reports ASTTLE / PAT testing carried out at start and midyear in Reading, Writing and Math for years 7 - 10 Assessment results passed on from one year level to the next in order to inform teachers As a result of assessments students are provided with feedback and forward on their achievement and next steps 	RELA RELA RELA RELA All staff	All staff All staff All staff All staff All staff	Rb Rb Ly Ly RELA	On going	6 monthly
9. Identify students at risk of not achieving their potential (includes both high ability students and those requiring remedial assistance).	<ul style="list-style-type: none"> Maintain an At Risk Register and provide appropriate learning support programmes for identified students Use the RTLB system to support students and teachers as appropriate Maintain a High Ability Register that uses 3 sources of identification and provide appropriate programmes to meet their needs Timetable Year 9 and 10 Maths at same time to enable grouping of similar ability levels 	Gn Pastoral Committee Gn Cr and WI	All staff All staff All staff Y 9 and 10 Mx	Pm Cr Cr Cr	On going	Annual Report

Student Achievement Target 1: Academic achievement in the senior school relating to NCEA results.

Student Achievement Target 4: Student engagement monitoring.

Goal 2 To develop a culture where people treat each other with respect. (NAG 5 i and ii)

Abuse in the school community is unacceptable.

- *Abuse of staff. Abuse of students. Abuse of all associated*

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date	Progress to Board
1. To reduce the incidents of classroom bullying by treating all incidents in a consistent and serious manner.	<ul style="list-style-type: none"> • Develop in class procedures for dealing with bullying • Code in class book for bullying • Develop a shared understanding about how we deal with bullying – staff meeting – review behaviour management protocol : incidents in class 	Cr Fs Cr and Bt	All staff	Pm and Cr	Term 1	6 monthly
2. Develop the quality of staff/student relationships. - Gormsby - Encourage diversity of style/personality - Role plays of difficult situations (eg Ta)	<ul style="list-style-type: none"> • Whole Staff PD in TA (framework) • Incorporate feedback and monitoring of quality of relationships with students in teacher appraisal. • Whole staff PD to encourage listening skills, empathy, possible strategies. • Modify re-negotiation to class form following referral, to include relationship stuff and this is done in writing. • Consult with staff re need of isolation room for both referrals and highly disruptive students. • Staff professional readings 	Bt Pm PD Com SMT/Cr/Bt to go over at start of year and to look at form SMT, Bt, Dn	All staff	Cr Cr Cr Pm Pm	Term 1 On going	6 monthly
3. Develop more effective discipline and behaviour modification procedures that emphasise the rebuilding of relationships. (and acknowledging actions empowering victims)	<ul style="list-style-type: none"> • SMT – review systems in place especially use of classbook and Normans • Staff discussion about discipline, consequences and appropriate reparation • Staff PD on discipline strategies • Staff PD in restorative conversations on a daily basis around the school. • Use the catch-phrase: How can you make it right? • Year 13 issue detention slips during Group time and follow up. 	SMT SMT PD Com PD Com All staff Group Teacher	All staff	Cr Cr Cr Cr Pm Ly	Term 1 On going	6 monthly

4. Reduce bullying in the playground.	<ul style="list-style-type: none"> • Implement a programme of peer mediation based on handout "What is mediation?" • Develop and implement a training programme (camp) for year 10's as peer mediators. • Involve Year 13's in playground duty. • Re-implement duty log 	Bt and Fs Bt Mh Ly	All staff	Cr Ly Ly	Term 1 On going	6 monthly
5. Encourage students' to tell when something goes wrong ie valuing student input	<ul style="list-style-type: none"> • Students are encouraged to/educated about how to report instances of bullying <ul style="list-style-type: none"> a. classroom teacher b. group teacher c. peer support (Wr) d. small assembly drama (Bt) e. newsletter (Pm) f. parent education evenings (SMT/Gc) g. bus meetings • Apply to participate in Eliminating Violence programme. 	Overall Bt to oversee Pm	All staff	Bt Pm	On going	6 monthly
6. Develop mechanisms so staff feel safe and supported. Like students, all staff deserve to feel safe and supported at school.	<ul style="list-style-type: none"> • Consult with staff re need of isolation room for both referrals and highly disruptive students. • Consult with staff about some possible strategies • Increase number of staff on duty in corridor before school • Inform staff of who to approach about grievances, sexual harassment etc 	SMT SMT SMT SMT	All staff	Pm DPs DPs DPs	Term 1	Dec 2007

Outcomes / measures:

Monitor number of peer mediator interventions.

Monitor number of playground incidents dealt with by all staff.

Goal 3 Implement the New Curriculum. (NAG 1 i, ii, iii, iv and 2 iii)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date	Progress to Board
1. Develop schemes and department documentation that is in line with the new curriculum.	<ul style="list-style-type: none"> Develop a template that could be used by departments Implement template to enable consistency if this is possible 	RELA RELA	All staff All staff	Pm Pm	Term 1 On going	Dec 2007
2. Develop units of work that have learning outcomes that link clearly to the new curriculum.	<ul style="list-style-type: none"> Departments meet with advisors to develop units Investigate the idea of teaching some cross curricular contexts 	RELA RELA	RELA RELA	Pm Pm	On going	6 monthly
3. Identify and develop ways of covering the key competencies.	<ul style="list-style-type: none"> Staff PD and discussion to develop shared understanding of the key competencies Investigate the possibility to developing an outdoor education programme – years 7 to 13 Identify and record the learning opportunities taking place outside the classroom Identify how these extra curricular learning opportunities contribute to key competencies 	RELA EOTC co-ord RELA RELA	All staff RELA All staff All staff	Pm Rg Pm Pm	Term 2 Term 2 Term 2 Term 3	Dec 2007
4. Ensure reports to parents are in line with the new curriculum.	<ul style="list-style-type: none"> Establish small committee to investigate reports and recommend changes to SMT and staff Replace key competencies with present personal skills on reports Investigate how we can report to individual student's level 	Volunteer com Mc	All staff	Rb Rb Pm	Term 1	Dec 2007
5. Continue to develop curriculum leadership	<ul style="list-style-type: none"> SMT discuss and allocate areas of responsibility within the curriculum leadership context Provide relevant Professional readings for RELA and engage in professional discussion about these All RELA meet with Principal at start and end of year to review department report and goals Develop and implement formal department reviews Ensure RELA meetings are followed by department 	SMT SMT Pm Pm RELA	SMT RELA RELA RELA RELA	Pm SMT Pm Pm PDs	Term 1 On going Term 4 On going	6 monthly

	meetings <ul style="list-style-type: none"> • Minutes of all curriculum related meetings are circulated and archived • Ensure RELA observe all teachers in their department 	RELA RELA	RELA RELA	Pm Pm		
6. Develop a timeline for implementation of the new curriculum	<ul style="list-style-type: none"> • Discuss and decide on a realistic timeline that all departments will comply with 	RELA	RELA	Pm	Term 1	Dec 2007

Outcomes / measures: By December 2007 all departments will be well on the way to implementing the New Curriculum and all documentation and procedures in place.

Goal 4 Provide all students in Years 7 to 10 with opportunities to achieve success in literacy. (NAG 1 I, ii, iii and iv)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date	Progress to Board
1. Develop teaching strategies that enable needs of all students to be met.	<ul style="list-style-type: none"> Investigate the idea of having a literacy committee that drives this goal Investigate possible sources of funding to enable us to focus on improving reading and writing PD on gifted and talented PD on differentiated learning – strategies and activities At least one paired writing activity scheduled for each year level 7 to 10 Involve parents in paired reading programme Staff have opportunity to observe paired reading / writing programme with a possible view to transferring to other curriculum areas 	Pm	Lit Com	Pm	Term 1	6 monthly
		Pm	Pm, Mc, Gn	Pm	Term 1	
		PD Com	All staff	Cr	Term 3	
		PD Com and Dn	All staff	Cr	Term 3	
		Mc	Eng Dept	Ly	Term 2	
2. Focus on the teaching and development of writing skills in years 7 to 10.	<ul style="list-style-type: none"> Each curriculum area model the writing skills required Departments develop strategies for editing skills 	RELA	All staff	Ly	Term 3	6 monthly
		RELA	All staff	Ly		
3. Raise the reading levels of in years 7 to 10, particularly focusing on students who are below the expected reading age.	<ul style="list-style-type: none"> At least one paired reading activity scheduled for each year level 7 to 10 Investigate the possibility of reinstating DEAR 	Mc	Eng Dept	Ly	Term 2	6 monthly
		RELA	All staff	Ly		
4. Identify and monitor students at risk of not achieving.	<ul style="list-style-type: none"> Continue use of At Risk register Investigate and identify ways of making learning activities more boy friendly eg competition, explanations, charts 	Gn RELA	All staff All staff	Pm Cr	On going	Dec 2007
5. To develop use of the library as an information centre for our learning community.	<ul style="list-style-type: none"> Improve access to internet in library Survey students and staff on their use of the library and use feedback to implement improvements PD on research skills Teach research skills specifically and in the context of 	St Uh	students and staff	ICT Co. Ly	Term 1	Dec 2007
		PD Com	all staff	Cr Ly		

	each curriculum area <ul style="list-style-type: none"> • Investigate the possibility of opening the library for 1 hour after school for homework • Investigate Duffy books scheme • Invite authors to read to students in the library 	RELA SMT Pm Librarian	all staff SMT and Librarian Pm Librarian	Ly Ly Pm Pm		
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Student achievement target 2: Literacy Improvement

Goal 5 Provide all students in Years 7 to 10 with opportunities to achieve success in Numeracy. (NAG 1 i, ii, iii, iv)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date (when)	Progress to Board
1. Include numeracy strategies in planning documentation for years 7 and 8 to ensure strategies are used in lessons daily.	<ul style="list-style-type: none"> Ensure Numeracy teaching follows the planning document provided by numeracy project in daily lessons Demonstrate numeracy strategies and coverage to all staff 	Ot WI Ot WI	Math Dept All staff	Pm Pm	Term 2	6 monthly
2. Support teachers in their second year of the numeracy project to sustain development.	<ul style="list-style-type: none"> Teachers attend training sessions Provide time / relief for numeracy testing 	Ot WI SMT	Num Teachers	Pm Cr	On going	Dec 2007
3. Support teachers who are new to the numeracy project years 7 to 10.	<ul style="list-style-type: none"> Regular Math Department meetings to share resources and ideas among teachers PD to develop and enhance programmes 	WI Ot WI	Math Dept	Pm Pm	On going	Dec 2007
4. Monitor and track student levels of achievement and identify the levels we expect year groups to be on	<ul style="list-style-type: none"> Develop system to monitor each child's level at Year 9 and 10 (snapshot for each topic) Administer snapshots for each topic at Year 7 and 8 Administer AsTTLE / PAT testing at beginning of each year for Years 7 to 10 Liaise with other schools to investigate data gathering and analysis 	Ot WI Num Teachers Ot WI WI	Math Dept	Pm Pm Pm Pm	On going	Dec 2007

Student achievement target 3: Numeracy Improvement .

Goal 6. Build engagement with our school community and pride in the school. (NAG 2 iii)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date (when)	Progress to Board
1. To further develop the Transition Programme to assist the induction of students from other schools.	<ul style="list-style-type: none"> Evaluate programme run in 2006 and feedback improvements into 2007 Investigate possible sources of funding for 2008 onwards 	Mz, Bt Pm	All staff	Pm BOT Finance	Term 2	Dec 2007
2. To regularly consult with and obtain feedback from the community.	<ul style="list-style-type: none"> Use termly Principal question times to gauge community view of the performance of the school Seek parent opinion on programmes and proposed changes through the weekly newsletter Actively encourage parents to make suggestions and bring concerns before major problems develop 	Pm Pm SMT	BOT All staff All staff	BOT BOT BOT	On going On going On going	Monthly Monthly Monthly
3. To promote the school positively whenever possible.	<ul style="list-style-type: none"> Send articles and photos for publication to the local papers Use Open Night to effectively showcase the school Use weekly newsletter to communicate student achievements and the great things we do Encourage staff to be positive in the community at all times 	Sue Bailey All staff All staff All staff	All staff All staff All staff All staff	Pm SMT Pm SMT	On going	Termly Monthly
4. To inform our school community about important issues that affect the school.	<ul style="list-style-type: none"> Investigate the possibility of holding information evenings about relevant health issues, that involve all Waimate schools 	Pm	Waimate community	BOT	On going	Dec 2007

Goal 7. Use a range of assessment practices to monitor and track student achievement and to ensure quality feedback and feed forward. (NAG 1 ii, iii, iv, NAG 2 iii)

Objectives/Steps	Actions (how)	Responsibility (who)	Involves	Monitored by	Due date (when)	Progress to Board
1. To ensure regular and meaningful assessment practices are used.	<ul style="list-style-type: none"> • RELAs develop and monitor a schedule of assessments for units of work using a range of ARBs, Exemplars, PATs, AsTTLe • Assessment results are logged on computer server • Annual results of assessments are included in departmental reports • AsTTLe testing is carried out at the start and mid year in Reading, Writing across Years 7 to 10 • PAT testing for Numeracy across Years 7 to 10 at the start and mid year. NUMPA testing is carried out at the end of each year. • Assessment results are passed on from year to year in order to inform teachers of students' achievement levels • Assessments provide students with feedback and forward concerning their achievement and "where to next" • Writing folios are passed from one year level to the next for Years 7 to 10 • Develop a profile for each class (like Yr 7 Feb 2007) and distribute to teachers of that class 	RELA	All staff	Pm	On going	6 monthly
		All staff	All staff	Rb Cr	on going	6 monthly
		RELA	All staff	Pm	on going annually Feb /July	Annual Report
		RELA	Eng and Math staff	Ly	Nov	6 monthly
		RELA	Math staf	Ly	Jan /Dec	6 monthly
		RELA	All staff	Ly	On going	Feb 07
		All staff	All staff	HODs	On going	Feb 07
		Yr 7 to 10	Yr 7 to 10	HODs	Feb 07	Feb 07
		Pastoral manager	All staff	Ly		
		2. To report effectively to students, their parents and the community.	<ul style="list-style-type: none"> • Continue to refine report comments to provide quality feedback and forward on student progress, achievement and personal development for parents and students. • Provide Board with valid data concerning progress and achievement 	RELA and Rb	All staff	Pm
Pm and Rb	All staff			Pm	On going	6 monthly

Goal 8. Ensure our Maori students have full access to education. (NAG 1 v, NAG 2 iii, STEP 2)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date (when)	Progress to Board
1. To improve the ability of the Board to consult with our Maori Community.	<ul style="list-style-type: none"> Continue to seek a suitable liaison person for the school from the Maori community Carry our consultation with our Maori community both formally and informally 	Pm Pm	BOT BOT	BOT BOT	On going May	March 2007 June 2007
2. To build effective links with the local Marae in order to enhance learning of Maori students.	<ul style="list-style-type: none"> Establish links with local Marae Identify suitable programmes the Marae may be able to assist with and optimise their use. Investigate the availability of someone to take a kapahaka group and encourage students to participate 	RELA RELA SMT	All staff All staff Staff and students	SMT SMT Pm	On going	When relevant
3. To specifically plan to cater for the learning needs of Maori students.	<ul style="list-style-type: none"> All staff ensure they are aware of the Maori roll and report on their individual progress Actively seek a teacher with Maori background when making appointments Continue to encourage the use of teaching and learning strategies promoted by the Te Mana project Use Maori greetings and protocol whenever appropriate 	RELA Pm RELA RELA	All staff BOT All staff All staff	Pm BOT SMT SMT	On going On going On going	On going On going On going
4. To monitor the achievement of Maori students in relation to all students and report to Ngai Tahu.	<ul style="list-style-type: none"> When reporting to BOT on student progress and achievement provide comparative data for students on the Maori roll. 	Pm	RELA	BOT	On going	6 monthly

Goal 9. Maintain effective and consistent personnel management practices in order to achieve high levels of employee job satisfaction (teaching and non-teaching staff). (NAG 3 i and ii, STEP 1)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date (when)	Progress to Board
1. To induct new staff effectively.	<ul style="list-style-type: none"> Maintain and deliver a comprehensive induction programme for new staff (including relievers) Maintain a comprehensive and current staff handbook 	Dn	All staff	Ly	On going	Annual Report
		DPs	All staff	Pm		
2. To provide a sound advice and guidance programme for beginning teachers.	<ul style="list-style-type: none"> Continue to refine and deliver a comprehensive and on going support programme for beginning teachers Monitor beginning teachers' progress towards reaching full registration 	Dn	All staff	Ly	On going	Annual Report
		Dn		Pm		
3. To provide equal employment opportunities for all.	<ul style="list-style-type: none"> Consult with all employees and review EEO issues Review and implement revised EEO Plan 	Pm	All staff	BOT	April	April
		Pm	SMT	BOT	May	May
4. To effectively monitor staff performance.	<ul style="list-style-type: none"> Review and modify Performance Management System to ensure it is meaningful, progressive and effective Appraisal Team meet to review procedures and share best practice Review performance of all staff annually and meet with Principal to give feedback Identify and address areas of concern 	Pm	All staff	BOT	Jan 2007	Annual Report
		Pm	Appraisal team	Pm	Feb	
		Pm	All staff	BOT	Nov	
		Pm			On going	
5. To effectively address concerns and complaints from students, parents and staff.	<ul style="list-style-type: none"> Promote complaints procedures Investigate all complaints fully and promptly Report back to instigator with findings and actions 	SMT	All	Pm	On going	Monthly
		SMT	All	Pm		When relevant
		SMT	All	Pm		
6. To ensure the school is "open to scrutiny"	<ul style="list-style-type: none"> Ensure that all processes and procedures are ethical and professional Ensure all are open to and accepting of scrutiny 	SMT	All	BOT	On going	Monthly
		SMT	All	BOT		

Goal 10. Effectively use resources to enhance student learning and achievement. (NAG 4 i, ii, iii)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date (when)	Progress to Board
1. To make sound financial decisions.	<ul style="list-style-type: none"> Effective BOT decisions are based on valid and relevant data Monitor the primary school rolls in order to make future projections 	BOT Chair Pm	All SMT	BOT BOT	On going On going	Monthly Dec
2. To provide school facilities which promote student learning.	<ul style="list-style-type: none"> Plan and carry out 10 year property development plan. Further develop the use of ICT resources. Rationalise the planned cyclical maintenance in order to meet immediate needs 	PO St PO	BOT All BOT	BOT BOT BOT	On going On going On going	6 monthly 6 monthly 6 monthly
3. To investigate alternative sources of funding and fund raising.	<ul style="list-style-type: none"> Continue to foster links with Takudai – Ichiko School Optimise fund raising opportunities Identifying a suitable person who will monitor and oversee fund raising opportunities and inform groups of these Investigate sponsorship opportunities. 	Pm PTA ???	SMT All All	BOT Pm Pm	On going On going On going	6 monthly When appropriate When appropriate
		SMT	All	BOT	Ongoing	When appropriate

Goal 11. Maintain effective self review processes that focus on areas for improvement and action. (NAG 1 iii, NAG 2 ii, STEP 1)

Objectives/Steps	Actions (how)	Responsibility (who)	Involved	Monitored by	Due date (when)	Progress to Board
1. To use a programme of evaluation and review.	<ul style="list-style-type: none"> Evaluate the yearly goals and targets for the Strategic Plan in order to identify areas for development. Report findings to MOE Fully consult with students, parents and staff every 3 years. Review policies according to set schedule and develop new policies as required. 	Pm and Board Chair Pm Pm SM and Pm	All BOT All BOT	BOT BOT BOT BOT	On going Each Feb Last done 06 On going	Each Feb Each Feb Dec every 3 years On going
2. To encourage active reflection by all members of the school community.	<ul style="list-style-type: none"> Maintain and further develop self reflection strategies in Performance Management System. Use formative, monitoring and summative evaluation strategies to investigate perceived and actual value of programmes. Ensure student evaluations are part of the Performance Management System. Encourage and teach goal setting to all students. 	Pm Pm SMT SMT	All staff All staff All staff Group Teachers	BOT Pm Pm Pm	On going On going On going On going	Annual Report On going Annual Report Annual Report
3. To regularly consult with the community.	<ul style="list-style-type: none"> Use termly Principal question times to gauge community view of performance of the school. Seek parent opinion on programmes and proposed changes through the weekly newsletter. Actively encourage parents to make suggestions and bring concerns before problems develop. 	Pm Pm Pm	BOT All staff All staff	BOT BOT BOT	On going On going On going	Termly Monthly Monthly

Student Achievement Target 1 2007

Work towards this target relates to Strategic Goal 1

Historical Information	Targets	Target Achievement	Analysis	Further Development
2002 47.5% eligible achieved level 1 2003 48% eligible achieved level 1 2004 79% eligible achieved level 1 2005 58% eligible achieved level 1 2006 57% eligible achieved level 1	70% of eligible students achieve a level 1 NCEA certificate for their first year of study.			.
2003 88% eligible achieved level 2 2004 100% eligible achieved level 2 2005 94% eligible achieved level 2 2006 93% eligible achieved level 2	90% of eligible students achieve a level 2 NCEA certificate in their first year of level 2 study.			.
2006 100% eligible achieved level 3	90% of eligible students achieve a level 3 NCEA certificate in their first year of level 3 study.			

For the purposes of this analysis students who are 'eligible' are defined as doing enough standards to enable them to achieve the level.

Student Achievement Target 2 2007

Work on this target relates to Strategic Goal 2 - Provide all students in Years 7 to 10 with opportunities to achieve success in literacy. (NAG 1 i, ii, iii and iv)

Historical Information	Targets	Target Achievement	Analysis	Further Development
2006 Year 7 - 69% increased their reading by 2 or more sublevels 34% achieved below their expected level of 3P	80% of all students in Years 7 to 10 will raise their average AsTTLe Reading score by 2 steps over 6 months. (testing in Feb and July) At least 50% of students will improve their attitude score as tested by the AsTTLe attitude section.			
2006 Year 8 – 85% increased their reading by 2 or more sublevels 42% achieved below their expected level of 4B				
2006 Year 9 – 25% increased their reading by 2 or more sublevels 35% achieved below their expected level of 4A				
2006 Year 10 – 54% increased their reading by 2 or more sublevels 39% achieved below their expected level of 5P				

Student Achievement Target 3 2007

Work on this target relates to Strategic Goal 4 -

Provide all students in Years 7 to 10 with opportunities to achieve success in Numeracy. (NAG 1 i, ii, iii, iv)

Historical Information	Targets	Target Achievement	Analysis	Further Development
PAT testing in Feb 2007: Year 7 Stanine 1, 2, 3 24% 4, 5, 6 64% 7, 8, 9 12 % Year 8 Stanine 1, 2, 3 17% 4, 5, 6 71% 7, 8, 9 12 % Year 9 Stanine 1, 2, 3 34% 4, 5, 6 44% 7, 8, 9 21 % Year 10 Stanine 1, 2, 3 43% 4, 5, 6 44% 7, 8, 9 13 %	All Year 7 to 10 students will maintain or better their stanine level score as tested with PAT at the beginning of term 1 and again at the end of term 3.			

Student Achievement Target 4 2007

Work on this target relates to Strategic Goal 1 - Develop an environment where students are engaged, focused and motivated to learn. . (NAG 1 i, ii, iii, iv)

Historical Information 2006	Targets	Target Achievement	Analysis	Further Development
Term 1 – 3.52 Term 2 – 3.53 Term 3 – 3.41 Term 4 - 3.61	All classes will improve their levels of engagement in learning to consistently achieve an average score of 3.5 or better each term.			

The student engagement score will be determined by both the Senior Management Team and the classroom teacher, usually during period 3 or 4. A score of 4 indicates that the class were fully engaged, 3 indicates that most of the students in the class were engaged, 2 that some were engaged, and 1 meant that the class were not engaged in the lesson taking place. The level of student engagement will also take into consideration student awareness of the learning objective for that lesson. This will be determined by questioning some students if this can be done with minimal disruption.

SUPPORTING DOCUMENTATION

The following documentation supports us in fostering excellence in curriculum:

- Department schemes
- Teacher allocation to classes plan
- Annual curriculum review
- Annual departmental reports
- Analysis of external qualification results
- Assessment protocol
- At risk register
- High ability students register
- Classbook monitoring system at years 7 – 10
- Assignment completion protocol

The following documentation supports us in fostering excellence in teaching:

- Professional development programme
- Performance management system
- New teacher induction programme
- Provisionally registered teachers programme

The following documentation supports us in fostering excellence in school organisation:

- Self review programme
- Teacher Committee structure
- Annual budget
- Financial management procedures
- 10 year cyclical maintenance plan
- 5 year property plan
- All policies
- Charter, Strategic plan and Annual Plan
- Annual EEO plan

The following procedures support us in fostering positive community partnerships:

- Weekly newsletters
- Regular parental contact through telephone calls, letters and meetings
- Year group parent meetings
- Termly Principal question times
- Partnership with the Parent Teacher Association teams.
- Partnership with Past Pupils association
- Closer liaison with the Maori community

PROCEDURAL INFORMATION

Waimate High School will lodge with the Ministry of Education a copy of its annually updated charter and a copy of its Report on Annual Targets within 20 school days following the annual self review meeting of the Board of Trustees held in February.

Waimate High School consults with its community, including its Maori community regularly as part of its three year cycle of self review. Regular meetings for community consultation take place through the termly cottage meeting procedure. Consultation includes all aspects of school management.

Targets for student achievement will be identified by the senior management team in consultation with the whole teaching staff and then will be presented to the Board of Trustees for discussion. Once the Board has approved the targets for the forthcoming year they will be presented to the school community prior to being submitted to the Ministry of Education. Comment and feedback will be sought.

In addition to the above, the school's Maori community is regularly consulted in order to foster the ways in which the school reflects New Zealand's cultural diversity and the unique position of Maori as expressed in the school charter.

A copy of the school's charter is available to parents at the school office.

APPENDIX Terminology

ACE	Adult Community Education
ARB	Assessment Resource Bank
Bt	Nicholas Bates
BOT	Board of Trustees
Cr	Russell Crossan
Dn	Trish Dollan
EEO	Equal Employment Opportunities
GC	Guidance Counsellor
GMFS	Guaranteed Minimum Staffing Formula
Gn	Susan Geaney
HELA	Head of Essential Learning Area
HOD	Head of Department
ICT	Information Communication Technology
ICTPD	Information Communication Technology Professional Development
Ly	Patricia Lyall
Mh	Kristine McLachlan
MOE	Ministry of Education
Mq	Maurice Marquet
Mx	Mathematics
Mz	Diane MacKenzie
NAG	National Administration Guideline
P	Principal
PC	Pastoral Care
PD	Professional Development
PO	Property Officer
PTA	Parent Teacher Association
RAFA	Raising Achievement for All
Rb	Lindsay Robertson – Assessment Manager
RELA	Representative of Essential Learning Area
RTLb	Resource Teacher: Learning and Behaviour
SCT	Specialist Classroom Teacher
SM	Sue McConway
SMT	Senior Management Team
St	Trevor Storr
STAR	Secondary Tertiary Alliance Resource
WI	Lindsey Willoughby
Wr	Beverley Warner