



WAIMATE HIGH SCHOOL

CHARTER, STRATEGIC PLAN and ANNUAL PLAN

2006

Waimate High School

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WAIMATE HIGH SCHOOL

2006

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 364 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

2006

“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 will take place in 2006 and may 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

Goal 1:

- a) To provide all students in Years 7 to 10 with opportunities to achieve success in the Essential Learning Areas (with special emphasis to be placed upon reading, writing and numeracy). Students at risk will be identified and have their needs addressed. (NAG 1 i)
- b) To optimise the relevance of teaching and learning in Years 11 to 13 to specifically meet students needs and to encourage these students to take responsibility for their own learning. (NAG 1 iv)
- c) To optimise the quality of teaching so that all students are engaged and catered for. (NAG 1 iv)
- d) To provide foundation skills and other appropriate courses at tertiary level through the ACE programme. (TEC 1, 3)

Goal 2:

- a) To use a range of assessment practices in order to monitor and track student progress and achievement and to report findings to students, their parents and the school community. (NAG 1 ii, iii, NAG 2 iii)
- b) To improve the quality of feedback and feed forward in response to assessment processes. (NAG 1 iv,)

Goal 3:

To ensure that the opportunity for education is fully accessible and acceptable to Maori students and Maori adults through consultation with advisors and the community; with the consequent modification of teaching strategies.
(NAG 1 v, NAG 2 iii, STEP 2)

Goal 4:

To take part in school improvement projects in order to optimise the teaching and learning opportunities for our students.
(NAG 1 iv, STEP 1)

Goal 5:

To maintain an effective process of self-review with a focus on areas for improvement and action.
(NAG 1 iii, NAG 2 ii, STEP 1)

Goal 6:

- a) To maintain effective and consistent personnel management practices in order to achieve high levels of employee job satisfaction.
(NAG 3 i & ii, STEP 1)
- b) To improve the quality of feedback given to teachers as an outcome of their performance management.
(NAG 3i)

Goal 7:

To effectively use available resources in order to enhance student learning and achievement.
(NAG 2 i, NAG 4 I, STEP 1)

Goal 8:

To ensure a proud, safe, positive, caring, adaptable and resilient school culture that is open to scrutiny with a special emphasis on improving the sense of self worth of our students.
(NAG 5 i & ii, STEP 4)

Goal 9:

To improve the quality of curriculum leadership.
(NAG 1 iv)

FORWARD PLANNING TO ACHIEVE STRATEGIC GOALS AND ANNUAL PLAN 2006

Goal 1:

- a) To provide all students in Years 7 to 10 with opportunities to achieve success in the Essential Learning Areas (with special emphasis to be placed upon reading, writing and numeracy). Students at risk will be identified and have their needs addressed. (NAG 1 i)
- b) To optimise the relevance of teaching and learning in Years 11 to 13 to specifically meet students needs and to encourage these students to take responsibility for their own learning. (NAG 1 vi)
- c) To optimise the quality of teaching so that all students are engaged and catered for. (NAG 1 iv)
- d) To provide foundation skills and other appropriate courses at tertiary level through the ACE programme.

Objectives	Actions	Complete by	Responsibility	Involved	Monitored by	Progress to BOT
1. To optimise student engagement by meeting diverse needs through quality teaching practice	Target 3 for 2006 see page 25					
	i. Provide professional development for all staff on catering for gifted and talented students.	on going	P	All staff	P	December 06
	ii. Provide the opportunity for staff to observe expert teachers.	On going	Cr	All staff	P	6 monthly
	iii. Use the RAFA protocol to encourage the development of quality teaching.	On going	Cr	All staff	P	6 monthly
	iv. Promote the strategies required to engage "generation y" in learning using the 4 R's: real, relevant, rich, and relational learning opportunities.	On going	P	All teachers	P	6 monthly
3. To raise reading levels throughout the school	v. Develop strategies to enhance classroom teaching through the "specialist classroom Teacher" initiative.	On going	SCT(Dn)	Selected teachers	P	6 monthly
	i. Continued emphasis on developing reading skills particularly at year 7 and 8	Dec 2006	Gn / Ly	All staff	Ly	6 monthly
4. To raise numeracy levels throughout the school	ii. Up grading of classroom readers and general reading material at years 7 and 8	Dec 06	Yg / Ly / Mc	Yr 7/8 homeroom teachers	Mc	6 Monthly
	i. Three homeroom teachers take part in the numeracy project professional development	Dec 2006	Ot / WI	Mx dept	P	6 Monthly
5. To optimise the relevance of teaching and learning in Years 11-13 to meet student needs.	ii. New HOD assesses and develops programme through years 7 – 10.	Dec 06	WI	Mx dept	P	6 Monthly
	Target 1f or 2006 see page 23	Dec 2006	HELA's	Group teachers	SMT	6 monthly
6. To focus on the teaching and development of writing skills in years 7 – 10.	Target 2 for 2006 see page 22	Dec 2006	Ly, Gn, Mc	All staff	Ly	6 monthly
7. To provide foundation skills course through ACE programme	i If consultation shows that foundation skill courses are required they will be scheduled as part of the yearly programme.	Jan 2006	An & Mz	Liaison ctte	P	Annually

Goal 2:

a) To use a range of assessment practices in order to monitor and track student progress and achievement and to report findings to students, their parents and the school community. (NAG 1 ii, iii, NAG 2 iii)

b) To improve the quality of feedback and feed forward in response to assessment processes. (NAG 1 iv,)

Objectives	Actions	Complete	Responsibility	Involved	Monitored by	Progress to BOT
1. Regular and meaningful assessment practices are used.	i. HELAs develop and monitor a schedule of assessment tasks for units of work using a range from ARBs, exemplars, AsTTLe where available.	On going	HELA	All Staff	P	6 monthly
	ii. Assessment results are lodged on computer.	On going	All staff	All staff	AM	6 monthly
	iii. Annual results of assessment are included in departmental reports.	Jan annually	HELA	All staff	AM	Annual report
	iv. ASTTLE testing carried out at the start and mid year in Reading, Writing and Mathematics across years 7-10.	Feb / July	HELA	Eng & Mat Staff	DP	6 monthly
	v. Assessment results are passed on from year to year in order to inform teachers of students' achievement levels.	Jan 05 Dec 05	HELA	All staff	DP	Feb 06
	vi. As a result of assessments students are provided with feedback and forward concerning their achievement and "where to next".	On going	All staff	All staff	HELA	
2. Identify students at risk of not achieving their potential (High ability students and those requiring remedial assistance).	i. Maintain an At Risk Register and provide appropriate learning support programmes for identified students.	On going	Gn	All staff	P	6 monthly
	ii. Use the RTL B system to support students and teachers where appropriate.	On going	Pastoral care Cttee	All staff & RTL B	P	6 monthly
	iii. Maintain a High Ability Students register.	On going	Gn	All staff	P	
	iv. Continue to refine and maintain a programme for high ability students.	On going	Gn & HELA	All staff	P	Annual report
	v. In years 9 and 10 place identified Mathematics and English high achievers in the same class and ensure that teachers cater for their needs.	Dec 06	Gn & P	All tchrs of 9FS & 10FW	P	Dec 06
3. Report to students, their parents and the community.	i. Continue to refine report comments in order to provide quality feedback and feed forward on student progress, achievement and personal development for parents and students.	On going	AM & RELA	All staff	P	Dec 2006
	ii Provide BOT with valid data concerning progress and achievement.	On going	P & AM	All staff	P	6 monthly

Goal 3:

To ensure that the opportunity for education is fully accessible and acceptable to Maori students and Maori adults through consultation with advisors and the community and the consequent modification of teaching strategies. (NAG 1 v, NAG 2 iii, STEP 2)

Objectives	Actions	Completed by	Responsibility	Involved	Monitored by	to Progress BOT
1. Improve the ability of the BOT to consult with the Maori Community.	i. Continue to seek a suitable liaison person for the school from the Maori community.	Feb 2006	P	BOT	BOT	March 2006
	ii. Consider co-option of a Maori representative onto the BOT.	Feb 2006	BOT chair	BOT	BOT	Monthly
2. To build effective links with the local Marae in order to enhance learning of students.	i. Optimise the use of the Marae for suitable courses.	On going	HELA	All staff	SMT	When relevant
3. Specifically plan to cater for Maori students' learning needs.	i. Actively seek a teacher with Maori background when appointments are made.	On going	P	BOT	BOT	On going
	ii. Through the RAFA project continue to put in place the teaching strategies promoted by the Te Mana project.	On going	HELA	All Staff	SMT	On going
4. Monitor the achievement of Maori students in relation to all students.	i. When reporting to BOT on student progress and achievement provide comparative figures for students on the Maori roll.	On going	P	All HELA	BOT	6 Monthly

Goal 4:

To take part in school improvement projects in order to optimise the teaching and learning opportunities for our students.
(NAG 1 iv, STEP 1)

Objectives	Actions	Completed by	Responsibility	Involved	Monitored by	Progress to BOT
1. To provide professional development for teachers in the use of ICT across the curriculum. (ICTPD project)	i. Take part in subject based ICTPD days as provided by the ICTPD cluster and on going communication between cluster schools	On going	HELA	All staff	SMT	6 monthly
	ii. Schedule sessions in and out of the classroom with Stewart Gavin (facilitator) for all teachers.	On going	St Wt	All	Cr	6 monthly
	iii. Share and implement resources and strategies learned through curriculum training days.	When appropriate	All	All	SMT	6 monthly
	iv. Take part in school wide professional development on the development of students' thinking skills	Dec 2006	P	All teachers	P	Dec 06
2. To improve student motivation to learn through teaching effectiveness. (RAFA project)	i. Using facilitator Kerry Coulshed continue with coaching model for individual volunteer teachers who wish to further improve their teaching effectiveness.	On going	RAFA cttee	Volunteers	P	6 monthly
	ii. All teachers take part in professional development on recent research concerning enhancing teaching effectiveness.	On going	RAFA cttee	All staff	P	Termly
3. To further develop the transitions project to assist the induction of students from other Waimate schools	i. Evaluate protocols used in 2004/2006 transition	Early 2006	Mz Mq	Parents & students Year 7 & 9 teachers	P	April 06
	ii. Continue to provide a forum for liaison between teachers in contributing schools and Waimate teachers	On going	Mz Mq	Relevant teachers	P	December 2005
4. Take part in the Specialist classroom Teacher Pilot scheme.	i. Appoint an SCT.	Nov 2005	P	SMT	P	Nov 05
	ii. Plan how the pilot will be implemented at WHS.	Dec 05	Dn	P	P	
	iii. Monitor progress	Termly	Dn	P	P	6 monthly
	iv. Evaluate the pilot scheme and its impact on teaching and learning at WHS	Dec 06	Dn	SMT	P	Dec 06

Goal 5:

To maintain an effective process of self-review with a focus on areas for improvement and action. (NAG 1 iii, NAG 2 ii, STEP 1)

Objectives	Actions	Completed by	Responsibility	Involved	Monitored by	Progress to BOT
1. Use a programme of evaluation and review	i. Evaluate the yearly goals and targets from the Strategic Plan in order to identify areas for development.	On going	P+BOT chair	All	BOT	Each Feb
	ii. Report findings to MOE.	Each Feb	P	BOT	BOT	Each Feb
	iii. Fully consult with students, parents and staff every 3 years.	Last done 2003	P	All	BOT	Dec every 3 years
	iv. Review policies according to set schedule. Develop new policies as required.	On going	SM & P	BOT	BOT	On going
2. To encourage active reflection by all members of the school community.	i. Retain self evaluation strategies in Performance Management System.	On going	P	All staff	BOT	Annual report
	ii. Use formative, monitoring and summative evaluation strategies to investigate perceived value of programmes.	On going	P	All staff All staff	P	On going
	iii. Retain student evaluation as part of Performance Management System.	On going	SMT		P	Annual report
3. To regularly consult with the community.	i. Use termly Principal question times to gauge community view of the performance of the school.	On going	P	BOT	BOT	Termly
	ii. Through the weekly newsletter seek parent opinion on programmes and proposed changes.	On going	P	All Staff	BOT	Monthly
	iii. Actively encourage parents to make suggestions and bring concerns before major problems develop.	On going	SMT	All staff	BOT	Monthly
4. Implement a full round of consultation in order to fully review the charter and strategic goals in 2006 for 2007.	i. Set up a charter review committee.	Dec 2005	BOT	BOT/Staff	BOT chair	Dec 05
	ii. Committee to meet and drive the consultation and review process.	Jan 06	P	cttee	BOT ch	Feb 06
	iii. Carry out surveys and consultations and evaluate findings.	Dec 06	P	cttee		
	iv. Rewrite charter document	Jan 07	P	cttee		Jan 07

Goal 6:

- a) To maintain effective and consistent personnel management practices in order to achieve high levels of employee job satisfaction. (NAG 3 i & ii, STEP 1)
 b) To improve the quality of feedback given to teachers as an outcome of their performance management. (NAG 3 i)

Objectives	Actions	Completed by	Responsibility	Involved	Monitored by	Progress to BOT
1. Induct new staff effectively.	i. Maintain and deliver a comprehensive induction programme.	On going	Ly	All staff	P	Annual report
	ii. Write and maintain a comprehensive, current staff handbook.	Each Jan	SMT		P	
2. Provide a sound advice and guidance programme for beginning teachers.	i. Continue to refine and deliver a comprehensive and on going support system for beginning teachers.	On going	Dn	Most staff	P	Annual report
	ii. Monitor beginning teachers' progress towards reaching full registration.	On going	Dn		P	
3. Provide equal employment opportunities for all.	i. Review EEO issues on consultation with all employees	April 2006	P	All	BOT	April
	ii. Review and implement revised EEO plan.	May 2006	P	SMT	BOT	May
4. Effectively monitor staff performance.	i. Review and re structure a meaningful, progressive and effective Performance Management System.	On going	P	All staff	BOT	Annual report
	ii. Appoint and train an appraisal team	Term 1 06	P	SMT	P	Annual report
	iii. Summarise performance of all staff annually with emphasis on quality feedback.	Dec 06	P	All staff	P	When relevant
	iv. Identify and address areas of concern.		P		BOT	
5. Effectively address concerns and complaints from parents, students and staff.	i. Promote complaints procedures.	On going	SMT/BOT	All	P	Monthly
	ii. Investigate all complaints fully and promptly.	On going	SMT/BOT	All	P	When relevant
	iii. Report back to instigator with findings and actions.	On going	SMT/BOT	All	P	
6. Ensure school is "open to scrutiny".	i. Ensure that all processes and procedures are ethical and professional.	On going	P	All	BOT	Monthly
	ii. Ensure all are open to and accepting of criticism.	On going	P	All	BOT	

Goal 7:

To effectively use available resources in order to enhance student learning and achievement. (NAG 2 i, NAG 4 I, STEP 1)

Objectives	Actions	Completed by	Responsibility	Involved	Monitored by	to Progress BOT
1. To make sound financial decisions.	i. Effective BOT decisions are made on valid and relevant data.	On going	BOT chair	All	BOT	Monthly
	ii. Monitor primary school rolls for future projections.	On going	P	SMT	BOT	Each Dec
2. To provide school facilities which promote student learning.	i. Plan and carry out 5 year property development plan.	On going	PO	BOT	BOT	6 monthly
	ii. Further develop the use of ICT resources.	On going	St	All	BOT	6 monthly
	iii. Rationalise the planned cyclical maintenance in order to meet immediate needs.	On going	PO	BOT	BOT	6 monthly
3. To investigate alternative sources of funding / fund raising.	i. Continue to foster links with Takudai – Ichiko High School.	On going	P	SMT	BOT	6 monthly
	ii. Optimise fund raising opportunities.	On going	PTA chair	All	P	when appropriate
	iii. Investigate sponsorship opportunities.	On going	SMT	All	BOT	when appropriate

Goal 8:

To ensure a proud, safe, positive, caring, adaptable and resilient school culture that is open to scrutiny with a special emphasis on improving the sense of self worth of our students. (NAG 5 i & ii, STEP 4))

Objectives	Actions	Completed by	Responsibility	Involved	Monitored by	to Progress BOT
1. To optimise the pastoral care system of the school.	i. Continue to modify the pastoral care system	Jan 06	P	PC team	SMT	Monthly
	ii. Regularly meet teachers of specific year groups.	On going	SMT	All staff	P	Termly
	iii. Weekly PMs, GC, SMT meetings.	On going	P	Pastoral Managers	SMT	Termly
	iv. Continue to develop the role of the Group Teacher and implement assistant for each group.	On going	SMT	PC team	P	Termly
	iv. Evaluate effectiveness of pastoral care system.	Dec 2006	Pastoral Managers	All	P	Annual report
	v. Run junior year group parent meetings early in the school year.	End term 1	SMT	All	P	April 06
2. To continue to address issues concerning student safety in the school environment.	i. Seek student feedback on unsafe areas and activities.	On going	SMT	All	P	Monthly
	ii. Apply duty staff accordingly to meet needs identified in (i).	On going	DP	All staff	P	Monthly
	iii. Actively promote and implement anti-bullying strategies and programme.	On going	SMT	All staff	P	Monthly
3. Build a positive and proud school culture.	i. Promote peer support programme extending it to year 8 and 9 newcomers.	On going	SMT/ Wr	All	P	Monthly
	ii. Promote the house system.	On going	Pastoral Managers	All	SMT	
	iii. Regularly celebrate student achievements.	On going	SMT	All	P	Monthly

Goal 9:

To improve the quality of curriculum leadership. (NAG 1 iv)

Objectives	Actions	Completed by	Responsibility	Involved	Monitored by	Progress to BOT
1. Clarify expectations of HELA.	i. Provide relevant professional readings for HELA. ii. Provide appropriate appraisers for HELA. iii. Ensure HELA have a curriculum leadership goal as part of their appraisal process. iv. All HELA attend a start of year and end of year meeting with P to review department report and department goals. v. Develop a system for formal departmental review.	On going March 06 March 06 April/Dec 06	SMT P P P	SMT SMT SMT HELA	P P P P	April 06 April / Dec 06
2. Ensure HELA have opportunities to regularly observe teaching within their curriculum area.	i. Provide observation opportunities during senior examination weeks and at other times where required.	On going	Cr	SMT	P	
3. Improve the effectiveness of the HELA committee.	i. Schedule HELA meetings regularly. ii. Allow sufficient time for professional discussion at these meetings. iii. Ensure that meetings are followed by departmental meetings. iv. Minutes of all curriculum related meetings are circulated and archived.	Early each term On going On going On going	Dp P Dp HELA	SMT SMT SMT HELA	P P P P	6 monthly
4. Clarify roles in the leadership of the HELA by the SMT.	i. SMT discuss and allocate areas of responsibility within the curriculum leadership context.	March 06	P	SMT	P	April 06

ANNUAL TARGET 2006 Number 1

STUDENT ACHIEVEMENT TARGETS: Action plan			
<u>Strategic goal:</u> 1b To optimise the relevance of teaching and learning in Years 11 to 13 to specifically meet students' needs and to encourage these students to take responsibility for their own learning.		<u>Target area:</u> Academic achievement. Senior school.	
<u>Annual Target:</u> 75% of eligible students achieve a level 1 NCEA certificate in their first year of study. 100% of eligible students achieve a level 2 NCEA certificate in their first year of level 2 study.		<u>Student Group:</u> Boys and Girls All ethnicities Years 11, 12 and some 13	
<u>Historical Position:</u> 2002 47.5% eligible achieved level 1 certificate 2003 48% eligible achieved level 1 certificate 2004 79% eligible achieved level 1 certificate 2005 58% eligible achieved level 1 certificate 2003 88% eligible achieved level 2 certificate 2004 100% eligible achieved level 2 certificate 2005 94% eligible achieved level 2 certificate			
Action Plan:			
What will we do to meet target:	When will it be done by?	Who will be involved and responsible?	What resources will be allocated?
Gather information concerning student achievement levels in 2005.	January 2006	HELA and assessment manager	
Complete skills and interest assessment for career possibility for each student.	September 2005	Careers staff	
Counsel individual students with parents towards making valid and sensible course choices.	November 2005	Careers and Guidance staff	5 Teacher relief days.
Monitor student progress towards achievement in selected courses.	On going but at least termly	Group teachers	
Indicate early on where likelihood of non achievement is indicated.	On going	All senior teachers. Principal	
Re-counsel where inappropriate course is indicated.	On going	Careers and Guidance staff	
Meet with parents of relevant students to develop strategy.	On going	RB,MH, careers and guidance staff	
Interim Data:			
Final data:			
Discussion:			

ANNUAL TARGET 2006 Number 2

STUDENT ACHIEVEMENT TARGETS: Action plan			
<p><u>Strategic goal:</u> 1a. To provide all students in Years 7 to 10 with opportunities to achieve success in the Essential Learning Areas (with special emphasis to be placed upon literacy and numeracy). Students identified as at risk will be identified and have their needs addressed.</p>	<p><u>Target area:</u></p> <p>Literacy. Junior school.</p>		
<p>Annual Target: 100% of students in years 7-10 raise their average AsTTLe writing score by 2 steps over 12 months. (since generating this we have been advised that 1 step is a better expectation.</p>	<p><u>Student Group:</u></p> <p>Boys and Girls All ethnicities Years 7-10</p>		
<p><u>Historical Position:</u> 7-8: 19%; 8-9: 46%; 9-10:33%.</p>			
Action Plan:			
What will we do to meet target:	When will it be done by?	Who will be involved and responsible?	What resources will be allocated?
Provide regular writing instruction as part of English lessons	Through 2006	HOD English. English department Literacy Leader	Time: 4-5 sessions per week.
Give emphasis to cross curricular literacy development through whole staff PD.	On going	All staff Literacy Leader	PD budget
Formalise the teaching of writing where appropriate in all curriculum areas	On going	Literacy team and all teachers	
AsTTLe testing used to track progress.	Year 7-10 Feb, July,	English department	
Students at risk of not reaching standard identified.	Term 1 2006	Gn	
All teachers develop familiarity with Inspiration software and encourage its use to assist students with writing	On going	All teachers	BOT budget
Interim Data:			
Final data:			
Discussion:			

ANNUAL TARGET 2006 Number 3

STUDENT ACHIEVEMENT TARGETS: Action plan			
<p><u>Strategic goal:</u> 1a. To provide all students in Years 7 to 10 with opportunities to achieve success in the Essential Learning Areas (with special emphasis to be placed upon literacy and numeracy). Students identified as at risk will be identified and have their needs addressed.</p>	<p><u>Target area:</u></p> <p>Engagement in learning Junior school.</p>		
<p>Annual Target: Classes in years 7-10 improve their levels of engagement in learning from a mean score of 3.1 to 3.4 by mid term 4 2006</p>		<p><u>Student Group:</u></p>	
<p><u>Historical Position:</u> 3.1 when monitored in term 4 2005</p>	<p>Boys and Girls All ethnicities Years 7-10</p>		
Action Plan:			
What will we do to meet target:	When will it be done by?	Who will be involved and responsible?	What resources will be allocated?
<p>Promote the strategies required to engage "generation y" in learning using the 5 R's: real, relevant, rich, relational and rich learning opportunities.</p>	<p>Through 2006</p>	<p>SMT through to all teachers</p>	
<p>Review schemes and resources for relevance.</p>	<p>On going</p>	<p>HELA and TIC</p>	<p>Departmental budgets</p>
<p>SCT to provide assistance, mentoring, observations, strategies.</p>	<p>On going, 4 hours per week</p>	<p>SCT for all staff</p>	<p>MOE funding of role</p>
<p>Regular discussion and PD for all teachers with engagement as focus.</p>	<p>On going</p>	<p>SMT and HELA</p>	<p>PD budget</p>
<p>On going monitoring of classes in order to identify areas of non engagement to be addressed</p>	<p>Termly</p>	<p>SMT</p>	
Interim Data:			
Final data:			
Discussion:			

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
AM	Assessment Manager
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
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