



WAIMATE HIGH SCHOOL

CHARTER 2018



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Introductory Section

Waimate High School has ambitious plans in place to ensure our goals are achieved in the next three years as we continue to drive forward. We have made significant development and achievements which bodes well for the challenges and directions ahead.

ERO 2015 identified the following significant progress:

- *“Much improved school culture with its focus of learning and respect*
- *Redesigned curriculum to promote student engagement and success*
- *Greater partnership with parents and more shared information about learning*
- *Improved board practices around self review and strategic planning”*

“The school is well placed to sustain and improve its performance. Leadership at both board and school level is well considered and ensures that developments are widely discussed across the broader school community and are implemented at an appropriate pace.”

“Leaders and teachers work together in a culture of collaboration with a focus on building their knowledge towards innovation and improvement for the benefit of students.”
ERO 2015

Our student centred approach drives all aspects of the school. This journey will continue to evolve as we evaluate and respond to feedback, continuing to strive for improvement and provision of the best possible learning environment for our students and staff.

Mike Dooley
Chairman, Board of Trustees

Janette Packman
Principal





Our School

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. 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 268 students.

Que non proficit deficit on the school logo is as relevant today as it was in the past. It translates to mean "one who stands still moves backwards."

Students are at the centre of all decisions and our focus is always on effective teaching and learning. School programmes are relevant, exciting and appropriate so all students can excel. Waimate High School aims to offer the education that best suits the needs of all its students. Our Gateway Programme, Vocational Pathways and STAR courses introduce students to the world of work and workplace assessment.

Property planning involves redevelopment of innovative learning environments which are driven by our learning focus to ensure the most suitable environments are available. Digital technologies are integrated as a natural part of learning. We are continually looking for technological enhancements that best suit student learning needs both at school and at home. Our expectation is that we all work hard but have fun at the same time.

Specific accomplishments have included implementation of longer learning periods, Learning Advisories, three weekly reporting on Effort and Attitude, 3Way conferencing, Professional Learning time for teachers. As well, ongoing improvements have included restorative practises, appropriate use of student achievement data, integrating digital technologies to support learning, implementing Chromebooks for each junior student and BYOD for all senior students, and the development of innovative learning environments. We have increasingly focused on improving student outcomes at both strategic and operational levels.

Restorative principles underlie the way we treat each other and the way we resolve problems where ever possible. We put quality relationships at the heart of how we work together and our values of respect, responsibility and real honesty underpin our restorative culture.


Waimate High School is committed to a culture of continuous improvement through goal setting, monitoring progress, evidence driven self-review. This involves re-viewing or looking again, through evaluative eyes at what we do. Self-review has always been a NAG requirement but is gaining greater prominence as a way of identifying, investigating and establishing an ongoing, deliberate cycle of school improvement.

The emphasis at Waimate High School is changing from the purpose of review being about improvement and accountability to sustaining good practice and ensuring education is future focused.

The school is fully compliant with all legislative commitments, often choosing to exceed the minimum requirements.



Waimate High School Learners

Our Mission	Our Vision	Our Values and Key Competencies
<p>Qui Non Proficit Deficit Translation = the one who does not make progress loses ground</p> <p>Secondary schooling commenced in Waimate in 1883 with the establishment of Waimate District High School. In 1929 Waimate High School opened on its present site in Paul Street. A further change in 1982 saw the transition into a Year 7 to 13 High School.</p> <p>Our Mission is 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.</p>	<p>Learning for life We want all our students to be confident connected actively involved lifelong learners</p> <p>Learning Advisory philosophy</p>  <p>Whanaungatanga—Relationships Kotahitanga—Unification Whakatipuranga—Growth Akonga—Learner</p>	<p>Our core values form the foundations of solid relationships Respect Responsibility Real honesty These values underpin everything we do at Waimate High School.</p> <p>We call these The Waimate Way</p> <p>Our learners will develop a toolbox of Learner Qualities which embrace the key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and text • Managing self • Relating to others • Participating and contributing

Our mission statement reminds us about what we are here for, it states the qualities we want our students to develop by the time they leave

Our vision is the hopes and dreams we have for all our learners.

Learning Advisories are a key element of our vision. They are based on our desire to nurture, foster and develop the learning of our students. The Learning Advisor is the student's academic and pastoral mentor.

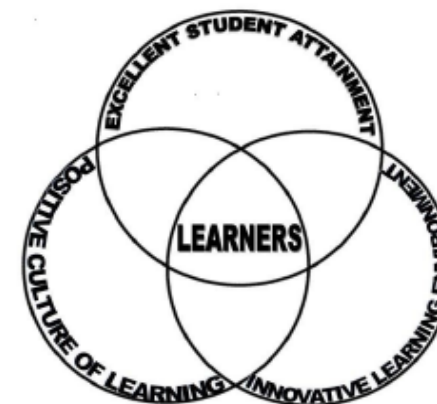
Our values are deeply held beliefs about what is important and desirable for our people.



Waimate High School

Strategic Plan 2018 to 2022

Our Strategic Plan articulates the future directions of our school. Strategic initiatives are the big areas we want to develop and the goals identify specific areas for focus each year.



Our Strategic Initiatives ...working collaboratively to achieve our goals

Excellent student attainment

All learners of Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

This will focus on growing and developing our learners.

- ♦ Curriculum provision
- ♦ Staff professional learning and development

Positive culture of learning

Waimate High School will develop and maintain a positive culture of learning so all learners can achieve excellent attainment.

This will focus on developing relationships, collaborating and unifying.

- ♦ Learning Advisories
- ♦ Community engagement plan
- ♦ Success for Maori
- ♦ Community of Learning

Innovative learning environment

Waimate High School will develop and maintain an innovative learning environment so all learners can achieve excellent attainment.

- ♦ Curriculum
- ♦ Technology
- ♦ Resources
- ♦ Property



**RESPECT
RESPONSIBILITY
REAL HONESTY**

THE FOUNDATIONS OF SOLID RELATIONSHIPS



Waimate High School

Working collaboratively and aligning strategic direction to achieve our goals

Our Board of Trustees is responsible for overseeing and protecting the vision, mission and values of Waimate High School.

This involves **knowing** our vision, mission and values, **talking** about them and **making every decision** based on how that decision will contribute to:

- Creating the school our vision describes
- Accomplishing our mission
- Demonstrating our school's values.

Board of Trustees responsible for Charter, Strategic Plan, Policies and Budget to implement strategic aims

Principal responsible for operational procedures and guidelines, Annual Plan to action the strategic aims.
Principal's Performance Appraisal includes goals to implement strategic aims.

Staff responsible for implementing and actioning the Annual Plan.
Staff Performance Appraisal includes goals to implement strategic aims.

Learners receive an innovative learning environment, a positive culture of learning and excellent attainment as a result of collaboration and alignment of our strategic direction

Strategic Aims 2018—2022

- Establish excellent student attainment
- Build a positive culture of learning
- Develop an innovative learning environment

Our Mission

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.

Our Vision

Learning for life

We want all our students to be
confident
connected
actively involved
lifelong learners

Our Values

Our core values form the foundations of solid relationships

Respect
Responsibility
Real honesty

These values underpin everything we do at Waimate High School.





Our Mission, Vision and Values

Our Mission

Our mission is 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.



Our Vision – What we want for our young people

Our vision is for young people who will be:

- creative, energetic and enterprising;
- seek the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- work to create an Aotearoa New Zealand in which Maori and Pakeha recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- continue to develop the values, knowledge and competencies that will enable them to live full and satisfying lives;
- confident, connected, actively involved, lifelong learners.

Confident

Positive in their own identity
Motivated and reliable
Resourceful
Enterprising and entrepreneurial
Resilient

Connected

Able to relate well to others
Effective users of communication tools
Connected to the land and environment
Members of communities
International citizens

Actively involved

Participants in a range of life contexts
Contributors to the well-being of New Zealand
-social, cultural, economic and environmental

Lifelong learners

Literate and numerate
Critical and creative thinkers
Active seekers, users and creators of knowledge
Informed decision makers



Confident in the context of Waimate High School involves being:

- Positive about our own ability and finding our way
- Positive and proud of identity with Waimate High School
- Motivated to learn, grow and develop
- We look for new ways of doing things and experimenting rather than giving up
- Prepared to learn from mistakes and failures
- Open to new challenges
- We feel safe enough to try new thing

Connected in the context of Waimate High School involves:

- Understanding how manners, positive communication and respect enable us to maintain and build relationships
- Ability to effectively communicate own views
- Empathy and understanding of others
- Students and staff are supported appropriately
- Completing tasks from beginning to end
- Sense of purpose
- Appropriate use of social media and digital capability
- Connections to our wider community and active participation
- Understanding historical and cultural heritage of Waimate
- Interested in other places and other cultures of the world
- Sense of social justice
- Proud of Waimate High School
- Accepting and acknowledging diversity
- Accepting others' viewpoints

Actively involved in the context of Waimate High School involves:

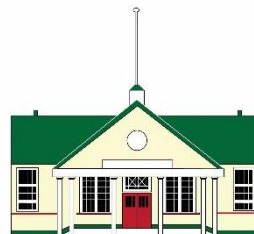
- Realising that we all have an integral place in New Zealand society
- Understanding that we all have the power to make a difference
- Having a sense of belonging
- Actively contribute to groups and teams
- Not being ruled by peer pressure and 'being cool'
- Giving things a go
- Using an inquiry approach to learning
- Ability to think critically and question appropriately
- A school culture of extra curricular participation
- Appreciating the importance of academic, sporting and arts
- Global citizenship

Lifelong learners in the context of Waimate High School involves:

- All people involved in Waimate High School are considered to be learners and are therefore supported to enhance their learning achievement
- Being able to live a full life without being hindered by lack of skills
- Being able to articulate ideas verbally and in writing
- Knowing how to find and use information to make informed decisions
- Willingness to experiment and fail and learn from it
- Using prior knowledge
- An environment where inquiring and open mindedness are encouraged
- Realising that everything we want to do in life requires learning
- Realising that continual learning is normal and to be encouraged
- Education is a lifelong journey that involves everyone in the school community.



Our Values – The Waimate Way



**RESPECT
RESPONSIBILITY
REAL HONESTY**
THE FOUNDATIONS OF SOLID RELATIONSHIPS

Our Charter sets out three core values. These apply to all people involved with the school, our students, staff, Board of Trustees and parents. These core values are fundamental to our organisational culture and for how we want our school to be. Through consultation we identified the following desired behaviours and attitudes we expect from our students, staff and trustees.

Respect

Respect is about respect for yourself, respect for other people (including people of different nationalities and religions), and respect for the environment.

Respect for yourself is shown through courtesy, politeness, consideration and caring for people. Respect is the heart of the ancient Golden Rule, “Do unto others as you would have them do unto you.”

- Wearing our school uniform correctly
- Beginning the school day clean and tidy, well rested and well fed, having eaten a good breakfast
- Taking pride in our work
- Learning to be an independent thinker
- Seeking advice from others if appropriate
- Finding and using our own special talents
- Having a positive attitude and realising that it's okay to make mistakes and learn from them.

Respect for other people includes:

- Appreciating and respecting differences
- Using good manners, sharing and taking turns, through courtesy, politeness, consideration and caring for people.
- Controlling yourself when you are feeling annoyed or angry
- Leaving others' property alone
- Respecting others' opinions and developing healthy, supportive relationships.

Respect for the environment includes:

- Cleaning up after ourselves and putting rubbish in the bins
- Taking care of our equipment, our classrooms and our school
- Recycling paper and cardboard.

Responsibility

Responsibility is the willingness to be accountable or answerable for our own actions. It is our ability to respond appropriately. By responding appropriately and growing responsible, we learn to stand on our own two feet. The willingness to be responsible for our own actions and behaviour is a mark of maturity.

- Wearing the uniform correctly
- Participating in school activities
- Having a positive attitude – giving things a go
- Arriving at class on time and prepared for learning
- Working well with others
- Allowing others to learn
- Following instructions and making good decisions
- Behaving appropriately
- Working towards personal goals
- Caring for the environment

Real Honesty

An honest person is someone who is truthful, sincere, and genuine. Honesty implies truthfulness, fairness in dealing with others and a refusal to engage in dishonest activities. An honest person is someone people will want to be friends with because they can be trusted.

- Telling the truth when it is difficult to do so
- Being honest about their strengths and weaknesses
- Being true to themselves.
- Having pride in ourselves, our school, our community
- Restoring relationships when things go wrong
- Asking for help when needed



Waimate High School Learning Advisories

Learning Advisories are based on our desire to nurture, foster and develop the learning of our students. The Learning Advisor is the student's academic and pastoral mentor. They have a critical role in the holistic development of our students. Learning Advisories are there to foster the growth of the capabilities, skills and dispositions needed for students to become successful in whatever they do, both now and in the future.

The key concepts underpinning the Learning Advisories are:

1. Whanaungatanga – Relationships

To develop:

- Communication
- Co-operation
- Trust

2. Kotahitanga – Unification

To foster:

- Family
- Sharing • Empathy
- Respect

3. Whakatipuranga – Growth

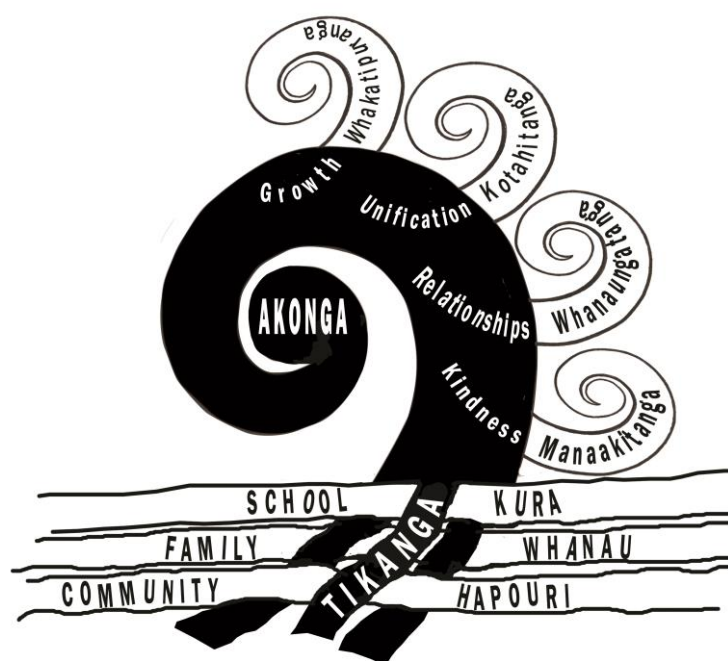
To nurture: • Inquiry

- Knowledge
- Resilience
- Responsibility

1. Akonga – Learner

Students whose learning is:

- Reciprocal
- Authentic
- Reflective
- Lifelong



The design we have chosen to represent the ethos of the Learning Advisory is based around a Koru, which signifies growth and strength. The centre of the Koru is where the growth and development happens. This is why we have placed the learner at the heart of the Koru as nurturing and growing each individual is the central purpose of the Learning Advisory.

This growth and development involves us moving through a series of stages:

In order to grow we need to build and surround ourselves with strong positive relationships. These are formed through communication, co-operation and trust.

Once relationships have been formed we begin to unify, giving us a sense of belonging and connection with those around us. From here we begin to grow and blossom developing as individuals, gaining knowledge and inquiring into our learning. We develop resilience, take risks and challenge ourselves. This is about reaching our pinnacle and chasing our dreams, knowing that we will be supported and encouraged.

We aim to help every student to become global citizens who are confident, connected, actively involved, life long learners, ready for the challenges of the 21st Century.

Strong foundations are necessary for this development and these foundations are built through the relationships between school, home and community. The interwoven flax pattern at the base of the Koru represents this joint partnership. Everyone has a part to play in preparing our young people. It takes a village to raise a child.



Our Cultural Diversity

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

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. Research shows that education initiatives specific for Maori learners have significant benefits for all learners.

To achieve Maori student achievement and engagement the school will:

- Incorporate the use of Maori language (e.g. mihi and national anthem) in formal school ceremonies (assemblies, prize-givings) and in everyday greetings
- Address the issues of the Ngai Tahu memorandum of agreement in planning processes.
- Adhere to its policy on Maori achievement.
- Seek to achieve an ethnic balance when appointing staff.
- Support students learning Maori both on site and through distance learning.
- Continue to develop closer relationships with the Waihao Marae and Arowhenua Marae.
- Encourage Maori whanau to engage with our school.
- Provide learning of Te Reo Maori for Junior students.
- Provide support for students Years 10 to 13 to learn Te Reo Maori through distance learning.
- Support students to learn and participate in Kapa Haka and other opportunities (wananga, hui, Manu Korero competitions etc) through the school's wider involvement and relationships with local marae.

Waimate High School also acknowledges our position in the global environment. Where possible cultural differences are shared in order to enhance learning. We encourage the enrolment of exchange students as they also expand local students' understanding of and empathy with different cultures.

“Waimate High School is in the early stages of providing an environment in which Maori students and whanau have their language, culture and identity reflected in school practices and programmes. School leaders are leading this development. With teachers they are increasing the visibility of Maori culture throughout the school.”

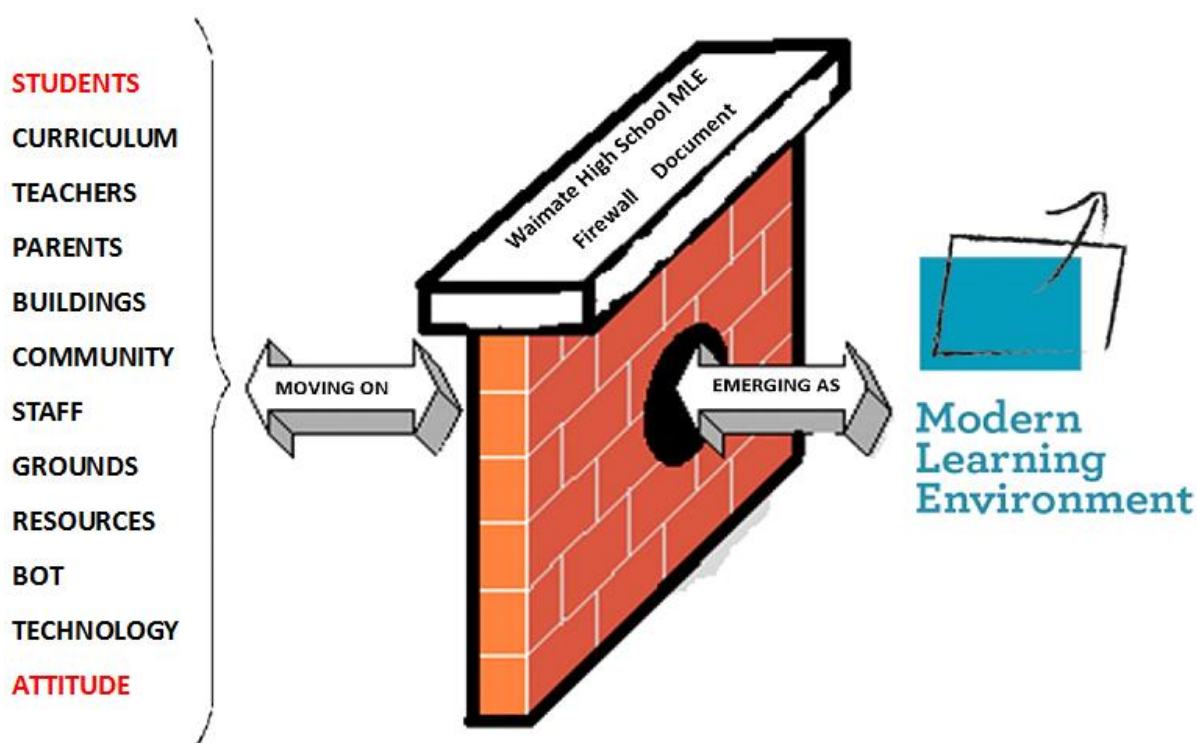
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Innovative Learning Environment

The initial Firewall Document was formulated in November of 2013 and was conceived to provide information to all stake holders as a baseline to help decision making for future changes and improvements in relation to the development of our Innovative Learning Environment.

Waimate High School is committed to a whole school approach to modern learning and intends to take a 21st century approach to improve teaching, learning and the whole educational experience to all stake holders. We believe that a core element in a Innovative Learning Environment is the recognition that all stake holders are constantly learning and improving skills and performance



The Modern Learning Environment is broadly defined to include four key areas of focus:

- Property
- Curriculum
- Technology
- Resources

The Firewall Document identifies golden rules that are to be used as guidelines for the development of these areas.



To ensure our strategic goals are achieved the Waimate High School Board of Trustees is committed to the following principles:

Student Achievement

Overall continuous improvement is student engagement, progress, achievement
(NAG1 and NAG2)

Strategic Planning and Self Review

Setting strategic direction for the school through charter, policies and self review(NAG2)

Personnel

A positive and supportive environment for staff through quality recruitment, performance management and continuous development (NAG3)

Property

A vibrant, versatile and innovative learning environment (NAG4)

Finance

Budget to fund the school's curriculum, personnel, property and administrative activities
(NAG5)

Health and Safety

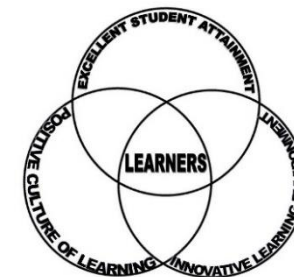
A safe and healthy physical and emotional learning environment (NAG5)

Community Partnership

Opportunity for communication, consultation and engagement with the wider community
(NAG2)

Inclusive Practices

Welcoming and supportive of diversity, committed to providing appropriate learning environments for all students to achieve in an inclusive and supportive environment.
(NAG1 and 2)



Strategic Section: Strategic Plan 2018 to 2022

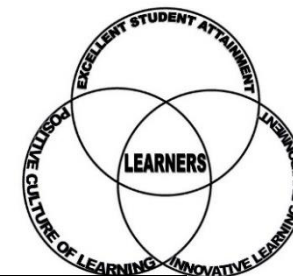
The Board of Trustees of Waimate High School is committed to ensuring a strong culture of learning throughout the school

Strategic Initiative 1 Excellent Student Attainment

All learners of Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities.

This will focus on growing and developing our learners.

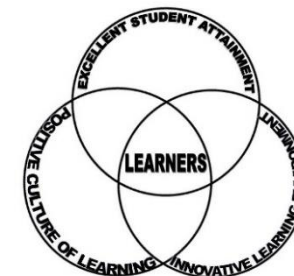
2018 Strategic Goals	2019 Strategic Goals	Broad Strategic Goals that we want to achieve by 2022
Review, refine and further develop implementation of our curriculum delivery to ensure all students are attaining to their highest level. Specifically focusing on Junior curriculum delivery and investigating Senior possibilities	Review, refine and further develop implementation of our curriculum delivery to ensure all students are attaining to their highest level. Specifically focusing on trialling modifications to senior curriculum delivery	Developing a curriculum that is flexible, innovative and able to meet the needs of all students, particularly in the development of key competencies and capabilities, so students have increased responsibility for their own learning
Systems for tracking and monitoring student achievement and progress are refined to ensure all are fully functional.	Effective tracking and monitoring of all students is established to ensure clarity of progress.	Systems for tracking and monitoring are fully established to ensure clarity of student achievement and progress.
Staff PLD is focused on developing and further enhancing student centred best practice teaching and align as appropriate with Waimate COL PLD focus.	Continue a process of inquiry into best practise teaching that is collaborative and meets the needs of teachers and students.	PLD further develops best practice teaching which includes teaching strategies to ensure that the focus in education is on preparing today's learners for their future. Teaching practice will continue to evolve and includes teachers learning alongside students.



Strategic Initiative 2 Positive Culture of Learning

Waimate High School will develop and maintain a positive culture of learning so all learners can achieve excellent attainment. This will focus on developing collaborating and unifying relationships across all levels of our community.

2018 Strategic Goals	2019 Strategic Goals	Broad Strategic Goals that we want to achieve by 2022
Continue to refine and progress Pastoral care for all learners, with an approach to a holistic view and celebrating success.	Review progress made and further develop	Students feel part of a supported and well cared for environment that takes into account the learner as a whole.
Engage with Waimate community to develop relationships that are mutually beneficial.	Continue to identify and develop relationships with relevant community groups and stakeholders with whom we can work more collaboratively.	Our Waimate community is fully engaged and working collaboratively with the school and vice versa, the school is fully engaged with our community.
Develop the understanding for staff of cultural competencies and the relevance to teaching and learning	Further develop cultural competencies and their implementation in teaching and learning.	Develop cultural competencies to ensure we are meeting Treaty of Waitangi obligations and Maori learners are achieving success as Maori.
Collaborate and combine fully in the Waimate Community of Learning initiative	Collaborate and combine fully in the Waimate Community of Learning initiative	Collaborate and combine fully in the Waimate Community of Learning initiative



Strategic Initiative 3 Innovative Learning Environment

Waimate High School will develop and maintain an innovative learning environment so all learners can achieve excellent attainment.

2018 Strategic Goals	2019 Strategic Goals	Broad Strategic Goals that we want to achieve by 2022
Develop confidence of all learners in using a range of digital technology platforms, to enable working within a variety of flexible, interactive and engaging learning environments, that aligns with development of key competencies and sound pedagogy.	Further develop the capabilities of all learners while keeping abreast of developments in the digital world and the world of work.	Develop our digital technologies to ensure that all learners are able to use them to enhance teaching and learning opportunities. To create independent, innovative and successful learners who are able to use digital technologies in their development of key competencies. Sound teaching and learning practices are blended with the digital world.
Our library use is maximized with a greater range of learning opportunities and effectively caters for all future learners.	Our library continues to evolve as a multipurpose environment where a range of learning opportunities are easily accessible.	Our library continues to evolve as a common space which encourages exploration and meets the diverse range of 21st century learner needs..
Further develop the Farmlet to maximise learning opportunities in agriculture.	Further develop and evolve the Farmlet in collaboration with community groups, to maximise learning opportunities in agriculture.	Develop a highly effective and functioning agriculture learning environment for Waimate learners.
Investigate innovative opportunities and feasibility as they arise, ensuring that all property planning is aligned with effective pedagogy to achieve excellent student attainment. Property 5Year Plans are implemented. Specifically develop the English area.	Investigate innovative opportunities and feasibility as they arise, ensuring that all property planning is aligned with effective pedagogy to achieve excellent student attainment. Property Plans are implemented as per the 5 year Property Plan.	Investigate innovative opportunities and feasibility as they arise, ensuring that all property planning is aligned with effective pedagogy to achieve excellent student attainment. Property Plans are implemented as per the 5 year Property Plan.



Annual Section: Annual Plan 2018

Waimate High School is committed to ensuring a strong culture of learning throughout the school

Strategic Initiative 1 Excellent Student Attainment

All learners of Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities. This will focus on growing and developing our learners.

Goals	What actions	Who	Indicators of Progress
1.1 Review, refine and further develop implementation of our curriculum delivery to ensure all students are attaining to their highest level.	<ul style="list-style-type: none"> Investigate other models of full curriculum change at years 9 and 10 in action. <ul style="list-style-type: none"> -Including visiting other schools in person and remotely - including a range of staff and students. - Carry out readings with staff via PLD. - Identify how the Key Competencies can be further integrated to Teaching and Learning programmes. Follow the Fleming model for management of change Survey staff, students and parents as to their opinions on full curriculum changes at years 9 and 10. Ensuring we get full range of responses Consult and work with key stakeholders and community on change Investigate other models of senior curriculum delivery later in the year. 	Curriculum development group - lead by Sa	<p>Inquiry carried out, and developed our own model Trial to be carried out from T3 based on investigations</p> <p>Steps of the model have been followed and can be articulated</p> <p>Electronic survey sent out to all parties.</p> <p>Work on senior curriculum carried out</p>



<p>1.2 Systems for tracking and monitoring student achievement and progress are refined to ensure all are fully functional</p>	<ul style="list-style-type: none"> • Review and refine the senior tracking documentation/sheet. • Timeline of tracking and monitoring identifying what, when and who • Learning Teams Inquiry further linked to Appraisal and the new Professional Standards • Departments: target student identification, tracking and monitoring process 	<p>Do/Sa</p> <p>Tg/Sa</p> <p>Tg/Ha</p> <p>Sa</p>	<p>Learning teams report back regularly on progress to whole staff.</p> <p>Tracking and monitoring procedures are inclusive of all students.</p>
<p>1.3 Staff receive professional learning and development that is responsive to their needs and enabling of student centred best practice teaching.</p>	<ul style="list-style-type: none"> • Clarify and consolidate our shared vision and constantly revisit this - identifying how all the cogs work together to drive us forward. • Identify readings for staff • Carry out PLD around Cultural competencies and the Treaty Waitangi • Integrate Cultural Competencies into Appraisal documentation • Staff and students learn appropriate Waiata for occasions • Support around helping students help lower students access the curriculum better • Consolidate the focus around developing writing across the school and SOLO as our common language for all. • Develop year plan of school wide professional learning and make this part of the PD plan for 2018. • Provide learning support for leadership of HODs. 	<p>SLT</p> <p>SLT/Ha</p> <p>SLT with consultation to experts</p> <p>SLT/SENCO/COL</p> <p>SLT/Ha</p> <p>SLT then with Ha/Do</p>	<p>A comprehensive PLD plan is in place</p>
<p>Monitoring: how are we going? Checkpoints along the way?</p> <p>Milestone checkpoints for curriculum develop</p> <p>RELA three weekly checkpoints for tracking and monitoring senior student progress</p> <p>RELA check on progress procedures being implemented by each department</p> <p>Department Plan reports to the board</p> <p>NCEA Department reports to the board</p>			
<p>Resourcing: how much money and time is needed?</p> <p>PD budget for HOD leadership support</p> <p>Travel and accommodation for investigating curriculum models.</p>			



Strategic Initiative 2 Positive Culture of Learning

Waimate High School will develop and maintain a positive culture of learning so all learners can achieve excellent attainment. This will focus on developing collaborating and unifying relationships across all levels of our community.

Goals	What actions	Who	Indicators of Progress
2.1 Continue to refine and progress Pastoral care for all learners, with an approach to a holistic view and celebrating success.	<ul style="list-style-type: none"> Wellbeing data analysed and shared with staff LA program modified and carried out using new resourcing package Overview of direction of LAs regularly shared with all staff New Diary for students sourced and in place Develop the understanding of Restorative Practices for all learners Implement signage that have a bilingual focus for areas Further develop the BIG A reward system Investigate further ways to use KAMAR for communication, tracking and conferencing Implement where appropriate programs to support positive relationships eg. Loves Me Not program and Enlightenment Education programs, white ribbon, positive approach to bullying and cybersafety Postcards system is functioning PB4L team re-established and carrying out matrix work Aoraki Development career work further carried out and student feedback gained to identify high priority areas. 	<p>Tg and Pastoral Team</p> <p>Sa Mz</p>	<p>LA program is effectively supporting all learners. Staff are fully on board with our rationale for LAs All learners have good understanding about RP Students are motivated to aspire for Big As KAMAR is used as an effective communication tool Effective programs are run as appropriate Postcards are being used effectively PB4L is being used to further develop our positive culture Student feedback about careers advice is positive.</p>



2.2 Engage with our wider community to develop relationships that are mutually beneficial.	<ul style="list-style-type: none"> Create an overview of what we are currently doing with staff via PLD Carry out a SWAT to identify next steps via PLD implement these Investigate various ways to create greater positive PR Identify how we can promote and grow the Arts and where the community can be involved Carry out a consultation with our Whanau around what their vision for young people is eg. graduate profiles - Year 10 and Year 13 	SLT SLT SLT/Staff Sa/key staff SLT/staff	Improved engagement with our wider community is evident and beneficial
2.3 Further review and develop our implementation of cultural competencies.	<ul style="list-style-type: none"> Identify readings for staff Carry out PLD around cultural competencies and the Treaty of Waitangi Integrate Cultural Competencies into Appraisal documentation Further promote, encourage and support our Kapa Haka group eg. competitive at Flava, perform more within school Staff and students learn appropriate Waiata for occasions Introduce maori waiata and eventually Haka as the 'compulsory' section of House Choir Use Powhiri for welcoming all students into the school Look at various languages weeks and how we can introduce these Carry out COL Maori Consultation and use this feedback to identify and carry out next steps. 	SLT SLT and consult experts Laiase with tutors Sa with support Pm and COL	Staff are well supported in developing their cultural competencies
2.4 Collaborate and combine fully in the Waimate Community of Learning initiative	<ul style="list-style-type: none"> Look at how the Across Schools Teacher can support us with particular reference to struggling learners, strategies, resources Align our school overarching PLD focus with that of the COL. Identify ways we can all come together and work effectively Identify ways to meet the needs of our secondary teachers through interactions with other secondary schools 	PM	Greater efficiencies and effectiveness is developed through working collaboratively

Monitoring: how are we going? Checkpoints along the way?

Pastoral action plan will carry out monitoring.

Regular check on progress termly and identification of next steps.

Plan during term 1 around cultural competencies for PLD in Term 2

Resourcing: how much money and time is

Allocate PLD funds to Greg and Rich to come and work with staff, students and community – ideally term 1.

Funding for Enlightenment Education program (yr 9 = 33; yr 10 = 39; yr 11 = 30 x45 = \$4600) , Cybersafety (\$750,00 per day + GST + travel and accommodation – can try split with another school – could be a good COL initiative) and SPEC (approx. \$2000.00)

Signage costings. Badges for Big A system costings





Strategic Initiative 3 Innovative Learning Environment

Waimate High School will develop and maintain an innovative learning environment so all learners can achieve excellent attainment.

Goals	Actions	Who	Indicators of Progress
3.1 Develop confidence of all learners in using a range of digital technology platforms, to enable working within a variety of flexible, interactive and engaging learning environments, that aligns with development of key competencies and sound pedagogy.	<ul style="list-style-type: none"> • Hold regular ICT Management Group meetings to oversee and manage this action plan. • Identify how we can support staff around ICT development • Identify staff who have specific ICT strengths and skills who can support others. • Schedule PLD opportunities for staff upskilling that includes a range of choices that focus on sound pedagogy. • Provide opportunities for cross curricular links • Provide opportunities for staff to find out what is already happening in our school • Explore the option of running a professional learning group across the COL using Mindlab support with a view to expanding our engaging blended learning environments. • Support development of the new Digital Technology curriculum • Use staff feedback to inform next steps for development of learner's key competencies in the digital world. 	ICT Management Group	All staff continue to develop their digital confidence and capabilities.
3.2 Our library use is maximized with a greater range of learning opportunities and effectively caters for all future learners.	<ul style="list-style-type: none"> • Identify ways of further developing one side of the library initially as more of a 'hub' space. • Investigate and purchase some new furniture options for modernising and maximising the pedagogy of the environment desired. • Identify how curriculum trial delivery options could be tested in this environment. • Ensure a range of needs of learners is catered to in any design/furniture 	SB, GN, SLT	The Library is developed as an effective learning hub.



3.3 Further develop the Farmlet to maximise learning opportunities in agriculture.	<p>The following actions link with the Year 9 and 10 Agriculture modules:</p> <ul style="list-style-type: none"> • Carry out milling of the cedar trees • Complete the post and rail fence • Redevelop / rebuild the stock yard • Subdivide the paddocks • Carry out landscape development work 	AI	Complete the first stage of development so it is operational with livestock.
<p>3.4 Investigate innovative opportunities and feasibility as they arise, ensuring that all property planning is aligned with effective pedagogy to achieve excellent student attainment.</p> <p>Property 5Year Plans are implemented.</p> <p>Specifically develop for 2018 the English area and the Careers area.</p>	<ul style="list-style-type: none"> • Ensure we use the model successfully used in the Year 7 and 8 area, for future environment development • Consult with staff both within the English environment and with staff fully so we are creating a flexible and agile learning spaces 	SLT and Property Officer	Innovative learning environments are developed in line with our Firewall document
<p>Monitoring: how are we going? Checkpoints along the way?</p> <p>Midyear and end of year report to the board on Farmlet development progress</p> <p>Progress reports to the board on library development and ICT</p>			
<p>Resourcing: how much money and time is needed?</p> <p>Farmlet – posts, wire and hardware approximately \$2000</p>			



Student Achievement Targets for 2018

Excellent Student Attainment in National Standards

On average our Year 7 and 8 students will achieve better than the national averages.

Excellent Student Attainment in Literacy

On average our Year 9 and 10 students will achieve better than the national averages for literacy.

Excellent Student Attainment in Numeracy

On average our Year 9 and 10 students will achieve better than the national averages for numeracy.

Excellent Student Attainment in NCEA

On average our Senior students will achieve better than the national averages for NCEA.



Supporting Documentation

The following documentation supports this Charter and is available on request.

Excellent Student Attainment:

- Self Review programme
- Governance Policies and Operational Procedures
- Charter, Strategic Plan and Annual Plan
- Analysis of Variance and Student Achievement Targets
- Professional Development Programme
- Teacher Performance Management
- Principal Performance Management
- Attestation against Registered Teacher Criteria
- New teacher induction programme
- Provisionally Registered Teachers Programme
- Annual Curriculum Review
- Annual Departmental Reports
- Analysis of External Qualification Results
- At Risk Register and High Ability Students Register
- Classbook monitoring system at Years 7 – 10
- Assessment Policy
- Department Schemes
- Annual Budget and Financial Management Procedures
- Two Weekly Effort, Attitude and Attainment reports
- 3Way Conferencing
- SMS parent portal

Positive Culture of Learning:

- Staff Handbook
- Restorative Practices Effective Relationships Guide
- Transition Programme
- Weekly newsletters, website, facebook page, parent information sessions
- Regular parental contact through telephone calls, letters and meetings
- Year group parent meetings and start year Meet and Greet BBQ sessions

Innovative Learning Environment

- 10 year Property Plan
- 5 year Cyclical Maintenance Plan
- 1:1 Digital Learning Devices and BYOD
- Wireless community project
- Gateway Programme, STAR courses
- Vocational Pathways



Procedural Information

Waimate High School will lodge with the Ministry of Education a copy of its annually updated Charter, Strategic Plan and Annual Plan and a copy of its Report on Annual Targets by 1 March each year.

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 parent meetings and surveys. Consultation includes all aspects of school management.

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 and on our school website.