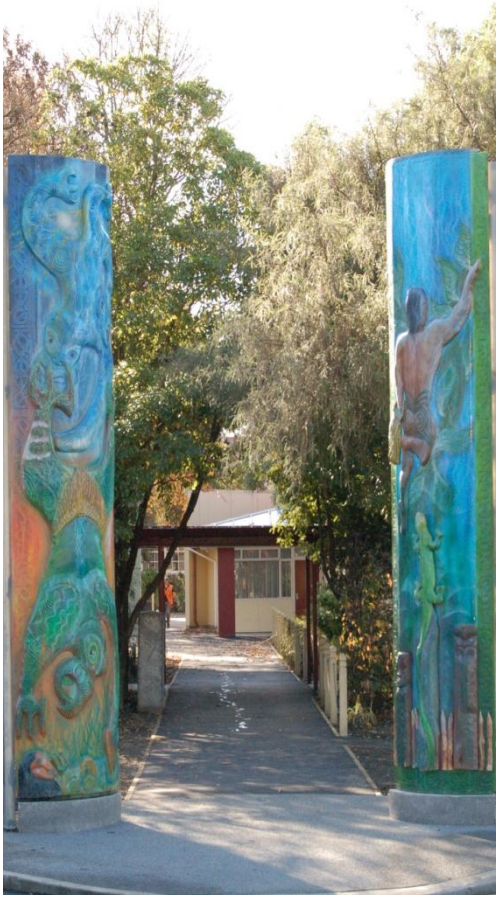
PAPANUI HIGH SCHOOL
BOARD OF TRUSTEES

SCHOOL CHARTER

2018

Papanui High School:- a place for personal excellence

"The school highly values and promotes sustained improvement through on going reflection, review and innovation. Positive relationships and an ethos of caring contribute to a culture of inclusion and high expectations. Students experience a broad curriculum within and beyond the school. Over time, student achievement is continuing to improve. The wellbeing, engagement and learning progress of students remain high priorities for the board, leaders and staff". ERO review 2014



CHARTER OF PAPANUI HIGH SCHOOL

CONTENTS

Page	
3	Contents Page
4	Papanui High School Overview 2018
5	Mission Statement
5	General Goals
6	Description of School's Community
6	NAGs
7	Cultural Diversity
8	Codes of Conduct
9	Self Review as the Basis for Planning and Reporting
10	Annual Cycle of Constant Improvement
11	BOT Planning and Reporting Cycle
12	Policy Overview
13	Strategic Plan
16	Baseline data and school context
20	Business as Usual Overview
21	Annual Plans
38	Strategic Section
61	School Goals and Specific Targets for 2018

Ratified by the Board of Trustees: February 28 2018

Papanui High School Overview 2018

IN OPERE FELICITAS - Be happy in your work

Papanui High School is...

An innovative and inclusive educational community which enables and encourages all students to be lifelong learners who enjoy exploring and positively contributing to an ever-changing world. To empower our students to lead rewarding, culturally rich and fulfilling lives as fully active, independent, and caring members of society in Aotearoa/New Zealand and the world.

Mission Statement

"To provide the best possible education for all students in a safe, balanced and caring environment."

Achievement means

Maximising each student's…

- ***Capacity in key competencies: Managing self, relating to others, participating and contributing, thinking, using language, symbols and text***
- ***Acquisition of formal qualification***

Values

Be **P**ositive
Be **R**espectful
Show **I**ntegrity
Dare to Excel
Engage in Learning

National Priorities

- 85% of 18 year olds will achieve level 2 NCEA
- Focus on priority learners through increasing engagement to accelerate their learning.
- Supporting successful transitions

Strategic Goal

- Increased Engagement for Learning leading to Improved Academic and Social Outcomes for all Students

Annual Goals

- Level 2 NCEA achievement
- Engagement Year 12
- Transitioning/tracking contributing school (year 8) into Papanui High School year 9

Effective Pedagogy

Teacher actions promoting student learning
Students learn best when teachers:

- Create a supportive learning environment
- Encourage reflective thought and action
- Enhance the relevance of new learning
- Facilitate shared learning
- Make connections to prior learning and experiences
- Provide sufficient opportunities to learn

Professional Learning (*Leading Learning*)

- New Zealand Curriculum implementation
- Effective use of data
- Formative practice

Professional Learning & Development

- Cultural Responsiveness
- Digital Citizenship
- Wellbeing

My School, My Success, My Responsibility
Tōku Kura, Tōku Tiketike, Tōku Haepapa

2. Mission Statement

To provide the best possible education for all our students in a safe, balanced, caring environment.

3. General Goals

Papanui High School aims to provide.....

- **A FULL SERVICE SCHOOL**..... to facilitate learning by catering for students' academic, emotional, social, cultural, physical and medical needs.
- **A WELL BALANCED EDUCATION**..... to recognise that academic achievement, co-curricular involvement, and personal development are all important components of a successful education.
- **A COMMUNITY SCHOOL**.....to play an integral role in the life and development of the North Christchurch community.
- **AN INNOVATIVE APPROACH TO CURRICULUM.....**to ensure that the learning and qualification needs of a wide range of students can be met appropriately.
- **A SAFE ENVIRONMENT.....**to provide a learning environment where students feel safe, supported, and challenged.

4. Description of our school community

Papanui High School is one of Christchurch's larger, state, coeducational secondary schools. With a current roll of about 1550, it services a community that is predominantly European but with significant groups from other ethnicities. The school roll reflects the community's ethnic mix and is 65% European, 15% Maori, 4% Pasifika, 14% Asian, and 2% made up of other ethnicities.

Located in North West Christchurch, Papanui High School draws its students from the areas of Belfast, Bishopdale, Bryndwr, Casebrook, Harewood, Merivale, Northwood, Northcote, Papanui, Redwood, Regents Park and St Albans.

That community is comprised of a range of socio-economic groupings and this is reflected in the school's decile rating of seven.

Access to and around the city is easy with Christchurch International Airport and the University of Canterbury all within 10 minutes of the school. Major bus services connect the school with wider Christchurch.

The North West Christchurch area is set to expand as there are large sub-division developments on the Northern and Western part of the school's zone. The school has experienced a small drop in Year 9 enrolments over the last two years due to smaller cohort from our major contributing school. The current roll is slightly up on the 2017 numbers due to an increase in enrolments in Year's 10 - 13 from in-zone students'. Growth is expected slowly increase over the next five years, which is a reflection on the Christchurch rebuild and the development of new sub-divisions.

Papanui High School sits at the heart of the Papanui area. On its Eastern boundary is the large urban shopping mall of 'Northlands', on its Western boundary is a large, light industrial area, to the South sits the Papanui commercial centre and on its Northern boundary, sport and recreational grounds and residential properties.

The school is proud of being a community school which works with and for its local community. Links are well established with local organisations such as the Graham Condon Recreation Centre, Christchurch City Council Service Centre, the local medical centre, commercial interests (especially the Northlands Mall), the Papanui Library, and the various social agencies in the area. There is also considerable interaction with the community through the day school activities and the adult community education classes which service the greater Christchurch area. Parents, caregivers and volunteers are involved in many facets of school life and there is a strong parent/teacher association.

Partnerships with the Northlands Mall, the City Council, the Papanui Foundation and Toshiba International/Business Distributors Ltd (BDL) have gained considerable benefits for the school in terms of sponsorship, ICT, and property developments.

Papanui High School is a member of the Totaranui Kahui Ako Community of Learners (CoL), which includes Bishopdale School, Casebrook Intermediate School, Cotswold School, Northcote School, Papanui School, Redwood School and a number of Early Childhood Services and Schools.

5. National Administrative Guidelines (N.A.Gs)

Underpinning this Charter are the 10 general National Education Goals as set out by the Government in 1995. In order to facilitate our achievement of these goals Papanui High School will follow the National Administration Guidelines (NAG's)

6. Cultural Diversity

The school will recognise and foster an appreciation of the cultural diversity in our school's national and global community by:

- Developing strategies that will enhance Maori and Pasifika student potential for high academic achievement and personal success.
- Developing strategies that will enhance the potential for high academic achievement and personal success for students from Asian countries.
- Celebrating and enjoying all forms of diversity in our school, nationally, and internationally. This includes cultural, gender, intellectual and physical difference
- Promoting attitudes based around understanding, tolerance and knowledge of differences, valuing others' heritage, culture and people.

The school will recognise cultural diversity of Maori by:

- Providing Te Reo Maori programmes at all levels. The school will ensure that the curriculum in all subjects incorporates a Maori dimension. The school will assist parents who wish their students to be educated through the medium of Te Reo Maori, to find appropriate pathways.
- Working in an inclusive way to meet obligations under the Treaty of Waitangi and the Memorandum of Understanding with Ngai Tahu. Ongoing relationships will be developed with Te Ngai Tuahuriri Runanga inc., Te Runanga Ki Otautahi O Ngai Tahu, and Nga Maata Waka.
- Incorporating Tikanga Maori into the daily running of the school through the use of powhiri, Te Reo, kapa haka, and the development of the whare as a focal point for the school.
- Working closely and developing ongoing relationships with the whanau of the school's students.

7. Codes of Conduct.

Effective governance and management is a successful blend of community involvement and professional competence.

The Board of Trustees

The Board of Trustees agrees to the following Code of Conduct

1. Ensure that the needs of students and their learning are given full consideration when planning, resourcing and implementing the School's curriculum.

2. Ensure that all students are provided with an education which represents their individuality and which challenges them to reach the highest standards of personal achievement.

3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.

4. Deal fairly with staff, the principal, caregivers and students.

5. Maintain the confidentiality and trust vested in them.

6. Ensure strict confidentiality of papers and information related to the Board's position as employer.

7. Ensure that individual trustees do not act independently of the Board and its decisions.

8. Accept that the Principal is the professional leader of the school and is responsible to the Board.

The Principal

In carrying out his or her duties the Principal will:

1. Ensure that the needs of the students and their learning are given full consideration in planning, resourcing and implementing the school's curriculum.

2. Attempt to the best of his or her ability, to demonstrate each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement.

3. Be loyal to the Charter and fully committed to achieving its purpose, aims and objectives.

4. Deal fairly with staff members and the Board of Trustees, caregivers, and students and show a commitment to the continuing development of the staff's professional skills.

5. Work cooperatively with school staff but take final responsibility for decisions within the Principal's authority as delegated by the board.

6. Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no right to it.

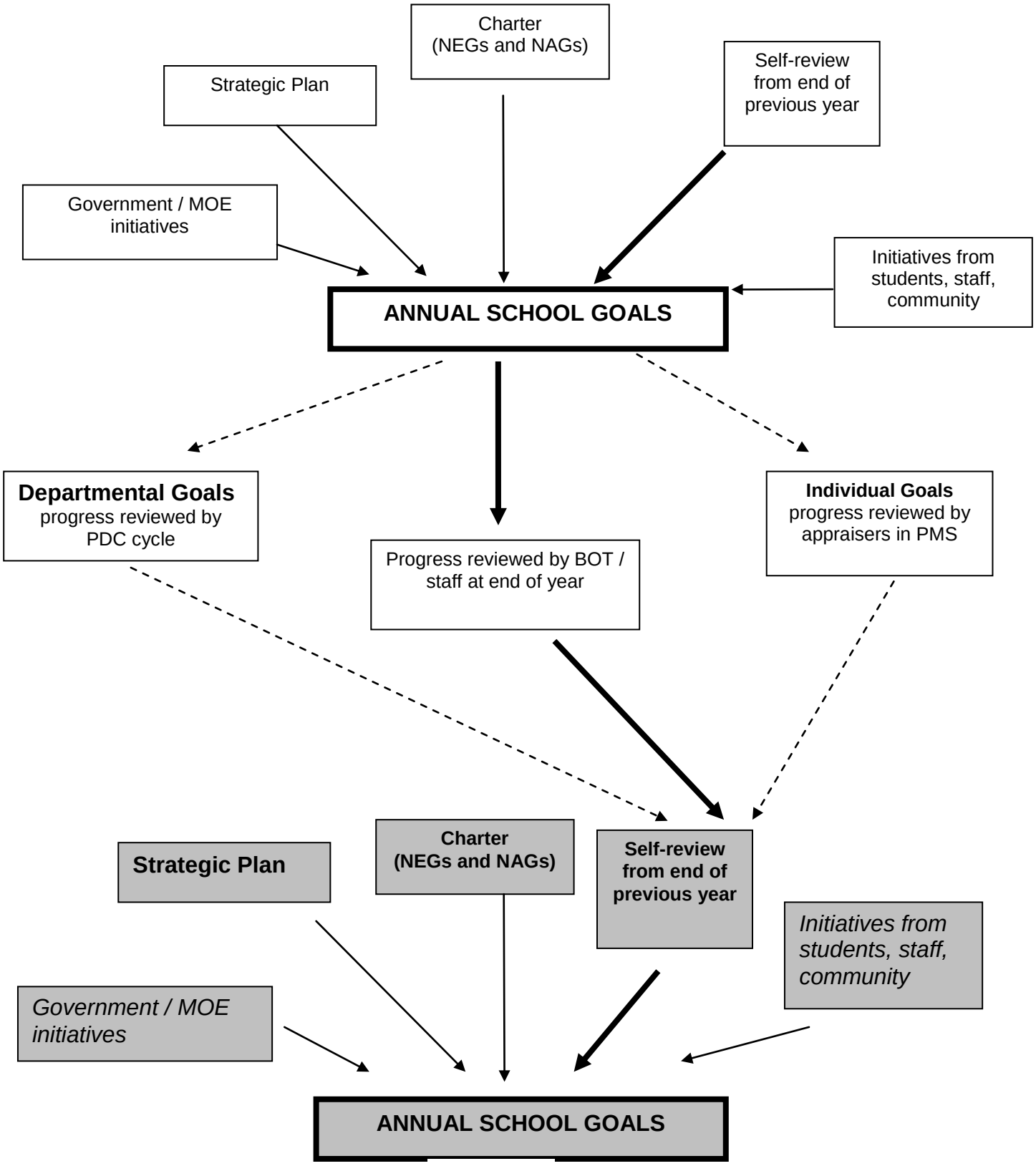
7. Not vote in Board of Trustees decisions in relation to the Principal's employment.

8. Self Review as the basis for Planning and Reporting

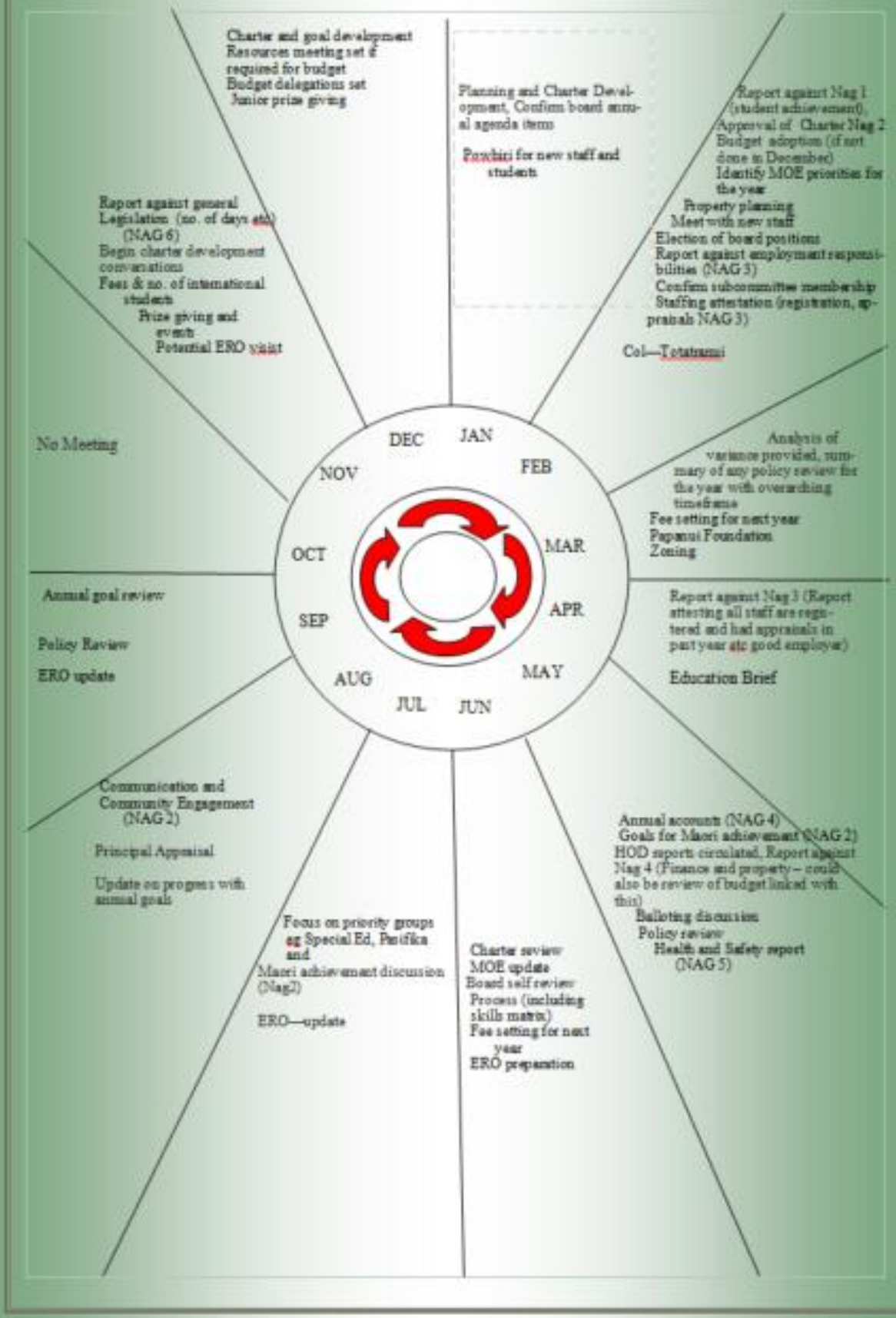
There will be a strong culture of self review and constant improvement at Papanui High School. The bases for self review will be:

- Annual school wide goals and specific targets
- Annual Departmental Goals
- Head Of Department Annual Reports
- Staff Leadership Teams
- Data gathering surveys: CEM Survey, Perception Survey, etc
- Principal's Reports to monthly Board meetings
- Departmental management documents
- Charter/Strategic Plan
- Data generated from student achievement in NCEA/Junior curriculum levels
- BOT Policy and Review Committee
- ERO visits
- Staff Performance Appraisal
- Consultation with school's community

PAPANUI HIGH SCHOOL
ANNUAL CYCLE OF CONSTANT IMPROVEMENT



BOT PLANNING AND REPORTING CYCLE



BOT will ensure that PHS works in an inclusive way to meet its obligations under the Treaty of Waitangi

Personnel :

Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
Provide a mutually supportive, development focussed learning environment that fosters collegiality to ensure best educational outcomes for our community. (NAG 3)

Health and Safety:
Provide a safe physical and emotional environment for students and staff and recognise the need to provide a safe environment for others using the school.

Emergency Principal Succession

In order to protect the board from sudden unavailability or loss of the Principal to the school, the Principal should have no fewer than two other senior managers sufficiently familiar with board and Principal issues, and processes to enable either of them to take over with reasonable proficiency as an interim successor.

Finance
Financial planning ensures that the allocation of funds reflects the school's priorities as stated in the charter.

Expenditure of school funds will be monitored and controlled to ensure prevention of theft and fraud, waste and to maintain solvency.
In particular:

- Reserves may not be used without the approval of the BOT
- Protected funds may not be used for anything other than their purpose without prior approval from the BOT
- Principals credit card and other unbudgeted expenses related to the Principal will be signed off at the BOT meetings
- Financial delegations…..(NAG 4)

Any practice, activity or decision shall be lawful, prudent, ethical and consistent with best educational practice

Students and other learners
Develop and implement teaching and learning programmes as prescribed by the National Curriculum document with a focus on flexibility that ensures individual learning goals for all students.
Ensure comprehensive assessment practices are in place to enable the progress and achievement of students to be evaluated. (NAG1)

Asset Protection
The BOT will comply with 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 teaching and learning environment for staff and students.

Communication and Support to the Board
The principal will ensure the board is informed and supported in its work. Information will be provided in a timely, accurate, relevant and understandable manner.
Any actual or potential risks will be reported to the board in a timely manner.
The principal will foster a good relationship with the board and support the boards holism.

Strategic Plan

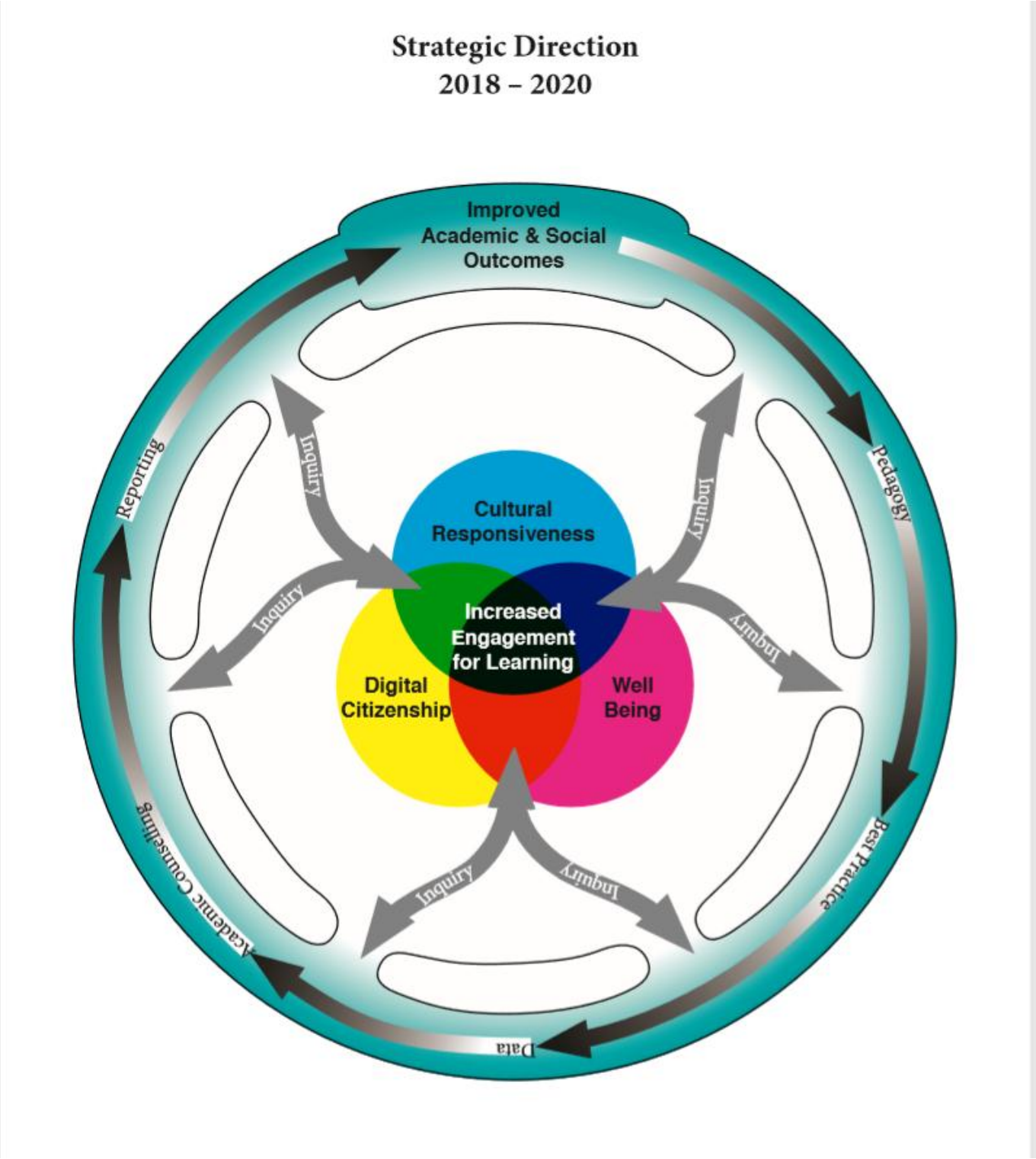
2018 – 2020

Strategic Plan 2016 - 2018
Ratified by the Board of Trustees: February 18 2016

Review by Board of Trustees: February 28 2018

PHS Strategic Overview 2018-2020

Increased Engagement for Learning



PAPANUI HIGH SCHOOL – RECENT BACKGROUND

The strength of Papanui High School is its shared vision and commitment to supporting students' learning, progress, achievement and wellbeing.

The last ten years of self-review has seen a continuous cycle of improvement. The Education Review Office (ERO) reports, NCEA results, roll growth, community and staff perception over this time are all testament to this.

"The school highly values and promotes sustained improvement through ongoing reflection, review and innovation. Positive relationships and an ethos of caring contribute to a culture of inclusion and high expectations. Students experience a broad curriculum within and beyond the school. Over time, student achievement is continuing to improve. The wellbeing, engagement and learning progress of students remain high priorities for the board, leaders and staff". **(ERO 2014)**

Over the last 5 years NCEA results have shown consistent and significant improvement across all levels including the attainment of Merit, Excellence and Endorsements. This is supported by such things as Academic Counseling, Engagement Reports, Real Time reporting, Curriculum Innovation and Design, links with external providers, working with Ministry of Education (MOE) achievement and engagement initiatives together with a culture of high expectations, an inclusive learning environment and embedded positive relationships between staff and students have contributed to these improved outcomes.

The breadth of learning has been substantially increased through the school's co-curricular programmes. Students can choose from well-developed programmes in music, the arts, cultural pursuits, sport and outdoor education. These programmes are further enhanced by the access students have to high quality on-site facilities that have been developed in partnership with the local community. The school is proud of the many local and national awards that students have received through their involvement in these activities.

Teachers are well supported through targeted professional learning and development that focuses on student learning and well-being, and how each student can be best supported to succeed. Targeted data analysis is critical to identifying and understanding specific needs within the school, including priority learners and is used to make informed decisions to ensure a culture of continuous improvement.

The school has a well-established communication network which delivers relevant and up to date information. The Board of Trustees and the Parent Teacher Association work positively to support the school and are a significant component of the collaborative approach to the analysis and use of achievement information for self-review.

The school operates a well-established distributed leadership model which effectively supports the management of change, succession planning and sustainability. The delivery of effective pedagogy continues to drive the culture of teaching and learning to ensure that value is added to each student's holistic learning and that they leave Papanui High School appropriately prepared for employment, training or further study. The recent formation of the Totaranui Kahui Ako – Community of Learning will support the longitudinal development of learners and support and promote best practice pedagogy amongst teachers.

Introductory baseline data and school context

Students' Learning

NCEA ACHIEVEMENT

		2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Year 11 students gaining NCEA Level 1	**PHS**	**69.6**	**77.8**	**74.4**	**69.6**	**67.3**	**61.0**	**88.5**	**80.4**	**82.2**	**84.1**	**78.9**
	Nat	62.7	70.1	71.7	73.4	76.0	77.6	82.6	84.2	85.6	86.5	84.7
Year 11 Literacy	**PHS**	**81.2**	**82.7**	**82.7**	**80.7**	**85.6**	**81.0**	**92.3**	**89.3**	**89.0**	**88.0**	**88.8**
	Nat	74.6	75.0	78.6	77.4	78.8	82.0	89.9	91.3	91.3	91.4	91.2
Year 11 Numeracy	**PHS**	**96.9**	**95.7**	**90.8**	**92.1**	**93.8**	**84.3**	**93.4**	**87.1**	**88.7**	**88.3**	**85.8**
	Nat	80.5	80.1	85.5	85.4	77.7	80.2	87.3	89.3	89.9	90.1	89.8
Year 12 students gaining NCEA Level 2	**PHS**	**70.4**	**68.8**	**64.3**	**73.3**	**80.4**	**74.7**	**78.6**	**87.0**	**86.6**	**86.1**	**88.2**
	Nat	65.0	75.7	75.7	78.9	81.1	82.7	85.7	88.1	88.5	88.9	89.1
Year 13 students gaining NCEA Level 3	**PHS**	**43.1**	**59.0**	**52.2**	**54.8**	**76.0**	**59.9**	**71.0**	**72.0**	**81.3**	**74.6**	**85.4**
	Nat	54.0	70.3	70.0	72.4	74.3	75.0	79.2	80.4	82.8	83.4	83.1
UE	**PHS**	**39.9**	**50.0**	**45.9**	**51.8**	**71.9**	**53.4**	**58.9**	**44.0**	**54.4**	**46.4**	**50.3**
	Nat	50.8	65.6	64.3	64.5	65.2	66.0	70.6	61.3	63.4	62.9	61.1

NOTE: 2011 – Start of Curriculum alignment

2011 – Earthquake derived grades

Scholarships: 2017 – 3 Scholarships were awarded.

2017 Data not finalised by NZQA and will all potentially increase very slightly.

NCEA results continue to be very positive, with a continuation of improved outcomes for students. Of significant note is the achievement rate for level 2 and in particular level 3, with an improvement from 2016 (74.6%) pass rate to 2017 (85.3%) which was also above the national average. Our students continue to do well in achieving Merit and Excellence endorsements with the results showing that increasingly students are experiencing and striving for greater success. Students have been strongly encouraged to strive for personal excellence. This is supported by school wide involvement in academic counseling, which has proved to be a very positive process with staff, students and parents/caregivers. Academic Counseling is being used to support goal setting, mentoring and the monitoring of student progress. Part of the Academic Counseling programme is the school wide conference day,

	which was attended by approximately 90% of our parent/whanau community. These results are evidence of continuous improvement and significant value added for students. When students are engagement, they will make progress and this has been reflected in their achievement. 3 Scholarships were awarded.
Student Engagement	A number of strategies are in place to support student engagement: Student attendance is monitored using the KAMAR Student Management System. Daily texts are sent out to parents/caregivers on the first day students are absent without a reason being given. If no response is received a letter is sent home within one week. Attendance is followed up by sending letters to the homes of students who drop below 80% attendance. This is tracked through year group liaisons and weekly meetings with our Attendance Service. The Rock On Programme also operates and the committee meet once a month. A school wide 'lateness system' operates alongside these systems. Engagement reports operate across all year levels of the school. Parents/ Caregivers receive fortnightly reports on a scale of 1 to 3 highlighting how engaged their child is in their learning. This information is used school wide and is embedded in the Academic Counselling programme. Information relating to our students is gathered through such processes as; Year 9 entry interview, Year 9 Transition Survey, Academic Counselling, the perception survey, student committees and councils and from specifically identified and targeted groups as appropriate.
School Organisation and Structures	BOT will ensure that PHS works in an inclusive way to meet its obligations under the Treaty of Waitangi "Any practice, activity or decision shall be lawful, prudent, ethical and consistent with best educational practice" **Emergency Principal Succession:** In order to protect the board from sudden unavailability or loss of the Principal to the school, the Principal should have no fewer than two other senior managers sufficiently familiar with board and Principal issues, and processes to enable either of them to take over with reasonable proficiency as an interim successor. **Health and Safety:** Provide a safe physical and emotional environment for students and staff and recognise the need to provide a safe environment for others using the school. (NAG 5) **Students and other learners:** Develop and implement teaching and learning programmes as prescribed by the National Curriculum document with a focus on flexibility that ensures individual learning goals for all students. Ensure comprehensive assessment practices are in place to enable the progress and achievement of students to be evaluated. (NAG1) **Communication and Support to the Board:** The principal will ensure the board is informed and supported in its

	work. Information will be provided in a timely, accurate, relevant and understandable manner. Any actual or potential risks will be reported to the board in a timely manner. The principal will foster a good relationship with the board and support the boards' holism. (NAG 2) **Asset Protection:** Ensure on-going monitoring and the safety of school property and resources. Ensure any new development is in line with the schools goals and strategies, including maintenance, safety, security and appropriate risk management (including insurance). (NAG 4) **Finance:** Financial planning ensures that the allocation of funds reflects the school's priorities as stated in the charter. Expenditure of school funds will be monitored and controlled to ensure prevention of theft and fraud, waste and to maintain solvency. In particular: •Reserves may not be used without the approval of the BOT •Protected funds may not be used for anything other than their purpose without prior approval from the BOT •Principals credit card and other unbudgeted expenses related to the Principal will be signed off at the BOT meetings •Financial delegations. (NAG 4) **Personnel:** Be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff. Provide a mutually supportive, development focussed learning environment that fosters collegiality to ensure best educational outcomes for our community. (NAG 3)
Review of Charter and Consultation	The Papanui High School charter will identify the mission, aims, objectives, directions and targets of the school, ratified by the Board of trustees, and will give effect to the Government's National Education Guidelines and the Board's priorities. The school consults with its school community on the development of the strategic plan. This consultation process takes place once every three years and is reviewed by the board annually. Where appropriate selected focus groups (e.g., Māori community, Pasifika community, parents of children with special needs) as identified by the boards annual review will be engaged in wider discussion. The current Strategic plan was formulated in 2016. The Education Review Office reviewed the school late 2014 and reported very positively in relation to the self-review processes. In light of the ERO review, the school undertook a full community consultation process in 2015 to review and reset the strategic direction for the next three years. Information is identified and gathered from the following sources:

	SWOT ANALYSES • Analyses of the Strengths, Weaknesses, Opportunities and Threats (SWOT) of Papanui High School were carried out with all staff, 60 randomly selected students, and the Parent Teacher Association. PERCEPTION SURVEY • A Perception Survey collecting feedback on the school's performance in a wide range of areas is conducted with all staff, all parents, and 150 students every 3 years. BENCHMARK INDICATORS • Annual Benchmark Indicators from the MOE give base-line data on achievement CHANGE PROFILE • The Change Profile is administered to all staff. The profile focussed on readiness for school improvement RESEARCH • Data gathered was supported by national and international research. CHARTER • The Strategic Plan reflects the school's obligations under the NEGs and NAGs which are contained in the school's Charter. BOARD OF TRUSTEES • Strategic perspective as governors of the school.

Annual school Improvement Plan BUSINESS AS USUAL – OVERVIEW

At Papanui High School we believe in shared values and vision, collective responsibility for students' learning, collaboration focused on learning (teachers' and students'), engagement with individual and collective professional learning, reflective personal inquiry, openness to and participation in networks and partnerships, experience of mutual trust, respect, and support.

CURRICULUM LEADERSHIP TEAM
SLT Rep
Principal
TIC Senior Curriculum
Timetabling team rep
Rep from each of 7 the learning areas
Task: To lead & manage curriculum development

ASSESSMENT & REPORTING TEAM
SLT Rep
Principal's nominee
TIC reporting
Rep from each of 7 the learning areas
Task: To lead & manage Assessment & Reporting development

PROFESSIONAL DEVELOPMENT LEADERSHIP TEAM
SLT Rep
Rep from each of 7 the learning areas
Task: To overview professional development

ICT LEADERSHIP TEAM
Director of ICT
SLT Rep
Network Manager
Technician
Rep from each of 7 the learning areas
Task: To overview the development of ICT in the school

HOD/TIC's
SLT Rep
HOD/TIC's from each of the 7 learning areas
Task: To act as a 'think tank' for curriculum development and delivery across all learning areas

HEALTH & SAFETY
SLT Rep
Rep from each of 7 the learning areas
Support staff
Task: To ensure all health & safety regulations are mandated

ACADEMIC COUNSELLING LEADERSHIP TEAM
AC tutor
SLT Rep
Data team
Deans
Other staff as appropriate.
Task: To lead and manage the facilitation of the AC programme across all levels of the school

CO-CURRICULAR LEADERSHIP TEAM
SLT Rep
TIC Sport
TIC House System
TIC Arts
Rep from each of 7 the learning areas
Task: The overview and development of all co-curricular activities in the school

EXECUTIVE LEADERSHIP TEAM

Principal
Associate Principal
Deputy Principals (2)
Assistant Principals (2)
Chairperson from each of the leadership teams
Task: To link each leadership team's goals/initiatives to ensure all improvements within the school align with the schools strategic plan.

INTERNATIONAL DEPARTMENT
Director of International Students
Principal
Dean of International Students
Homestay Coordinator
Task: To ensure MOE guidelines and best practices for international students are fostered within the school

STAFFING AND CONDITIONS LEADERSHIP TEAM
Director of SSC
SLT Rep
Teaching and non-teaching staff
Task: To receive and resolve issues relating to staff well-being and conditions

Consultation with wider staff through:
- minutes of meetings posted on 'google Doc's'
- on-line surveys and questionnaires
- reports & feedback in weekly 'Papanews'
- full staff meetings

GATAP
GATAP Coordinator
SLT Rep
Māori representative
Rep from each of 7 the learning areas
Task: To ensure MOE guidelines and best practices for gifted and talented students are fostered within the school

DEPARTMENTS
HOD
Assistance HOD
Teaching staff
Task: Responsible for teaching and learning in each of the 7 learning areas

STAFF MEETING
All teaching staff
Task: To consult and inform teaching staff of school wide information

Wellbeing LEADERSHIP TEAM
SLT Rep(s)
Teaching and non-teaching staff
Task: To lead and manage the facilitation of Wellbeing for the school community.

PASTORALCARE LEADERSHIP TEAM
SLT Rep(s)
Director of SSC
Year Level Deans
Māori representative
Director of International Students
Task: To ensure the school MSB system and pastoral care needs of the students are effectively managed

PAPANUI HIGH SCHOOL – ANNUAL PLAN OVERVIEWS 2018

Papanui High School

Professional Learning and Development (PLD) Leadership Team

Business as usual

Take a leadership role in facilitating school wide and individual professional learning and development by:

- Providing 40 minutes of PLD time on Thursday mornings.
- Analysing the professional development needs of all staff and communicate any issues with the Senior Leadership Team (SLT).
- Developing strategies to meet the needs that have been identified by the staff and/or by the SLT.
- Facilitating school based PLD.
- Keeping staff informed of any relevant externally run courses and conferences.
- Distributing resources according to the PLD 2018 guidelines, recognising that the needs of individuals and departments vary from year to year.
- Seeking feedback from staff about the success of PLD and make amendments if necessary.

2018 Annual goals

Goals	Responsibility
Support PLD in the school by: • Providing regular PLD sessions throughout the year. • Structuring the PLD programme around the core business of Increasing Engagement and Learning (IEL). • Ensuring the continuation of inquiry as a focus for improving teaching and learning outcomes.	PLD Team
Plan an effective programme of teacher PLD by: • Planning and co-ordinating PLD sessions throughout the year. • Providing opportunities for staff to attend individual external PLD. • Ensuring that all PLD is relevant to the IEL school focus diagram*.	PLD Team

*This incorporates improved academic and social outcomes in conjunction with pedagogy, best practice, data, academic counselling and reporting whilst functioning in a teaching and learning environment focussed on Culturally Responsive Pedagogy, Well-being and Digital Citizenship and supported by inquiry practice.

Papanui High School

Curriculum Leadership Team

Business as usual:

The curriculum leadership team will…

- ensure curriculum design and delivery in the school dovetails with the direction informed by the strategic plan
- hold responsibility for new courses and their organisation (curriculum design). The team will work with departments to ensure courses meet student needs and where needs are not being met, suggest alternatives
- ensure ICT pedagogy is addressed. A member of the ICT committee will be part of the curriculum leadership team
- circulate and discuss readings of current research and best practice to keep members of the team informed and up to date
- share best practice of curriculum design and delivery to staff through the Thursday PLD slots
- annually review viability of courses and current practices and support departments as they accommodate both falling and rising student numbers
- use small action groups to further pursue/deliver/audit curriculum developments
- annually discuss with the timetable team any innovative timetabling arrangements for effective curriculum delivery/ trials for the following year
- further the cause of personalised learning
- attend to any other curriculum business as it arises

2018 Goals

Goals	Responsibility
Grow Waitaha Inquiry – Staff teaching in the Year 9 blocked TT will work alongside one another to experiment with and develop a model of team teaching that allows the school to determine if this collaborative approach improves the learning outcomes for students	Grow Waitaha Inquiry team Teachers allocated a Year 9 class in the blocked TT Knh, Edf, Smt, Wld, Att
Work alongside the SLT to inform the education brief and support its implementation	Arl, Curriculum Leadership Team
Develop the PHS Graduate Profile, i.e. what does the Papanui Learner look like	Arl, Curriculum Leadership Team

Papanui High School

Assessment and Reporting Leadership Team

Business as usual

1. Reports
   - Set up timelines and establish key dates
   - Ensure communication of deadlines and expectations
   - Ensure KAMAR is set up for staff
   - Check and correct reports - quality control
   - Distribution of reports to parents
   - Provide a once fortnightly Engagement Report for all junior and senior students
   - Research how improvements can be made by survey
   - Liaise with Academic Counselling initiative to ensure sufficient and timely information is available to Form Teachers to generate meaningful goals and questions during student/teacher counselling sessions.

2. Assessment
   - Liaise with PD/Curr/ Exec Man to see to what priority/extent assessment practice has in the bigger picture for the following year
   - Ensure that staff are familiar with advances in assessment theory & NZQA requirements
   - Provide a forum to describe changes in assessment practice
   - Research changes through literature search or by visiting pillars of assessment practice
   - Lead changes that are agreed through staff development
   - Timetable for whole school assessments eg Formative assessments for externals
   - Set up of end of year examinations and liaison with Examination manager
   - Ensure systems are established to monitor that student work is authentic in order to meet assessment requirements
   - To monitor assessment procedures and ensure their manageability for staff and students well being

3. NCEA
   - Provide support to the Principal's nominee regarding policy for NCEA at Papanui
   - Be involved with the internal review of NCEA procedures at PHS
   - To Audit departments on their Assessment practices in line with NZQA expectations
   - Ensure that entries for senior end of year NCEA examinations are appropriate and aligned with the Academic Counselling for senior students.

2018 Annual Goals:

Goals	Responsibility
● To continue to refine the 'Formative Assessment for externals' during term 3. This is to encourage greater student productivity with regards to effective learning and preparation for NCEA achievement as well as supporting teaching staff well-being.	A & R cte (Vnm, Hlg, Ata, Skm, Swt, Lnk, Byc, Rvi, Trp, Smt, Bks)
● To monitor and embed 'Real Time' reporting to ALL levels of the senior school (Y11-13) to ensure reporting requirements are being met.	A & R cte

• To further develop a quality assurance system for monitoring both engagement reports and written reports (mid/end year for juniors & real time for seniors) to ensure they meet best practice standards re: completion on time, consistency and quality.	A & R cte
• To prepare for our 2018 MNA and ensure appropriate systems are in place to meet NZQA requirements and for best assessment practices.	Hlg, Ata
• Continue to review junior assessment practices/procedures across departments to check re: consistency, methods used, and reporting grades/levels used.	A & R cte
• To make assessment and reporting preparations for working across schools as part of the 'Totaranui COL'	A & R cte

Note: Students completing assessments at the end of the year during the catch up time need to be co-ordinated by AC & A & R committees. It was unclear who was overseeing this role this year. There is also concern about the integrity of the process where some students have chosen not to re-submit during the year & are now being offered further assessment opportunities in November.

Papanui High School

e-learning Team

Business as usual

- Manage sending of e-mails and texts to notify parents and community
- Manage MyPortfolio, Google Apps, and Parental portal. Ensure are all running
- effectively and payments are made
- Organise ICT PD for staff
- Manage Kamar and ensure it is kept up-to-date
- Write and monitor strategic plan and action plans for ICT
- Ensure network is reliable and robust enough to cope with demands
- Monitor and manage BYOD devices

2018 Annual Goals:

Goals	Responsibility
• The vision for Digital Citizenship is encompassed within the education brief and future planning for the school.	Facilitator of e-learning, SLT with oversight for ICT Principal / Staff / Community
• The strategic plan will define and reflect how students, staff and the community engage with digital citizenship	Principal / SLT
• The digital citizenship capability review tool will be utilised to generate a snap shot of effective practice in our school and	E-Learning Facilitator/ SLT with Digital Citizenship oversight.

guide future development	
• Systems and processes will continue to be developed so that e-learning and digital technologies can be utilised to enhance communication across the school.	SLT with oversight for ICT / e-learning committee

Network goals

• Infrastructure will continue to be monitored to ensure that it continues to allow for equitable, open access for all. • Continue to develop school-wide systems to ensure continued running of a reliable infrastructure. • Monitor technical support to ensure adequate cover is provided to meet staff and student needs.	SLT with oversight for ICT /ICT Sub- Committee, RCG RCG RCG

BYOD goals

• An increased number of students will use BYOD and will be using them to create, explore and communicate higher-order, authentic learning. • In 2018 investigation will continue into equitable systems for students to access devices where families haven't provided them and collaborative practices so students don't need one to one devices. • All students will be encouraged to bring a BYOD to school.	Facilitator of e-learning,
• Policies will be reviewed to ensure that we provide a safe digital environment for students and staff.	Facilitator of e-learning, SLT with oversight for ICT, e-learning committee / Deans
• Digital citizenship course will be completed by all Year 9 students early in 2018. Staff understanding of digital citizenship will increase so they are confident to talk about digital citizenship.	Facilitator of e-learning, SLT with oversight for ICT

Increased Engagement for Learning.

• All teachers will engage in a learning inquiry to further develop their understanding of their own digital technology needs and how they can utilise this in their classroom. This learning inquiry will be part of the wider school wide goals of increasing student engagement and achievement.	Facilitator of e-learning, SLT with oversight for ICT, PLD leadership team

Papanui High School

Co-curricular Leadership Committee

Business as Usual

- The committee has approximately 12-15 members, including student representation. Several staff on this group report back on their specific areas of responsibility, in our meetings which are 2-3 times a term. Some members of the committee don't necessarily run groups/events but act as a liaison between the individuals that do around school or within the committee
- This leadership group oversees and provides feedback on the running of already existing Co-Curricular activities in the school e.g. School Council, Sports and Health Council, Arts Council and Visual Arts Council, Year 12 Leadership team, Houses, Peer Support, School productions, and Fundraising.
- We provide new opportunities for students to develop leadership skills through a range of activities including Leadership Development teams, Councils, Sport, Arts, Culture, Community Activities and Service.
- The role of the committee is also to encourage student led initiatives, enhance school spirit/ pride and ownership, discuss school wide co-curricular issues, make decisions surrounding new initiatives, and distribute co-curricular funding if and when required.
- Encourage all students and staff to continue to be involved in the wide variety of co-curricular activities offered by the school.

2018 Annual Goals:

Annual Goals 2018	Responsibility
Develop a strategic plan for Co-Curricular, based on the school strategic plan, so that Co-Curricular can be a more connected, well understood and effective organisation in the school.	KRT, The leaders of Co-Curricular activity, overseen by the Committee.
In relation to goal one, develop a 'Business as Usual' approach for all Co-Curricular groups so that they operate, where appropriate, in a more consistent manner which will help to provide quality assurance that collective and personalised student learning is taking place.	The leaders of Co-Curricular activity, overseen by the Committee.
To enhance recognition of student and teacher Co-Curricular service in the school, so as to better celebrate Co-Curricular success.	The newly formed Student Service Committee, overseen by the Committee.
To relate developments from the Education Brief to opportunities for our Co-Curricular programme.	The Co-Curricular Committee.
To Investigate new school fundraising opportunities, to help replace opportunities that are lost to PHS.	The Fundraising Committee, overseen by the Co-Curricular Committee.

Papanui High School

Workplace Health and Safety Leadership Team

Business as usual

- The school's policy is authorised by the Board of Trustees
- Ensuring the Health and Safety school policy meets the current legal requirements
- Staff responsibilities for health/safety management are in place
- Consultative process with staff is mandated
- Supporting the process for continuous improvements to health and safety practice
- Important safety information is clearly displayed in all work areas
- Policy supports the safe and early return of work of injured employees
- Processes for workplace accidents and injuries are accurately reported, recorded, and resolved
- The school has effective plans and procedures for identifying and working with hazards and emergencies
- Appropriate orientation, training and supervision for all new and existing staff
- Safety processes are in places for all visitors to the school
- The school has a designated Health and Safety Officer (HLJ)

2018 Annual Goals:

Annual Goals 2018	Responsibility
To develop a better committee structure to support the processes adopted by the school.	PRG, KRT, WSP, STJ
To continue to develop better processes for reporting health and safety by staff at school and in relation to the committee that represents them.	PRG, KRT, HLJ, WSP, STJ – in consultation with the Committee.

Papanui High School

Staffing and Conditions

Business as usual

Staffing and Conditions leadership team has oversight of the issues related to working conditions in the school for all staff, including equity, and staff wellbeing.

The representative team offer staff a variety of contact people to whom they can take issues, and the committee then decides the appropriate process and people to address these issues.

The team seeks to

- Oversee the general wellbeing and working conditions of all school staff
- Address issues impacting on this
- Offer support to colleagues as appropriate
- As necessary undertake staff surveys to collect data about pertinent issues
- Assist in the creation and maintenance of a positive workplace culture

In addition, the Staffing and Conditions team will undertake to discuss, introduce, and seek review or revision of any systems within the school that are within their scope and usage.

2018 Annual goals

Goals	Responsibility
• To focus intently on the issue of staff wellbeing, including ways of mapping where this sits currently, and how a programme might be developed to enhance it	Staffing and Conditions Leadership Team
• Continue to provide a support network for staff to raise issues of concern	Staffing and Conditions Leadership Team
• To seek solutions that are timely and appropriate for issues raised	Staffing and Conditions Leadership Team
• To continue to monitor staff wellbeing in the light of ongoing stresses, both after the earthquake series and as a consequence of working in an education environment	Staffing and Conditions Leadership Team
• Assist management where appropriate in establishing and maintaining a positive work environment for all staff, which meets workplace expectations relating to staff emotional safety and wellbeing	Staffing and Conditions Leadership Team

Papanui High School

Executive Leadership Team

Business as usual

Key Tasks:

- Gather the collective voice of all leadership teams within the school
- Provide a wider discussion group for senior leadership team initiatives
- Provide a 'think tank' for developmental school projects/Education Brief and Totaranui – Kahui Ako
- Support the development, and reinforce the implementation of school initiatives
- Form action groups to bring about school wide improvements
- Make decisions and recommendations on school wide matters
- Provide feedback to staff through the various leadership teams/meetings/forums

2018 Annual goals

Goals	Responsibility
• To link each leadership team's goals/initiatives to ensure all improvements within the school align with the schools strategic plan.	All members of the Executive Leadership Team
• To review existing Leadership committee structure.	All members of the Executive Leadership Team

Papanui High School

GATAP (Gifted and Talented at Papanui)

Business as usual

- GATAP supports highly academic students achieve personal, academic and life goals
- GATAP flyer which is available to all prospective students and all Year 9 students.
- Year 9 Students selected for GATAP programme after the completion of all diagnostic testing in Term 1.Students who score highly (top 10%) across the range of diagnostic tests completed, are offered the academic and leadership challenges summarised in the flyer.
- GATAP co-ordinator undertakes interviewing programme to provide differentiated learning opportunities. Individual interviews are scheduled with all students. The data gathered during these interviews provides personal profiles on all students in the programme and facilitates working with students to set achievable goals.
- Students are offered a range of individualised opportunities which will best meet their personalised learning needs. These include multi-levelling, acceleration, extension and mentoring as appropriate.
- GATAP google classroom platform advertises group and other EOTC opportunities offered throughout the year. E.g. the Fortnightly after school Philosophy Club "Philsoc "created for GATE students, DofE Hillary, debating, conferences, ICAS tests, creative writing, competitions, Model UN, FPS competitions, Poetry Slam, visiting speakers and workshops.
- GATAP register maintained on G drive
- Student one on one interviews are continuing. Continuing to refine Year 13 EXIT interviews which provide good data.
- Acceleration Path ways Students in Years 9 &10 may complete Year 11 assessments and this continues into year 11 and 12 where they may again be further accelerated in subject pathways. In year 13 students may pursue university studies in areas of acceleration.

2018 Annual goals

Goals	TIC
Create and develop student use of GATAP google classroom to act as "go to" for GATAP students. Gather student voice on effective ways create a more connected GATAP community at PHS, beyond PhilSoc. Create more social events for GATAP	Dwj Term 1 and also term 1 -4
2. Develop school wide strategies to encourage highly able Maori students and counteract deficit mind sets. Incorporate Maori definitions of Gifted and Talented in Papanui High School's GATAP programme to build a culturally responsive pedagogical foundation for GATAP. Disseminate differences so PHS GATAP is not confined to Western paradigms. Organise visiting Maori speakers on the cultural differences and how these differences are manifested in schools today.	Dwj, will work to get Maori academics/experts to speak to GATAP team and staff? Term 1-4
3. Plan best practice PLD on meeting socio –emotional needs of GAT students whilst accelerating GAT students.	GATAP Team PLD in Terms 2-4

Papanui High School

Pastoral Care

Business as usual 2018

Pastoral Care at PHS is the responsibility of every staff member. It is the practice of looking after the personal and social wellbeing of students and encompasses a wide variety of issues including health, social education, behaviour management and emotional support.

The leadership of Pastoral Care has been distributed to several teams that operate within the school. These teams work to address issues that evolve from the following core tasks of pastoral care:

- Oversee the general wellbeing of all students in the school
- Monitor student progress and behavior.
- Monitor student attendance.
- Offer support to colleagues, students and the wider school community.
- Continue to provide a support network for students to meet their social, emotional and behavioural needs
- Use data to determine effectiveness of pastoral interventions.
- Identify students with particular learning needs (supported learning or gifted/talented)
- Create a culture of belonging within the school year/group
- Assemblies are used to celebrate PRIDE values and to set the tone and culture of the year group and wider school
- Offer responsibilities and leadership opportunities to students.

- Continue to support the development of positive relationships between staff, parents and students as the underpinning of our school.
- Support culture of diversity including race religion and gender identity.
- Work with the careers department to plan appropriate pathways for students

In addition, the pastoral care teams will undertake to discuss, introduce, review or revise any systems within the school that are within their scope and usage.

2018 Annual Goals

Goals	**Responsibility**
● Develop processes and practices that ensure engagement reports support the work of the pastoral team.	Pastoral Care Leadership Team
● To accurately record all pastoral information relevant to each student on Kamar, allowing data to be analysed to inform practice.	Pastoral Care Leadership Team
● Positively define behavioural expectations to all staff and students and the procedures for teaching these expectations.	Pastoral Team
● Explore how systems and practices can be improved to enhance student and staff wellbeing. ● Grow waitaha Community of Practice	Pastoral team

● Continue to integrate “Papanui Pride” as the underlying values of the school	Pastoral Team
● Continue to advocate for pathways for students who aren’t academically focussed.	HoDs, Curriculum, Pastoral.
● Provide ongoing PLD and leadership around using systems and practices within the school to support positive behavior management.	Pastoral team. PLD committee.

Papanui High School

Departmental – Learning Areas

Business as usual

Each learning area is represented by a department. The core business of these departments is to oversee the teaching and learning of courses offered at PHS.

Key Tasks:

- Establish and develop courses that meet the academic and social needs of students
- Provide curriculum support to colleagues through the sharing of best practice and the development of extensive subject specific knowledge
- Monitor student achievement and develop resources that allows students to access the curriculum at the appropriate level
- Use data to inform practice by analysing student progress and achievement
- Investigate and experiment with innovative teaching strategies to improve student outcomes
- Provide authentic learning environments to increase student engagement
- Promote teacher leadership to increase the leadership capacity and capability within each department
- Manage and allocate resources and funding as appropriate
- Set targets and goals that support the school wide strategic direction
- Report to the Board of Trustees annually to keep them informed of departmental achievements

2018 Annual goals

Goals	Responsibility
• Each department sets relevant goals each year that guide the development of the learning areas. These goals directly link with each teachers appraisal goals.	HOD/TIC and department members

Papanui High School

HOD Leadership Team

Business as usual

This group consists of all HOD's & TIC's with Curriculum responsibilities. The group is facilitated by an HOD (on a yearly rotation basis) with meetings held at least twice a term.

Key Tasks:

- Provide leadership for and across curriculum learning areas
- Provide a forum to facilitate discussions across curriculum areas to support ongoing learning
- Provide support for each other and aspiring middle leaders
- Network with each other and other middle leaders to share 'best practice' and develop leadership capacity

- To act as a 'Think tank' and to manage change
- Provide feedback to the Senior Leadership Team and other leadership groups on current & proposed initiatives
- Lead/facilitate PLD for department members
- Focus on improving student outcomes
- Use data to review and revise existing programs and processes

2018 Annual goals

Goals	Responsibility
• Work together to develop a more consistent approach to using KAMAR and markbooks in order to streamline the process for all HODs and provide timely data to support student engagement for learning.	Hod committee and Hlg
• Facilitate discussions and collaborations between departments to allow us to best meet student needs.	HOD committee
• Provide constructive feedback to the changes being implemented throughout the school.	HOD committee
• Explore possible options for end of year timetable and curriculum with year 9 and 10 students.	HOD committee

Papanui High School

Staff meetings

Business as usual

Key Tasks:

- Information dissemination for the basic organisation and day to day running of the school
- To review and discuss current teaching and learning practice
- To discuss new initiatives and changes to current teaching and learning practice
- To invite external providers, where warranted, to present information that may be of interest or benefit to many staff
- To provide special presentations which need more time provided than at staff briefings
- To build staff collegiality and the feeling of belonging to Papanui High School
- To communicate essential information requiring discussion and feedback
- To communicate essential information that all staff must be made aware of

2018 Annual goals

Goals	Responsibility
• To consult and inform all staff of school wide information to ensure a consistency of understanding and a collegial approach to school practice.	Full staff
• To consult and inform teaching staff of school wide information to ensure a consistency of understanding and a collegial approach to school practice.	Teaching staff

Papanui High School

International Department

International Department – Annual Plan 2018

Strategic Goals: 1. To provide a safe, caring, stimulating and welcoming environment that meets the educational, cultural and social needs of the international students and their families. 2. To provide a unique Papanui High School, Christchurch, Canterbury and New Zealand experience which allows international students to examine their own beliefs and values and offers them opportunities to share and expand their own experiences. 3. To be professional in our business conduct and in our relationships with clients and partners and with the resources we have available, give the highest level of customer service, so that we can successfully attract, retain and recruit international students from a range of countries for now and for the future.	
Department Goals: Business as usual 1. To provide a quality New Zealand educational experience 2. To improve interaction and help international students from all cultures engage at school and in NZ life in general 3. To form strong relationships with effective agents and guardians in new and existing markets 4. To operate efficiently and integrate international business with the school systems	
Annual Goals: 1. To gather and analyse data for Level 1 and 2 NCEA students to ensure appropriate placement in classes 2. To identify those students at risk either by subject, NCEA Level or literacy and numeracy credits 3. To track progress 4. To action support as appropriate to both students and staff 5. To involve homestay parents in the process	**Responsibilty:** Cra Cra, Ncj Cra, Ncj, Elf, Mkc Cra Cra, Knm

Papanui High School

Academic Counselling

Academic Counselling is the collaborative approach to improving academic outcomes for all students through a data driven mentoring programme, which aims to ensure the personalisation of an appropriate learning pathway.

Business as usual

- On-going review and development of AC – including AC timeline and student goal setting and reflection work sheets
- Collection and analysis of student achievement data
- Distribution of AC relevant data to appropriate staff
- Organise “Conference Day” and “Meet & Greet” evening
- Plan and provide a structure for Academic Counselling Interviews
- Facilitate and support staff PLD to upskill all staff to be effective Academic Counsellors. This includes enabling staff to interpret student achievement data resulting in meaningful mentoring conversations
- Advocate for careers education for all staff
- Work alongside senior Deans to identify “At Risk” students following predicted grade entries and assist Dean’s communicating with academic counsellors, parents/caregivers and students
- Communicate with the community regarding AC
- Liaise with Careers/Deans to promote viable pathways for all students
- Provide information to support the course selection process ensuring all students are placed in an appropriate course of learning
- Align key dates with assessment and reporting so AC interviews include conversations around recent student academic progress/achievement

2018 Annual goals

Goals	Responsibility
Review and refine the AC process to ensure it is sustainable and the financial costs don’t inhibit its effectiveness Explore • Group size • Staff release • Use of extended form times • Self-directed learning days • Staff workload • Individual vs group interviewing techniques • Time within our current TT that could be connected with AC	AC Leadership Team and sub-groups as allocated.

Further develop and embed the process of monitoring “at risk” students so that it is cohesive and transparent Monitor academic outcomes for all students, particularly Maori, Pasifika, migrant and refugee groups, ELL students and students with special needs Investigate PLD opportunities to improve “staffs” effectiveness in their use and knowledge of data analysis, careers education and quality mentoring conversations	

Papanui High School

Wellbeing Leadership committee

Business as usual

The Wellbeing leadership team has been established to; co-construct with staff an appropriate shared understanding of wellbeing for PHS and promote the ongoing promotion of staff and student wellbeing at PHS.

Key tasks:

- Gather data & other appropriate evidence to support the monitoring of staff and student wellbeing
- Maintain a log of wellbeing activities available to staff and students at PHS
- Regularly survey staff and students to monitor wellbeing
- Liaise with other schools re: best practices for supporting wellbeing
- Endeavour that wellbeing is embedded in all aspects of PHS life
- Communicate with the local community re: wellbeing initiatives and events
- Ensure wellbeing practices are culturally responsive and aligned with the schools strategic goals
- Provide systems that support staff and student wellbeing
- Liaise with other committees at PHS to support staff and student wellbeing
- Develop a long term plan for wellbeing at PHS

Goals 2018	Responsibility
● Review what is currently being done to support wellbeing of staff and students at PHS	Wellbeing Leadership Team (Vnm, Mcr, Stl, Glp, Mns)
● Gather data on staff wellbeing and how a programme might be developed to enhance it	Wellbeing Leadership Team
● Investigate resources that offer advice/support for the wellbeing of staff/students	Wellbeing Leadership Team

● Review current models of 'Wellbeing' to investigate their connectedness with PHS (including Hauora) in order to create and co-construct a Wellbeing model for PHS staff and students	Wellbeing Leadership Team
● Source an appropriate wellbeing survey to be used with staff and students around wellbeing	Wellbeing Leadership Team
● Attend Wellbeing COP hui and PENZ conferences to support implementation of well-being practices at PHS	Wellbeing Leadership Team
● Co-construct what Wellbeing means for PHS staff and students	Wellbeing Leadership Team

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2018 – 2020		
		2018	**2019**	**2020**
Curriculum – innovation and design	**Student Learning, Engagement and Transition** Provide a curriculum framework that aims to support all students achieving a minimum of Level 2 NCEA and/or successfully transitioning to further study or employment Ensure all students' academic studies dovetail into an appropriate pathway beyond secondary education Investigate how student interest and strengths can underpin class placement and learning context	Grow Waitaha Inquiry – Collaborative Practice. Staff teaching in the Year 9 blocked TT will work alongside one another, with the support of a Grow Waitaha mentor, to experiment with and develop a model of team teaching that allows the school to determine if this collaborative approach improves the learning outcomes for students. The findings from the above inquiry will inform the education brief and how we arrange students and the curriculum at PHS in the future. Link curriculum initiatives and developments with the COL "Achievement Challenge".	Grow Waitaha Inquiry - findings discussed in the wider school community. Action plan established, implemented and reviewed as required. Gather data around the "Achievement Challenge" to establish the impact of curriculum links, initiatives and developments.	Further Inquiry and review of action plan and its implementation. Ongoing updates and continuous review. Ongoing updates and continuous review.

		Review and research alternative timetable structures to ensure our structure best meets the needs of our students. This is to include the semester frame work in the junior and senior school. Formulate an action plan if structural timetable changes are needed.	Monitor the implementation of the 2019 timetable structure if significant changes are the outcome of the 2018 action plan. .	Ongoing updates and continuous review.
		Share the development of curriculum best practice with all staff along with the connections with student learning outcomes.	Ongoing sharing and celebrating of curriculum best practice.	Ongoing sharing and celebrating of curriculum best practice.
		Develop a collaborative approach to understanding students' longitudinal learning pathways by using the Totaranui Cluster to gain a greater understanding of year 7 and 8 learning and the transition for these students to PHS. Monitor and review student outcomes from the vocational pathways framework (dual enrolments). Develop new pathway courses for implementation in 2019.	Ongoing updates and continuous review. Develop new pathway courses for implementation in 2020.	Ongoing updates and continuous review.

		Develop the PHS Graduate Profile, i.e. what does the "Papanui Learner" look like. Broaden the use of BYOD for Year 9 -11 students to enhance learning.	Full review of Year 8 to 9 transition processes to align commonality of entry data for student profiling. Implement findings to improve transition to high school and obtain accurate learning profile for each student. Adjust Graduate Profile as necessary. Broaden the use of BYOD for Year 9 -12 students to enhance learning.	Ongoing updates and continuous review. BYOD is fully embedded at PHS.
Data	**Student Learning, Engagement and Monitoring** Through the monitoring of achievement and engagement data student outcomes will be regularly analysed to determine the need for intervention	Data manager and on-call team (5) operating. Build capacity of data team to ensure ongoing delivery of quality information. Improve staff awareness of data team personnel and develop a clear process for the requesting of 'data' that clearly articulates the purpose and school application. Monitor request for data to provide an overview and understanding of the types of data required	Monitor current Data team personnel and recruit as required. Review and refine process and amend as required to ensure it is fit for purpose. Continually improve systems to produce data in response to specific requests	Ongoing updates and continuous review. Survey staff as to improvements made in relation to an awareness of the type of data needed. Determine the extent of staff self-analysis of data gathered and utilised to show understanding and application.

		Implement processes to present longitudinal achievement data to support school wide reporting and Academic Counselling. Work with Careers team to enable an analysis of Students 'proposed career pathways' and to inform curriculum development. Increase staff capacity using KAMAR and other data manipulating packages to individually analyse student performance and to teaching as inquiry. Produce a Timeline of Specific data events which have been identified and provided for, to be produced Produce Pastoral Care data that can be used to provide clear direction for future specific action, as required Maori/Pasifika and other identified priority learners data will continue to be produced and/or monitored to ensure developers of student programmes are able to make data based	Review methods of gathering and providing data to support school wide reporting and Academic Counselling. Survey staff as to improvements gained from self-analysis of data gathered as part of teaching as inquiry Ongoing updates and continuous review. Cross reference data with curriculum committee to inform programme development for Maori/Pasifika and other identified priority learners to improve learning outcomes	\Data team to develop and provide resources to support and improve staffs individual capacity to generate and understand the data Review, refine and research ongoing technical upgrades to continue process of data gathering. On demand data provided as requested in a timely fashion. Review methods of gathering data for priority learners to improve access to and usefulness of data to staff.

		decisions. CoL transition goal Communicate entry data findings with contributing schools to ensure consistency and relevance for successful transitioning Use Exec man to brainstorm and develop initiatives for wider use	Review the goals of the COL and determine the needs for data analysis Ongoing updates and continuous review Analyse NCEA and classroom data throughout the year Develop methods to use student entry data as predictor of academic achievement so as to set goals with students for succeeding years	
Academic Counselling	**Student Learning and Engagement** Monitor academic outcomes for all students, particularly Maori, Pasifika, migrant and refugee groups, ELL students and students with special needs Further develop and embed the process of monitoring “at risk” students so that it is	Using the information gathered during the Principals Sabbatical, and the collated staff & student voice from 2017; review and refine the AC process to ensure it is sustainable and the financial costs don’t inhibit its effectiveness. Build the capacity of the careers department enabling them to facilitate and	Review effectiveness and identify areas for improvement. Mentoring strategies and careers knowledge that is year level specific will be	Full review of the academic counselling process will take place to identify the impact on student achievement. Ongoing self-review

	cohesive and transparent and accelerates the learning for these identified students	develop staff confidence and knowledge relating to careers advice and education. Develop parent confidence enabling them to make contact with staff in a timely manner when issues arise relating to student achievement. This goal has links to the “Meet & Greet” evening. Improve the efficiency and connectedness of the AC process. Investigate PLD opportunities to improve “staffs” effectiveness in their use and knowledge of data analysis and careers education. Further develop the process of AC in the junior school. Identify students who are likely to have a two year programme to gain Level 1 NCEA and formulate a plan for them to do so. Continue to induct new staff to PHS into the AC	targeted towards the appropriate staff. Look at ways to promote and encourage the parent community to take part in the “Meet & Greet” evening at the beginning of the year. Improve the efficiency and connectedness of the AC process. Review PLD outcomes and use of best practice to meet school wide and individual mentor needs. Seek staff voice to further plan PLD opportunities for them. Reflect upon AC in the junior school to assess developments. Develop a learning pathway for students identified in 2018 as needing a two-year Level 1 programme to allow them to access Level 2 NCEA. Ongoing updates and continuous review	Ongoing updates and continuous review Improve the efficiency and connectedness of the AC process. Review PLD outcomes and the use of best practice to meet school wide and individual mentor needs. Ongoing updates and continuous review Ongoing updates and continuous review

		programme and its underpinning philosophy. After completing the above goals, a sustainable AC model for its future delivery will be planned for and actioned in 2018.	Future AC Model implemented and reviewed.	Ongoing updates and continuous review.
Real Time reporting	**To provide up-to-date information on learning outcomes for student and parents/caregivers.**	Staff will use Real time Reporting (RTR) as the main form of presentation of Learning Outcomes for all standards assessed in subjects studied in the senior school. Continue to develop templates/exemplars for staff to be used as best practice to support quality information about student progress. Review the frequency and quality of comments produced by staff via a quality assurance process Provide ongoing PLD to support staff. Develop a clear process and end of year summary (content to be developed)	Embedded process for senior school wide RTR Ongoing updates and continuous review Provide guidance for staff to support best practice Review effectiveness of data presented and refine/modify as necessary. Implement changes to meet community need	Implement full RTR practice Fully embedded school wide RTR with ongoing updates and continuous review

		Survey Trial group (parents/caregivers) to determine effectiveness of RTR in relation to accessibility and quality of information provided. Investigate and develop a framework for junior RTR.	Trial Junior RTR if found to be appropriate in term 4 & review.	
Professional learning and Development	**Facilitation of school wide and individual professional development.** Ensuring that all PLD is relevant to the IEL school focus diagram. This incorporates improved academic and social outcomes in conjunction with pedagogy, best practice, data, academic counselling and reporting whilst functioning in a teaching and learning environment focussed on Culturally responsive practise, Well-being and digital citizenship and supported by inquiry practice.	Deliver quality PLD in which staff can clearly see and understand the inter-relationships of the IEL themes for increased personal and student outcomes Use best practice to further support, encourage and embed the inquiry model with staff. Self- reflection through PDC to facilitate ongoing personal PLD Work more closely with the Curriculum Committee to reflect the goals of the charter and embedding these in daily practice.	Survey staff to reflect on current and possible future PLD direction Increase the numbers of teachers who can facilitate PLD to develop a wider expertise base to work within. PLD will reflect the learning needs of teachers in our school Self- reflection through PDC to facilitate ongoing personal PLD	Ongoing review. Increased engagement for learning is the theme that is recognised as the PLD focus in the school with the understanding of overlapping themes within this. PLD will reach a stage where some delivery will be self-determined by teacher need.

		Review and monitor the effectiveness and application of the inquiry model for improving teaching and learning outcomes. Ongoing updates and continuous review	Ongoing updates and continuous review	
Professional Development Focus **PRIDE values**	**Student Learning, Engagement & Behaviour** Through the monitoring of student behaviour data and the development of a school wide values system, student learning outcomes will improve. Teachers will use and understand behavioural management strategies to support student centred learning.	Increased engagement for learning is supported by consistent and flexible application of the school student management processes. Staff PLD will be utilised to share best practice regarding the strategies and systems in the school to support positive student management for increased engagement in learning New staff induction will include “Papanui Pride” values. “Papanui Pride” values embedded explicitly in school culture, inclusive of whakatouki and other relevant connections to Maoritanga.	Papanui Pride values are actively reflected in school material, assemblies and co-curricular activities. New staff induction will include PRIDE values. PRIDE values are actively promoted in co-curricular settings. Teachers use PRIDE values and the language around these in everyday settings.	Papanui PRIDE is reflected in the culture inside and outside of the school. Students can talk about the PRIDE values. New staff induction will include PRIDE values. PRIDE values are actively promoted in co-curricular settings. Teachers use PRIDE values and the language around these in everyday settings.

		PRIDE values are seen in co-curricular settings. Behavioural data is routinely analysed to inform current status and improve best practice. (BAU) The guidelines of cultural responsiveness and relational pedagogy will be used to strengthen pastoral systems		
Professional Development Focus **Cultural Responsiveness**	**Staff development for student learning and engagement** The school has been involved with the professional learning and development strategy Kia Eke Panuku. This is a school wide change project reflecting the Principles of Ka Hikitia- raising educational achievement for Maori. The Principles of this change project are based around culturally responsive and relational pedagogy. It is important to reflect that all students will achieve where	All teachers engaging in developing Culturally Responsive and Relational pedagogy with all teachers participating in some or all of; evidence to accelerate meetings, shadow coaching, staff wide PLD and Inquiry to embed the principles of Culturally responsive practice by the end of 2018 A leadership group is established with representatives from different areas of the school to meet regularly. This group will establish goals and business as usual guidelines to embed cultural responsiveness into school	All teachers engaging in developing Culturally Responsive and Relational pedagogy with 95% of teachers having confidence in; the Principles of CRRP, evidence to accelerate meetings, and participating in an inquiry to embed the principles of Culturally Responsive and relational Pedagogy, by the end of 2019. Leadership of evidence to accelerate meetings, staff wide PLD and inquiry to embed the Principles of Culturally Responsive and Relational Pedagogy are distributed across all Learning Areas of the	By the end of 2020 Culturally Responsive and Relational pedagogy will be the dominant teaching culture at Papanui High School. New teachers are explicitly inducted into Culturally Responsive and Relational Pedagogy through the leadership within their departments 95% of teachers using the tools and strategies of CRRP introduced to them to close the gap in Māori achievement. To have as a PLD focus; Teachers actively

	these principles are applied. The professional learning aspect of this will underpin the school's PLD programme Increased Engagement for Learning, by providing teachers support in developing their own culturally responsive and relational pedagogy.	practice. New teachers are explicitly inducted into Culturally Responsive and Relational Pedagogy through the new teachers group. To have as a PLD focus; Learning around what an integrated classroom on the CRRP continuum is Teachers know the students in their class- where they come from, what is important to them and have tried to connect with them. Teachers identify what support they need to increase their confidence in working with students and families from a range of cultural backgrounds	school New teachers are explicitly inducted into Culturally Responsive and Relational Pedagogy through the new teachers group. To have as a PLD focus; Teachers developing and sharing their own ideas about what an integrated classroom on the CRRP continuum is. School processes are looked at through a cultural responsiveness lens to identify areas where relationships with Whanau and community can be strengthened in order to increase student and family engagement.	developing, critiquing and sharing their own ideas about what an integrated classroom on the CRRP continuum is
Professional Development Focus **Digital Citizenship**	All teachers will engage in a learning inquiry to further develop their understanding of their own digital technology needs and how they can utilise this in their classroom. This learning inquiry will be part of the wider school wide goals of increasing student engagement and	Staff are introduced to digital citizenship and reflect how these ideas are used across their role as a teaching professional. Digital citizenship is included as part of their inquiry and in collaboration with other staff increase the you use digital strategies into their practice	Blended student centred collaborative learning experiences based on evidence based inquiry will be evident. Sharing of best practice and student centred collaborative learning is embedded into department teaching and learning.	On-going analysis and modifications as required Sharing of best practice and student centred collaborative learning is embedded into department teaching and learning.

	achievement.	Sharing of best practice and student centred collaborative learning is embedded into department teaching and learning. Teachers use appropriate technologies to enable a collaborative inquiry focussed approach. Schemes of work reflect the collaborative inquiry focussed approach and staff support each to achieve this by sharing best practice.	75% of teachers are utilising digital strategies in their classrooms	Teachers and students will be competent confident users of digital strategies across a range of contexts
Pasifika	The vision is to see 'Pasifika learners participating, engaging and achieving in education, secure in their identities, languages and cultures and contributing fully to Aotearoa New Zealand's social, cultural and economic wellbeing'.	Continue to work with local ministry and key community staff to support a programme of engagement of our Pasifika community within the school. Through the use of Fono's, gather community voice and raise awareness of the need to improve and increase engagement, build relationships and make connections to improve communications and allow students, their parents and families an opportunity for	Increase connectivity and support from MOE to support Pasifika outcomes. Embed Fono's into the school diary to reflect on progress made and build on previous outcomes.	Analyse and review and progress to determine next steps. Embed culture of 'Fono" to support Pasikifa achievement.

		them to have a ‘voice’.		
		Develop working parties to explore strategies to raise Pasifika learners’ participation, engagement and achievement at with the aim of successfully transitioning students into further study or the work force**.**	Implement strategies and examine data.	Ongoing updates and continuous review
		Review Pasifika achievement data to identify at risk students	Analyse outcomes and reflect on strategies to improve outcomes	Ongoing updates and continuous review
		Explore opportunities for teachers to learn and understand what identity, languages and culture means for our Pasifika students	Provide information and access to PLD for staff	
		Explore further opportunity to celebrate success, and understand how that is celebrated from Pasifika perspective	Implement Pasifika perspective to acknowledge success.	
		Review Aiga Form as an entity to see if students are meeting expectations around positive outcomes.	Implement identified changes.	
		Improve and increase engagement with students,	Increase awareness of opportunities to be involved	

		their parents and families through Pasifika community initiatives, such as SPACPAC.	in community based programmes	
Roll Growth	**To manage student numbers in line with resourcing**	Year 8 to 9 contributing schools cohort decreased Year 9 for 2018 down one class Analyse contributing school data for student intake, historical and current. Monitor Catchment/zone numbers and track actual student enrolment placement from contributing schools to review trends in relation to the 'type' of secondary school education selected. Monitor Year10-13 transitioning students in zone to Papanui High School. Reviewed historical retention rate data in line with increasing achievement outcomes from students NCEA results.	Cohort national birth-rate neutral impact. Contributing schools cohort up, return to standard Year 9 intake Monitor and review contributing school data for student intake, historical and current. Ongoing review and analysis Cross reference adjustments to retention rate, transition of Year 10-13 students with cohort birth rate to predicted roll for PHS.	Review contributing schools for potential impact at Year 9. Ongoing updates and continuous review

		Review retention rate in-line with Secondary/tertiary programmes. Review and adjustment of semester and timetable structure to accommodate class size, viability and differentiated course structure. Monitor In-zone Subdivision developments to analyse impact on enrolments. Maintain correspondence with Christchurch network roll/zoning working party to make informed decisions based on information presented. Monitor international markets and numbers to maintain balance in nationalities and growth in numbers Monitor and manage employment of Staff due to roll fluctuations Liaise with MOE re-property requirements in relation to roll growth as required.	Monitor impact on of Secondary/tertiary interface with senior student numbers. Investigate school type attendance of residence at new subdivision developments. Reflect on out of zone intake policy at PHS in-line with working party outcomes and catchment/zone numbers. Review international marking in-line with number balance and market accessibility Ongoing analysis	

School Finance & Property	Operate within annual grants and current constraints imposed by the Ministry for property development. Continually upgrade and beautify environment. Prepare an annual budget which reflects the schools objectives and priorities for the allocating of funds.	Consult MOE Property Visioning personnel to start conversations around Education Brief Gathering community information and prepare written report for BOT approval and present to MOE for Master Planning Implementing basic repairs and maintenance programme in-line with funding freeze Provide opportunity through Fit for Work (ACC) for reintegration into the work force of person(s). Ensure annual accounts are prepared with the Audit Office requirements and all information is available in line with legislation Day to day accounting functions are carried out in accordance with management guidelines and process for the school Maintain control of expenditure to ensure Boards funds are kept within the school budget	BOT - Look to initiate master plan with a view to start building projects in 2019. Ongoing review and analysis of funds to continue basic repairs and maintenance programme Review effectiveness and manageability of programme and feedback to ACC Ongoing review and analysis .	BOT - monitor master plan building projects and completion dates. Ongoing review and analysis

		To grow locally raised funds through increasing the number of International students (50 FTE's) to support resourcing within the school.	To grow locally raised funds through increasing the number of International students (55 FTE's) to support resourcing within the school.	To grow locally raised funds through increasing the number of International students (60 FTE's) to support resourcing within the school.
Building Developments and Pedagogy		Work alongside MOE appointed facilitators to advance master planning Full community consultation to provide supporting data for master planning Discuss our current spaces and the way we teach with a view to how that may look in the future Complete Project brief template for MOE master planning Research pedagogical understanding of how teaching and learning needs can be met by building design. Investigate what is actually meant by the terms such flexible learning spaces to establish a common ground	Use master plan to start building projects late 2019 Invite the ministry to talk to staff about building programmes Maintain communication pathways and develop a knowledge bank to support future decision making	Monitor building projects and on-going review.

		of knowledge to talk with staff/students and community about. Engaging MOE in conversations around current practice happening in other schools		
Health and Safety	Ensure the school environment meets the requirements of the Health and Safety at Work Act 2015.	Review the strategic framework which has been developed to underpin how Health and Safety operates in the school. Continue to develop some better practice regarding the reporting of Health and Safety in the day to day running of the school, and for reporting to the Board of Trustees as Governance.	Review the strategic framework which has been developed to underpin how Health and Safety operates in the school. Review the school practice regarding the reporting of Health and Safety in the day to day running of the school, and for reporting to the Board of Trustees as Governance.	Review the strategic framework which has been developed to underpin how Health and Safety operates in the school. Review the school practice regarding the reporting of Health and Safety in the day to day running of the school, and for reporting to the Board of Trustees as Governance.
Personnel	Staff employment and meeting professional standards	Continue to revise and improve the framework for identifying staff strengths and expertise with the aim to prioritise characteristics for vacancies and to ensure capacity building	Gather data from staff groups/departments with identified employment requirement ie balance of provisional, 3-7 year and experienced teachers to ensure a balanced representation is met and capacity continues to be built	Continuous Review to ensure succession planning is embedded in the culture of staff development and replacement

		Endeavouring to employ the best available staff to meet the requirements of the PHS goals Development of an improved approach for supporting Certification and meaningful annual Appraisal for all Teaching Staff, reflecting changes in national policy from 2018.	Continue to endeavour employing the best available staff to meet the requirements of the PHS goals Embedding of the adopted approach for supporting Certification and meaningful annual Appraisal for all Teaching Staff, reflecting the changes in national policy from 2018.	Review of the adopted approach for supporting Certification and meaningful annual Appraisal for all Teaching Staff, reflecting the changes in national policy from 2018.
Community Engagement		Implement strategic direction for reviewed model now 2018 - 2020 Implement review finding for Adult Community Education to maintain and sustain an economically viable resource for the community. Review partnership to ensure they are meeting the schools needs and actively seek further community partnerships that enhance the learning of students and	Implement 2019 aspects of strategic plan Review strategic direction from 2017-2019 to ensure it is meeting its objectives. Analyse Adult Community Education data to ensure viability. Review partnership to ensure they are meeting the schools needs and actively seek further community partnerships that enhance the learning of students and	Implement 2020 aspects of strategic plan Plan and action the process for community engagement to gather data to develop strategic direction for 2020 - 2022 Ongoing review process Review partnership to ensure they are meeting the schools needs and actively seek further community partnerships that enhance the learning of

		support the various 'needs' of each organisation where appropriate.	support the various 'needs' of each organisation where appropriate.	students and support the various 'needs' of each organisation where appropriate.
Wellbeing	Recognition of the importance of understanding and experiencing 'wellbeing' as Staff and Students at PHS PHS Wellbeing leadership committee established in 2017	Define what Wellbeing means for PHS – staff and students Review what is currently being done to support wellbeing of staff and students at PHS Positive Education focus - investigating its application to PHS Investigate models of 'wellbeing' to determine connectedness and suitability for PHS Investigate resources that offer advice/support for the wellbeing of staff/students Investigate vehicles for Student voice for wellbeing and student leadership with wellbeing Attend Well-being COP hui and PENZ conferences to acquire knowledge to support wellbeing in schools	Develop Positive Education overview for PHS Feedback to staff and implement short term strategies to support wellbeing of staff and students Set up working party to discuss and present findings to staff and develop a long term and sustainable action plan CoI to discuss wellbeing and its implications. Investigate how wellbeing goal(s) can be included for staff appraisal and students' Academic Counselling Administer wellbeing survey to gather longitudinal data	Implementation of long term action plan Implement COL wellbeing strategies Ongoing updates and continuous review Administer wellbeing survey to continue gathering longitudinal data

		Review ERO documentation on Wellbeing for Success – A Resource for Schools and Effective Practice Feedback more information to the MoE regarding wellbeing at school. Source an appropriate wellbeing survey to be used with staff and students around wellbeing. Administer wellbeing survey to gather baseline data		

Other 2018 Key Improvement Strategies to Achieve Strategic Vision			
Property	**Short Report**	**Finance**	**Short Report**
Regular maintenance	Action annual and day to day repairs and maintenance.	Fund additional staffing to support learning programme offered by the school – including identified priority learners.	Marketing campaign to Increase cash capital by increasing International student numbers, particular focus on Europe/China.
Kimi ora expansion due to increase roll.	Define workspace, increase work space capacity, and to meet growth.	Protect surplus equity	Maximise interest investment for future building projects aimed at developing authentic learning environments.
Identify critical 'weather tightness' issues	MOE to do cost analysis and approved spending levels.	Maintain and build upon long term sustainable fundraising opportunities and accessing of grants.	Reduce financial constraints on families/Whanau so as to allow students to participate in authentic co-curricular activities that support values of the school.
Identify current Health and safety issues and those exposed by property fund freeze and action MOE support.	Engage MOE property manager to confirm status of identified issues.	Increase accessibility of digit electronic management system throughout the school.	Increase capability, storage and security of information. Improve accessibility and flexibility of distribution
Review and update emergency procedures and staff/student welfare	Engage outside provider to work alongside the school and support implementation process of changes	Manage decrease in operational funding due to Roll decrease	Staff awareness and responsive to meeting reduce potential budgets

Personnel	Short Report	Community engagement	Short Report
Employment of Teaching and Support Staff	Maximise the quality of student engagement by employing appropriately skilled and motivated staff	School surveys	Community based feedback in relation to all aspects of the school
Staff professional development	In identified areas improve the capability of staff	Papa-community Newsletter	Weekly Newsletter informing the community of recent and upcoming events/information
Health and Safety act requirements	BOT governance overview and school implementation of best practice.	Website and Parental Portal	Centrally focused real time source of information about the school, including access to specific student information
Increased awareness of Wellbeing	Strategically investigate and implement Positive Education and wellbeing practice.	Reporting Processes	A forum for engagement involving students, parents/whanau and teachers includes Academic Counselling, Real time reporting, Engagement Reports, and Parent Teacher nights.
Ensure police vetting is applied to all staff/volunteers and contractors	Employment or volunteer Application process upgrade and recording system**.**		
Ensure all building works in the school are carried in a safe and timely manner	Ensure that all buildings/ground damage is cordoned off and repaired immediately	School Community noticeboard/TV's	Periodic update of features and achievements
		Parent/Community evenings	Specific events to support understanding and dissemination of information
		Totaranui CoL meetings and	Collaborative approach to student and community engagement for enhanced learning outcomes.
		Community board meetings	

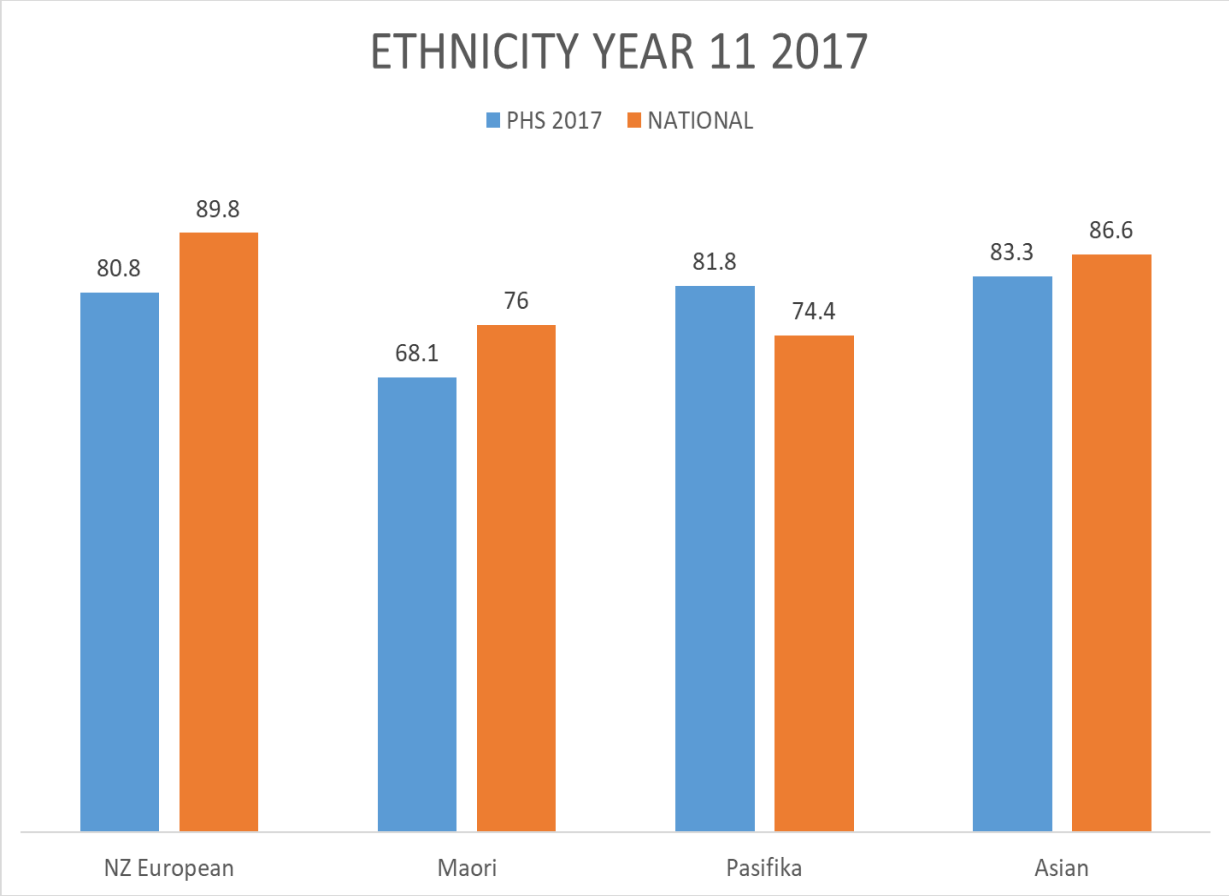
2018 Annual Goals and Specific Targets

Supporting the Ministry of Education Student Achievement Goal – "All students graduate with a minimum NCEA level 2 or equivalent qualification".

Goal 1

Improvement Plan - Domain: Learning	**Year 12 Academic Improvement Goal**
Strategic Goals: Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs. Accelerate progress of students performing below expectations.	
Annual Goal: Accelerate progress of Maori students performing below expectations in NCEA by; "Reducing 12.7% gap in achievement by Maori as compared to NZ European identified by the PHS 2017 Level 1 NCEA results".	**Annual Target:** Targets have been set for Year 12 students following identification of capability of achieving NCEA Level 2 in 2018 from 2017 Level 1 results. All Students - Achievement 94.5% of those returning who achieved Level 1 in 2017 will achieve Level 2 in 2018. (data based on eligibility through retention to the end of 2018 and entered in sufficient entries to gain Level 2 NCEA) 71.4% of those returning who did not achieve Level 1 in 2017 will achieve Level 1 and 2 in 2018 (data based on eligibility through retention to the end of 2018 and entered in sufficient entries to gain Level 2 NCEA) The combined Level 2 achievement target for all students in 2018 is 85% from the 2017 Level 1 Achievement of 78.9%. (2017 Level 2 overall Achievement was 88.2 %)

	Maori Students - Achievement 92% of those returning who achieved Level 1 in 2017 will achieve Level 2 in 2018 55% of those returning who did not achieve Level 1 in 2017 will achieve Level 1 and 2 in 2018 The combined Level 2 achievement target for Maori Students in 2018 is 84% - (2017 Level 2 Maori Achievement was 81.6. %)
Baseline data: Ethnicity and Achievement Graph Level 1	



The 2017 analysis of NCEA results identified Maori students' achievement as compared to other ethnicities at Papanui High School. Maori Achievement was below the National average (-7.9%) and below European achievement at Papanui High School (-12.7%). This compares with a (-19.4%) differential in 2016.

Key Improvement Strategies:			
When:	**What:**	**Who**	**Indicators of Progress**
All Year	Subject Learning	Classroom Teachers	Achievement data
All Year	Academic counselling	Form Teacher (supported by subject teachers and careers staff) Data team to produce appropriate reports	Goals set and reviewed Appropriate course selection Student achieving at or above expected NCEA level.
Fortnightly	Engagement reporting	Subject teachers Form teachers Deans	Statistics collated fortnightly, analysed both at Year and Individual Levels. Engaged students acknowledged. Disengaged students are supported through Form Teacher and Dean Conferencing to improve their level of engagement. Student achieving at or above expected NCEA level.
All Year	Real Time reporting	Subject teachers	Completion of Progress and feed forward recording comment box in students record of learning through KAMAR and access via parental portal

		Academic Councillor Deans	Information is made available for the Academic Counsellor who uses this for conferencing, reflection and goal setting. Information is made available for the Deans who use to support engagement of the student in school.
All Year	Curriculum Diversity Secondary/Tertiary interface	School wide Specialist AC staffing HOD's? subject teachers	Development of needs based programme to support individual learning pathways Secondary/Tertiary interface staff working with students to show consistency of application to both in school and external provider.
All Year	School wide PLD through Inquiry Including Kia Eke Panuku, PB4L, e-learning and PLD	School wide	Building on success Developing strategies to enhance and accelerate learning outcomes for Maori students
All Year	Influence of Secondary Student Achievement PLD	Classroom teacher	Innovation in teaching strategies Relationship building and use of ICT High Levels of engagement through fortnightly reports Ongoing high levels of achievement in NCEA standards

All Year	Focused data analysis	Data team AC committee Literacy/numeracy coordinator KEP committee Teaching staff	Improved parent, family and whanau capability to be well informed, confident, engaged and influential in the school setting. Accelerated student achievement
Monitoring: Kamar Data resource base, Form Teacher and subject teacher reviewing information fortnightly, SAF change team.			
Resourcing: MOE PLD, MOE advisors SSA. Relief required for staff to conference with students. New staff professional development.			

Goal 2

Improvement Plan - Domain: Learning Year 13 Engagement Goal	
Strategic Goals: Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs. To improve Year 13 student engagement to accelerate the progress of students performing below expectations (Building of longitudinal data, 2014) Part Two: Engagement results at the end of Term 3 2018 will be analysed to see the correlation of engagement scores to NCEA Level 3 outcomes for 2014 cohort. (Data will reflect all students who were eligible to count through participation in NCEA level 3 only)	
Annual Goal: To improve student achievement, particularly for Maori, Pasifika and students with special needs by enhanced engagement of Year 13 students through appropriate class placement and learning programmes.	**Annual Target:** For students in the target groups (Y13 students who were eligible for level 2 attainment) and; • Did not pass level 2, 2017 and are predicted to not pass level 3 2018 • Did not pass level 2, 2017 and are predicted to pass level 3 2018 • Did pass level 2, 2017 and are predicted to not pass level 3 2018 Review their 2014 engagement average and measure subject specific engagement 2018 Students to improve using a sliding scale; 3.0 2.8 - 2.9 2.5-.2.79 2.0 – 2.49- 2.0 below

Baseline data:

Goal Subject Number - Specific Engagement Data Year 13, 2018

	Average Score	5 Subjects	4 Subjects	3 Subjects	2 Subjects	1 Subject	Overall
Did not pass level 2, 2017 and are predicted to not pass level 3 2018	3.0						
	2.8 - 2.9						
	2.5- 2.79						
	2.0 – 2.49						
	2.0 below						
Did not pass level 2, 2017 and are predicted to pass level 3 2018	3.0						
	2.8 - 2.9						
	2.5-.2.79						
	2.0 – 2.49						
	2.0 below						
Did pass level 2, 2017 and are predicted to not pass level 3 2018	3.0						
	2.8 - 2.9						
	2.5-.2.79						
	2.0 – 2.49						
	2.0 below						

Did not pass level 2, 2017 and are predicted to pass level 3 2018 - Total Summary Sheet

Student	Ethnicity	Overall average	Average Engagement score Subject 1	Average Engagement score Subject 2	Average Engagement score Subject 3	Average Engagement score Subject 4	Average Engagement score Subject 5
A	**MO**	Example 2.72	3.0	2.8	2.8	3.0	2.0
B	**FO**						
C	**MM**						
D	**MF**						
etc							

Did not pass level 2, 2017 and are predicted to not pass level 3 2018 - Total Summary Sheet

Student	Ethnicity	Overall average	Average Engagement score Subject 1	Average Engagement score Subject 2	Average Engagement score Subject 3	Average Engagement score Subject 4	Average Engagement score Subject 5
A	**MO**	Example 2.72	3.0	2.8	2.8	3.0	2.0
B	**FO**						
C	**MM**						
D	**MF**						
etc							

Did pass level 2, 2017 and are predicted to not pass level 3 2018 - Total Summary Sheet

Student	Ethnicity	Overall average	Average Engagement score Subject 1	Average Engagement score Subject 2	Average Engagement score Subject 3	Average Engagement score Subject 4	Average Engagement score Subject 5
A	**MO**	Example 2.72	3.0	2.8	2.8	3.0	2.0
B	**FO**						
C	**MM**						
D	**MF**						
etc							

Key: MM – Male Maori MO - Male Other

FM – Female Maori FO – Female Other

Annual Target **Part Two:** Analyses the correlation of engagement scores to NCEA 2018 results for 2014 cohort.

Engagement results at the end of Term 3 2018 will be analysed to see the correlation of engagement scores to NCEA Level 3 outcomes for 2014 cohort. (Data will reflect all students who were eligible to count through participation in NCEA level 3 only)

Sample Table for Analysis.

Engagement Grade	*Non Achieved*	*Achieved*	*Merit*	*Excellence*
3.0				
2.9				
2.8				
2.7				
2.6				
2.0 to 2.5				
Below 2.0				

Key Improvement Strategies:

When:	What:	Who	Indicators of Progress
Ongoing	Academic counselling	Academic Mentor Form Teacher Deans (supported by subject teachers and careers staff)	Goals set and reviewed Appropriate course selection Student achieving at or above expected curriculum level or NCEA level
Fortnightly for each Year level	Engagement reporting	Subject Teachers Deans	Statistics collated fortnightly, analysed both at Year and Individual Levels. Engaged students acknowledged.

			Disengaged students are supported through Form Teacher and Dean Conferencing to improve their level of engagement. Student achieving at or above expected curriculum level or NCEA level
	Real Time reporting	Subject teachers Academic Councillor Deans	Completion of Progress and feed forward recording comment box in students record of learning through KAMAR and access via parental portal Information is made available for the Academic Counsellor who uses this for conferencing, reflection and goal setting. Information is made available for the Deans who use to support engagement of the student in school.
	Course selection	Careers Course selection night External providers	Appropriate course information from both in-school and external providers, cross referencing information and electing the appropriate course.
All Year	School wide PLD through Inquiry Including Kia Eke Panuku, e-learning and other personal	School wide	Building on success Developing strategies to enhance

	PLD		and accelerate learning outcomes for Maori students
All Year	PB4L – PRIDE values	Whole Staff	Consistent approach to behaviour. Reduction in disengagement Reduction in reported major and minor incidents
Monitoring: Monitoring behavioural data and attendance data - kamar			
Resourcing: *Whole staff PD*			

Goal 3

Improvement Plan - Transition Goal
Strategic aim: All students have a successful transition from traditional contributing schools and other providers to, through and beyond Papanui High School.
Annual aim: Monitor the 2016 contributing schools cohort into Year 9 2017 to track the effectiveness of data gathered, and the class placement process and implementation as they progress through the year levels.
Target: Part 1: To identify at risk students who were identified as disengaged on transition into PHS as Year 9 in 2017, and students identified as disengaged and throughout their Year 9 year. Part 2: To evaluate effective transition of Year 10 -13 students who enrolled at Papanui high School January 2018 until March 1 12018. Part 1 From the identified Year 9 at risk grouped by the following criteria; 1. Students identified and placed but required moving 2. Students identified and placed but not successfully transitioned and not moved 3. Students not identified and placed but required moving 4. Students not identified and placed but not successfully transitioned and not moved Analyse the group as Year 10 students to see if their transition process has been successful This will be based on attendance, behaviour and engagement. Part 2 Analyse the identified group of Year 10 -13 students to see if their transition process has been successful This will be based on attendance, behaviour and engagement. Two groups, one identified as at risk and the other as not at risk.
Baseline data: Part 1: This data was gathered by using information from contributing schools, including such things as RTLB, attendance data, Rock On, other agencies and pastoral data and Year 9 pastoral records. Part 2: Year 10 -13 students, entry data gathered through the enrolment process and tagged as at risk or not.

Actions to achieve target	Led by	Resourcing	Time frame	Indicators of progress
Identifying risk factors To ensure a clear process is communicated to incoming new enrolments 2018 Y10 - 13 students and those identified in Year 9 2017- and families/whanau so that the ongoing transition process is as seamless and supportive as possible.	SLT- Pastoral Care	Y10 -13 Contributing schools and with current Y9's data/information on file, RTLB, attendance data, Rock On, other agencies and pastoral data, Student voice Youth workers Teachers/Deans/Pastoral care team Parents/whanau	Term 4 2017 and Start of year 2018 and then ongoing review	First weeks Term 1- absence, behaviour, parental/whanau voice, teacher/staff observations, and student voice Further diagnostic testing End of Term 1 – review current identified year 10 transition group and the new enrolments 2018 (Y10-13); use identifiable factors that show the students have not transitioned well & are at risk of disengagement. Those identified as at risk who have had a successful transitions and the conditions that contributed to this. Periodic review as required. Key stakeholders – self review to measure the success of students' academic and social outcomes to ensure student needs are being met. Procedures put in place to ensure accurate class placement of transitioning students is maintained throughout the year.
Data and its transfer from contributing schools and within school. Interpreting data, present it in a meaningful way and disseminating it to appropriate people.	SLT Data team & pastoral care team	Interviews Electronically and Paper documentation Cluster meetings and pastoral meetings	Term 2-4	Development of strategies to support ongoing understanding, implications and use of information based on academic, social & pastoral data.
Longitudinal plan actioned & on-going self-review	Teachers, students & pastoral team	Form/subject teachers, pastoral team, student voice, Peer support staff.	Term 1 2018 – Term4 2018	Key stakeholders – self review to ensure student needs are being met. Framework for data analysis and implementation of transition procedures within school to ensure accurate class placements are made and non-successful transition placements are promptly identified and remediated.