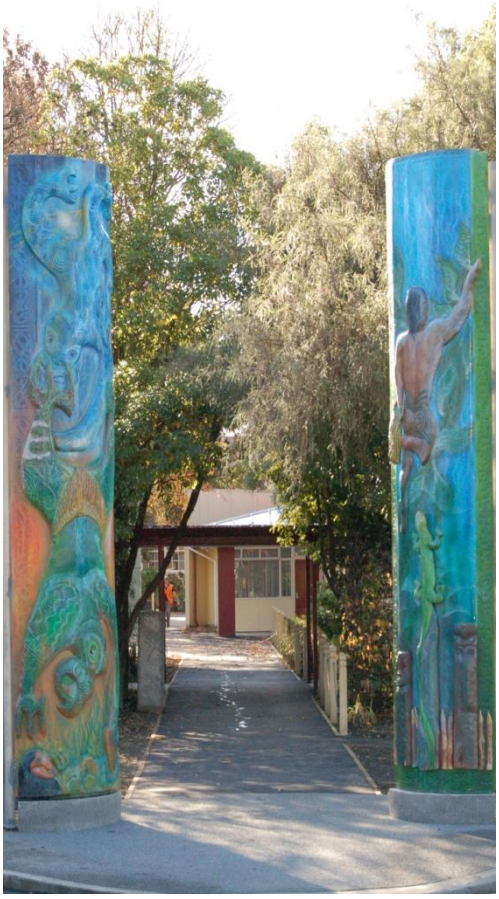
PAPANUI HIGH SCHOOL
BOARD OF TRUSTEES

SCHOOL CHARTER

2022

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. Papanui High School encourages all students to be lifelong learners who enjoy exploring and positively contributing to an ever-changing world. We aim 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.



CHARTER OF PAPANUI HIGH SCHOOL

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Ratified by the Board of Trustees: 2022

Papanui High School Overview 2022

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. We aim 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 our students, embedded in a culture that reflects a safe, balanced and caring environment which aligns with the community's values".

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

Tōtaranui Kāhui Ako Goal for PHS

- Focus on Boys achievement, reducing the gap.

Annual Goals

- Level 2 NCEA achievement
- To develop and support a coherent approach to implementing and evaluating the priority actions selected to raise achievement and engagement for boys in Years 9 and 10 for continuous improvement.

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
- Inquire into the teaching – learning relationship

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

1. Our vision / mission statement

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

Our mission is, “To provide the best possible education for our students, embedded in a culture that reflects a safe, balanced and caring environment which aligns with the community’s values.”

The school motto (1936), *In Opera 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. We aim 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.

The strength of Papanui High School is its shared vision and commitment to supporting students’ learning, progress, achievement and wellbeing. This is supported by;

- Teachers demonstrating highly effective pedagogical actions which promote student learning. We know students learn best when teachers create a supportive learning environment, encourage reflective thought and action, enhance the relevance of new learning, facilitate shared learning and make connections to prior learning and experiences.
- Maximising each student’s achievement by building their capacity in key competencies and creating opportunities through access to diverse and innovative curriculum. Students will acquire formal qualifications and appropriate prior knowledge to successfully transition into the work force or further education.
- Improving on key areas of students’ wellbeing. We know students learn best when; they feel safe, teachers are interested in them as individual and care about their learning, and they feel that they are experiencing success.

Staff support student outcomes through the strategic goal: “Increased Engagement for Learning leading to Improved Academic and Social Outcomes for all Students”. Professional Learning & Development is focused through three key areas; Cultural Responsiveness, Digital Citizenship and Wellbeing. Professional development is inquiry based and is used to reinforce best practice to support the process of continuous improvement.

2. Our values

Introduction
Our school’s values have been developed collaboratively with involvement from all parts of our school – our board, staff, students, parents, and whanau, so that everyone is informed about them and connected to them. We are aware of the importance of giving prominence to our values, particularly in the actions of our staff and students and how they interact with each other every day.

At Papanui High School we value Māori culture, tikanga (language) and the identity of all our students. We are committed to:

- Māori achieving success as Māori
- our bicultural partnership in Aotearoa / New Zealand
- Te Tiriti o Waitangi.

Having strong connections and positive relationships are a critical component of the teaching and learning process. High quality teaching is the most important influence on education for Māori as well as for learners from all backgrounds. Incorporating culture into learning leads to success and the school actively strives to raise the achievement of its Māori students, together with the achievement of students from all backgrounds.

Pōwhiri, the school Haka and Waiata, are important aspects of our cultural identity. The Karakia below was written by our Kaumātua of the school and is reflective of the (PB4L) PRIDE values which are strongly held by the school.

TE KARAKIA O TE WHATUKURA
Ko te whāinga, kia hāpai tātou i ngā ūara o te Whatukura o Papanui.
Mā te ngākau māhaki ka tiakina te wairua o te tangata,
Mā te manawa popore ka mirimiria tōna mana,
Mā te rangatiratanga ka tū tātou hei raukura mō te iwi,
Mā te whai i te kounga o te mahi ka hāpaitia te wawata kia whai waewae,
Mā te aro ki te ako ka takahia te huarahi kia eke panuku.
Tuturu, whakamaua kia tina!
TINA!
Haumi e, hui e, taiki e!

It is our goal that we will uphold the values of Te Whatukura o Papanui
Through our positive nature we will nurture the wellbeing of others,
Through our kindness we will respect their rights,
Through our integrity as leaders we will set a positive example,
Through our pursuit of excellence, our aspirations will be achieved.
By engaging in our learning, we will provide opportunities to create success.
We abide by this, and embody it!
YES!
We come together, and affirm this!

Our learning environment is one in which the teacher/learner/whānau relationship is fluid and is based on care, mutual respect, shared power, connectedness and a sense of belonging. Our kaupapa and the interdependent roles and responsibilities we have as a school community, focuses on the potential of learners.

This Kaupapa is grounded in the concepts of:

- Manaakitanga - Every individual accepts the responsibility to understand and respect the uniqueness of others. i.e**.** making someone feel at home, being a responsible host, showing kindness, hospitality, caring for the environment, treating people with respect, nurturing relationships, caring for others, and reciprocity of kindness, respect and humanity.
- Tūrangawaewae - Is 'a place to stand' where we feel especially empowered and connected. Papanui High School is our foundation, our place in the world, our home.
- Whanaungatanga - Staff, students and our wider community feel connected through a sense of belonging and acceptance.

- Mahi tahi - Engenders collaborating with collective responsibility, accountability and commitment to support and care for each other throughout all endeavours.
- Kotahitanga - Power is shared and learners have the right to equity and self-determination.
- Whakapapa – Knowing one's genealogical lineage (cultural heritage), and how as individuals these understandings form the basis of their identity and learning.
- Ako - Learning is dialogic, interactive and ongoing.

Our values are supported by the very strong and positive relationships that exist between our staff and students, what we would refer to as the "Papanui Way". Our community draws from a diverse ethnic, cultural, and socio-economic background. This diversity is valued and respected, and people interact in an inclusive and cooperative way. Staff, students and members of our community say; our school feels different, the atmosphere is warm and friendly, students are polite and courteous to guests, and are very supportive and respectful of others. These attributes are particularly noticeable and often affirmed, when our students are representing the school in the wider community. We affirm inclusive practice and an atmosphere where everyone belongs. We are committed to being culturally responsive. We encourage staff, students, families/whanau and our wider community to value and support the richness of culture and experience that the over 40 different nationalities currently enrolled at the school offer.

Inclusive practice such as, valuing diversity and acknowledging individuality, provides a positive foundation for student wellbeing and learning. We want all our students to strive for personal excellence both academically and socially, through curricular and co-curricular frameworks. To do this we must base our decision making on students' needs and provide opportunities for them to excel based on their interests, passion and goals.

Papanui High School developed a set of values, known as Papanui "PRIDE" as an outcome from the school's involvement in the Ministry's *"Positive Behaviour for Learning"* initiative. The "PRIDE" values are expressed and taught;

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

The matrix developed covers all five values of "PRIDE" and provides examples of the values in action around the school and in our local community.

Values Matrix

PRIDE	All Settings	Classrooms	Outside the classroom	Assemblies/ Formal Occasions	Canteen	EOTC/ Co-curricular	Community
Be Positive *Mā te ngākau māhaki ka tiakina te wairua o te tangata*	• make the most of every opportunity • show kindness to others	• encourage others • give compliments • do your best	• communicate positively and smile • cheerful • be healthy	• use positive language • show appreciation • acknowledge speakers	• using manners • line up • be ready to pay • be polite	• encourage others • celebrate others successes • take part	• be proud of PHS • use manners • clean up • offer seats on bus • say thank you
Be Respectful *Mā te manawa popore ka mirimiria tōna mana*	• speak and listen politely • accept difference • be considerate • wear correct uniform	• everyone listens to the speaker • use manners • care for rooms and equipment	• put rubbish in bin • open doors • be aware of personal space • use manners	• arrive on time. • be attentive. • acknowledge respectful behaviour • support others	• don't push in • use manners • putting litter in the bin • not spitting • appropriate language	• follow instructions • listen to ref • follow protocols • use manners • use positive language	• spatial awareness • use appropriate language • give way to others on paths • respect the rights of others
Show Integrity *Mā te rangatiratanga ka tū tātou hei raukura mō te iwi*	• be honest with yourself and others • be responsible for your actions • be a positive role model	• do your own work • arrive on time ready for learning • use equipment appropriately	• accept responsibility • use space and equipment appropriately	• self-manage behaviours • sincerity in students acknowledging others. • active listening	• being honest with money • no line cutting • role model appropriate behaviour	• accept decision without arguing • demonstrate fair play • meet commitments • be on time and prepared	• represent your school with pride • treat others as you want to be treated • inform staff of any dangers or risk
Dare to Excel *Mā te whai i te kounga o te mahi ka hāpaitia te wawata kia whai waewae*	• challenge yourself • persevere • be proud of success	• set goals • ask for help • celebrate success	• try new activities • move away from trouble • be inclusive and approach new people	• challenge self to go to front for presentations. • students presenting items. • accept challenges • acknowledge achievement	• volunteering as a canteen worker • only choosing healthy options • healthy days at the canteen	• take leadership roles • your best is always good enough! • step outside your comfort zone • embrace opportunities • ask for help if necessary	• doing your best is successful
Engage in Learning *Mā te aro ki te ako ka takahia te huarahi kia eke panuku*	• give learning a go • be an active participant	• give all tasks a go • be an active participant	• actively participate at all times • be prepared • manage time	• get involved • volunteer to speak	• make sensible food choices • buy food before the bell • keep food outside	• be on time • meet deadlines • meet commitments • communicate with coach • complete tasks	• volunteer • get involved

These five values align with some of the New Zealand Curriculum Values and provide opportunities for students to develop the soft skills required by employers. The PRIDE values reinforce and support such things as: assembly content, academic counselling reflections, pastoral events, active supervision and general school wide activities.

The house system provides opportunities for students and staff to exhibit school spirit by; providing service, participating, competing and developing leadership. The house system also allows students to relate to and interact with their peers, staff and the wider community in a constructive collegial way.

PHS Houses:

House name	Colour	Element	Meaning
Ruuwhenua	Green	Earth	Earthquake – the rumblings of Ruaumoko
Taa Hiko	Yellow	Air	Movement of energy. Of lightning
Ahi Kaa	Red	Fire	The burning fire
Ngarunui	Blue	Water	Tsunami/Wave Warriors

The Papanui High School Graduate Profile describes the qualities and capabilities we aim to foster and develop in all students during their secondary education so that they are "lifelong learners" contributing as "global citizens". We are committed to ensuring all students graduate with an awareness and an appreciation of five key attributes and the ability to demonstrate the PRIDE values within each of these areas.

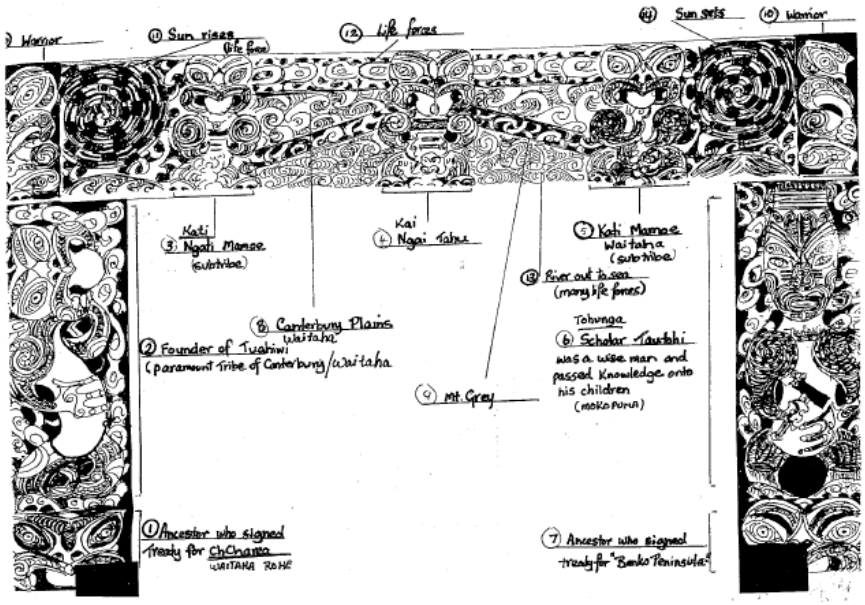
- **Diversity and Inclusion:** Papanui High School graduates will feel connected to and have a sense of belonging to their school. They will develop and accept individual responsibility to understand and respect the uniqueness of others.
- **Cultural Responsiveness:** Papanui High School graduates will appreciate the role of Te Tiriti o Waitangi and be aware of global issues. They will act with integrity and fluency across cultures and perspectives, have a commitment to the betterment of society, and be open in their thinking and appreciative of the riches that diversity and equity bring. They will also have a strong sense of their own individual cultural heritage.
- **Wellbeing:** Papanui High School graduates will have a thorough understanding of the concept of Hauora/wellbeing and how this translates to their own life and that of others. Students will be well equipped with strategies that ensure they can maintain their individual wellbeing and provide support to or advocate for others.
- **Future Focussed Teaching and Learning:** Papanui High School graduates are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, confidence, and demonstrate learner agency. Students will be committed to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment. They will have the ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity.
- **Environmental and Ecological Sustainability:** Papanui High School graduates will be bi-culturally competent, globally aware and engaged with their community in order to create, define and succeed in future careers and industries of sustainable societies.

3. The character of our school

Papanui High School is one of Christchurch's larger, state, coeducational secondary schools, established in 1936. With a current roll of approximately 1600, it serves a community that is predominantly European but with a significant number of students from other ethnicities. The school roll reflects the community's ethnic mix and is 62% European, 15.5% Maori, 4% Pasifika, 17% Asian, and 1.5% made up of other ethnicities.

Papanui was the original Māori name for the Bishopdale and Papanui district and is the Māori word for 'a platform in a tree from which birds are snared'. Papanui also means "The great, long flats", symbolising the fact that that area was flat land as opposed to Oteripo, the main Christchurch area, which means "The swamps", or food gathering areas. The main feature of the Papanui area is the river, Otutaikino, which marked the boundaries (as recently as 1933) of the Otautahi Runaka and Tuahuriri.In the main office building is the entrance for all manuhiri (*visitors*), rangatahi (*youth*), whanau (*family*), and kaiako (*teachers*). Sited here is the Whakairo

(carving) that keeps the entrance secure, safe and strong. The carving continually maintains the balance of tapu and noa (*the state of being*) for all who walk between the beams are guarded by tīpuna (*ancestors*) of Kāi Tahu descent and further to this the carving relates the relationship further back to '*Papatuanuku'* and her links to the primal forces of nature through '*Kahukura*".



George Edwards, one of Ngai Tahu's most respected Te Whakairo (master carvers) was commissioned to carve the panels for the archway in the main foyer. These were dedicated in October 1992. The carving depicts many layers. One layer is the ancestors who signed the treaty on behalf of Christchurch and Banks Peninsula, the warriors and the scholar Tautahi who was wise and passed knowledge on to his children. Another more traditional layer incorporates the sun rising over the plains and life forces which can convert cranky undisciplined students into model citizens as the sun sets at the end of each day.

Special symbols represent Ngai Ahu and the sub tribes Ngati Munae and Kati Mornae, bringing together the three layers of tradition of Waitaha. The tukutuku work, yet to be completed is expected to encompass Waitaha traditions. Mt Grey and the river out to sea also feature. George's carvings can also be found on the panels outside the Whare Kai. The maihi on this building clearly represents the stories of Maui in an easily accessible way.

The school has an enrolment zone to ensure that local students have priority of access. 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. The community is comprised of a range of socio-economic groupings and this is reflected in the school's decile rating of seven. It is important to note that the Papanui High School zone has over 3000 secondary aged students in it who select a variety of educational centres for their learning. This includes co-education, single sex, integrated, special character and private schools. Our focus is to make Papanui High School the co-educational school of choice for students in our zone.

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 subdivision developments on the northern and western part of the school's zone. The school continues to experience a gradual increase in Year 9 enrolments, this year exceeding 360 (our largest). The current roll is slightly above that from 2021. The school roll is supported by consistent numbers of Years 10 - 13 enrolments from in-zone students. This also reflects Papanui High

School being a school of choice for its local community and students changing schools to access a broader curriculum and range of educational opportunities. Growth is expected to slowly increase over the next five years, which is a reflection on the Christchurch rebuild and the development of new subdivisions.

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 and the new Northlink), the Papanui Library, and the various social agencies in the area. There is considerable interaction with the wider community during the day, and in the evening/weekends. The Adult Community Education classes serve 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 J B Johns Trust and Business Distributors Ltd (BDL) have enhanced the school in terms of sponsorship, ICT, and property developments.

Viewed over the last 5 years, NCEA results have become more consistent following significant improvement across all levels including the attainment of Merit and Excellence subject endorsements. These improvements are 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
- Culture of high expectations
- An inclusive learning environment and;
- Embedded positive relationships between staff and students.

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 receive through their involvement in these activities.

Teachers are well supported through targeted professional learning and development that focuses on student learning and wellbeing, 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.

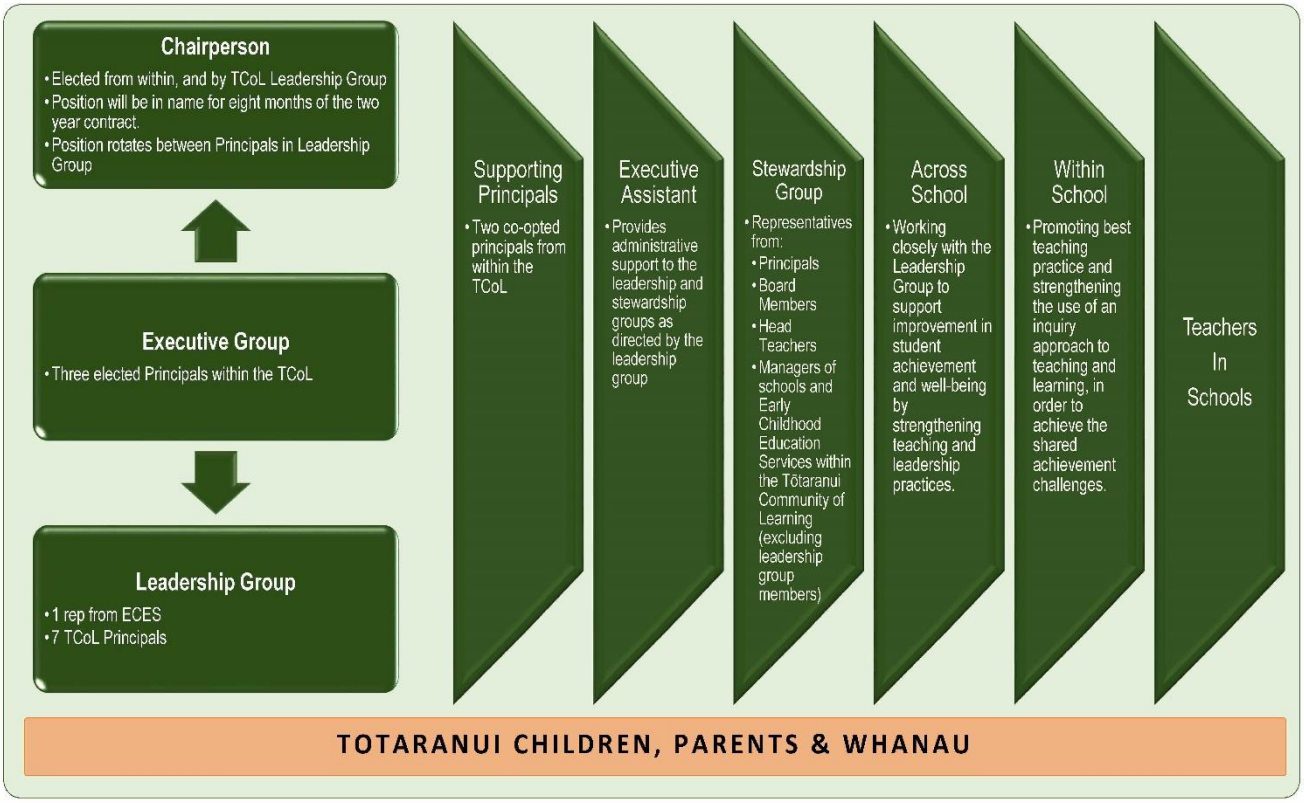
The school operates a well-established distributed leadership model which effectively supports the management of change, succession planning and sustainability. The delivery of effective pedagogy continues to drive the culture of teaching and learning to ensure that value is added to each student's holistic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

Tōtaranui Kāhui Ako Vision: Hono, Mahi Tahi, E tipu - Connect, Collaborate, Grow
Connecting and Collaborating as Lifelong Learners

Principles:

- **Personal & Social Wellbeing**
  All learners develop competencies in self-management, relationships, and problem-solving so they can lead healthy active lives and make a positive contribution to their community.
- **Whānau & Community Involvement**
  The development of a culture where the school, families/whānau and the community work together in an inclusive, collaborative and culturally responsive way to enhance learning. Whānau and community will be embraced and acknowledged developing reciprocal relationships along our pathway whilst acknowledging the bicultural nature of New Zealand through te Tiriti o Waitangi.
- **Engagement & Inclusion**
  All learning that takes place is relevant and valued, leading to motivation and engagement whilst instilling a sense of belonging allowing for full participation in all aspects of school life.
- **Cultural Responsiveness**
  All learners have their own culture acknowledged and responded to in their learning. They are bi-cultural citizens in a multi-cultural community.
- **Creativity & Innovation**
  All learners develop skills and attitudes by experiencing a range of creative and cultural activities that challenge thinking and encourage curiosity, imagination and experimentation.

Tōtaranui Kāhui Ako - Community of Learning Structure



4. Special characteristics of the school

Papanui High School has defining special characteristics which have been reaffirmed during our wide consultation with staff, students, parents, caregivers, whānau and the local community.

Papanui High School aims to provide a model of full service for its school community. The school facilitates learning by catering for students' academic, emotional, social, cultural, physical, and medical needs. The school understands what a well-balanced education includes and acknowledges that academic achievement, co-curricular involvement, and personal development. These are all important components of a successful education. We are a community school and play an integral role in the life and development of the North Christchurch community. We pride ourselves on providing an innovative approach to curriculum and ensure that the learning and qualification needs of a wide range of students can be met appropriately. We work hard to provide a learning environment where students feel safe, supported, and challenged. We do this by understanding the diversity of our community and ensuring we have an inclusive culture that is supported in a caring way.

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

The school celebrates student achievement in a range of different areas including academia, sport, the arts and culture. We experience high levels of community engagement and support. This engagement is clearly evident in the attendance and participation of parents and whānau at school related events, both curriculum and co-curricular based. Engagement and interactions between the school and the community are seen as a means of enhancing the learning experience for the students.

The recent school consultation process identified a number of consistent special characteristics that are highly valued and that the school is encouraged to grow and enhance. This included:

- Supportive environment for the diversity of learners
- Caring culture of inclusion, positive relationships and participation
- Diversity and cultural mix
- Cultural responsiveness
- Student support services
- PRIDE-focus on academic/social growth
- Student spirit - student directed councils - support for charity ie Ronald McDonald House
- Celebration of success
- Co-curricular range/leadership opportunities
- IT/BYOD - Teaching and learning associated with it
- School day, flexible period times, timetable creativity
- Broad curriculum/pathways/community links
- Ability to be innovative & to differentiate learning
- Quality of teachers and strong leadership through the school.
- High standards, caring environment and passionate staff
- Well-organised school with experienced staff
- A real sense of community.
- The size of the school gives lots of opportunities
- Professional approach to teaching
- A well-articulated vision
- Strong commitment to a positive school identity
- Physical environment of the school

This consultation helped shape five key aspirations we wish to achieve through our future redevelopment:

- **Future Focused Teaching and Learning -** A place whose effective teaching practices and use of spaces are flexible, collaborative and enhance learning.
- **Cultural Responsiveness -** A place that embraces and reflects the bicultural heritage of Aotearoa, New Zealand and affirms the different cultural identities of all students.
- **Diversity and Inclusion-** A place that promotes, supports and celebrates diversity and inclusion.
- **Wellbeing -** A place that promotes and supports the wellbeing of its school community.
- **Environmental and Ecological Sustainability -** A place that has a physical environment which is safe and appealing, and has a commitment to ecological sustainability.

Summary of other special characteristics particular to Papanui High School:

WHĀNAU and AIGA FORM CLASSES are vertical form class groups open to all students of any year levels. Staff associated with the form classes expressed a keen desire to work alongside students in a culturally responsive way to develop their sense of belonging and develop a place in the school that allowed students to foster stronger cultural connections. The Whānau form class is a form class that bases its daily practice on aspects of tikanga Māori while the *Aiga* form class incorporates the uniqueness of many Pasifika cultures.

KIMIORA DEPARTMENT – provides opportunities for students who have an intellectual disability. The students are part of the wide cross-section of society and have the right to an age appropriate and relevant education in a school which reflects this range of abilities. These students will enhance and enrich the social and community character of the school by providing opportunities for a greater acceptance and undertaking of people as individuals. The department has experienced considerable growth recently with what has traditionally been two class (20 students) groupings growing to three classes (34 students). The Kimiora department aims to maximise the opportunities for intellectually disabled students in a supportive environment which enhances their personal dignity. The students develop life and community skills in order to promote maximum independence and equally become purposeful, active participants in our school and in the wider community.

ADULT ESOL PROGRAMME is a unique feature of Papanui High School. The programme sees adult learners with a non-English background enrol fulltime to improve their English Literacy Skills. The adult learners are placed in a home-room situation according to their English language ability. There are currently 62 adult students split over three classes. Each home room has a specific teacher whom works alongside the students for 25 periods per week.

INTENSIVE ENGLISH SUPPORT PROGRAMME is in place for an increasing number of students enrolling at Papanui High School who do not have adequate English Language skills to support their placement in mainstream classes. Students placed in this programme come from a variety of different backgrounds, such as:

- Foreign Fee payers
- Refugee students
- Migrant students
- English as a Second Language students

Whilst the programme addresses students learning needs, it also provides extensive support for students' pastoral and transition needs.

THE INTERNATIONAL DEPARTMENT at Papanui High School attracts students from many international destinations. The programme has been running for approximately 30 years and is incredibly well-supported by staff, homestay families and international organisations. Students who choose to travel to New Zealand and study at Papanui High School have wide and varied reasons for doing so and it is essential that the school caters for these needs. The students contribute to a global village, share culture and develop lifelong connections. Many students will come to Papanui High school specifically for its extensive EOTC opportunities and in particular Outdoor Education. EOTC provides quality learning experiences and opportunities for students to develop personal, social and academic skills in settings outside the normal classroom environment.

ADULT COMMUNITY EDUCATION at Papanui High School is well-known for its extensive programme offerings. We believe that ongoing education is an essential part of life, whether it is learning new job skills or crafts, developing social or parenting skills or learning a for qualification. The school provides many learning opportunities for its wider community through the evening and weekend programmes available in a pleasant supportive learning environment that often results in increased social connections within our adult community.

5. 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.

6. National Administrative Guidelines (NAGs)

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)

7. National Education and Learning Priorities (NELP)

- set out the Government's priorities for education that will ensure the success and wellbeing of all learners.
- will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful.

they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.

From 2021, we will be incorporating the NELP priorities into our plans and practice over time.

Overview https://www.education.govt.nz/assets/Documents/NELP-TES-documents/NELP-TES-summary-page.pdf

8. 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.

9. 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.

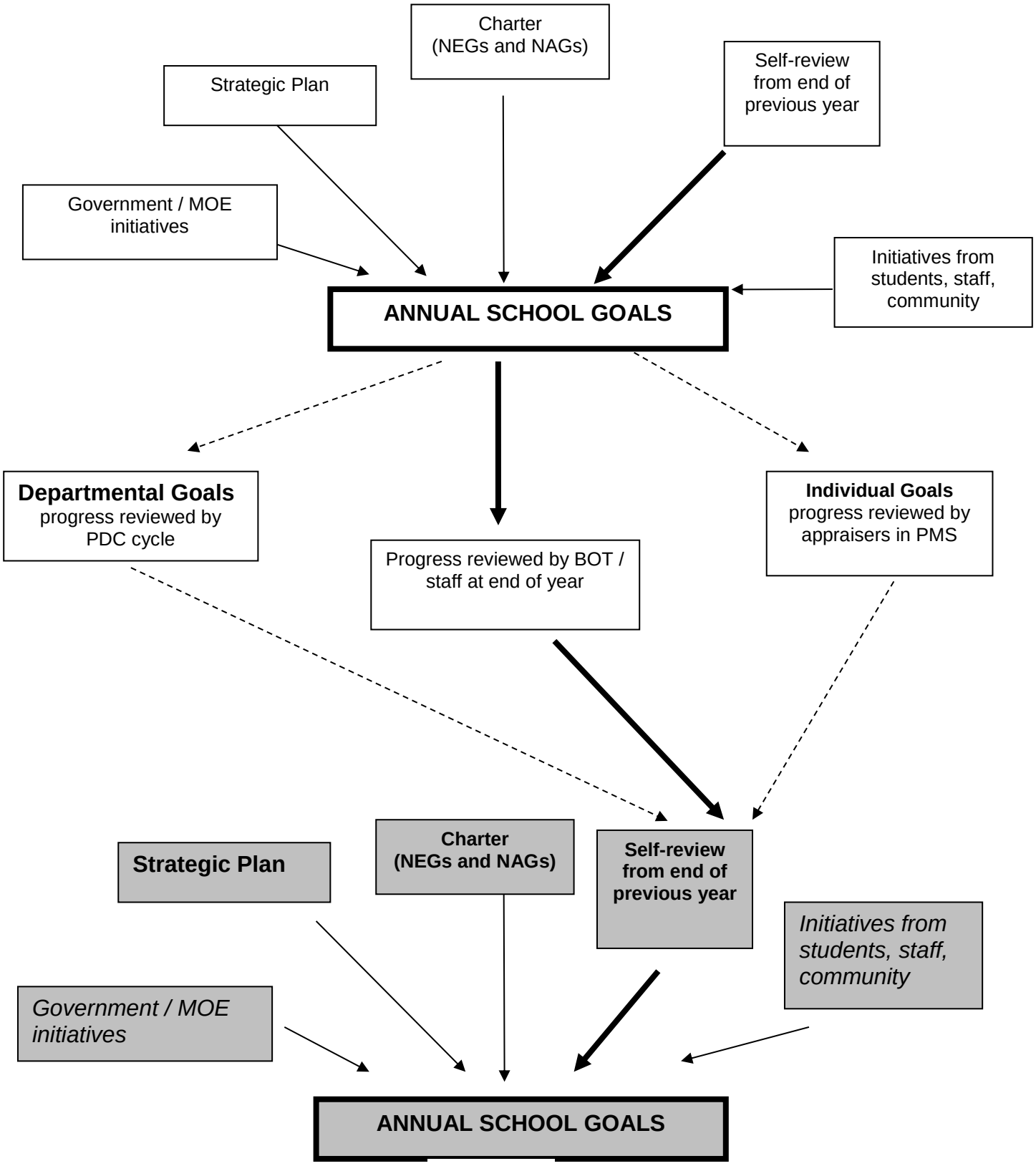
7. Not vote in Board of Trustees decisions in relation to the Principal's employment.

10. 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



Papanui High School Board of Trustees Workplan

Review	Area of review	January	February	March	April	May	June	July	August	September	October	November	December
Strategic Review	Charter/strategic plan	Draft Strategic overview discussion	Confirm and approve charter for March 1	Annual aims regularly reviewed and reported to board through principal's report								Review of strategic plan Draft next year's review plan AoV annual plan draft	
	Strategic aims									Review of strategic aims			
Regular Review	Policy School Doc's ongoing					Personnel	Health and Safety	Governance concerns and complaints	Curriculum	Finance			Role of the Board Chair
	Te Tiriti o Waitangi												
	Learner progress and achievement		AoV report evaluation by Board	Special Needs Education			Reporting processes		Māori/Pasifika focus	Gifted and talented Celebrating achievement			
	Inclusion and wellbeing												
	HR		Principal performance agreement process	Principal performance agreement approved		HR self-audit 1-3	HR self-audit 1-3			HR self-audit review report Provisional staffing entitlement and funding			Principal appraisal report, recommendations for performance agreement, next year's process
	Curriculum				Departmental reports	Departmental reflection conversations							
	Budget		Approved Budget Monthly report	Monitor Monthly report	Monitor Monthly report	Monitor Monthly report	Mid-year review Monthly report	Monitor Monthly report	Monitor Monthly report	Monitor Monthly report	Monitor	Next year's budget Monthly report	Finalise and adopt draft budget Monthly report
	School's evaluation indicators			Responsive curriculum			Professional capability and collective capacity					Stewardship	
	Property		Monthly reviews and Rebuild ongoing review										
	Partnerships		Ongoing review and analysis of partnerships and potential new partnership development										
	International Students		Ongoing Monthly reviews										
	Adult and Community Education		Ongoing quarterly reviews										
	Kāhui Ako		Community of Learning/Kāhui Ako regularly reported to board through principal's report										
Emergent Review	New government and local initiatives												
Board process compliance requirements			Elect Board Chair and deputy	Accounts to auditor, Charter, AoV submitted.		Annual report minuted and sent to MOE 31May	Roll return July 1			Health Curriculum consultation			
Board best practice			Role of the Chair Delegations Trustees code of behaviour policy										
Board PD									Governance Internal evaluation	Board self-directed learning			Board self-directed learning
Others													

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

2021 – 2023

Ratified by the Board of Trustees: February 2021

PHS School Governance Model

(In working partnership with Te Tiriti o Waitangi / Treaty of Waitangi)

Mission/Purpose: To provide the best possible education for our students, embedded in a culture that reflects a safe, balanced and caring environment which aligns with the community's values.

Enabling Visions/ Values

Future Focused Teaching and Learning	Cultural Responsiveness	Diversity and Inclusion	Wellbeing	Environmental and Ecological Sustainability

Compliance Culture

"The notion of compliance is embedded into everyday practice by adhering to established norms, policies, processes and ethical values of the school".

Enabling Strategies (Strategic delivery model)

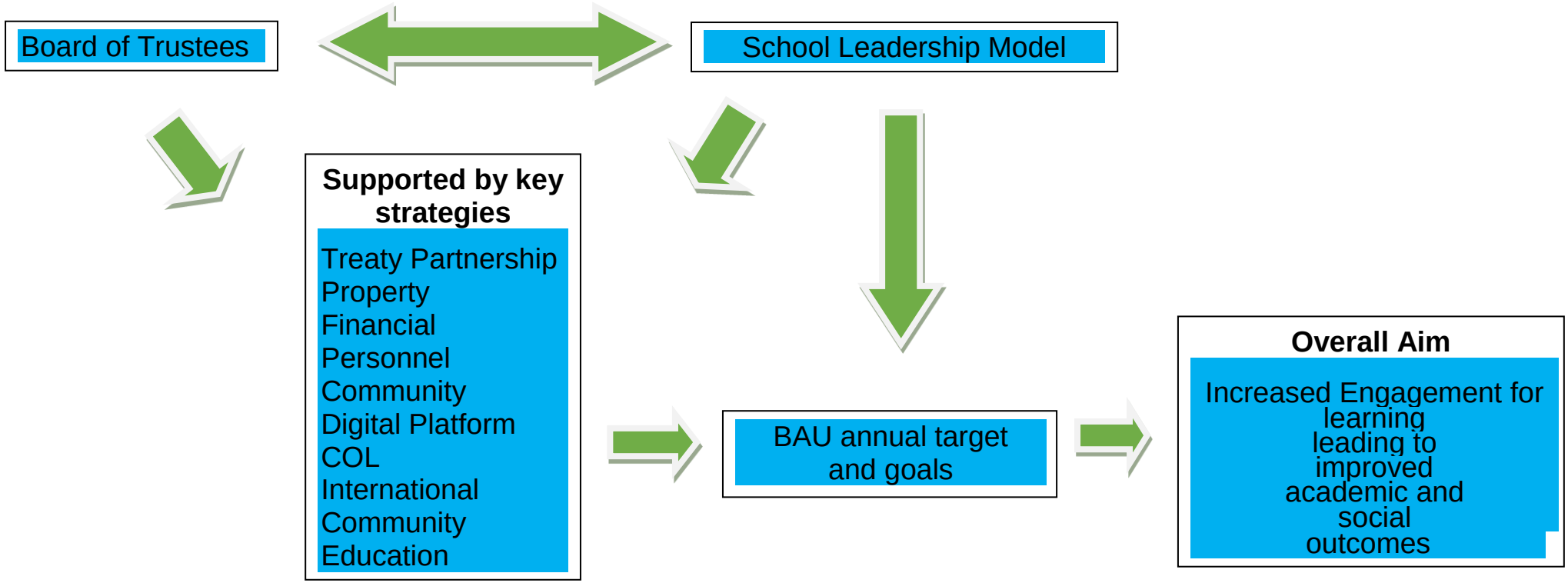
Desired Outcomes

Graduate Profile

Staff "Employee" Profile

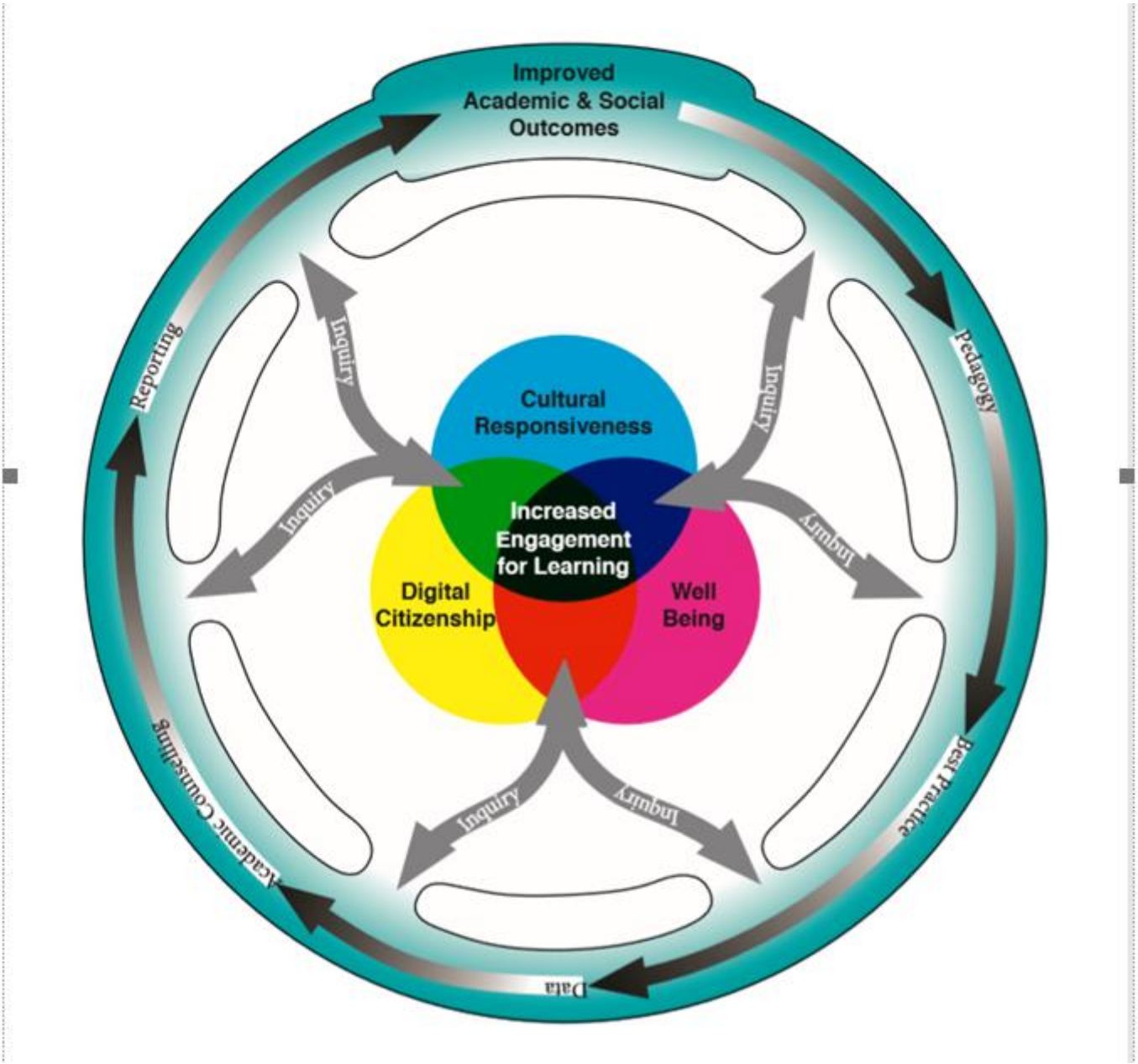
Community "Engagement" Profile

Strategic Delivery Model
(Underpinned by the Values/Visions)



PHS Strategic Overview

Increased Engagement for Learning



Papanui High School Overview Strategic Plan 2022

Positive Engagement for Learning Leading to improved academic and social outcomes

Future Focused Teaching and Learning - A place whose effective teaching practices and use of spaces are flexible, collaborative and enhance learning.

Cultural Responsiveness - A place that embraces and reflects the bicultural heritage of Aotearoa, New Zealand and affirms the different cultural identities of all students.

Diversity and Inclusion- A place that promotes, supports and celebrates diversity and inclusion.

Wellbeing - A place that promotes and supports the wellbeing of its school community.

Environmental and Ecological Sustainability - A place that has a physical environment which is safe and appealing, and has a commitment to ecological sustainability.

Papanui **PRIDE** Values

Be **P**ositive | Be **R**espectful | Show **I**ntegrity | **D**are to Excel | **E**ngage in Learning

Priority Annual 2022– see below

Area	Focus	Specific Actions	Expected Outcomes
Leadership	Senior Leadership Roles and Responsibilities review	New strategic model developed and implementation	SLT structure functions through specifically targeted roles and responsibilities.
Curriculum	NCEA Review and Achievement Standards Review	Participation in Accord days, to discuss, understand and implement changes.	Use Findings of the NCEA Review and Standards Review to develop local curriculum programme for Papanui High School
	Junior Curriculum Review	Leadership review team work with Impact Ed to develop a review and engagement plan	Draft localised junior curriculum programme and structure developed to align with best preparation for senior school and use of learning spaces. Possible school wide structural models developed for consideration - to be implemented in 2023. A Graduate Profile will be developed
	Junior Term 4 Curriculum Initiative	Use the findings of two reviews from *Project Green 2021* - staff and student survey to form the basis of 2002 term 4 junior programme	An authentic, meaningful and equitable learning experiences for all ākonga which increases student learning engagement, is culturally responsive and sustainable as a concept will be implemented in term 4.
Professional Learning	Professional Growth Cycle	Review current documentation to develop localised programme within the framework guidelines	All staff will participate in a new developed Professional Growth cycle
	Needs Analysis	Department/Staff survey around needs School wide plan for key initiatives developed	Staff involvement in Restorative Practices. School Culture. Junior Curriculum Review
Pastoral	PRIDE – PE4L	A leadership will develop a process for engagement and communication of more explicit Visual and verbal representation of the school's PRIDE values to support positive engagement for learning	Staff, students and the community will see, hear and demonstrate the schools PRIDE values. E tū Tangata confirmed as the model for wellbeing/PRIDE values.
	Structural Review	A leadership will develop a process for engagement and communication to review the horizontal pastoral care framework.	Findings of the review will compare and contrast the various pastoral care frameworks to establish a best fit model for Papanui High school.
School Culture	House System	Co-construct a broadened, holistic concept of a House System which aligns with the strategic vision of Papanui High School	Present possible pilots and an eventual action plan to consider, which emphasizes the enhancement of social development of Akonga, and their sense of belonging to our school. This will aim to increase student participation, learning and engagement school wide.
Cultural Responsiveness	Pedagogy Development	A Leadership team – Te Kei o te waka will develop a process to further embed culturally responsive pedagogy across the school.	Matariki plan developed, implemented and reviewed. Strategic plan for Improving Well-being and connectedness of Maori students. • Utilising Resources from Kia eke Panuku and Hikairo • Building on Matariki and ensuring projects around the school build bi cultural perspective from the outset. Develop a student leadership group focussed on cultural awareness to lead cultural awareness around the school. Staff confidence and application of pedagogical strategies will increase as will staff usage of Te Reo Māori and the Tikanga.
Pasifika Action Plan	Alignment to MOE Action Plan for Pacific Education	Design a practical action plan to support implementation	5 key aspirational shifts will be developed with short- and long-term gaols identified.
Community Partnerships	Papanui Youth Development And Te ora hau	To develop a community delivery partnership to support curriculum and pastoral needs of students	Strategic plans will be developed with short- and long-term gaols identified.
	Secondary School Employment Partnership	Pilot 4 Year 10 classes through Science into the programme	A formal relationship between the school and local employers from a range of industries is established. Employers work with teachers to contextualise student learning, providing a "real world" application of the curriculum and exposes students to a wide range of career pathways.
ERO	Evaluation Partner	Implement strategic change and evaluate outcomes	Increases capability and effective evaluation for school improvement. Improving academic and engagement outcomes for boys in Years 9 and 10.

Within School Teachers Key Strategic Focus Overview					
Within School Teacher	**Future Focused Teaching and learning**	**Cultural responsiveness**	**Diversity and Inclusion.**	**Wellbeing**	**Environmental and ecological sustainability**
Literacy/Numeracy (Edf)	X				
Literacy/Numeracy (Rbr)	X				
Academic Counselling (Crm)	X	X			
New Teachers Engagement (Tya)	X	X			
Positive Engagement for (Blk)					
Positive Engagement for (Chl)		X	X		
Wellbeing (CmL)				X	
Wellbeing (Scd)				X	
Cultural (Wsp		X			
Digital Citizenship (Smm)	X				

WST Goal setting template – Example

Within school area: _____ **Staff member:** _____

Specific Goal:

- Develop and create resources for Junior Academic Counselling
- Make clear links between Junior Academic Counselling and Careers
- Establish a vision/progression for Academic Counselling from Year 9 through to Year 13

Baseline Data:

- Staff voice/feedback
- Engagement reports
- Engagement for Learning meetings
- Student Learning Aspiration recorded in KAMAR

Link/s to 5 strategic aspirations/values: (Indicate key foci only)

- [x] Future focused teaching and learning
- [x] Cultural responsiveness
- [ ] Diversity and inclusion
- [ ] Wellbeing
- [ ] Environment and Ecological Sustainability

Explain:

Students develop an understanding of whom they are as learners in order to create a graduate profile to successfully transition beyond secondary school

Key improvement strategies

Key improvement strategies			
When	**What**	**Who**	**Indicators of progress**
Weekly	AC meetings	Arl/Crm/Swt	Deadlines met, transparent communication between AC Leadership Team
Various	PL sessions	All staff	Staff effectively implement school wide AC processes
Term 1	Aspiration goal setting	Junior Students/ Academic Counsellor	Student aspirations recorded in KAMAR for all staff to access. Aspirations printed on the front page of junior reports and referenced at junior report evenings, alongside curriculum based reporting
Throughout 2021	Junior resources	Swt/Academic Counsellors/Junior students	Students will be able to identify their strengths using the employability skills framework and work towards making improvements in areas of concern.

Expected Outcomes:

- Create user-friendly lessons/resources that Academic Counsellors can use on AC Day (Term 1) and Conference Day to support junior students. This will result in students having a better understanding of who they are as a learner and will assist them to achieve their learning aspiration
- WSTCOL AC work alongside Careers to establish a junior programme that is sustainable and partially delivered by Academic Counsellors. This will help in creating a clearer direction for our students in terms of how Academic Counselling and Careers are connected
- Alignment of Junior AC and Assessment & Reporting dates ensures information shared between school, students and home is connected and meaningful

Target group:

Juniors – Year 9 and 10

Actual outcomes/review:

Introductory baseline data and school context

Students' Learning

Table 1. NCEA ACHIEVEMENT Participation

		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Year 11 students gaining NCEA Level 1	**PHS**	**67.3**	**61.0**	**88.5**	**80.4**	**82.2**	**84.1**	**78.9**	**78.4**	**71.6**	**81.0**	**83.7**
	Nat	76.0	77.6	82.6	84.2	85.6	86.5	84.7				
Year 11 Literacy	**PHS**	**85.6**	**81.0**	**92.3**	**89.3**	**89.0**	**88.0**	**88.8**	**N/A**	**N/A**	**N/A**	**N/A**
	Nat	78.8	82.0	89.9	91.3	91.3	91.4	91.2				
Year 11 Numeracy	**PHS**	**93.8**	**84.3**	**93.4**	**87.1**	**88.7**	**88.3**	**85.8**	**N/A**	**N/A**	**N/A**	**N/A**
	Nat	77.7	80.2	87.3	89.3	89.9	90.1	89.8				
Year 12 students gaining NCEA Level 2	**PHS**	**80.4**	**74.7**	**78.6**	**87.0**	**86.6**	**86.1**	**88.2**	**84.8**	**78.7**	**82.6**	**86.3**
	Nat	81.1	82.7	85.7	88.1	88.5	88.9	89.1				
Year 13 students gaining NCEA Level 3	**PHS**	**76.0**	**59.9**	**71.0**	**72.0**	**81.3**	**74.6**	**85.4**	**86.8**	**79.7**	**77.7**	**83.0**
	Nat	74.3	75.0	79.2	80.4	82.8	83.4	83.1				
UE	**PHS**	**71.9**	**53.4**	**58.9**	**44.0**	**54.4**	**46.4**	**50.3**	**50.4**	**44.8**	**49.5**	**44.8**
	Nat	65.2	66.0	70.6	61.3	63.4	62.9	61.1				

Table 2. NCEA ACHIEVEMENT 71 Day and more enrolment (Domestic Students only)

		2014	2015	2016	2017	2018	2019	2020	2021
Year 11 Students gaining NCEA Level 1	**PHS**	**70.3**	**73.4**	**76.4**	**70.1**	**69.7**	**62.6**	**66.6**	**62.7**
	Nat	72.4	74.5	75.3	74.5	70.4	**70.6**	**71.6**	**67.0**
	Decile 4-7	74.5	77.2	78.1	77.5	73.2	**73.7**	**76.3**	**74.8**
Year 11 Literacy	**PHS**	**81.7**	**84.9**	**84.5**	**85.5**	**85.0**	**82.4**	**80.9**	**78.9**
	Nat	84.8	85.9	85.8	86.4	85.2	**85.5**	**84.7**	**83.6**
	Decile 4-7	87.4	89.0	88.7	89.3	87.8	**88.7**	**88.7**	**88.2**
Year 11 Numeracy	**PHS**	**81.4**	**83.7**	**83.3**	**82.2**	**82.2**	**78.9**	**81.2**	**74.3**
	Nat	82.1	83.8	84.3	84.6	82.9	**83.4**	**83.0**	**82.4**
	Decile 4-7	85.3	87.3	87.7	87.9	86.2	**87.2**	**87.2**	**86.4**
Year 12 Students gaining NCEA Level 2	**PHS**	**78.1**	**75.5**	**78.3**	**80.9**	**75.5**	**73.7**	**74.5**	**77.5**
	Nat	75.1	76.3	78.4	78.0	76.3	**77.5**	**80.0**	**77.8**
	Decile 4-7	77.6	79.7	81.4	80.8	78.8	**80.2**	**83.8**	**81.3**
Year 13 Students gaining NCEA Level 3	**PHS**	**60.0**	**70.2**	**61.2**	**73.2**	**70.5**	**68.3**	**67.9**	**64.6**
	Nat	59.6	62.5	64.0	65.2	63.8	**67.3**	**72.3**	**70.4**
	Decile 4-7	59.8	64.3	65.1	65.8	64.9	**67.5**	**73.1**	**72.1**
UE	**PHS**	**38.0**	**50.0**	**40.2**	**44.1**	**39.8**	**37.8**	**44.7**	**38.4**
	Nat	45.7	48.0	48.6	48.5	46.3	**49.3**	**53.6**	**51.8**
	Decile 4-7	43.5	48.2	47.7	46.9	45.4	**46.6**	**51.6**	**50.8**

NOTE: 2011 – Earthquake derived grades Scholarships: 2021 – 2 Scholarship were awarded.

2021 Data not finalised by NZQA and will all potentially increase very slightly. There is now no National Data for predicted grades.

2020 – Inclusive of Pandemic Learning Recognition Credits

The dual data represented shows the two key indicators for analysis. Table 1 being participation data and Table 2, enrolment greater than 70 days (That data includes students in Alternative Education and Kimi ora - Special Education).

In what proved to be another very difficult year, inclusive of the COVID -19 Pandemic and cumulative wellbeing data, our NCEA results were in line with our predictions, particularly around participation data. The participation data show a significant improvement in the achievement rate for Level 1 at 83.7% (81.0% in 2020), Level 2 at 86.3% (82.6% in 20120) and at Level 3 at 83.0% (77.7% in 2020). All three, year levels increased however, UE fell to 44.8% (49.5% in 2020). When viewed from the 70 plus days enrolled data, Level 1 is 62.7% (66.6% in 2020). For Level 1, Literacy was slightly lower and numeracy by about 7%.

Cumulative results, by the end of Year 13 show Literacy at 93.4% (Nationally 94.2%) and Numeracy 9.6% (Nationally 93.5%). The Level 2 achievement rate improved significantly once again to 77.5% on the back of the 2020 cohort Level 1 results of 66.6%. There was also a 3% increase on the 2020 Level 2 outcome of 74.5%. Level 3 data is lower with an achievement rate of 64.6% compared to 67.9% in 2019. UE however was down, 38.4% (44.7% in 2020). Also, of note, but difficult to quantify is the impact of 2 years of COVID -19 Pandemic and the ongoing effects of March 15 (2019). What we do know is that the wellbeing needs of students and staff continue to provide an ongoing challenge.

Our results for students have now also seen a decrease in the achievement of Merit and Excellence endorsements, except Level 3 Merit which improved to 23.1% (19.9 in 2020). Students have been strongly encouraged to strive for personal excellence. This is supported by school wide involvement in academic counseling, which is used to support goal setting, mentoring and the monitoring of student progress and has proved to be a very positive process with staff, students and parents/caregivers. However, with the ongoing disruptions and lack of continuity, this process has also been significantly affected and we are potentially seeing that in our students results.

The one strong positive from the year is the continued improved outcomes for level 2 students, who have significantly improved as a cohort from level 1 and are preforming in-line with national outcomes. These level 2 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

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 has been formulated as part of the Education Brief process 2018/2019. Significant community consultation was sort as part of the process and used to support the strategic direction for the next three years. A full junior curriculum review will take place in 2021/2022.The Education Review Office has changed its engagement process, which now becomes an annual consultative strategic reviewed with the school. This process will help shape and direct the 'next steps' and help reset the strategic direction on an ongoing basis. Information is identified and gathered from the following sources:

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.

Standing Committees
Professional Development **Task:** To overview and allocate individual (personal) and departmental professional development.
Pastoral Care **Task:** To ensure the school MSB system and pastoral care needs of the students are effectively managed.
Wellbeing **Task:** To lead and manage the facilitation of Wellbeing for the school community.
Within School **Task:** To lead, development and facilitate individual and school wide PLD for staff.
Co-curricular **Task:** The overview and development of all co-curricular activities in the school.
Health and Safety **Task:** To ensure all health & safety regulations are mandated.
Staffing and Conditions **Task:** To receive and resolve issues relating to staff well-being and conditions.

Standing Committees
Combined Leadership **Task:** To overview the leading & management of curriculum development, Assessment & Reporting, inclusive of HOD's.
Curriculum **Task:** To lead & manage curriculum development.
Reporting and Assessment **Task:** To lead & manage Assessment & Reporting development.
Departments **Task:** Responsible for teaching and learning in each of the 7 learning areas.
Academic Counselling **Task:** To lead and manage the facilitation of the AC programme across all levels of the school.
GATE **Task:** To ensure MOE guidelines and best practices for gifted and talented students are fostered within the school.
ICT **Task:** To overview the development of ICT in the school.
International **Task:** To ensure MOE guidelines and best practices for international students are fostered within the school.

Senior Leadership
Task: To lead the strategic and operational management of the school.

Action Teams
Task: Action teams are formed as specific working group to focus on Strategic Outcomes.

Note:
Standing committees have a Business as Usual descriptive overview and general goals associated to their area (See Appendix 1)

Moderation

- The Tōtaranui Community of Learning will develop moderation skills and capabilities in staff leading to increased dependability of assessment information they gather and the judgements they make about student learning in the curriculum.

Supporting Principles;

PERSONAL & SOCIAL WELLBEING

All learners will develop competencies in self-management, relationships, and problem- solving so they can lead healthy active lives and make a positive contribution to their community.

WHĀNAU & COMMUNITY INVOLVEMENT

A culture is supported where the school, families/whānau and the community work together in an inclusive, collaborative, and culturally responsive way to enhance learning. Within this, whānau and community will be embraced and acknowledged by developing reciprocal relationships along our pathway whilst acknowledging the bicultural nature of New Zealand through Te Tiriti o Waitangi.

ENGAGEMENT & INCLUSION

All learning will be relevant and valued and will lead to motivation and engagement while instilling a sense of belonging that supports participation in school life.

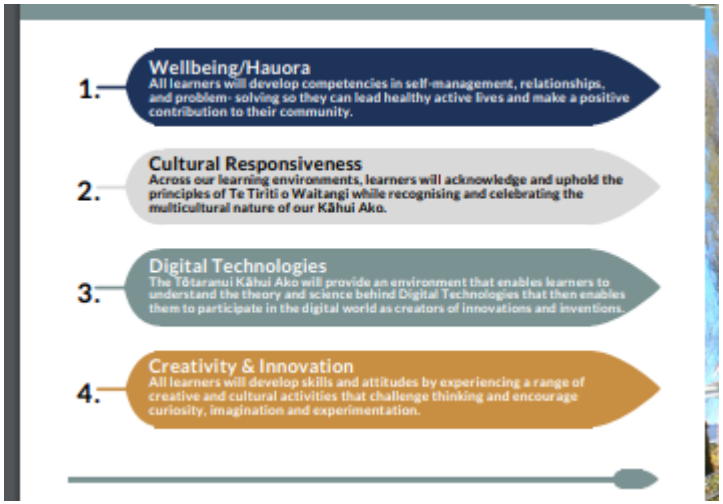
CULTURAL RESPONSIVENESS

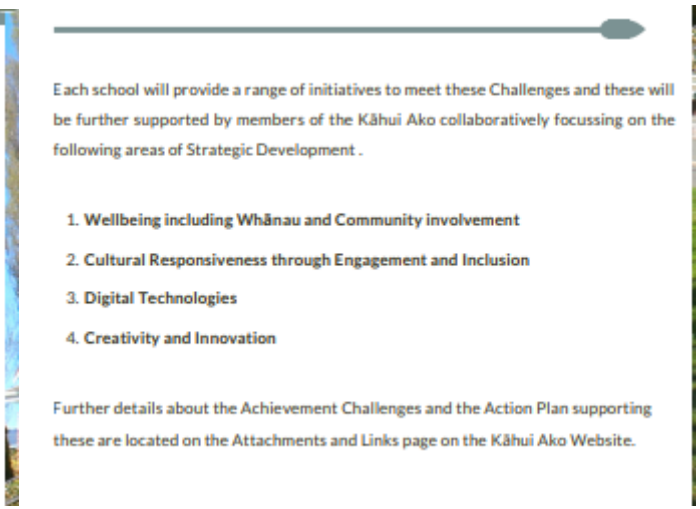
All learners will have their own culture acknowledged and responded to in their learning and will be valued as bicultural citizens in a multi-cultural society.

CREATIVITY & INNOVATION

All learners will develop skills and attitudes by experiencing a range of creative and cultural activities that challenge thinking and encourage curiosity, imagination and experimentation.

ACHIEVEMENT CHALLENGES





2022 Across School Teachers Strategic Support for Papanui High School Particular focus on Boys Education
• Work with all AST's to facilitate an inquiry into the gender disparities in achievement data • Work with Year 10 leadership group to deliver Kāhui Ako event • Research best practice to develop understanding of what works best for boys including physical environment. • Support the school's internal evaluation plan for improving Boys' education. • Celebratory Events

Strategic Section

Strategic Goals Student Learning, Engagement and Transition	Core Strategies for Achieving Goals 2022 – 2023
Curriculum – innovation and design 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 and social growth leads to appropriate pathways beyond secondary education Investigate how student interest and strengths can underpin class placement and learning context to inform curriculum development	• PHS curriculum is reimaged and redefined to inform the current rebuild process. • Link curriculum initiatives, developments and data to analyse the impact on boy's achievement. • Develop the PHS Graduate Profile, i.e. what does the "Papanui Learner" look like. Ensure the language used results in deep student understanding of the profile. Link with PRIDE values and used in a collaborate way to discuss a learner and their achievement aspirations. • Explore ongoing learnings from COVID-19 and review distance learning strategies to inform future curriculum initiatives and incorporate "best practice" distance learning delivery. • Develop a collaborative approach to understanding students' longitudinal learning pathways by using the Tōtaranui Cluster to gain a greater understanding of year 7 and 8 learning and the transition for these students to PHS. • Transitioning Year 8 to 9 - aligning entry data for student profiling, using this to improve transition to high school and obtain an accurate learning profile for each student which can support and inform teaching/learning and school wide curriculum structures such as class placement.
Digital Technologies Digital Technologies taught to develop digitally capable thinkers, producers and creators, and how they can use this knowledge to solve problems and become creative innovators of digital solutions.	• Monitor and review the implementation of the digital technologies' curriculum, its learning outcomes and assessment/reporting of these outcomes. Determine if the content is authentic, engaging and considering prior learning. • Provide PLD opportunities for all staff allowing them to develop an understanding of how they can implement aspects of the digital technologies' curriculum. Encourage staff to enroll in Kia Takatū ā-Matihiko (National digital readiness programme).

Data Through the monitoring of achievement and engagement data student outcomes will be regularly analysed to determine the need for intervention	• Data manager and team continue to call for requests for data to enable to make fact-based decisions on programmes to enhance the engagement and success of students. • Develop methods to use student entry data as predictor of academic achievement so as to set goals with students for succeeding years. • Establish working relationship with Across School and Within School CoL teachers to understand and produce data as required. • Communicate entry data findings with contributing schools to ensure consistency and relevance for successful transitioning. • Respond to staff request to provide the data and /or the skills to find and report the data appropriately. This includes increasing the staff capacity to use KAMAR and other data manipulating packages to individually analyse student performance and to inform their inquiry.
Academic Counselling Monitor academic outcomes for all students, with a focus on 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 cohesive and transparent and accelerates the learning for these identified students	• Build within school connections between AC and careers education, including a Junior careers programme. • Use the Within Schools COL staff to build the capacity of all academic counsellors in the delivery of effective AC processes, with a particular focus on quality mentoring conversations and achievement data analysis. • All AC mentoring conversations will be culturally responsive and digitally accessible. • There will be a school wide understanding of achievement data and the analysis of this. • AC administration will become digital and widely accessible to staff, students & whānau.
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. • Templates/exemplars for staff will be used as best practice to support quality information about student progress. • Develop and implement a framework for junior RTR. • Review the frequency and quality of comments produced by staff via a quality assurance process.

Professional learning and 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. (BAU) PLD management committee oversees the specific distribution of PLD funds in a way that enables staff to continue to upskill in the curriculum or speciality area.	• Deliver quality PD in which staff can clearly see and understand the inter-relationships of the IEL themes for increased personal and student outcomes. • Seek staff feedback to obtain a 'voice' and understanding for the ongoing internal provision of PD • Utilise the expertise of the WSTCoL members to support professional learning groups and provide workshops for staff in the areas of expertise identified. • Engage externally funded PD to support Junior Curriculum review. • Use a collaborative process to enrich the learning process.
PRIDE values The School wide values system "Papanui PRIDE" will underpin student learning, engagement and behaviour to maximise student outcomes. Staff and Student wellbeing will be supported through the fair and consistent use of student management systems and the school's wellbeing model.	• The well-being committee will refine/implement a wellbeing model that is culturally responsive and reflects the PRIDE values. • PRIDE values and the school's wellbeing model are taught and exhibited in all settings so they can become embedded in the school culture. • The WST with responsibility for "Positive Engagement for Learning" will develop resources using the PRIDE values as a tool to support student engagement • New staff induction includes PRIDE values.
Professional Development Focus **Cultural Responsiveness** As a school we are focussing on increasing culturally responsive practice in a number of	• A leadership group, Te kei o te waka, 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 practice. • 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.

areas. These include the curriculum based Matauraranga Maori, alongside the development of school wide Te Reo values and goals and common language given to us through the cultural narrative. These school wide change projects embrace 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 these principles are applied. Culturally responsive practice will be woven through the themes of the school wide PLD delivered through the WSTCoL.	• New teachers are explicitly inducted into Culturally Responsive and Relational Pedagogy through the new teachers' group and the leadership within their departments. • To have as a PLD focus; Departments embedding Matauranga Maori into curriculum contexts and classroom integration. • All teachers engaging in developing Culturally Responsive and Relational pedagogy and having confidence in using Te Reo and classroom appropriate Tikanga. • Staff continue to be encouraged to learn the school Haka, Karakia and waiata to increase confidence in Te Reo and the Tikanga Maori • Explore engagement opportunities to learn how Matariki can be integrated into the school
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 achievement.	• Staff understand digital citizenship and how it relates to their practice. • 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. • Sharing of best practice and student-centred collaborative learning is embedded into department teaching and learning. • Blended student-centred collaborative learning experiences based on evidence-based inquiry will be evident

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'.	• Work with local ministry and key community staff to support a programme of engagement of our Pasifika community (such as SPACPAC) within the school. • Implement step 1 of the Pasifika action plan. • Through the use of Fono's, ongoing gathering of community voice to 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 them to have a 'voice'. • Explore opportunities for teachers to learn and understand what identity, languages and culture means for our Pasifika students. • Explore further opportunity to celebrate success, and understand how that is celebrated from Pasifika perspective • Develop working parties to explore strategies to raise Pasifika learners' participation, engagement and achievement with the aim of successfully transitioning students into further study or the work force. • Review Aiga Form as an entity to see if students are meeting expectations around positive outcomes.
Roll Growth To manage student numbers in line with resourcing	• Monitor and review school numbers in-line with school building cap of 1650 and in zone/out of zone numbers, with the view to reduce out of Zone enrolments. • Monitor and review contributing school data for student intake, historical and current. Cross reference adjustments to retention rate of Year 10-13 students. • Monitor and review Year 9 out of zone places offered and percentage uptake of offered places. • Monitor Year10-13 transitioning students in zone to Papanui High School. • Monitor roll numbers following the 2022 introduction of the Breens Corridor shared zone with Burnside. • Monitor special character in- zone data for Kimi ora department numbers and staffing. • Monitor In-zone Subdivision Developments to analyse impact on enrolments. • 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 international markets and numbers to maintain balance in nationalities and growth in numbers • Monitor and manage employment of Staff due to roll fluctuations

School Finance & Property **(Building Developments and Pedagogy)** 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 school's objectives and priorities for the allocating of funds.	• Master Planning initiated through MOE. BOT - monitor master plan building projects and completion dates. • Ongoing research and investigation of pedagogical understanding of how teaching and learning needs can be met by building design. • Ensure staff, student and community voice remains a focus in the property development programme • 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 whilst improving the school financial position • Ensure annual accounts are prepared with the Audit Office requirements and all information is available in line with legislation • Ongoing review and analysis of funds to continue basic repairs and maintenance programme in-line with funding freeze • Grow locally raised funds through increasing the number of International students (now able to return) to support resourcing within the school.
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. • Safety Seek programme implemented. • Continue to develop and review Best 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 i.e. balance of provisional, 3-7 year and experienced teachers to ensure a balanced representation is met and capacity continues to be built. • Ensure succession planning is embedded in the culture of staff development and replacement • Embedding of the adopted approach for supporting Certification and meaningful annual Appraisal/Professional Growth Cycle for all Teaching Staff.

Community Engagement	• Review partnership to ensure they are meeting the schools needs and actively seek further community partnerships that enhance the learning of students and support the various 'needs' of each organisation where appropriate. • Ongoing self-review of Adult Community Education data to ensure viability. • Plan and action the process for community engagement to gather data to develop strategic direction for 2023 plus.
Wellbeing Recognition of the importance of understanding and experiencing 'wellbeing' as Staff and Students at PHS	• Refine/implement a wellbeing model created by the staff at PHS. • Wellbeing surveys data review and establish working parties to discuss and present findings to staff and develop a long term and sustainable action plan • Student Wellbeing committee develops and implement a strategic plan to support student wellbeing at PHS • Feedback to staff and implement short term strategies to support wellbeing of staff and students • Investigate how wellbeing goal(s) can be included for staff appraisal and students' Academic Counselling - conversations/documents • Wellbeing model taught and exhibited in all settings.

2022 Key Improvement Strategies to support Achieving the Strategic Vision Student Learning, Engagement and Transition			
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.	Source addition cash capital opportunities i.e. Returning International student market.
Internal spaces	Define workspaces, Boardroom and increase work space capacity, and to meet the changing needs and growth.	Protect surplus equity	Maximise interest investment for future building projects aimed at developing authentic learning environments.
MOE School Investment Package Funding	Plan/Design a cost analysis for increasing the Hall - ongoing	COVID19	Review financial implications of COVID19 in relation to 2022, including staff and student wellbeing. Impact of International students for 2022 – staffing overall.
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.	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.
School cameras	Review and upgrade digit capability and accessibility including cell phone viewing.	MOE Donation Scheme	Monitor and review financial implications of opting into the scheme in relation to enhanced curriculum learning.

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
	Review Job Descriptions to provide growth, development and efficiency of support staff employment.	Papa-community Newsletter	Weekly Newsletter informing the community of recent and upcoming events/information
COVID19	Review impact on staff wellbeing and employment	Website and Parental Portal	Centrally focused real time source of information about the school, including access to specific student information
Staff professional development	In identified areas improve the capability of staff	Reporting Processes	A forum for engagement involving students, parents/whanau and teachers includes Academic Counselling, Real time reporting, Engagement Reports, and Parent Teacher nights.
Health and Safety act requirements	BOT governance overview and school implementation of best practice.	School Community noticeboard/TV's, School App, Westie and Facebook.	Periodic update of features and achievements, notifications
Increased awareness of Wellbeing	Strategically investigate and implement wellbeing practices.	Parent/Community evenings	Specific events to support understanding and dissemination of information
Ensure police vetting is applied to all staff/volunteers and contractors	Employment or volunteer Application process upgrade and recording system**.**	Totaranui CoL meetings and Community board meetings	Collaborative approach to student and community engagement for enhanced learning outcomes.
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		
Christchurch School's Rebuild Programme **Stage 1- Majors works of West and East Hubs to begin**			

2022 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 17.0% participation gap in achievement by Maori as compared to NZ European identified by the PHS 2021 Level 1 NCEA participation results".	**Annual Target:** Targets have been set for Year 12 students following identification of capability of achieving NCEA Level 2 in 2022 from 2021 Level 1 results. 96.4% of those returning who achieved Level 1 in 2021 will achieve Level 2 in 2022. (data based on eligibility through retention to the end of 2022 and entered in sufficient entries to gain Level 2 NCEA, n=192/199)47.4% of those returning who did not achieve Level 1 in 2021 will achieve Level 1 and 2 in 2022 (data based on eligibility through retention to the end of 2022 and entered in sufficient entries to gain Level 2 NCEA, n=37/78) The combined Level 2 achievement target for all students in 2022 is 83.3% from the 2021 Level 1 Achievement of 83.7%. (data based on eligibility through retention to the end of 2022 and entered in sufficient entries to gain Level 2 NCEA, n=229/275) (2021 Level 2 Overall Achievement was 81.0%)

Maori Students - Achievement
92.0% of those returning who achieved Level 1 in 2021 will achieve Level 2 in 2022 (data based on eligibility through retention to the start of 2021 and entered in sufficient entries to gain Level 2 NCEA) (n=23/25)

38.9% of those returning who did not achieve Level 1 in 2021 will achieve Level 1 and 2 in 2022(data based on eligibility through retention to the start of 2021 and entered in sufficient entries to gain Level 2 NCEA) (n=7/18)

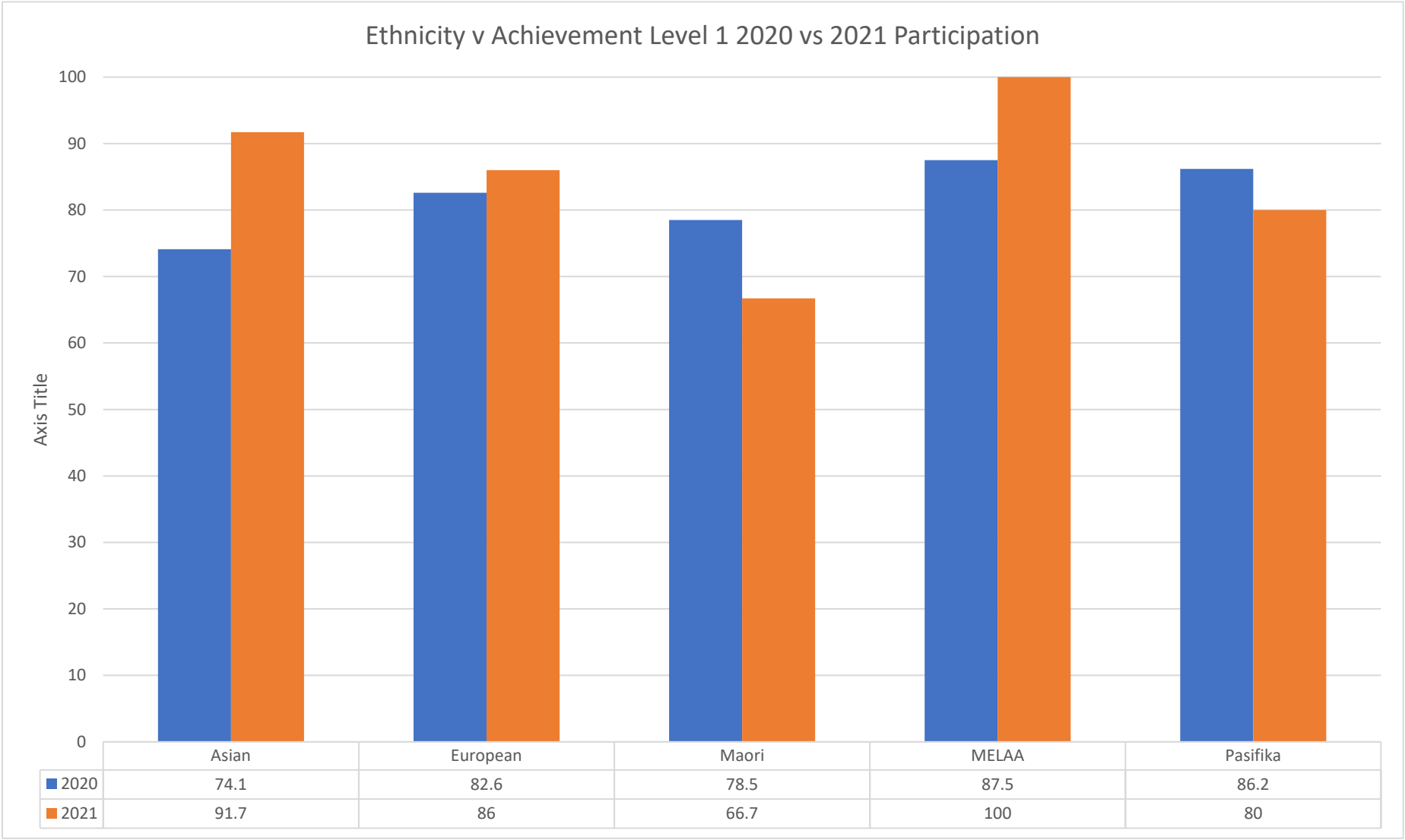
The combined Level 2 achievement target for Maori Students in 2022 is 69.7% - (data based on eligibility through retention to the start of 2021 and entered in sufficient entries to gain Level 2 NCEA) (n=30/43)
(2020 Level 2 Maori Achievement was 89.7%)

Baseline data

	ALL STUDENTS	MAORI
Have Level 1 2021 and will get Level 2 2022	192 Yes - No 7 192/199 = 92.0%	23 Yes - No 2 23/25 = 92.0%
Did not get Level 1 2021 but will get Level 2 2022	37 Yes - No 78 37/78 = 47.4%	7 Yes – No 11 7/18 = 38.9%
Overall get Level 2 With usual caveats	229/275 = 83.3%	30/43 = 69.7%

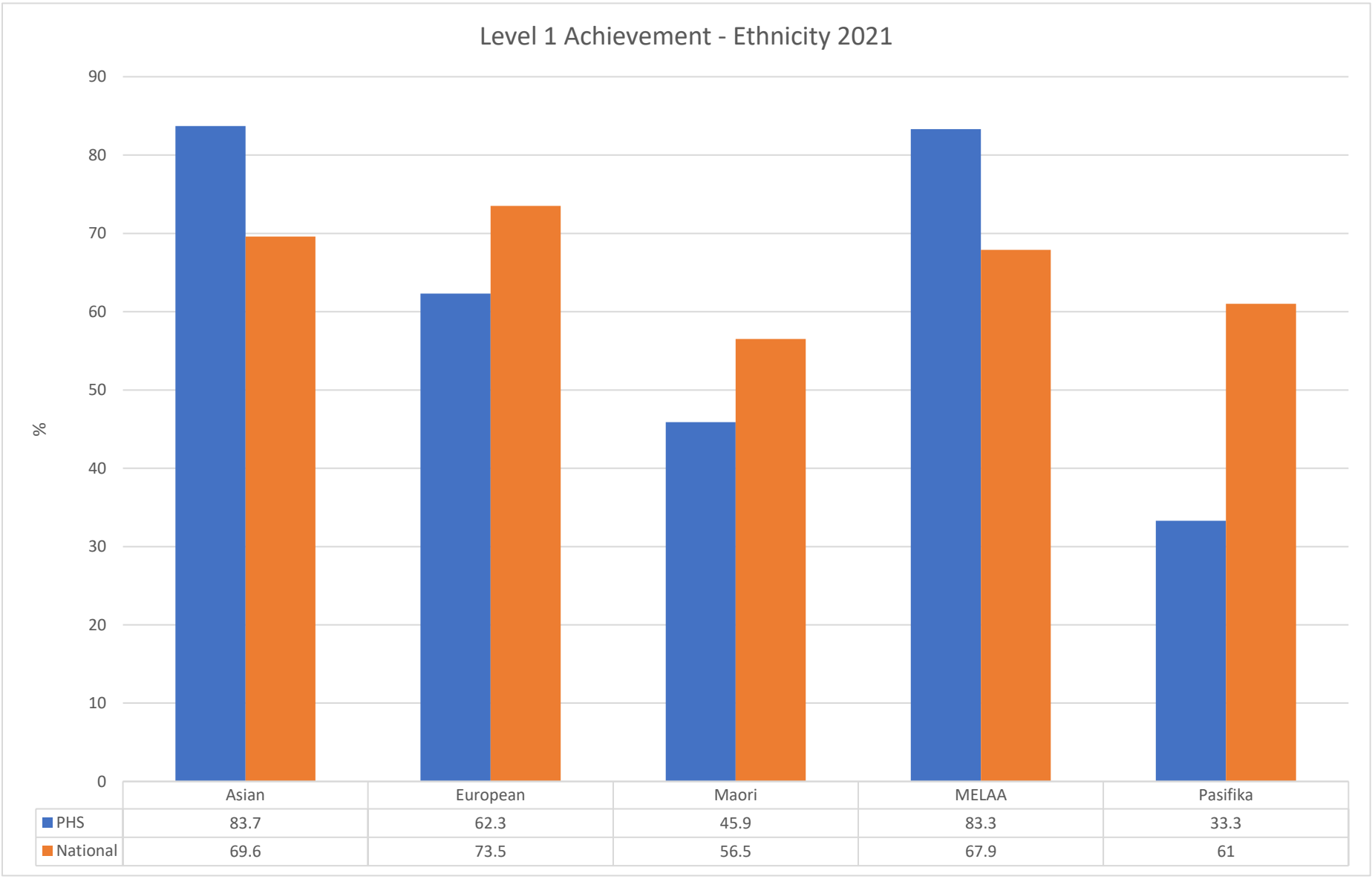
Baseline data:

Ethnicity and Achievement Graph Level 1



	Asian	European	Maori	MELAA	Pasifika
2020	74.1	82.6	78.5	87.5	86.2
2021	91.7	86	66.7	100	80

The 2021 Participation analysis of NCEA results identified Papanui High School Maori students' achievement as 66.7%, a 11.8% reduction on 2020 (78.5%) achievement rate. There is also a significant reduction when compared to NZ European. The deficit of 19.3% for 2021 as compared to 4.1% in 2020.



	Asian	European	Maori	MELAA	Pasifika
PHS	83.7	62.3	45.9	83.3	33.3
National	69.6	73.5	56.5	67.9	61

The 2021, 71 days enrolment data analysis of NCEA results identified Papanui High School Maori students' achievement as below the national average by 10.6%. For Papanui High School, Maori Achievement was below European achievement by 17.0%.

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 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.

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 cultural responsiveness, wellbeing, digital citizenship and within school teacher CoL.	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 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.			
Resourcing: MOE PLD, Relief as required and new staff professional development.			

Goal 2

Improvement Plan - Engagement Goal and Achievement

Strategic aim:
Improving academic and engagement outcomes for boys in Years 9 and 10.

Annual aim:
To develop and support a coherent approach to implementing and evaluating the priority actions selected to raise achievement and engagement for boys in Years 9 and 10 for continuous improvement.

Target:
The target Group will become identified Year 9 and 10 male students who are at significant risk of not achieving NCEA.

Baseline data:
The school has gathered and uses a range of stakeholder input. This includes reflections from Māori whānau, Pacific fono, Wellbeing@School survey, staff surveys and a range of student group forums. This information has contributed to the baseline for establishing the school's strategic pillars, and for the action groups that are the focus of this evaluation.

Evaluative Question

How effective are our selected actions in improving Year 9 and 10 boys' achievement and engagement?

Investigative Questions and Prompts	**Evaluation Indicators**
To what extent: • Does our junior curriculum provide the academic foundations boys need for success, especially in English, Maths and Science? • Does our school provide a culturally responsive learning environment for boys?	• Grow Waitaha indicators; meaningful pathways and NCEA L2 achievement

• Have we improved on indicators of wellbeing and engagement for boys? • Are our expectations for teachers made clear and visible in their PGC goals?	• Baseline indicators from school's quantitative and qualitative information • Ka Hikitia; Tapasā

Evaluation Activities

Sequenced pathway for inquiry to address evaluation focus, purpose and questions: information gathering, analysis, synthesis, sense making using evaluation indicators and reasoning, leading to judgement making to provide key evaluation findings.
• Sequence of activities uses existing evaluation capacity and strengthens evaluation capacity.

What [Short description of activity]	**How [Sources of *information +Methods]***	**Who [Responsible/Participants]**	**When [Timeframe]**
Explore evaluation frameworks for action groups to adopt	Evaluation workshop for SLT and team leaders focusing on 'prioritising to take action'	EP and Principal	T1 Y1
Agree on milestone checkpoints, agree on reporting points to the community on the impact of the priority actions	Monitoring coherency across organisational conditions / understanding impact of actions, using on-track questioning	EP, principal and action group leaders	Y2
Consultation with multiple voices on progress towards indicators	Define with action group leaders	Principal and action group leaders	Y2 - 3
Validation of the process and judgement on outcomes for students	Reporting on outcome indicators using aggregated supporting information on Y11 & 12 students	EP, principal and action group leaders	Y3

APPENDIX 1

PAPANUI HIGH SCHOOL – ANNUAL PLAN OVERVIEWS 2021

Papanui High School

Combined Leadership Committee

Rationale
This group consists of Members from the Curriculum Leadership Team, the Assessment and Reporting Leadership Team, and HOD's & TIC's with curriculum responsibilities. The group is facilitated by the Senior Leader with Responsibility for this area. The aim is to reduce the dissemination of information through three committees and streamline working parties to improve efficiency of task outcomes. The three independent committees will also function independently as required. Their Business as Usual and Goals are set out below.

Papanui High School

Curriculum

Business as usual

The curriculum team will:

- ensure curriculum design and delivery in the school dovetails with the direction informed by the strategic plan
- maintain an awareness of national curriculum initiatives and evidence-based research to inform the development of the PHS curriculum ensuring it is future focussed
- hold responsibility for new courses and their organisation (curriculum design)
- work with departments to ensure courses meet student needs and where needs are not being met, suggest alternatives
- promote the intentional teaching and learning of literacy & numeracy skills
- ensure future focussed pedagogy utilises digital resources
- 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
- 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

2022 Goals

Goals	Responsibility
Review the educational outcomes of our junior students to ensure that PHS offers a curriculum that is "fit for purpose" and prepares our students to be capable learners in our senior school. Further details of the specific goals can be found in the Junior Curriculum Review Proposal document	ARL will have oversight but a large number of staff/students & the community will be involved

Papanui High School

Literacy & Numeracy

Business as usual

The acquisition of Literacy & Numeracy skills and knowledge is fundamental, not only to students personal and social development, but also to their ability to understand, evaluate, dissect and disseminate knowledge and, consequently, to their ability to function effectively in society. Papanui High School endeavours to provide every student with opportunities to develop their reading & comprehension, writing, speaking and listening, spelling, grammar & punctuation, vocabulary, and numeracy skills to ensure their learning progresses and is acknowledged through NCEA achievement.

The development of literacy & numeracy skills ensures students:

- have the necessary tools to access the curriculum
- (know/find the strategies to access) are able to transfer knowledge, ideas and skills between subject areas
- recognise the importance of and enjoy reading for pleasure
- recognise the value of writing and communicating effectively
- recognise and value the importance of being numerate and have an ability to solve problems, to reason, to think logically and to work systematically and accurately

2022 Goals

Goals	Responsibility
Form an Action Team to develop processes for upskilling staff and overseeing students' achievement in relation to the acquisition of Literacy & Numeracy skills	ARL, RBR, EDF
Structure to deliver and target identifiable students who need specific needs supported	
To be well equipped to aid the implementation of the Literacy & Numeracy co-requisites to be introduced through the NCEA change programme	ARL, RBR, EDF

Papanui High School

Assessment and Reporting Leadership Team

Business as usual

1. Reports
   - Set up timelines and establish key dates ensuring cohesion with Academic Counselling timelines
   - 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

2. Assessment
   - Liaise with the Combined Leadership Group 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
   - Keep abreast of assessment best practice and lead changes through staff development
   - Timetable for whole school assessments e.g. Formative assessments for externals
   - Set up of end of year examinations in liaison with Examination Centre 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
   - Provide support for Principal's Nominee as they 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.
   - Provide adequate provision and support for Digital assessment opportunities and digital moderation for subjects implementing digital assessment practices.
   - Provide support for HoDs in planning and implementation of Professional Learning pertaining to the new NCEA framework. This includes support for the Accord Days.

2022 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 committee
● Continue to review junior assessment practices and procedures across departments to check consistency, methods used, and reporting grades/levels used.	A & R committee

● Investigate assessment and reporting practices across the 'Tōtaranui COL' to increase consistency of assessment information	A & R committee
● Audit junior diagnostic testing and how it is being used to effectively track our junior students	A & R committee
● Investigate a way to better integrate the timing and type of information shared with parents with our Academic counselling timelines.	A & R committee

Papanui High School

HOD Leadership Team

Business as usual

This group is facilitated by an HOD or co-HoDs with meetings held at least twice a term.
Key Tasks:

- Provide a forum to facilitate discussions across curriculum areas to support the ongoing professional learning for teachers and students' learning and to develop school wide local curriculum and new initiatives
- Provide feedback to the Senior Leadership Team and other leadership groups on current & proposed initiatives
- Provide support for each other and facilitate best practice for HoDs
- Focus on improving student learning through the use of data to review and revise existing programs and processes
- Provide leadership for and across curriculum learning areas
- Network with each other and other middle leaders to share 'best practice' and develop leadership capacity

2022 Goals

Goals	Responsibility
To empower the HOD leadership team to critically examine current curriculum content, pedagogy and structure to aid the Junior Curriculum Review	ARL to have oversight WLD
To provide opportunities to all HOD's to share their collective voice within the Junior Curriculum Review Process	ARL to have oversight WLD
To action the recommendations of the Junior Curriculum Review	ARL to have oversight

Papanui High School

Professional Learning (PL) Leadership Team

Business as usual

Take a leadership role in facilitating school wide and individual professional learning and development by: This will be facilitated by two sub-committees;

I. The Within School Teachers/Senior Leaders group.
II. The Senior Leadership team member with oversight for PL and small sub-committee.

Providing 45 minutes of PL 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 PL.
- Keeping staff informed of any relevant externally run courses and conferences.
- Distributing resources according to the PL 2021 guidelines, recognising that the needs of individuals and departments vary from year to year.
- Seeking feedback from staff about the success of PL and make amendments if necessary.

2022 Annual goals

Goals	Responsibility
Plan an effective programme of teacher PL ● Planning and co-ordinating PL sessions throughout the year. ● Providing regular PL sessions throughout the year. ● Structuring the PL 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.	Within School Teachers/Senior Leaders group.
● Providing opportunities for staff to attend individual and departmental external PL.	SLT – led PL Team
Ensuring that all PL is relevant to the school's strategic goals	Within School Teachers/Senior Leaders group. And SLT – led PL 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, Positive Engagement for Learning, Well-being and Digital Citizenship and supported by inquiry practice.

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

2022 Annual Goals:

Goals	Responsibility
• The vision for Digital Citizenship is encompassed in 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
• 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 and 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 2022 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. • A trial in the library of loan chrome books will occur to see what the uptake of these is.	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. 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, WSTCoL digital citizenship leader, WSTCoL group

Papanui High School

Pastoral & Wellbeing

Business as usual

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 core tasks of pastoral care.

The Pastoral care team aims to:

- Oversee the general wellbeing of all students in the school
- Work with the COL AC, wellbeing and PE4L staff to monitor student progress (Academic, Mental/Emotional and Social).
- Work with teachers, HOD's and form teachers to monitor student behaviour.

- Work with form teachers to monitor student attendance and act when necessary.
- Offer pastoral support and guidance to colleagues, parents 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 and react accordingly.
- To work with the GATE co-ordinator and LSC etc to identify students with particular learning needs (supported learning or gifted/talented)
- Create a culture of belonging within the school year/group
- Use assemblies to celebrate PRIDE values, and the diversity of the school and to set the tone and culture of the year group and wider school
- Offer leadership opportunities to students.
- Continue to support the development of positive relationships between staff, parents and students.
- Work with the careers department to plan appropriate pathways for students

In addition, the pastoral care team or more specifically the **Pastoral Care Action Group – School culture** will undertake to discuss, introduce, review or revise any systems within the school that are within their scope and usage.

2022 Annual Goals

Goals	**Responsibility**
To present the findings of the vertical/horizontal research/investigation with a view to a possible change in the future.	Pastoral leadership team
To develop and train a small group of Restorative Practice "champions" that can support and upskill staff in the range of restorative practice tools	Mcr
To work with WST COL teachers to create a culture of Positive Engagement for Learning that is underpinned by the Schools PRIDE values. By positively defining behavioural expectations to all staff and students and the procedures for teaching these expectations	Pastoral Leadership Team & WST COL PE4L staff
Investigate resources that offer advice/support for the wellbeing of staff/students	Wellbeing Leadership Team
Support Te Ora Hou to implement Year 1 of the Pasifika Wellbeing project	Wellbeing leadership team, pastoral care leadership team and Aiga form teachers

Papanui High School

Co-curricular Leadership Committee

Business as Usual

- The committee has approximately 8 - 12 members, including a representative from the Head Student Team, the Arts, and Sports Co-ordinator's and SLT in charge of the CCLC. Meetings provide the opportunity for staff/students with specific areas of responsibility to feedback on the progress of their activities.
- This leadership group has oversight of student leadership, fundraising, sport and the arts.
- This leadership group seeks and provides opportunities for students to develop leadership skills through a range of contexts 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.
- We aim to encourage all students and staff to continue to be involved in the wide variety of co-curricular activities offered by the school.

Papanui High School

House System Leadership Committee

Business as Usual 2022

- The committee has approximately 8 - 12 members, including members of the SLT, the 5 staff House Leaders and eventually student House leaders.
- Meetings initially involve 'first steps' for getting a house system back up and running. Then they will provide the opportunity for staff/students to feedback on the progress of their activities in relation to the House system.
- The role of the committee is to meet our school goals in the strategic plan by encouraging student-led initiatives, enhancing school spirit/pride and ownership, by making decisions surrounding new initiatives, and by consulting with other interested parties across the school.
- We aim to encourage all students and staff to continue to be involved in the wide variety of House actions and activities offered by the school.
- As an action group we will periodically report back on our work to the Senior Leadership Team and the Board of Trustees.

2022 Annual Goals:

HSLC Goals	Responsibility
To align initial House system thinking with the Strategic direction of the school.	HSLC
To establish a pilot programme of House actions in term 4 2022 across the school, as a forerunner to 2023.	HSLC
To get fully prepared for the actual relaunch of the new House system for the start of term 1, 2023.	HSLC

Papanui High School

Workplace Health and Safety Leadership Team

Business as usual

- The school's policy is authorised by the Board of Trustees
- Regular compliance meetings held as per the School Docs policy review
- Ensuring the Health and Safety school policy meets the current legal requirements
- Staff responsibilities for health/safety management are in place
- A health and safety committee is comprised of a range of elected staff representatives
- 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 including near misses and workplace stress are accurately reported, recorded, and resolved using Safety Seek
- The school has effective plans and procedures for identifying and working with hazards and emergencies which can be found in Safety Seek
- Appropriate orientation, training and supervision for all new and existing staff
- Procedures for contractors to upload, maintain and update their health and safety information are implemented
- Safety processes are in places for all visitors to the school

2022 Annual Goals:

Goals	Responsibility
To identify patterns and trends in staff and student well being then use these to inform Professional Learning and training needs.	PRG, FYS Health and Safety Committee
To develop the staff capacity to use Safety Seek to report accidents, incidents and hazards and use these as learning opportunities	PRG, FYS. Health and Safety 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.

2022 Annual Goals

Goals	Responsibility
• 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 specific events 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

GATE (Gifted and Talented Education)

Business as usual

Giftedness is involuntary – a gift. It gives no cause for claims of elitism. Approximately five of every hundred children, can be classified as "gifted". (From MOE Website)
PHS GATE supports students (identified as students with special needs by Ministry of Education) to achieve personal, academic and life goals through:

- GATE coordinator working with the dean, and Supported Learning to select students for A band Year 9 classes at the end of the previous year. GATE coordinator oversees placement of students in A band classes & where movement is required to meet student need. Placement of students in A band is to meet priority learning needs.
- Year 9 students being selected for the GATE programme after the completion of diagnostic testing in Term 1. Students who score highly (top 5%) across the range of diagnostic tests completed, are offered the academic and leadership challenges summarised in the PHS GATE flyer. Students may self-select. The GATE flyer is available to all prospective students and Year 9 students.
- GATE coordinator's interviewing programme provides individual interviews and ILPS. The data gathered during these interviews provides profiles on students in the

programme and facilitates an ongoing relationship with students to set and achieve specific goals.

- PHS Students are offered a range of opportunities to best meet their learning needs. These include clustering, multi-levelling, acceleration, extension and mentoring as appropriate. e.g. A band Streaming.
- GATE and Philsoc Google classrooms advertise EOTC opportunities offered throughout the year. e.g., the Fortnightly after school Philosophy Club "Philsoc" -created for GATE students, DofE Hillary, debating, conferences, writing workshops and competitions, Ethics and scholar competitions, Model UN, FPS, Poetry Slam, visiting speakers and workshops. *NB PhilSoc is postponed due to Covid 19 restrictions.*
- GATE register maintained and updated and students are identified in Kamar.
- Ongoing evaluation for improvement to meet student need is a focus of the GATE team.

2022 Goals

Goals	Responsibility
Continue to gather student voice on effective ways to develop the GATE programme. In 2022 we are focussing on improving the Duke of Ed programme delivery. SLA has joined the Duke of Edinburgh team and is working closely with WSP to ensure effective delivery of the Adventurous journey skills to bronze students in 2022. This is severely impacted by Covid 19 and weather, but we are seeing more and more students joining the Duke of Edinburgh programme.	DWJ - and Team as possible
LONG TERM: Plan and utilise best practice for meeting socio–emotional needs of GATE students. Use research re how best to develop resilience/grit and a growth mindset (e.g., Angela Lee Duckworth's evidence).	GATE Team
LONG TERM: Build upon Team's understanding of Te Ao Māori concepts about "Gifted and Talented" in GATE. Plan for how to build a culturally responsive GATE programme.	ARL & DWJ
Develop a comprehensive GATE identification process and ensure GATE students are correctly placed on the PHS GATE register. This register will be live and transparent for staff to access as needed.	ARL

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

2022 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 teacher's appraisal goals.	HOD/TIC and department members

Papanui High School

Staff meetings

Business as usual

- 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

2022 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 – 2022

Strategic Goals: Links to The International Education Strategic Recovery Plan 1. To deliver an excellent education and student experience 2. To achieve growth for an innovative, robust and sustainable future 3. To strengthen the system to develop future, high-functioning global citizens	
Department Goals: Business as usual 1. To provide a safe, caring, stimulating and welcoming environment that meets the educational, cultural, social and emotional needs of the international students and their families. 2. 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. 3. To provide a unique Papanui High School, Christchurch, Canterbury and New Zealand experience which allows our students to gain the knowledge, skills and capabilities they need to work and learn globally.	
Annual Goals: 2022 1. To manage our current students and give them excellent academic and pastoral care 2. To place students in appropriate classes 3. To identify those students at risk of not attaining Level 1 literacy and numeracy credits and thus not achieving NCEA 4. To monitor progress 5. To action support as appropriate for both students and staff 6. To inform and include homestay parents and agents / guardians 7. To keep abreast with international education updates re the Recovery Plan and the current border situation 8. To market Papanui High School given the current climate 9. To encourage international students to engage in class and co-curricular activities for the mutual benefit of all of our students	**Responsibility:** Bsy Smj Knm Dlb

Papanui High School

Academic Counselling

Business as usual

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.

- On-going review and development of AC – including AC timeline and student goal setting and individual reflection
- 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 students whose current academic performance indicates they are likely to fall short of reaching their achievement potential following predicted grade entries
- Assist Dean’s communicating with academic counsellors, parents/caregivers and students
- Provide one-on-one support for new staff to PHS and PRT’s to develop their understanding of the AC process and their implementation of it
- 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
- Review and refine the AC process to ensure it is sustainable and the financial costs don’t inhibit its effectiveness

2022 Goals

Goals	**Responsibility**
Support the Within School COL staff in implementing effective PLD to increase staff effectiveness in their use and knowledge of data analysis, careers education and quality mentoring conversations	ARL, CRM SWT
Embed the school’s pride values into the AC process	
Further develop and embed the process of monitoring students falling short of their academic potential	
Improve the transparency and recording of AC conversations through the use a digital platform; possibilities include My Mahi and Kamar	
Further support the work of the Careers dept and Literacy/Numeracy COL staff	
Adapt and respond to the challenges Covid places on our typical processes to ensure the essence of what is achieved through AC is maintained	

APPENDIX 2

Papanui High School Future Focus:

The following tables set out the school's long term aims, provides a commentary of the current state and, sets out the aspirations for each long-term aim and provides a discussion on what these mean and how they will be achieved.

Future Focused Teaching and learning		
Commentary: A place whose effective teaching practices and use of spaces are flexible, collaborative and enhance learning		
Aspirations	**What does this mean?**	**How will we achieve the aspiration?**
We focus our use of space and pedagogies to improving outcomes to create confident, connected, lifelong learners who demonstrate learner agency.	The learner has the capacity to act and make choices. In a learner-centred environment, learners have agency over their learning and classroom systems serve the needs and interests of the learner. When learners link content to their passions and interests, they have a greater stake in what they are doing. When they set personal goals, the learning becomes theirs. This sense of ownership leads to increased motivation. Agency involves the initiative or self-regulation of the learner. Learners must have a belief that their behaviour and their approach to learning will make a difference for them in their learning context – in other words, a personal sense of agency. Agency is interdependent. The learner is not working in isolation doing their own thing and what suits them, there's connectedness. Agency includes an awareness of the responsibility of one's own actions on the	The provision of an inclusive learning environment which engages learners, teachers, family/whanau, and communities in co-constructing education to address students' needs, strengths, interests, aspirations and the opportunity for cross-curricular and/or multi-level learning. Create a learning environment where learners and teachers work together to build curriculum knowledge and develop the key competency skills to create lifelong learners. Develop personalised learning by: ● building the curriculum around the learner, ● providing flexibility to meet learner needs ● the learner linking content to their passions and interests ● setting personal goals to increase ownership of learning and thus motivation ● providing authentic learning experiences and place-based learning When learners can make decisions on how to organise and reflect on their learning and overall wellbeing, they develop the ability to self-monitor. These self-management skills create lifelong learners. When learners are able to make authentic contributions to their school, environment, or community through their learning, their voice finds expression leading to greater empowerment Build a culture of continuous learning, reflection and self-review for teachers and school leaders for professional learning

	learning environment and on others. Every decision a learner makes, and action she or he takes, will impact on the thinking, behaviour or decisions of others – and vice versa. Set high expectations and not underestimate what learners are capable of.	

Cultural responsiveness		
Commentary: A place that embraces and reflects the bicultural heritage of Aotearoa, New Zealand and affirms the different cultural identities of all students.		
Aspirations:	**What does this mean?**	**How will we achieve the aspiration**
We respect and value all cultures and in particular our commitment to biculturalism.	Papanui High School models a strong commitment to Te Tiriti o Waitangi The school's commitment to biculturalism is evident in the actions of our staff and students and is reflected in the spaces they use Visitors to the school will experience an environment that values our bicultural commitments and celebrates cultural diversity. Cultural Responsiveness is promoted and maintained through a student-centred approach to teaching and learning. Students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of wellbeing about the student's cultural place in the world. The culture of the school welcomes and celebrates students and their families from all cultures. Acceptance of different cultures is actively promoted through school networks.	A theme that will reflect the bicultural history and kaupapa of our school will be further developed. This has been refined to; The significant people of our school, The Papanui Bush, Totara trees, Kahikatea Forests and Harakeke. Culturally responsive pedagogy is modelled across the school in teacher practice and student outcomes. Our kaupapa and the interdependent roles and responsibilities we have as a school community, focuses on the potential of learners. This Kaupapa is grounded in the concepts of whanaungatanga, mahi tahi, kotahitanga, whakapapa and ako. This creates a learning environment where the teacher/learner relationship is fluid and is based on care, mutual respect, shared power, connectedness and a sense of belonging. Culturally responsive pedagogy is embedded as part of the learning and pastoral culture of the school through an ongoing process that reviews and reflects best practice and cultural awareness To explicitly teach and promote throughout the school community, the importance placed on learning from, and relating respectfully with, people of your own culture as well as those from other cultures. The experiences of people from different cultures are shared and celebrated. Diversity is reflected around the school through such examples as Art, Photographs, Cultural Artefacts, and Iconography.

		Strong community connections promote and celebrate culturally significant events. This reaches out to all communities so everyone feels valued and connected.

Diversity and Inclusion.		
Commentary: A place that promotes, supports and celebrates diversity and inclusion.		
Aspirations	**What does this mean?**	**How will we achieve the aspiration**
We value and respect; the diversity within our school community, the fostering of inclusiveness and a sense of belonging.	Whanaungatanga – Staff, students and our wider community feel connected through a sense of belonging and acceptance. Manaakitanga - Every individual accepts the responsibility to understand and respect the uniqueness of others.	By providing a welcoming outdoor environment and indoor spaces that reflect the multicultural and diverse nature of the school and its community By providing high quality pastoral care services that can support the wellbeing of staff and students in order for them to feel belonging and acceptance to/from a school that values their individuality. Staff and students taking informed action to understand and respect the uniqueness of others. Staff set and model high expectations supported through high quality and ongoing PLD. By ensuring students are able to access and view a range of resources (textbooks, posters etc) that reflect their individuality. Providing regular opportunities for staff, student, whanau and community consultation and engagement Providing opportunities for staff, students, and the wider community to showcase, and celebrate their identities and the identity of others. Embed Papanui Haka and Waiata into the culture of the school.

Wellbeing		
Commentary: A place that promotes and supports the wellbeing of its school community		
Aspirations	**What does this mean?**	**How will we achieve the aspiration?**
We will foster a culture of wellbeing based on a co constructed shared understanding of Hauora that reflects our diverse community.	Me mahi tahi tātou mō te oranga o te Kātoa We must work together for the wellbeing of all. Hauora is defined as staff and students feeling good about themselves and functioning well. This is reflected in the actions and experiences of all individuals.	Developing a strategic plan for Wellbeing at PHS. Provide opportunities for staff to develop an understanding and sense of self efficacy in relation to their own wellbeing i.e. showing resilience. Creating and promoting a shared understanding of culturally responsive frameworks of wellbeing. Providing regular opportunities for staff, student, whānau and community consultation and engagement so that we appropriately understand the needs of those groups. People (staff & students, whānau) caring for each other. Staff will be trained about Wellbeing and how to effectively implement a wellbeing curriculum. Wellbeing programmes will be explicitly taught in school. Develop support systems to promote and support well being By ensuring that what students see and hear at school is reflective of their diversity. By maintaining connections with the community that support the ongoing wellbeing of the staff and students. I.e. flu shots and Te Ora Hou By providing leadership opportunities that allow students to advocate for their own wellbeing and that of their peers at school and in the community. Ensuring our health/wellbeing team and their services are effectively promoted so that students are aware of and encouraged to use them. The application of culturally responsive practice, mentioned above, will contribute to the overall wellbeing of all students.

Environmental and ecological sustainability		
Commentary: A place that has a physical environment which is safe and appealing, and has a commitment to ecological sustainability.		
Aspirations	**What does this mean?**	**How will we achieve the aspiration?**
We provide an environment that; enhances students' and staff safety, and provides a connection to an environmentally and ecologically sustainable world.	Environmental and Ecological Sustainability refers to the capacity of the school's biosphere to meet the needs of the present generation without hindering future generations from being able to meet their needs. Sustainable development focuses on both the short-term and long-term impact of environmental management decisions. The Māori principle of Tauutuutu – Reciprocity; giving back what is taken; and maintaining balance will underpin building decisions to ensure the environment created supports and replenishes the ecological impacts of property development. The teaching and learning programmes will seek to inspire students, and generate graduates prepared to make an ecological difference to our wider community- tangata tū, tangata ora. The ongoing maintenance and review of the schools' environment will reflect current best practice and ecological sustainability	Commit to meeting minimum environmental standards, and build on current efforts to reduce consumption, particularly of non-renewable resources, and increase reuse and recycling when designing, re-developing and developing new and existing spaces at Papanui High School. Structured learning around sustainability provides opportunities for students to make connections between learning areas, competencies, and values. It requires teaching and learning approaches that draw on all elements of effective pedagogy and focuses on empowering students to take action for a sustainable future. Meaningful partnerships with Māori under Te Tiriti o Waitangi (the Treaty of Waitangi), which recognise the concept of Kaitiakitanga, or guardianship, of the natural environment. Papanui High School also recognises the concepts of Manaakitanga, Mauri Tū, Mahinga Kai and Tauutuutu. Links with outside organisations, including Iwi, other educational providers, local business, City Council, community board and groups. Provide opportunities to enable staff and students to contribute to reduce ecological impacts and improve sustainability outcomes Papanui High School graduates will be bi-culturally competent, globally aware and engaged with their community in order to create, define and succeed in future careers and industries of sustainable societies