

PAPANUI HIGH SCHOOL BOARD OF TRUSTEES



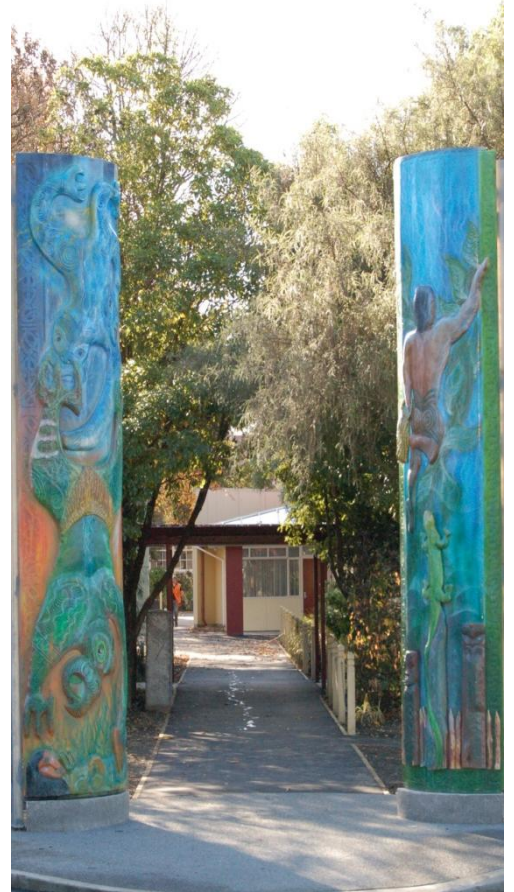
SCHOOL CHARTER

2016

Papanui High School:- a place for personal excellence



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





CHARTER OF PAPANUI HIGH SCHOOL

CONTENTS

Page	
3	Contents Page
4	Papanui High School Overview 2016
5	Mission Statement
5	General Goals
6	Description of School's Community
6	NAGs
7	Cultural Diversity
8	Codes of Conduct
9	Self Review as the Basis for Planning and Reporting
10	Annual Cycle of Constant Improvement
11	BOT Planning and Reporting Cycle
12	Policy Overview
13	Strategic Plan
16	Baseline data and school context
20	Business as Usual Overview
21	Annual Plans
38	Strategic Section
52	School Goals and Specific Targets for 2016

Ratified by the Board of Trustees: February 18 2016



IN OPERE FELICITAS - Be happy in your work

Papanui High School is...

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

Mission Statement

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

Achievement means

Maximising each student's...

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

Values

Be Positive
Be Respectful
Show Integrity
Dare to Excel
Engage in Learning

National Priorities

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

Strategic Goal

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

Annual Goals

- Level 2 NCEA achievement
- Engagement profile at years 9 - 11
- Transitioning contributing school (year 8) into Papanui High School year 9

Effective Pedagogy

Teacher actions promoting student learning

Students learn best when teachers:

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

Professional Learning (Leading Learning)

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

Professional Learning & Development

- PB4L
- Kia Eke Panuku
- E-Learning
- Secondary Student Achievement SSA for priority learners

2. Mission Statement

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

3. General Goals

Papanui High School aims to provide.....

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

4. Description of our school community

Papanui High School is one of Christchurch's larger, state, coeducational secondary schools. With a current roll of about 1570, it services a community that is predominantly European but with significant groups from other ethnicities. The school roll reflects the community's ethnic mix and is 68% European, 15% Maori, 4% Pasifika, 11% Asian, and 2% made up of other ethnicities.

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

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

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

The North West Christchurch area is set to expand as there are large sub-division developments on the Northern and Western part of the school's zone. The school experienced a small roll drop following the earthquakes, with numbers stabilising over the last 4 years. Current roll growth is now slowly increasing, which is a reflection of the Christchurch rebuild and the development of new sub-divisions.

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

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

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

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

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

6. Cultural Diversity

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

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

The school will recognise cultural diversity of Maori by:

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

7. Codes of Conduct.

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

The Board of Trustees

The Board of Trustees agrees to the following Code of Conduct

1. Ensure that the needs of students and their learning are given full consideration when planning, resourcing and implementing the School's curriculum.
2. Ensure that all students are provided with an education which represents their individuality and which challenges them to reach the highest standards of personal achievement.
3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
4. Deal fairly with staff, the principal, caregivers and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual trustees do not act independently of the Board and its decisions.
8. Accept that the Principal is the professional leader of the school and is responsible to the Board.

The Principal

In carrying out his or her duties the Principal will:

1. Ensure that the needs of the students and their learning are given full consideration in planning, resourcing and implementing the school's curriculum.
2. Attempt to the best of his or her ability, to demonstrate each student is of equal value and is entitled to an education which respects their individuality and challenges them to reach their highest standards of personal achievement.
3. Be loyal to the Charter and fully committed to achieving its purpose, aims and objectives.
4. Deal fairly with staff members and the Board of Trustees, caregivers, and students and show a commitment to the continuing development of the staff's professional skills.
5. Work cooperatively with school staff but take final responsibility for decisions within the Principal's authority as delegated by the board.

6. Provide all information on a student to any person with legal rights to the information who requests it, and respect confidentiality by keeping information on students from people who have no right to it.
7. Not vote in Board of Trustees decisions in relation to the Principal's employment.

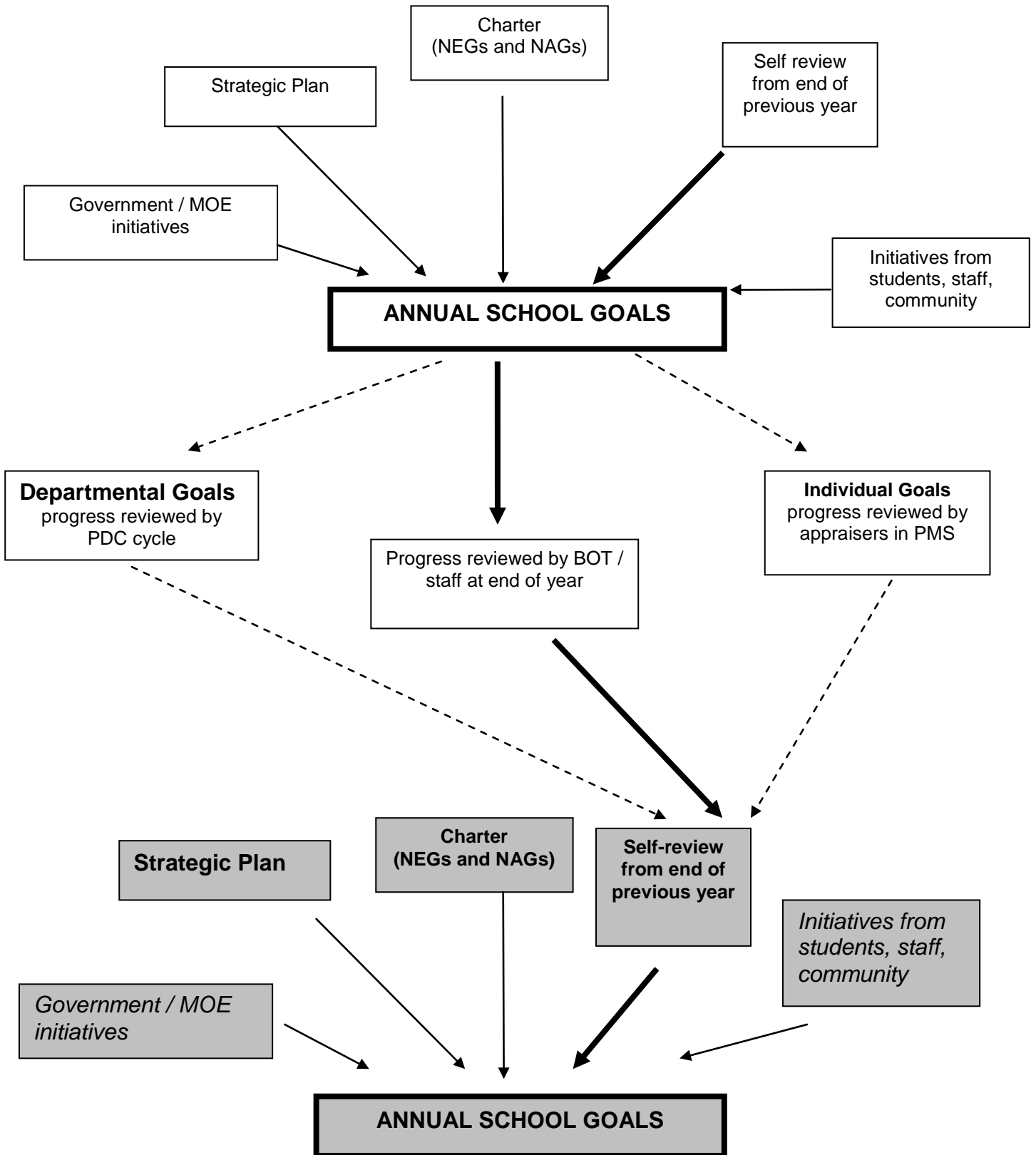
8. Self Review as the basis for Planning and Reporting

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

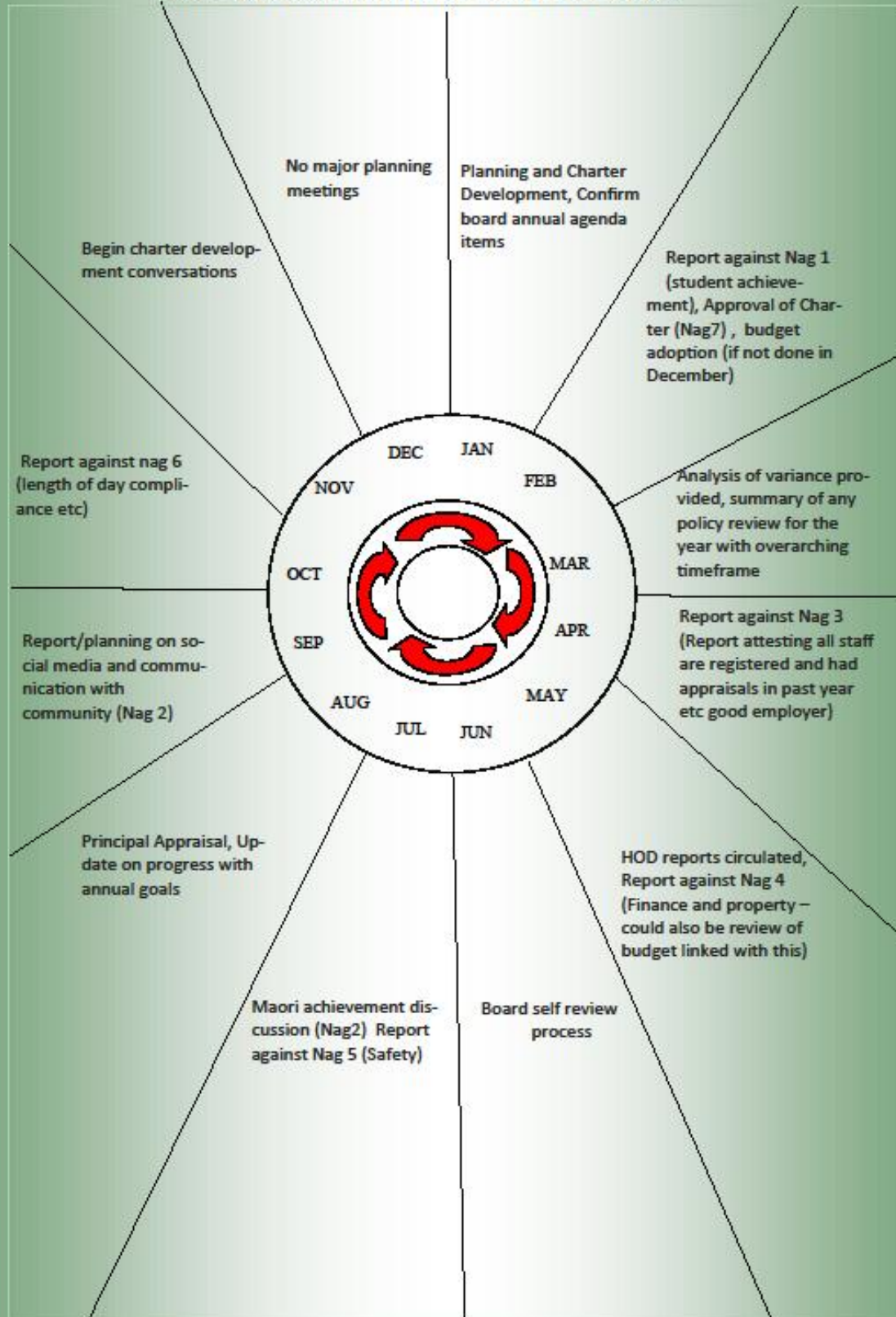
- Annual school wide goals and specific targets
- Annual Departmental Goals
- Head Of Department Annual Reports
- Staff Leadership Teams
- Data gathering surveys: CEM Survey, Perception Survey, etc
- Principal's Reports to monthly Board meetings
- Departmental management documents
- Charter/Strategic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



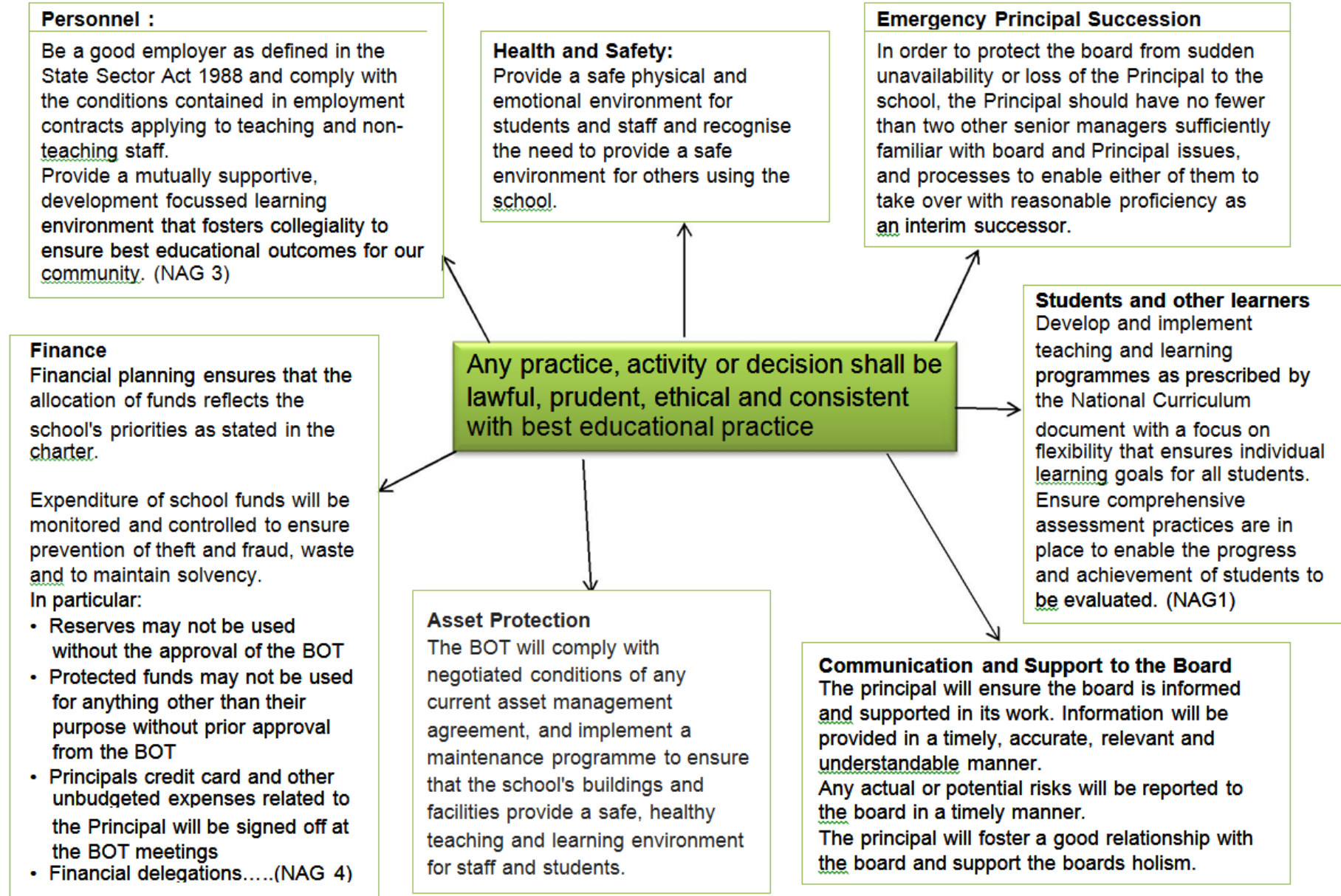
PAPANUI HIGH SCHOOL ANNUAL CYCLE OF CONSTANT IMPROVEMENT



BOT PLANNING AND REPORTING CYCLE



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





Strategic Plan

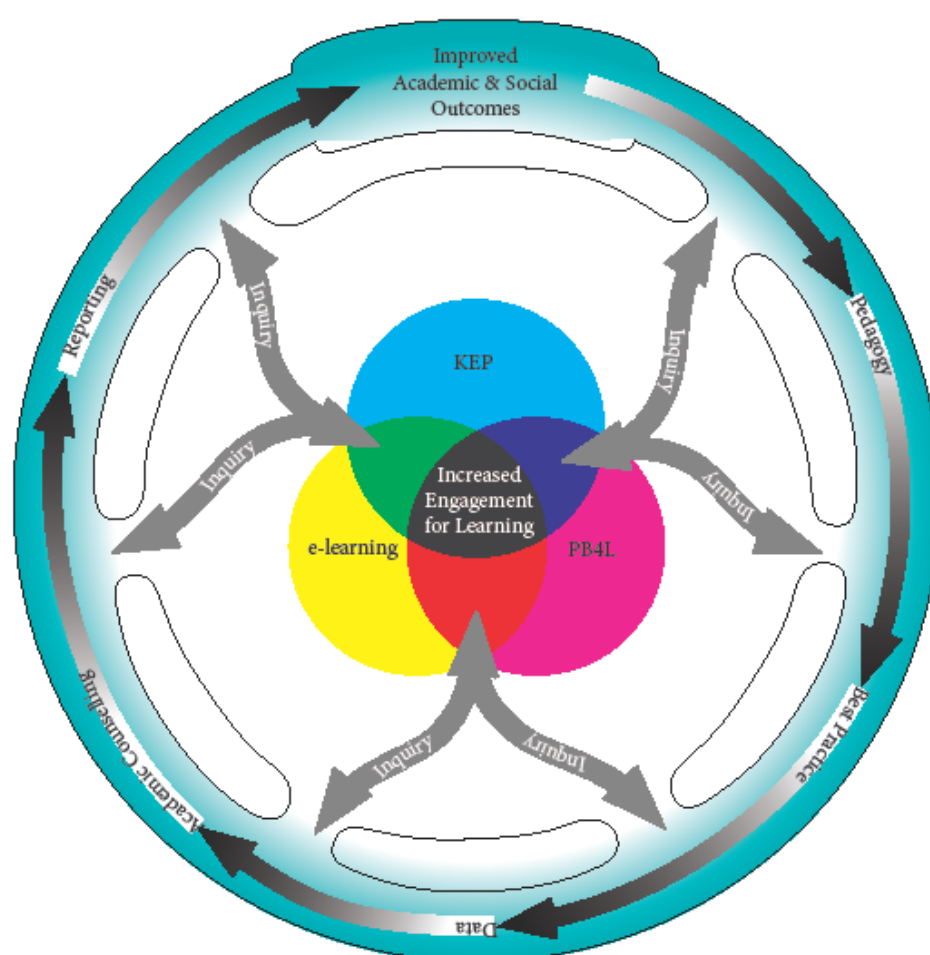
2016 – 2018

Ratified by the Board of Trustees: February 18 2016

PHS Strategic Overview 2016-2018

Increased Engagement for Learning

Strategic Direction
2016 - 2018



PAPANUI HIGH SCHOOL – RECENT BACKGROUND

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

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

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

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

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

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

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

The school operates a well-established distributed leadership model which effectively supports the management of change, succession planning and sustainability. The delivery of effective pedagogy continues to drive the culture of teaching and learning to ensure that value is added to each student's holistic learning and that they leave Papanui High School appropriately prepared for employment, training or further study.

Introductory baseline data and school context

Students' Learning	NCEA ACHIEVEMENT										
		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Year 11 students gaining NCEA Level 1	PHS	64.6	69.6	77.8	74.4	69.6	67.3	61.0	88.1	80.4	82.2
	Nat	59.9	62.7	70.1	71.7	73.4	76.0	77.6	80.1	82.7	85.0
Year 11 Literacy	PHS	84.7	81.2	82.7	82.7	80.7	85.6	81.0	91.9	88.3	88.7
	Nat	75.8	74.6	75.0	78.6	77.4	78.8	82.0	83.3	84.2	82.7
Year 11 Numeracy	PHS	91.7	96.9	95.7	90.8	92.1	93.8	84.3	93.4	86.1	88.3
	Nat	82.9	80.5	80.1	85.5	85.4	77.7	80.2	81.4	82.3	82.6
Year 12 students gaining NCEA Level 2	PHS	53.3	70.4	68.8	64.3	73.3	80.4	74.7	78.1	87.0	86.6
	Nat	63.5	65.0	75.7	75.7	78.9	81.1	82.7	84.3	86.9	88.1
Year 13 students gaining NCEA Level 3	PHS	34.3	43.1	59.0	52.2	54.8	76.0	59.9	71.0	70.2	81.3
	Nat	52.4	54.0	70.3	70.0	72.4	74.3	75.0	77.7	78.8	82.5
UE	PHS	27.6	39.9	50.0	45.9	51.8	71.9	53.4	54.0	43.2	54.4
	Nat	49.5	50.8	65.6	64.3	64.5	65.2	66.0	69.1	58.8	63.0

NOTE: 2011 – Start of Curriculum alignment

2011 – Earthquake derived grades

Scholarships: 2015 - 2 Scholarships were awarded.

NCEA results continue to be very positive, with a continuation of improved outcomes for students. Of significant note is the achievement rate for level 3, moving from 70.2% in 2014 to 81.3% in 2015; and an Excellence achievement rate of 15.8% which is 2.1% above the national average. (These results reflect a three year cohort who have achieved the highest percentage outcomes, from level 1 to level 3). The 2015 results showed for the first time, all 3 NCEA levels achieving above 80% and increasingly students are experiencing and striving for greater success with Merit and Excellence endorsements. Students have been strongly encouraged to strive for personal excellence. This is supported by school wide involvement in academic counseling, which has proved to be a very positive process with staff, students and parents/caregivers. Academic Counseling is being used to support goal

	<p>setting, mentoring and the monitoring of student progress. Part of the Academic Counseling programme is the school wide conference day, which was attended by over 85% of our parent/whanau community.</p>
<p>Student Engagement</p>	<p>A number of strategies are in place to support student engagement:</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>School Organisation and Structures</p>	<p>BOT will ensure that PHS works in an inclusive way to meet its obligations under the Treaty of Waitangi</p> <p>“Any practice, activity or decision shall be lawful, prudent, ethical and consistent with best educational practice”</p> <p>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.</p> <p>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)</p> <p>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)</p> <p>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</p>

	<p>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)</p> <p>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)</p> <p>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:</p> <ul style="list-style-type: none"> •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) <p>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)</p>
<p>Review of Charter and Consultation</p>	<p>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.</p> <p>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.</p> <p>The current Strategic plan was formulated in 2016. The Education Review Office reviewed the school late 2014 and reported very positively in relation to the self-review processes. In light of the ERO review, the school undertook a full community consultation process in 2015 to review and reset the strategic direction for the next three years. Information is identified and gathered from the following sources:</p>

SWOT ANALYSES

- Analyses of the Strengths, Weaknesses, Opportunities and Threats (SWOT) of Papanui High School were carried out with all staff, 60 randomly selected students, and the Parent Teacher Association.

PERCEPTION SURVEY

- A Perception Survey collecting feedback on the school's performance in a wide range of areas is conducted with all staff, all parents, and 150 students every 3 years.

BENCHMARK INDICATORS

- Annual Benchmark Indicators from the MOE give base-line data on achievement

CHANGE PROFILE

- The Change Profile is administered to all staff. The profile focussed on readiness for school improvement

RESEARCH

- Data gathered was supported by national and international research.

CHARTER

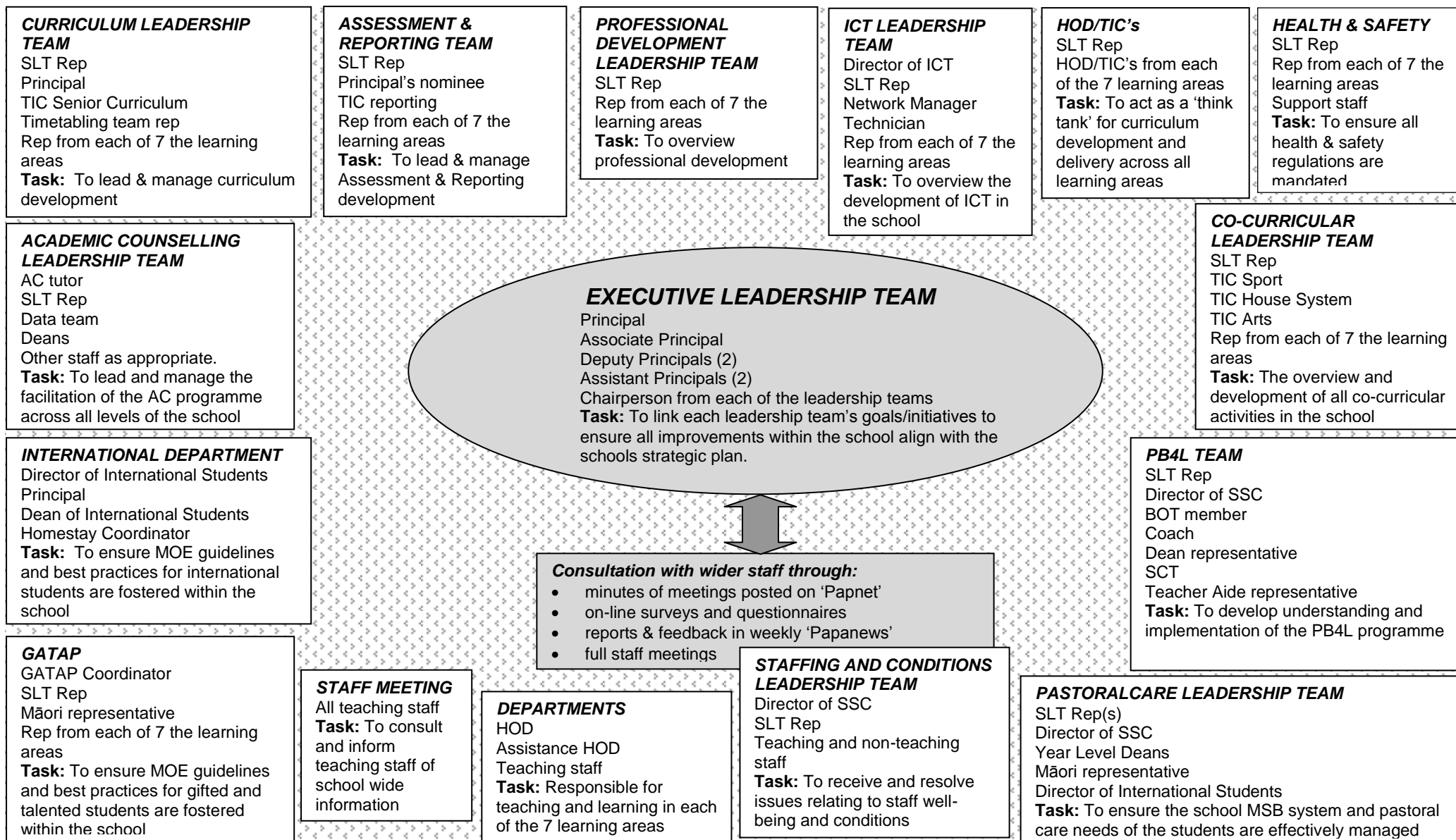
- The Strategic Plan reflects the school's obligations under the NEG's and NAG's which are contained in the school's Charter.

BOARD OF TRUSTEES

- Strategic perspective as governors of the school.

Annual school Improvement Plan BUSINESS AS USUAL – OVERVIEW

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



PAPANUI HIGH SCHOOL – ANNUAL PLAN OVERVIEWS 2016

Papanui High School

Professional Learning and Development (PLD) Leadership Team

Business as usual

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

- Providing 40 minutes of PLD time every Thursday morning.
- Analysing the professional development needs of all staff and communicate any issues with the Senior Leadership Team (SLT).
- Developing strategies to meet the needs that have been identified by the staff and/or by the SLT.
- Facilitating school based PLD.
- Keeping staff informed of any relevant externally run courses and conferences.
- Distributing resources according to the PLD 2015 guidelines, recognising that the needs of individuals and departments vary from year to year.
- Seeking feedback from staff about the success of PLD and make amendments if necessary.

2016 Annual goals

Goals	Responsibility
Support PLD in the school by: <ul style="list-style-type: none">• Providing regular PLD sessions throughout the year.• Structuring the PLD programme around the core business of Increasing Engagement and Learning (IEL).• Ensuring the continuation of inquiry as a focus for improving teaching and learning outcomes.	PLD Team
Plan an effective programme of teacher PLD by: <ul style="list-style-type: none">• Planning and co-ordinating PLD sessions throughout the year.• Providing opportunities for staff to attend individual external PLD.• Ensuring that all PLD is relevant to the IEL school focus diagram*.	PLD Team

*This incorporates improved academic and social outcomes in conjunction with pedagogy, best practice, data, academic counselling and reporting whilst functioning in a teaching and learning environment focussed on KEP, PB4L and e-learning and supported by inquiry practice.

Papanui High School

Curriculum Leadership Team

Business as usual:

The curriculum leadership team will...

- ensure curriculum design and delivery in the school dovetails with the direction informed by the strategic plan
- hold responsibility for new courses and their organisation and timetabling (curriculum design). The team will work with departments to ensure courses meet student needs and where needs are not being met, suggest alternatives. They will also review the school timetable structure
- explore the principles of the NZC and be familiar with the content of all curriculum areas by reviewing on a cyclic basis
- ensure the ICT component of pedagogy is rationalised. A member of the ICT committee will be part of the curriculum leadership team
- circulate and discuss readings of current research and best practice to keep members of the team informed and up to date
- share best practice and facilitate professional learning relating to curriculum design and delivery
- have an awareness of school wide Professional Development and its relationship to Curriculum
- 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
- further the cause of personalised learning
- investigate further pathway courses for 2017 (consider the care industry)
- encourage and support departments to further develop core semester courses in 2017
- attend to any other curriculum business as it arises

Annual Goals 2016

Overarching Goal: to develop actions and initiatives to help at least 85% of students gain NCEA level 2.

New Annual Goals 2016	Responsibility
<ul style="list-style-type: none">• Investigate the connection between building design, modern learning environments and curriculum delivery.	Stt , Wrj, Smj, Tya,
<ul style="list-style-type: none">• Develop a collaborative approach to understanding students' longitudinal	Ptc , Vnm, Krt, Stl,

learning pathways by using the Papanui Redwood Cluster to gain a greater understanding of year 7 and 8 learning and the transition for these students to PHS.	
<ul style="list-style-type: none"> Review our junior curriculum as a means of identifying how we can better meet the needs of students moving towards level one NCEA. 	Krt , Arl, Csg, Slm, Blk
<ul style="list-style-type: none"> Implement the Papanui Curriculum Framework – Curriculum mapping 	Stl , Ptc, Slm, Smj
<ul style="list-style-type: none"> Continue to trial SOLO taxonomy with specifically identified classes 	Trp , Tya, Mrn, Mcr, Wlj
<ul style="list-style-type: none"> Embedding the utilization of vocational pathways framework (Youth Guarantee – ART) through developing Vocation/Achievement Standards mapping to identify alignment for specific student pathways 	Arl , Trp, Slm, Mcr, Wlj, Cse, Smj
<ul style="list-style-type: none"> Investigate developing a school curriculum document i.e. student Graduate Profile. 	Put on hold till 2017

**Papanui High School
Assessment and Reporting Leadership Team**

Business as usual

1. Reports

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

2. Assessment

- Liaise with PD/Curr/ Exec Man to see to what priority/extent assessment practice has in the bigger picture for the following year
- Ensure that staff are familiar with advances in assessment theory eg assessment for learning
- Provide a forum to describe changes in assessment practice
- Research changes through literature search or by visiting pillars of assessment practice
- Lead changes that are agreed through staff development
- Timetable for whole school assessments eg Formative assessments for externals
- Set up of end of year examinations and liaison with Examination manager

3. NCEA

- Provide support to the Principal's nominee regarding policy for NCEA at Papanui
- Be involved with the internal review of NCEA procedures at PHS
- To Audit departments on their Assessment practices in line with NZQA expectations

2016 Annual Goals:

Goals	Responsibility
<ul style="list-style-type: none"> • Implement changes to our formal reporting so that they encourage our students to be more engaged in their learning and so the reports are more meaningful to parents 	A & R cte
<ul style="list-style-type: none"> • Ensure that entries for Senior end of year examinations are appropriate and aligned with the Academic Counselling for Senior students • Using data collected from the engagement reports to help Departments, Deans and Form Teachers advise students and parents to make timely, appropriate decisions 	A & R cte
<ul style="list-style-type: none"> • <i>To further refine the 'Formative Assessment for externals' during terms 3 and 4. This is to encourage greater student productivity with regards to effective learning and preparation, for NCEA achievement</i> 	A & R cte
<ul style="list-style-type: none"> • <i>To monitor and embed 'Real Time' reporting to ALL levels of the senior school (Y11-13) to ensure reporting requirements are being met.</i> • <i>To develop a quality assurance system for monitoring both engagement reports and written reports (mid/end year & real time) to ensure they meet best practice standards re: completion on time and quality.</i> • <i>To explore ways of assessing & reporting against the 'Key Competencies'</i> 	A & R cte
<ul style="list-style-type: none"> • <i>To implement recommendations from 2015 MNA to ensure appropriate systems are in place to meet NZQA requirements and for best assessment</i> 	Hlg, Ata

<i>practices.</i>	
<ul style="list-style-type: none"> • <i>Review junior assessment practices/procedures across departments to check re: consistency, methods used, reporting grades/levels used.</i> 	A & R cte

Papanui High School

e-learning Team

Business as usual

- Manage sending of e-mails and texts to notify parents and community
- Manage papNET, MyPortfolio, Google Apps, 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

2016 Annual Goals <input type="checkbox"/> A whole school and community vision for ICT will be developed following further consultation with staff, students and families.	Facilitator of e-learning, SLT with oversight for ICT Principal / Staff / Community
The strategic plan will reflect how students needs are being met using ICT.	Principal / SLT
Students and the community will be given a chance to reflect on the impact of e-learning and digital technologies.	Facilitator of e-learning, SLT with oversight for ICT e-learning committee
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. In 2016 this will include investigating 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.	SLT with oversight for ICT /ICT Sub-Committee, RCG
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Continue to develop school-wide systems to ensure continued running of a reliable infrastructure.	RCG
Monitor technical support to ensure adequate cover is provided to meet staff and student needs.	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. All students will be encouraged to bring a BYOD to school.	Facilitator of e-learning,
Policies will be developed around cyber safety and digital citizenship. Policies will be developed to ensure that we provide a safe digital environment for students.	Facilitator of e-learning, SLT with oversight for ICT, e-learning committee / Deans
Digital citizenship course will be completed by all Year 9 students early in 2016. Staff understanding of digital citizenship will increase so they are confident to talk about digital citizenship.	Facilitator of e-learning, SLT with oversight for ICT

Increased Engagement for Learning.

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

Co-curricular/Student Leadership and Engagement

Business as Usual

- Encourage all students and ensure staff are involved in the wide variety of co-curricular activities offered by the school
- Provide opportunities for students to develop leadership skills through a range of activities including Leadership Development teams, Councils, Sport, Arts, Culture, Community Activities and Curriculum.
- Promote leadership and engagement through the Co-curricular Activities Committee (CCAC). CCAC oversees the running of co-curricular activities and sub-committee groups in the school e.g. School Council, Sports Council, Arts Council, Junior Leadership Team, Year 12 Leadership Team, Houses, Peer Support, Health Council
- The committee has approximately 12-15 members, several of which have specific areas of responsibility. Members of the committee don't necessarily run groups/events but act as a liaison between the individuals that do and the CCAC.
- Co-curricular also oversees activities such as Fundraising.
- The committee meets 2-3 times a Term as part of the Monday meeting cycle.
- The role of the committee is to encourage students to get involved in school activities, encourage student lead initiatives, enhance school spirit/ pride and ownership, provide and develop student leadership and service opportunities, discuss school wide co-curricular issues, make decisions surrounding new initiatives, distribute co-curricular funding if and when required
- Provide and develop mentoring programmes to meet student needs

Annual Goals 2016

Annual Goals	Responsibility
<ul style="list-style-type: none"> • Further developing the School Council so that its function better represents the student population at school, by changing the election processes and order of business for student leadership committees, starting in term one. 	KRT, STC, RSG, RBR, SLM,
<ul style="list-style-type: none"> • Further develop the House System at school, so that it sustains student involvement and enjoyment, by encouraging some new initiatives 	STC, KRT, Staff House Leaders
<ul style="list-style-type: none"> • Improve the organization and management of the staff committee which supports student fundraising in the school 	KRT, MCR, ANS, RSG, RTJ, JNH, MRL, HSD

Papanui High School

Workplace Health and Safety Leadership Team

Business as usual

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

2016 Annual goals

Goals	Responsibility
<ul style="list-style-type: none">• To update and then implement the Health and Safety protocols and policy (legal requirements) expected for each learning department in the school, and a policy to protect such incidents outside of the classroom, within the school site	HLJ, KRT, PRG, WSP
<ul style="list-style-type: none">• To develop initiatives, over and above abiding by legal requirements, which will further aide departments/whole school to provide a healthy and safe environment	Health and Safety team

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.

2016 Annual goals

Goals	Responsibility
<ul style="list-style-type: none"> • Continue to provide a support network for staff to raise issues of concern 	Staffing and Conditions Leadership Team
<ul style="list-style-type: none"> • To seek solutions that are timely and appropriate for issues raised 	Staffing and Conditions Leadership Team
<ul style="list-style-type: none"> • To continue to monitor staff wellbeing in the light of ongoing stresses, both after the earthquake series and as a consequence of working in an education environment 	Staffing and Conditions Leadership Team
<ul style="list-style-type: none"> • Assist management where appropriate in establishing and maintaining a positive work environment for all staff, which meets workplace expectations relating to staff emotional safety and wellbeing 	Staffing and Conditions Leadership Team

Papanui High School

Executive Leadership Team

Business as usual

Key Tasks:

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

2016 Annual goals

Goals	Responsibility
<ul style="list-style-type: none">• To link each leadership team's goals/initiatives to ensure all improvements within the school align with the schools strategic plan.	All members of the Executive Leadership Team

Papanui High School

GATAP (Gifted and Talented at Papanui)

Business as usual

- GATAP helps highly academic students achieve personal, academic and life goals
- GATAP flyer which is given to all prospective students at Open Evening and all Year 9 students:
- Students selected for GATAP programme after the completion of all diagnostic testing in Term 1.
- Students who score highly (top 10%) across the range of diagnostic tests performed are then offered academic and leadership challenges as summarised in the flyer.
- Students are also offered a range of individualised opportunities which will best meet their personalised learning needs. These include multi-leveilling, acceleration, extension and mentoring as appropriate.

- GATAP co-ordinator undertakes extensive one on one interviewing programme to provide differentiated learning. These take the form of 20 min interviews with each student. The data gathered during these interviews updates the personal profiles on all students in the programme and facilitates Dwj working with students to set achievable goals. Dwj interviews early in the year and at the end of the year in Year 9; in Term 2 and end of year in Year 10 and 11. The academic counselling day is used to interview Year 12 and 13 students.
- Various group EOTC opportunities are advertised and offered throughout the year. E.g. Philosophy , DofE Hillary, conferences, ICAS tests, creative writing, competitions, Model UN, FPS competitions, Poetry Slam, visiting speakers and workshops.
- GATAP register maintained on G drive

2016 Annual goals

2016 Goals	Responsibility
1. Set up GATAP support team - Year 9 Form teachers, Dean, Student support and HOD Maori receive monthly email updates. Term 1.	Dwj
2. After consultation with HOD Maori, develop school wide strategies to encourage highly able Maori students with target of counteracting the deficit mind set around Gifted found amongst Maori community and others. Also incorporate Maori definitions of Gifted and Talented in Papanui High School's culture. This will draw on the wealth of Te Ao Maori wisdom and enrich Pakeha and community understanding of what being "Gifted and Talented" actually means.	Dwj, Srt. Term 2
3. Continue to embed Duke of Edinburgh Hillary award as part of GATAP programme offered to GATAP students. Dwj to act as administrator for this.	Dwj Term 1-4
4. More differentiated Acceleration opportunities offered meet the needs of highly able learners' appropriate students in Years 10, 11 and 12 as appropriate.	Dwj Term 2-4

Papanui High School

Pastoral Care

Business as usual 2016

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

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

- Oversee the general wellbeing of all students in the school
- Monitor student progress and behavior.
- Monitor student attendance.
- Offer support to colleagues/students.
- Continue to provide a support network for students to meet their social, emotional and behavioural needs
- Use data to determine effectiveness of pastoral interventions.
- Identify students with particular learning needs (supported learning or gifted/talented)
- Create a culture of belonging within the school year/group
- Promote assemblies to celebrate student success.
- Offer responsibilities and leadership opportunities to students.
- Continue to support the development of positive relationships between staff, parents and students as the underpinning of our school.
- Work with the careers department to plan appropriate pathways for students

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

2016 Annual Goals

2016 Goals	Responsibility
<ul style="list-style-type: none">• Develop processes and practices that ensure engagement reports support the work of the pastoral team	Pastoral Care Leadership Team
<ul style="list-style-type: none">• To accurately record all pastoral information relevant to each student on Kamar, allowing data to be analysed to inform practice	Pastoral Care Leadership Team
<ul style="list-style-type: none">• Positively define behavioural expectations to all staff and students and the procedures for teaching these expectations	PB4L Team
<ul style="list-style-type: none">• Explore Systems and practice re restorative practice and the resources available to support this	PB4L and Pastoral.
<ul style="list-style-type: none">• Continue to integrate "Papanui Pride" as the underlying values of the school	PB4L Team
<ul style="list-style-type: none">• Continue to explore pathways for year 12 and 13 students who aren't academically focused	HoDs, Curriculum, Pastoral.

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

2016 Annual goals

Goals	Responsibility
<ul style="list-style-type: none">• Each department sets relevant goals each year that guide the development of the learning areas. These goals directly link with each teachers appraisal goals.	HOD/TIC and department members

Papanui High School

HOD Leadership Group

Business as usual

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

Key Tasks:

- Provide leadership for and across curriculum learning areas
- Provide support each other and aspiring middle leaders in a professional and social manner
- Network with each other and other middle leaders to share 'best practice' and develop leadership capacity
- To act as a 'Think tank' and to manage change

- Provide feedback to the Senior Leadership Team and other leadership groups on current & proposed initiatives
- Engage in ongoing professional learning
- Lead/facilitate PD for department members
- Focus on improving student outcomes
- Use data to review and revise existing programs and processes

2016 Annual goals

Goals	Responsibility
<ul style="list-style-type: none"> • Share best practice amongst HOD/TIC relevant to curriculum delivery, course design and implementation, leadership development and administration. <ul style="list-style-type: none"> ○ <i>A specific measurable goal will be added, that aligns to the school strategic direction, by the end of term 1. This goal in 2016 may relate to appraisal or vetting of students into subjects for the following year</i> 	HOD/TIC committee
<ul style="list-style-type: none"> • Using the “Improvement plan for Learning” document, identify Year 12 students at risk of not achieving and implement strategies to improve learning outcomes. 	HOD/TIC committee

Papanui High School

Staff meetings

Business as usual

Key Tasks:

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

2016 Annual goals

Goals	Responsibility
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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**

Strategic Plan 2016

Strategic Goals:

1. To provide a safe, caring, stimulating and welcoming environment that meets the educational, cultural and social needs of the international students and their families.
2. To provide a unique Papanui High School, Christchurch, Canterbury and New Zealand experience which allows international students to examine their own beliefs and values and offers them opportunities to share and expand their own experiences.
3. To be professional in our business conduct and in our relationships with clients and partners and with the resources we have available, give the highest level of customer service, so that we can successfully attract, retain and recruit international students from a range of countries for now and for the future.

Department Goals: Business as usual

1. To provide a quality New Zealand educational experience
2. To improve interaction and help international students from all cultures engage at school and in NZ life in general
3. To form strong relationships with effective agents and guardians in new and existing markets
4. To operate efficiently and integrate international business with the school systems

Annual Goals:

1. To gather and analyse data for Level 2 NCEA students to ensure correct placement in class
2. To identify those students at risk either by subject, NCEA Level or literacy and numeracy credits.
3. To track progress
4. Action support as appropriate.

Responsibility:

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Papanui High School

Academic Counselling

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

Business as usual

- On-going review and development of timeline for application of AC each year (in consultation with A & R)
- Collect student achievement data,
- On-going Investigation and development of formatting/presentation/analysis of achievement data.
- Facilitate/distribution of data
- Organise Parent Conferencing Day
- Organise and manage the Academic Counselling Interviews.
- Facilitate and support staff PD on how to use KAMAR as a tool to analyse data for counselling conversations with students and parents
- On-going Investigate and supported facilitation of careers education for staff
- Identify mentors for 'at risk' students, and support them to 'improve engagement, achievement and retention".
- Coordinate and Support teachers who identify 'at risk' students and want to mentor and provide added assistance through the AC process
- Communicate with the community regarding AC using papNet and community news
- AC committee Liaise with Careers to identify viable pathways
- Provide information to Support course selection process to ensure students are placed in an appropriate course of learning
- Align key dates with assessment and reporting so AC interviews include conversation about recent student academic progress

2016 Annual goals

Goals	Responsibility
The Academic Counseling process will continue to successfully run at a whole school level	AC Leadership Team and sub-groups as allocated.
Improve outcomes for all students, particularly Maori, Pasifika, and students with special needs.	
Accelerate progress of students performing below expectations.	
Develop an appropriate timeline that aligns with the school calendar to formalise the process and ensure its effectiveness.	

<p>Align year level strategic counselling</p> <p>Reduce mentor group sizes to improve efficiency and connectedness.</p> <p>Investigate PLD opportunities to improve “staffs” effectiveness in their use and knowledge of data analysis and careers education.</p>	
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Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2016 – 2018		
		2016	2017	2018
<p>Curriculum – innovation and design</p>	<p>Student Learning, Engagement and Transition</p> <p>Provide a curriculum framework that aims to support all students achieving a minimum of level 2 and/or successfully transition to further study or employment</p> <p>Ensure all students' academic studies dovetail into an appropriate pathway beyond secondary education</p> <p>Investigate how student interest and strengths can underpin class placement and learning context</p> <p>Inquiry imbedded into school wide practice</p>	<ul style="list-style-type: none"> • Implement the Papanui curriculum framework – Curriculum Mapping • Trial SOLO taxonomy with specifically identified classes • Embedding - Access and Utilise vocational pathways framework (Youth Guarantee – ART) • Vocation/Achievement Standards mapping to identify alignment for specific student pathways. • Review and research junior course Pedagogy/structure (MLP &MLE) to increase student choice/personalise learning • Review the process that supports the implementation of an effective timetable • Transition 'cluster working party' looking at strategies to interpret entry data for 	<ul style="list-style-type: none"> • Review the Papanui curriculum framework – Curriculum Mapping • Review trial SOLO taxonomy groups and share Best practice • Monitor and review student outcomes from vocational pathways framework (Youth Guarantee – ART) • Ongoing PLD to build/sustain up to date and relevant knowledge of curriculum courses 'Pathway' concept • Implement findings as recommended. • Monitor the implementation of the 2017 timetable to review effectiveness of 'Process Changes'. • Implement findings to improve transition to high 	<ul style="list-style-type: none"> • Ongoing updates and continuous review • Extend SOLO taxonomy implementation with targeted PLD support. • Ongoing updates and continuous review • Review and research Timetable structure to continuously meet the needs of curriculum design • Full review Year 8 to 9

		<p>Year 9 and align across schools.</p> <ul style="list-style-type: none"> • Explore potential new pathway courses • Explore subject areas with a view to expand the range of semester courses available for level 2 and 3 • Review Year 9 &10 engagement with BYOD to enhance learning 	<p>school and obtain accurate learning profile for each student.</p> <ul style="list-style-type: none"> • Establish commonality from contributing schools to improve understanding of students' knowledge base on entry • Develop newly identified pathway courses for implementation in 2018 <p>Review semester frame work</p> <ul style="list-style-type: none"> • Broadening of BYOD to Year 9 -11 to enhance learning 	<p>transition processes to align commonality of entry data for student profiling.</p> <ul style="list-style-type: none"> • Implement newly identified pathway courses from 2017 • Broadening of BYOD to Year 9 to 12 to enhance learning
Data	<p>Student Learning, Engagement and Monitoring</p> <p>Through the monitoring of achievement and engagement data student outcomes will be regularly analysed to determine the need for intervention</p>	<ul style="list-style-type: none"> • Appointment of a manager of data systems to build capacity of data team to ensure ongoing delivery of quality information. • Develop a clear process for the requesting of 'data' that clearly articulates the purpose and school application. • Develop of a process to present longitudinal achievement data to 	<ul style="list-style-type: none"> • Monitor current Data team personnel and recruit as required. • Review and refine process and amend as required to ensure it is fit for purpose. • Review, refine and research ongoing technical upgrades to 	<ul style="list-style-type: none"> • Ongoing updates and continuous review.

		<p>support school wide reporting and Academic Counselling.</p> <ul style="list-style-type: none"> • Develop staff competency using KAMAR and other data manipulating packages to individually analyse student performance and to teaching as inquiry. • Analysis of Students 'proposed career pathways' and to inform curriculum development. • Data analysis from each Year level to support the implementation and refinement of existing strategies to engage Maori/Pasifika and other identified priority learners to enhance the teaching and learning culture. • Monitor discipline and Pastoral Care data to support PB4L Team • Analyse the trends with BYOD from Year 9/10 2015/2016 • Communicate entry data findings with contributing schools to ensure consistency and relevance for successful transitioning 	<p>continue process of data gathering.</p> <ul style="list-style-type: none"> • Develop methods to use student entry data as predictor of academic achievement so as to set goals with students for succeeding years • Survey staff as to improvements gained from self-analysis of data gathered as part of teaching as inquiry • Cross reference data with current curriculum and inform curriculum committee. • Maori/Pasifika and other identified priority learners data will continue to be produced and/or monitored to ensure developers of student programmes are able to make data based decisions. • Ongoing as requested. • Gather and analysis data on the effectiveness of the introduction of BYOD for all Year 9 2016 and Year 9 in 2015 	<ul style="list-style-type: none"> • Continually improve systems to produce data in response to specific requests. • Analyse NCEA and classroom data throughout the year to determine improvements due to the introduction of BYOD 2 years previously. • Review methods of gathering data for priority learners to improve access to and usefulness of data to staff.
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<p>Academic Counselling</p>	<p>Student Learning and Engagement</p> <p>Improve outcomes for all students, particularly Maori, Pasifika, and students with special needs.</p> <p>Accelerate progress of students performing below expectations.</p>	<ul style="list-style-type: none"> • Academic Counselling is fully implemented, and its Leadership team becomes a standing Committee as per the BAU. • Investigate AC form group mentoring concept, with the goal to make smaller groups (approx. 20). • Trial implementation of a secondary person to selected form classes to reduce mentoring group size. • AC team will continue to drive data analysis and use this to support the identification of strategies to improve 'personalised learning' outcomes. • Trial AC internally developed student summary NCEA data profile sheets for Years 11-13 • Meaningful data provided for mentor to engage with the student, and 'families/Whanau' to support appropriate personalised learning pathways for all students. • Mentoring strategies reviewed and refined for AC specific year level 	<ul style="list-style-type: none"> • Academic Counselling team to ensure capacity building and succession planning is sustained. • Present findings and determine action plan. • Review effectiveness of reduced size and relationship of mentor. • Ongoing updates and continuous review • Review effectiveness of data presented and refine/modify as necessary. 	<ul style="list-style-type: none"> • Ongoing self-review
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		<p>outcomes and individual student needs.</p> <ul style="list-style-type: none"> • On-going Professional Development and the use of best practice to meet school wide and individual mentor needs. • On-going Investigation and supported facilitation of careers education for staff • Working in with MOE initiative re identification of 'At Risk' junior students. For the purpose of developing a pathway which will lead to improvements in engagement, achievement and retention. • Apply proposed timeline for application of an annual AC programme. • Incorporate AC programme for new staff and PLD on how to use KAMAR as a tool to analyse data for counselling conversations with students and parents 	<ul style="list-style-type: none"> • On-going Professional Development opportunities provided to meet school wide and individual mentor needs • Continued identification of 'At Risk' Junior Students and the development of Learning Pathways to achieve Level Two. • On-going review and development of timeline for application of AC each year • Five year review of the academic counselling process will take place to identify the impact on student achievement • Introduction of academic conference for individuals pre-start of the year. 	
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<p>Real Time reporting</p>	<p>To provide up-to-date information on learning outcomes for student and parents/caregivers.</p>	<ul style="list-style-type: none"> • Staff will use Real time Reporting (RTR) as the main form of presentation of Learning Outcomes for subject studied in the senior school. • Develop templates/exemplars for staff to use as best practice to support quality information about student progress. • Track the frequency and quality of comments produced by staff. • Provide ongoing PLD to support staff. • Develop a clear process to inform and deliver RTR to the community. • Survey community to determine effectiveness of RTR in relation to accessibility and quality of information provided. 	<ul style="list-style-type: none"> • Review Individual quality of RTR produced and provide PLD as required • Investigate and develop a framework for junior RTR. • Trial Junior RTR in term 4. • Survey Trial group (parents/caregivers) to determine effectiveness of RTR in relation to accessibility and quality of information provided. 	<ul style="list-style-type: none"> • Embedded process for school wide RTR • Ongoing updates and continuous review
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<p>Professional learning and Development</p>	<p>Facilitation of school wide and individual professional development.</p>	<ul style="list-style-type: none"> • Develop a process to Integration school wide PLD projects to show connection and increase effectiveness of engagement for staff. • Inquiry will be used staff wide to facilitate change through Individual and collaborative school wide PLD. • Self- reflection through PDC to facilitate ongoing personal PLD • Survey staff to reflect on current and possible future PLD direction 	<ul style="list-style-type: none"> • Review and refine the process of Integrating PLD projects to ensure connections and outcomes are maximised. • Review and monitor the effectiveness and application of the inquiry model. • Ongoing updates and continuous review 	<ul style="list-style-type: none"> • Deliver quality PLD in which staff can clearly see and understand the inter-relationships for increased personal and student outcomes. • Use best practice to further support, encourage and embed the inquiry model with staff. • Ongoing updates and continuous review
<p>Professional Development Focus PB4L</p>	<p>Student Learning, Engagement & Behaviour</p> <p>Through the monitoring of student behaviour data and the development of a school wide values system, student learning outcomes will improve.</p> <p>Teachers will use and understand behavioural management strategies to support student centered learning.</p>	<ul style="list-style-type: none"> • PB4L professional learning becomes part of the increased engagement for learning PLD. • Continue involvement in PB4L professional learning opportunities with Ministry of Education. • New staff induction will include “Papanui Pride” values. • Continue to embed the agreed school wide values “Papanui Pride” explicitly into school culture inclusive of 	<ul style="list-style-type: none"> • PB4L professional learning is an integral part of the increased engagement for learning PLD. • Continue involvement in PB4L professional learning opportunities. • New staff induction will include “Papanui Pride” values. • “Papanui Pride” values embedded explicitly in school culture, inclusive of whakatouki and other relevant connections to Maoritanga. • Restorative practices are 	<ul style="list-style-type: none"> • PB4L professional learning is an integral part of the increased engagement for learning PLD. • Continue involvement in PB4L professional learning opportunities • New staff induction will include “Papanui Pride” values. • Embed “Papanui Pride” values explicitly in school culture, inclusive of whakatouki and other relevant connections to Maoritanga. • Restorative practices are

		<p>whakatouki and other connections to Maoritanga.</p> <ul style="list-style-type: none"> • Restorative practices are investigated to support the intentions of Kia Eke Panuku. • Behavioural data is analysed to inform current status and improve best practice. • Support the continuation of the student team to work with the wider school to model and embed the school values. 	<p>introduced and used by staff to support the intentions of Kia Eke Panuku.</p> <ul style="list-style-type: none"> • Behavioural data is analysed to inform current status and improve best practice. • The student team works with the wider school to model and embed the school values. • The student team looks at ways of sharing ideas about Restorative Practice with other students 	<p>understood and are used by staff and students to support the intentions of Kia Eke Panuku.</p> <ul style="list-style-type: none"> • Behavioural data is routinely analysed to inform current status and improve best practice. • The student team works with the wider school to model and embed the school values. • The student team demonstrates restorative practice. • Review PB4L progress made to date
<p>Professional Development Focus</p> <p>Kia eke panuku</p>	<p>Staff development for student learning and engagement</p> <p>Kia Eke Panuku is a school wide change project reflecting the Principles of Ka Hikitia- raising educational achievement for Maori.</p> <p>The professional learning aspect of this will underpin the school's PLD programme Increased Engagement for Learning, by providing teachers support in developing their own</p>	<ul style="list-style-type: none"> • Targeted teachers working towards developing Culturally Responsive and Relational pedagogy with 50% of teachers integrating these into their practice by the end of 2016. • Students are given support to connect with their learning and create their own Kaupapa. • Teachers understanding what students having 	<ul style="list-style-type: none"> • All teachers working towards developing Culturally Responsive and Relational pedagogy with 85% of teachers by the end of 2017 using these pedagogies with 50% using them with confidence. • New teachers are explicitly inducted into Culturally Responsive and Relational Pedagogy. • Students connected with learning and are given support to create their 	<ul style="list-style-type: none"> • By the end of 2018 Culturally Responsive and Relational pedagogy will be the dominant teaching culture at Papanui High School. • Students are connected with learning and have their own Kaupapa. • Teachers connected with the kaupapa of students. • 95% of teachers using shadow coaching and evidence based inquiry by 2018.

	culturally responsive and relational pedagogy.	<ul style="list-style-type: none"> • their own kaupapa is. • 50% of teachers using shadow coaching and evidence based inquiry by 2016. 	<p>own Kaupapa.</p> <ul style="list-style-type: none"> • Teachers supporting students with their kaupapa. • 75% of teachers using shadow coaching and evidence based inquiry by 2017. 	
Professional Development Focus E-learning	<p>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.</p>	<ul style="list-style-type: none"> • Teachers investigate technologies that can be used to enable collaborative inquiry focussed teaching to take place. • Departments share best practice and knowledge to increase subject based confidence with e-learning and begin to integrate into all schemes of work. • Staff use the SAMR model to reflect where they are at in using e-learning pedagogies and as part of their inquiry and in collaboration with other staff incorporate increased e-learning into their practice 	<ul style="list-style-type: none"> • 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. • 60% of teachers are using eLearning at the M and R levels of the SAMR model. 	<ul style="list-style-type: none"> • Blended student centered collaborative learning experiences based on evidence based inquiry will be evident. • Sharing of best practice and student centered collaborative learning is embedded into department teaching and learning. • 75% of teachers are using elearning at the M and R levels of the SAMR model.

<p>Roll Growth</p>	<p>To manage student numbers in line with resourcing</p>	<ul style="list-style-type: none"> • Cohort national Birth-rate negative impact. Decrease at Year 9. • Reviewed historical retention rate data in line with increasing achievement outcomes from students NCEA. • Monitor Year10-13 transitioning students in zone to Papanui High School. • Review retention rate in-line with Secondary/tertiary programmes. • Monitor/manage post-earthquake resettlement. Potential for growth through subdivision developments. • Monitor and manage employment of Staff due to roll fluctuations • Review contributing school data for student intake, historical and current. • Track actual student enrolment placement from contributing schools. • Review and adjustment of semester and timetable structure to accommodate class size, viability and 	<ul style="list-style-type: none"> • Cohort national Birth-rate neutral impact. Return to standard Year 9 intake. • Cross reference adjustments to retention rate, transition of Year 10-13 students with cohort birth rate to predicted roll for PHS. historical retention rate • Monitor impact on of Secondary/tertiary interface with senior student numbers. • Monitor/manage post-earthquake resettlement. Potential for growth through subdivision developments. • Monitor and manage employment of Staff due to roll fluctuations • Monitor and review contributing school data for student intake, historical and current. • Track actual student enrolment placement from contributing schools. • Review and adjustment of semester and timetable structure to accommodate class size, viability and 	<ul style="list-style-type: none"> • Cohort national Birth-rate impact negative. Potential decrease at Year 9. • Ongoing updates and continuous review • Ongoing updates and continuous review • Monitor/manage post-earthquake resettlement. Potential for growth through subdivision developments. • Monitor and manage employment of Staff due to roll fluctuations • Ongoing updates and continuous review • Track actual student enrolment placement from contributing schools. • Ongoing updates and continuous review
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		<p>differentiated course structure.</p> <ul style="list-style-type: none"> • Review out of zone intake with MOE working party. • Monitor Catchment/zone numbers and the type of secondary school education selected. • Liaise with MOE re-property growth as required. 	<p>differentiated course structure.</p> <ul style="list-style-type: none"> • Amend out of zone intake policy at PHS in-line with working party outcomes and catchment/zone numbers. • Liaise with MOE re-property growth as required. 	<ul style="list-style-type: none"> • Monitor impact of policy and catchment/zone numbers with historical school numbers. • Liaise with MOE re-property growth as required.
<p>School Finance & Property</p>	<p>Operate within annual grants and current constraints imposed by the Ministry for property development. Continually upgrade and beautify environment.</p> <p>Prepare an annual budget which reflects the schools objectives and priorities for the allocating of funds.</p>	<ul style="list-style-type: none"> • MOE Property Visioning including MLE and prototyping • Implementing basic repairs and maintenance programme • Provide opportunity through Workbridge for reintegration into the work force (at least 2 people per year on 6 months contract) • Ensure annual accounts are prepared with the Audit Office requirements and all information is available in line with legislation • Day to day accounting functions are carried out 	<ul style="list-style-type: none"> • MOE Develop master plan • Review and continue basic repairs and maintenance programme • Review and extend a contract for 1 year – explore the option of permanent employment. • Align current annual accounts with Auditors amendments and specified instructions. • Review management guidelines and process 	<ul style="list-style-type: none"> • MOE/BOT - Look to initiate building projects identified in master plan which incorporate the use of locally raised funds • Review and continue basic repairs and maintenance programme • Align current annual accounts with Auditors amendments and specified instructions. • Review management guidelines and process

		<p>in accordance with management guidelines and process for the school</p> <ul style="list-style-type: none"> • Maintain control of expenditure to ensure Boards funds are kept within the school budget • To grow locally raised funds through increasing the number of International students (50 FTE's) to support resourcing within the school. 	<p>for day to day accounting and implement changes as appropriate.</p> <ul style="list-style-type: none"> • Review measures for control to ensure effective identification of financial management. • To grow locally raised funds through increasing the number of International students (55 FTE's) to support resourcing within the school. 	<p>for day to day accounting and implement changes as appropriate.</p> <ul style="list-style-type: none"> • To grow locally raised funds through increasing the number of International students (60 FTE's) to support resourcing within the school.
<p>Health and Safety</p>	<p>New Health and Safety Act is effective as at April 4 2016</p> <p>Ensure school environment is safe, and meets the academic needs of the school.</p>	<ul style="list-style-type: none"> • Health and Safety Committee meet to discuss issues and review and implement any changes in Health and Safety act to keep up to date with requirements • Investigate 'expert' advice to help support continued application of the H&S act. • Identify current Health and safety issues exposed by property fund freeze and action MOE support. 	<ul style="list-style-type: none"> • Embed any changes in Health and Safety act to keep up to date with requirements • Investigate 'expert' advice to help support continued application of the H&S act. • Identify current Health and safety issues exposed by property fund freeze and action MOE support. 	<ul style="list-style-type: none"> • On-going review and update Health and Safety act to keep up to date with requirements • Investigate 'expert' advice to help support continued application of the H&S act. • Identify current Health and safety issues exposed by property fund freeze and action MOE support.

		<ul style="list-style-type: none"> • Engage MOE property manager to confirm status of identified issues. • 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 • Ensure police vetting is applied to all staff/volunteers and contractors • Review and update emergency procedures and staff/student welfare 	<ul style="list-style-type: none"> • Engage MOE property manager to confirm status of identified issues. • 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 • Ensure police vetting is applied to all staff/volunteers and contractors • Review and update emergency procedures and staff/student welfare 	<ul style="list-style-type: none"> • Engage MOE property manager to confirm status of identified issues. • 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 • Ensure police vetting is applied to all staff/volunteers and contractors • Review and update emergency procedures and staff/student welfare
Personnel	Staff employment and meeting professional standards	<ul style="list-style-type: none"> • 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 • Appraisal – a pilot to trial a model which includes 	<ul style="list-style-type: none"> • Gather data from staff groups/departments with identified employment requirement ie balance of provisional, 3-7year and experienced teachers to ensure a balanced representation is met. • To engage a greater number of staff in the 	<ul style="list-style-type: none"> • Continuous Review to ensure succession planning in embedded in the culture of staff development and replacement • The model moves from

		<p>‘ a learning enquiry’ to enable teachers to learn more from their practice, as well as self reflect on the year.</p>	<p>pilot, after holding an initial review, and making any necessary adjustments to the model</p>	<p>being a pilot to becoming an agreed upon, mandated, full staff requirement.</p>
<p>Community Engagement</p>		<ul style="list-style-type: none"> • Plan and action the process for community engagement to gather data to develop strategic direction for 16-18 • Strategic promotion and marketing of community education to build numbers to make this an economically viable resource for the community. • Review partnership to ensure they are meeting the schools needs and actively seek further community partnerships that enhance the learning of students and support the various ‘needs’ of each organisation where appropriate. 	<ul style="list-style-type: none"> • Implement strategic direction for 16-18 • Review strategic promotion and marketing of community education to assess that the numbers attending make this an economically viable resource for the community. • Review partnership to ensure they are meeting the schools needs and actively seek further community partnerships that enhance the learning of students and support the various ‘needs’ of each organisation where appropriate. 	<ul style="list-style-type: none"> • Review strategic direction for 16-18 to ensure it is meeting its objectives. • Review strategic promotion and marketing of community education to assess that the numbers attending make this an economically viable resource for the community. • Review partnership to ensure they are meeting the schools needs and actively seek further community partnerships that enhance the learning of students and support the various ‘needs’ of each organisation where appropriate.

2016 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 19.6% gap in achievement by Maori as compared to NZ European identified by the PHS 2015 Level 1 NCEA results”.

Annual Target:

Targets have been set for Year 12 students following identification of capability of achieving NCEA Level 2 in 2016 from 2015 Level 1 results.

All Students - Achievement

88% of those returning who achieved Level 1 in 2015 will achieve Level 2 in 2016. (data based on eligibility through retention to the end of 2016 and entered in sufficient entries to gain Level 2 NCEA)

36% of those returning who did not achieve Level 1 in 2015 will achieve Level 1 and 2 in 2016 (data based on eligibility through retention to the end of 2016 and entered in sufficient entries to gain Level 2 NCEA)

The combined Level 2 achievement target for all students in 2016 is 84% from the 2015 Level 1 Achievement of 81.5%.

(2015 Level 2 overall Achievement was 84.6 %)

Maori Students - Achievement

79% of those returning who achieved Level 1 in 2015 will achieve Level 2 in 2016

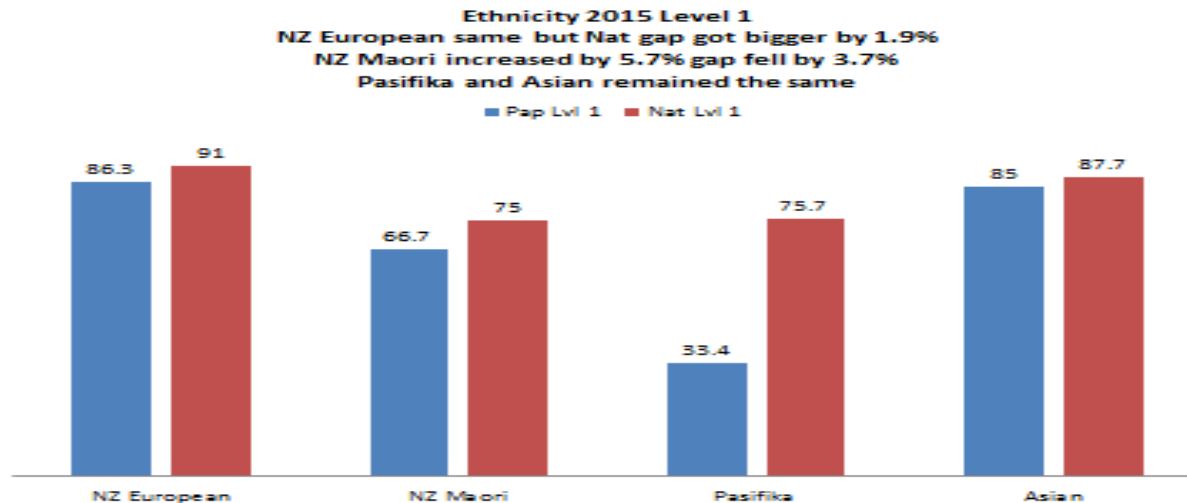
14% of those returning who did not achieve Level 1 in 2015 will achieve Level 1 and 2 in 2016

The combined Level 2 achievement target for Maori Students in 2016 is 74% - (2015 Level 2 Maori Achievement was 80.5. %)

(Nb. The number of Maori students in this cohort is smaller for part 2 goal, with the outcome of each student creating a 14% variable)

Baseline data:

Ethnicity and Achievement Graph Level 1



The 2015 analysis of NCEA Level 1 results identified Maori students' under achievement as compared to other ethnicities at Papanui High School. Maori achievement is below the national average for all students and below NZ European achievement at Papanui High School by 19.6%.

Key Improvement Strategies:

When:	What:	Who	Indicators of Progress
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	School wide PLD through Inquiry Including Kia Eke Panuku, PB4L, e-learning and PLD	School wide	Building on success Developing strategies to enhance and accelerate learning outcomes for Maori students
All Year	Secondary Student Achievement PLD	Classroom teacher	Innovation in teaching strategies Relationship building and use of

			<p>ICT</p> <p>High Levels of engagement through fortnightly reports</p> <p>Ongoing high levels of achievement in NCEA standards</p>
All Year	SAF - Focused data analysis	SAF change team	<p>Improved parent, family and whanau capability to be well informed, confident, engaged and influential in the school setting.</p> <p>Accelerated student achievement</p>
<p>Monitoring: Kamar Data resource base, Form Teacher and subject teacher reviewing information fortnightly, SAF change team.</p>			
<p>Resourcing: MOE PLD, MOE advisors SSA. Relief required for staff to conference with students. New staff professional development.</p>			

Goal 2

Improvement Plan - Domain: Learning Years 9 - 11 Engagement Goal

Strategic Goals:

Improve outcomes for all students, particularly Māori, Pasifika, and students with special needs.

To improve Years 9 - 11 student engagement to accelerate the progress of students performing below expectations (Building of longitudinal data, 2014 – 2016).

Part Two: Analyses the correlation of engagement scores to NCEA for 2014 cohort.

Annual Goal:

To improve student achievement, particularly for Maori, Pasifika and students with special needs by enhanced engagement of Year 10 students through appropriate class placement and learning programmes.

Annual Target:

For students in the target group (Y9 students who averaged during 2014 2.0 – 2.7) 85% of them will increase their average engagement score.

Students to improve using a sliding scale;

2.0 – 2.2 to 2.5 or better

2.3 - 2.4 to 2.7 or better

2.5 – 2.7 to 2.8 or better

Baseline data:

Goal Specific Engagement Data Y9 2014 to Year 10 2015; and Y9 2015

From 2015 (figures in brackets are the values form Year 9 2014)

Engagement Score Range	Number of Students	Gender		Ethnicity							
		M	F	Male Euro	Female Euro	Male Maori	Female Maori	Male Pasifika	Female Pasifika	Male Other	Female Other
2.0 – 2.2	0 (2)	0 (2)	0 (0)					(2)			
2.3 – 2.4	0 (4)	0 (2)	0 (2)	(2)					(2)		
2.5 – 2.7	21 (25)	17 (14)	4 (11)	10 (8)	2 (5)	7 (5)	1 (5)	0 (1)	1 (0)		0 (1)

For Year 9 2015

Engagement Score Range	Number of Students	Gender		Ethnicity							
		M	F	Male European	Female European	Male Maori	Female Maori	Male Pasifika	Female Pasifika	Male Other	Female Other
2.5	3	2	1	2	1						
2.6	7	6	1	2		4			1		
2.7	11	9	2	6	1	3	1				

Key: MM – Male Maori MP – Male Pasifika ME - Male European MO - Male Other
 FM – Female Maori FP – Female Pasifika FE – Female European FO – Female Other

This and potential other sources of data was identified and analysed in 2015 and will continue to be to identified and analysed predict the rate of learning for individual students. This is for early and continued identification of students who are at risk of not achieving their learning potential.

The purpose is to determine the validity of data which could serve as a predictor of student achievement in Year 12 and use this to track the progress of the student against predictions.

Annual Target Part Two:

Engagement results at the end of Term 3 2016 will be analysed to see the correlation of engagement scores to NCEA Level 1 outcomes for 2014 cohort. (Data will reflect all students who were eligible to count through participation in NCEA level 1 only)

Sample Table for Analysis.

<i>Engagement Grade</i>	<i>Non Achieved</i>	<i>Achieved</i>	<i>Merit</i>	<i>Excellence</i>
3.0				
2.9				
2.8				
2.7				
2.6				
2.0 to 2.5				
Below 2.0				

Key Improvement Strategies:

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

		Deans	Engaged students acknowledged. Disengaged students are supported through Form Teacher and Dean Conferencing to improve their level of engagement. Student achieving at or above expected curriculum level or NCEA level
All Year	School wide PLD through Inquiry Including Kia Eke Panuku, e-learning and other personal PLD	School wide	Building on success Developing strategies to enhance and accelerate learning outcomes for Maori students
All Year	PB4L	PB4L Team Whole Staff	Consistent approach to behaviour. Reduction in disengagement Reduction in reported major and minor incidents
Monitoring: Monitoring behavioural data and attendance data - kamar			
Resourcing: <i>Whole staff PD</i>			

Goal 3

Improvement Plan - Transition Goal				
Strategic aim: All students have a successful transition from contributing schools (Year 8) to Papanui High School for Year 9				
Annual aim: To ensure a clear process is communicated to incoming Y9 students and families/whanau so that the ongoing transition process is as seamless and supportive as possible.				
Target: To identify at risk students who are currently disengaged at contributing school who will transition into PHS as Year 9 students				
Baseline data: This data will be gathered by the end of 2016 using information from contributing schools, including such things as RTLB, attendance data, Rock On, other agencies and pastoral data.				
Actions to achieve target	Led by	Resourcing	Time frame	Indicators of progress
Identifying risk factors	SLT- Pastoral Care	Student voice Youth workers Teachers/Deans/Pastoral care team Parents/whanau	By term 3	Term 1 – review current year 9 transition group; identify factors from the students who are not transitioning well & factors that have supported students identified at risk that have transitioned well. In terms 2 & 3 – communicate with contributing schools to cross reference information.
Data transfer from contributing schools	SLT	Paper documentation Interviews Electronically Cluster mtgs	Term 4	Initially paper transfer of information based on academic, social & pastoral data, as well as supported by school visits & liaison discussions – with the goal of this data being able to be transferred electronically between schools by the end of 2017
Interpreting data, present it in a meaningful way and disseminating it to appropriate people.	Data team & pastoral care team	Data team Cluster mtgs	Term 4	<ol style="list-style-type: none"> 1. Find out what data contributing schools are gathering and using. 2. Cross reference this across contributing schools to ensure greater consistency, especially wrt to National Standards & NZC levels. 3. Inform contributing schools what other data we need. 4. Develop expertise in interpreting the data & its presentation.

<p>Longitudinal plan actioned & on-going self-review</p>	<p>Teachers, students & pastoral team</p>	<p>Y9 Form/subject teachers, pastoral team, student voice, Peer support staff.</p>	<p>Term 4 2016 & Term 1 2017</p>	<p>Key stakeholders – self review to ensure student needs are being met. Procedures put in place to ensure accurate class placement of transitioning students Peer support review re: Y9 Orientation to ensure continual improvements are catered for to improve students transitions into Y9.</p>
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Other 2016 Key Improvement Strategies to Achieve Strategic Vision

Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • Regular maintenance cycle - • LED lighting investigation to enhance classroom learning environment • Furniture upgrade • John’s Wing MOE reviewed – due to long term ‘architectural design fault’ • Continuing Education and International Office upgrade • Ministry Visioning for school wide property upgrade 	<ul style="list-style-type: none"> • Action annual and day to day repairs and maintenance. • Consultation with Torque IP (MOE supported initiative) • Specialist furniture and Modern Learning workspaces reviewed and purchased by EO • MOE to do cost analysis and approved spending levels. • Low level internal restructuring of spaces to meet needs for each area. • Initial investigation to start the process for 2019 upgrade. 	<ul style="list-style-type: none"> • Fund additional staffing to support learning programme offered by the school – including identified priority learners. • Protect current Year End surplus and further grow working capital • Develop long-term sustainable fundraising opportunities. 	<ul style="list-style-type: none"> • Marketing campaign to Increase cash capital by increasing International student numbers. • Maximise interest investment for future building projects aimed at developing authentic learning environments. • Reduce financial constraints on families/Whanau so as to allow students to participate in authentic co-curricular activities that support values of the school.

Personnel	Short Report	Community engagement	Short Report
<ul style="list-style-type: none"> • Employment of Teaching and Support Staff • Staff professional development 	<ul style="list-style-type: none"> • Maximise the quality of student engagement by employing appropriately skilled and motivated staff • In identified areas improve the capability of staff 	<ul style="list-style-type: none"> • Perception survey • Papa-community Newsletter • Website and PapNet/Parental Portal • Reporting Processes • School Community noticeboard • Parent/Community evenings 	<ul style="list-style-type: none"> • Bi-annual community based feedback in relation to all aspects of the school • Weekly Newsletter informing the community of recent and upcoming events/information • Centrally focused real time source of information about the school, including access to specific student information • A forum for engagement involving students, parents/whanau and teachers includes Academic Counselling, Real time reporting, Engagement Reports, and Parent Teacher nights. • Periodic update of features and achievements • Specific events to support understanding

		<ul style="list-style-type: none">• Cluster meetings and Community board meetings	<p>and dissemination of information</p> <ul style="list-style-type: none">• Collaborative approach to student and community engagement for enhanced learning outcomes
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