

PAPANUI HIGH SCHOOL BOARD OF TRUSTEES



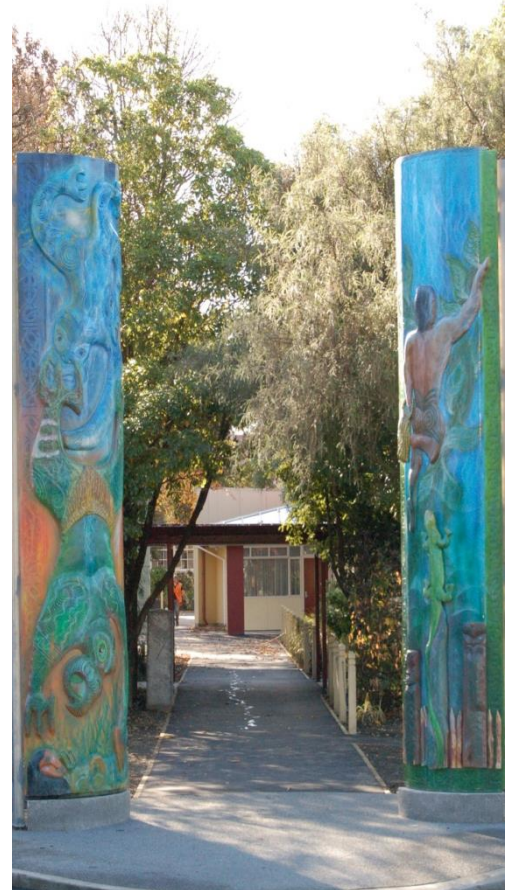
SCHOOL CHARTER

2020

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

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Ratified by the Board of Trustees: February 27 2020



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
- Tōtaranui Kāhui Ako Goal for PHS**
- Focus on Boys achievement, reducing the gap.

Annual Goals

- Level 2 NCEA achievement
- Transitioning Year 11 into Year 12 - Subject choice
- Engagement Boys Year 10 into Year 11

Effective Pedagogy

Teacher actions promoting student learning
Students learn best when teachers:

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

Professional Learning (Leading Learning)

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

Professional Learning & Development

- Cultural Responsiveness
- Digital Citizenship
- Wellbeing

1. Our vision / mission statement

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

Our mission is, “To provide the best possible education for all students in a safe, balanced, caring environment.”

The school motto (1936), *In Opera Felicitas*: "Be happy in your work"

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

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

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

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

2. Our values

Introduction

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

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

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

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

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

TE KARAKIA O TE WHATUKURA

Ko te whāinga, kia hāpai tātou i ngā ūara o te Whatukura o Papanui.

Mā te ngākau māhaki ka tiakina te wairua o te tangata,

Mā te manawa popore ka mirimiria tōna mana,

Mā te rangatiratanga ka tū tātou hei raukura mō te iwi,

Mā te whai i te kounga o te mahi ka hāpaitia te wawata kia whai waewae,

Mā te aro ki te ako ka takahia te huarahi kia eke panuku.

Tuturu, whakamaua kia tina!

TINA!

Haumi e, hui e, taiki e!

It is our goal that we will uphold the values of Te Whatukura o Papanui

Through our positive nature we will nurture the wellbeing of others,

Through our kindness we will respect their rights,

Through our integrity as leaders we will set a positive example,

Through our pursuit of excellence, our aspirations will be achieved.

By engaging in our learning we will provide opportunities to create success.

We abide by this, and embody it!

YES!

We come together, and affirm this!

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

This Kaupapa is grounded in the concepts of:

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

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

Our values are supported by the very strong and positive relationships that exist between our staff and students, what we would refer to as the “Papanui Way”. Our community draws from a diverse ethnic, cultural, and socio-economic background. This diversity is valued and respected, and people interact in an inclusive and cooperative way. Staff, students and members of our community say; our school feels different, the atmosphere is warm and friendly, students are polite and courteous to guests, and are very supportive and respectful of others. These attributes are particularly noticeable and often affirmed, when our students are representing the school in the wider community. We affirm inclusive practice and an atmosphere where everyone belongs. We are committed to being culturally responsive. We encourage staff, students, families/whanau and our wider community to value and support the richness of culture and experience that the 42 different nationalities currently enrolled at the school offer.


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

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

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

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

Values Matrix

	All Settings	Classrooms	Outside the classroom	Assemblies/ Formal Occasions	Canteen	EOTC/ Co-curricular	Community
Be Positive <i>Mā te ngākau māhaki ka tiakina te wairua o te tangata</i>	<ul style="list-style-type: none"> make the most of every opportunity show kindness to others 	<ul style="list-style-type: none"> encourage others give compliments do your best 	<ul style="list-style-type: none"> communicate positively and smile cheerful be healthy 	<ul style="list-style-type: none"> use positive language show appreciation acknowledge speakers 	<ul style="list-style-type: none"> using manners line up be ready to pay be polite 	<ul style="list-style-type: none"> encourage others celebrate others successes take part 	<ul style="list-style-type: none"> be proud of PHS use manners clean up offer seats on bus say thank you
Be Respectful <i>Mā te manawa popore ka mirimiri tōna mana</i>	<ul style="list-style-type: none"> speak and listen politely accept difference be considerate wear correct uniform 	<ul style="list-style-type: none"> everyone listens to the speaker use manners care for rooms and equipment 	<ul style="list-style-type: none"> put rubbish in bin open doors be aware of personal space use manners 	<ul style="list-style-type: none"> arrive on time. be attentive. acknowledge respectful behaviour support others 	<ul style="list-style-type: none"> don't push in use manners putting litter in the bin not spitting appropriate language 	<ul style="list-style-type: none"> follow instructions listen to ref follow protocols use manners use positive language 	<ul style="list-style-type: none"> spatial awareness use appropriate language give way to others on paths respect the rights of others
Show Integrity <i>Mā te rangatiratanga ka tū tātou hei raukura mā te iwi</i>	<ul style="list-style-type: none"> be honest with yourself and others be responsible for your actions be a positive role model 	<ul style="list-style-type: none"> do your own work arrive on time ready for learning use equipment appropriately 	<ul style="list-style-type: none"> accept responsibility use space and equipment appropriately 	<ul style="list-style-type: none"> self-manage behaviours sincerity in students acknowledging others. active listening 	<ul style="list-style-type: none"> being honest with money no line cutting role model appropriate behaviour 	<ul style="list-style-type: none"> accept decision without arguing demonstrate fair play meet commitments be on time and prepared 	<ul style="list-style-type: none"> represent your school with pride treat others as you want to be treated inform staff of any dangers or risk
Dare to Excel <i>Mā te whāi i te kounga o te mahi ka hāpaitia te wawata kia whai wae wae</i>	<ul style="list-style-type: none"> challenge yourself persevere be proud of success 	<ul style="list-style-type: none"> set goals ask for help celebrate success 	<ul style="list-style-type: none"> try new activities move away from trouble be inclusive and approach new people 	<ul style="list-style-type: none"> challenge self to go to front for presentations. students presenting items. accept challenges acknowledge achievement 	<ul style="list-style-type: none"> volunteering as a canteen worker only choosing healthy options healthy days at the canteen 	<ul style="list-style-type: none"> take leadership roles your best is always good enough! step outside your comfort zone embrace opportunities ask for help if necessary 	<ul style="list-style-type: none"> doing your best is successful
Engage in Learning <i>Mā te aro ki te ako ka takahia te pānuku</i>	<ul style="list-style-type: none"> give learning a go be an active participant 	<ul style="list-style-type: none"> give all tasks a go be an active participant 	<ul style="list-style-type: none"> actively participate at all times be prepared manage time 	<ul style="list-style-type: none"> get involved volunteer to speak 	<ul style="list-style-type: none"> make sensible food choices buy food before the bell keep food outside 	<ul style="list-style-type: none"> be on time meet deadlines meet commitments communicate with coach complete tasks 	<ul style="list-style-type: none"> volunteer get involved

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

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

PHS Houses:

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

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

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

3. The character of our school

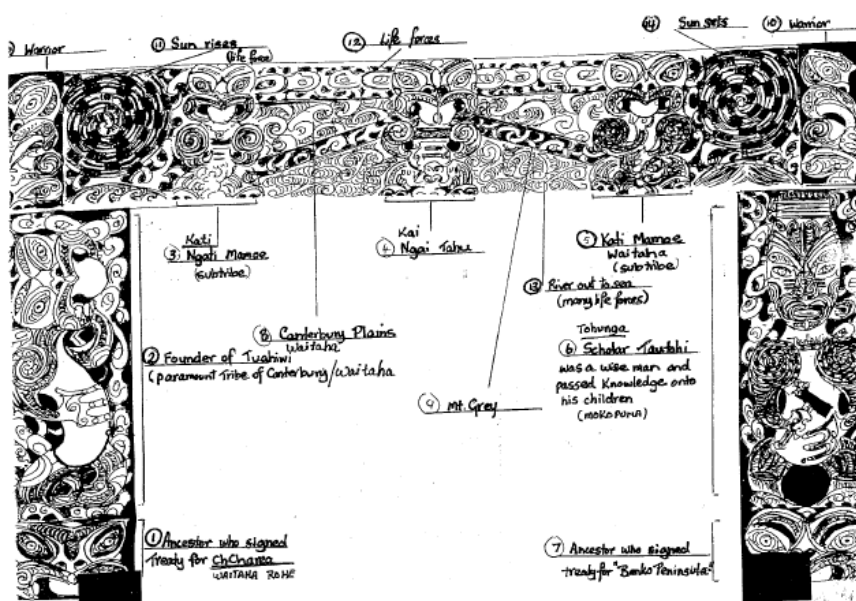
Papanui High School is one of Christchurch's larger, state, coeducational secondary schools, established in 1936. With a current roll of approximately 1600, it serves a community that is predominantly European but with a significant number of students from other ethnicities. The school roll reflects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

Papanui was the original Māori name for the Bishopdale and Papanui district and is the Māori word for 'a platform in a tree from which birds are snared'. Papanui also means "The great, long flats", symbolising the fact that that area was flat land as opposed to Oteripo, the main Christchurch area, which means "The swamps", or food gathering areas. The main feature of the Papanui area is the river, Otutaikino, which marked the boundaries (as recently as 1933) of the Otautahi Runaka and Tuahuriri.



In the main office building is the entrance for all manuhiri (*visitors*), rangatahi (*youth*), whanau (*family*), and kaiako (*teachers*). Sited here is the Whakairo (carving) that keeps the entrance

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



George Edwards, one of Ngai Tahu's most respected Te Whakairo (master carvers) was commissioned to carve the panels for the archway in the main foyer. These were dedicated in October 1992. The carving depicts many layers. One layer is the ancestors who signed the treaty on behalf of Christchurch and Banks Peninsula, the warriors and the scholar Tautahi who was wise and passed knowledge on to his

children. Another more traditional layer incorporates the sun rising over the plains and life forces which can convert cranky undisciplined students into model citizens as the sun sets at the end of each day.

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

The school has an enrolment zone to ensure that local students have priority of access. Located in North West Christchurch, Papanui High School draws its students from the areas of Belfast, Bishopdale, Bryndwr, Casebrook, Harewood, Merivale, Northwood, Northcote, Papanui, Redwood, Regents Park and St Albans. The community is comprised of a range of socio-economic groupings and this is reflected in the school's decile rating of seven. It is important to note that the Papanui High School zone has over 3000 secondary aged students in it who select a variety of educational centres for their learning. This includes co-education, single sex, integrated, special character and private schools. Our focus is to make Papanui High School the co-educational school of choice for students in our zone.

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

The North West Christchurch area is set to expand as there are large subdivision developments on the northern and western part of the school's zone. The school has experienced a gradual increase in Year 9 enrolments over the last two years, following a series of smaller cohort numbers from our major contributing schools. The current roll is

slightly above the 2019. The school roll is supported by consistent numbers of Years 10 - 13 enrolments from in-zone students. This also reflects Papanui High School being a school of choice for its local community and students changing schools to access a broader curriculum and range of educational opportunities. Growth is expected to slowly increase over the next five years, which is a reflection on the Christchurch rebuild and the development of new subdivisions.

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

The school is proud of being a community school which works with and for its local community. Links are well established with local organisations such as the Graham Condon Recreation Centre, Christchurch City Council Service Centre, the local medical centre, commercial interests (especially the Northlands Mall), the Papanui Library, and the various social agencies in the area. There is considerable interaction with the wider community during the day, and in the evening/weekends. The Adult Community Education classes serve the greater Christchurch area. Parents, caregivers and volunteers are involved in many facets of school life and there is a strong Parent Teacher Association.

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

Viewed over the last 5 years, NCEA results have shown significant improvement across all levels including the attainment of Merit and Excellence subject endorsements. These improvements are supported by such things as:

- Academic Counseling
- Engagement Reports
- Real Time Reporting
- Curriculum Innovation and Design
- Links with external providers
- Working with Ministry of Education (MOE)
- Achievement and engagement initiatives
- Culture of high expectations
- An inclusive learning environment and;
- Embedded positive relationships between staff and students.

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

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

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

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

Totaranui Kahui Ako Vision: Hono, Mahi Tahi, E tipu - Connect, Collaborate, Grow
Connecting and Collaborating As Lifelong Learners

Principals

- **Personal & Social Wellbeing**

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

- **Whānau & Community Involvement**

The development of a culture where the school, families/whānau and the community work together in an inclusive, collaborative and culturally responsive way to enhance learning.

Whānau and community will be embraced and acknowledged developing reciprocal relationships along our pathway whilst acknowledging the bicultural nature of New Zealand through te Tiriti o Waitangi.

- **Engagement & Inclusion**

All learning that takes place is relevant and valued, leading to motivation and engagement whilst instilling a sense of belonging allowing for full participation in all aspects of school life.

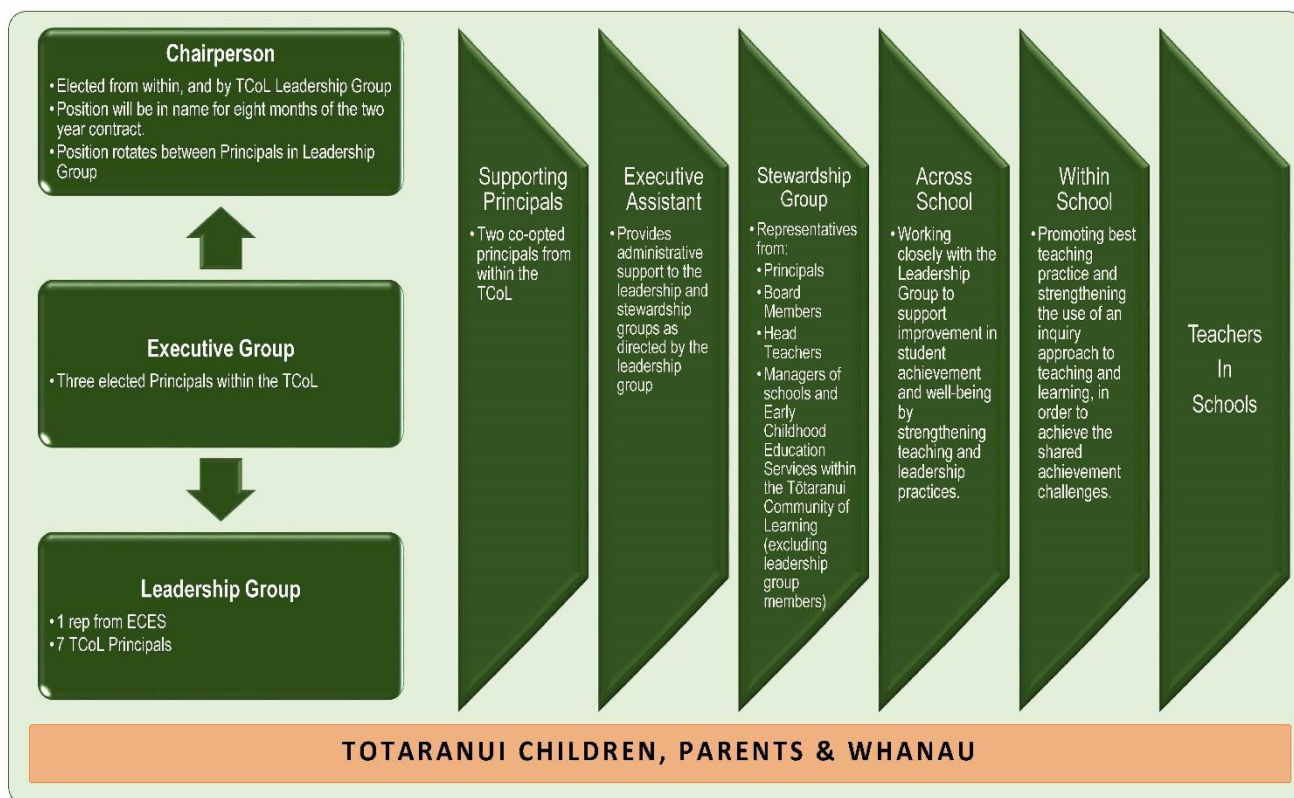
- **Cultural Responsiveness**

All learners have their own culture acknowledged and responded to in their learning. They are bi-cultural citizens in a multi-cultural community.

- **Creativity & Innovation**

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

Tōtaranui Kahui Ako - Community of Learning Structure



4. Special characteristics of the school

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

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

The strength of Papanui High School is its shared vision and commitment to supporting students' learning, progress, achievement and wellbeing. The past ten years of self-review has seen a continuous cycle of improvement.

The Education Review Office (ERO) reports, NCEA results, roll growth, community and staff perception over this time are all testament to this.

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

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

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

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

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

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

Summary of other special characteristics particular to Papanui High School:

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

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

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

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

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

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

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

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

5. General Goals

Papanui High School aims to provide.....

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

6. National Administrative Guidelines (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)

7. Cultural Diversity

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

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

The school will recognise cultural diversity of Maori by:

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

8. 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.

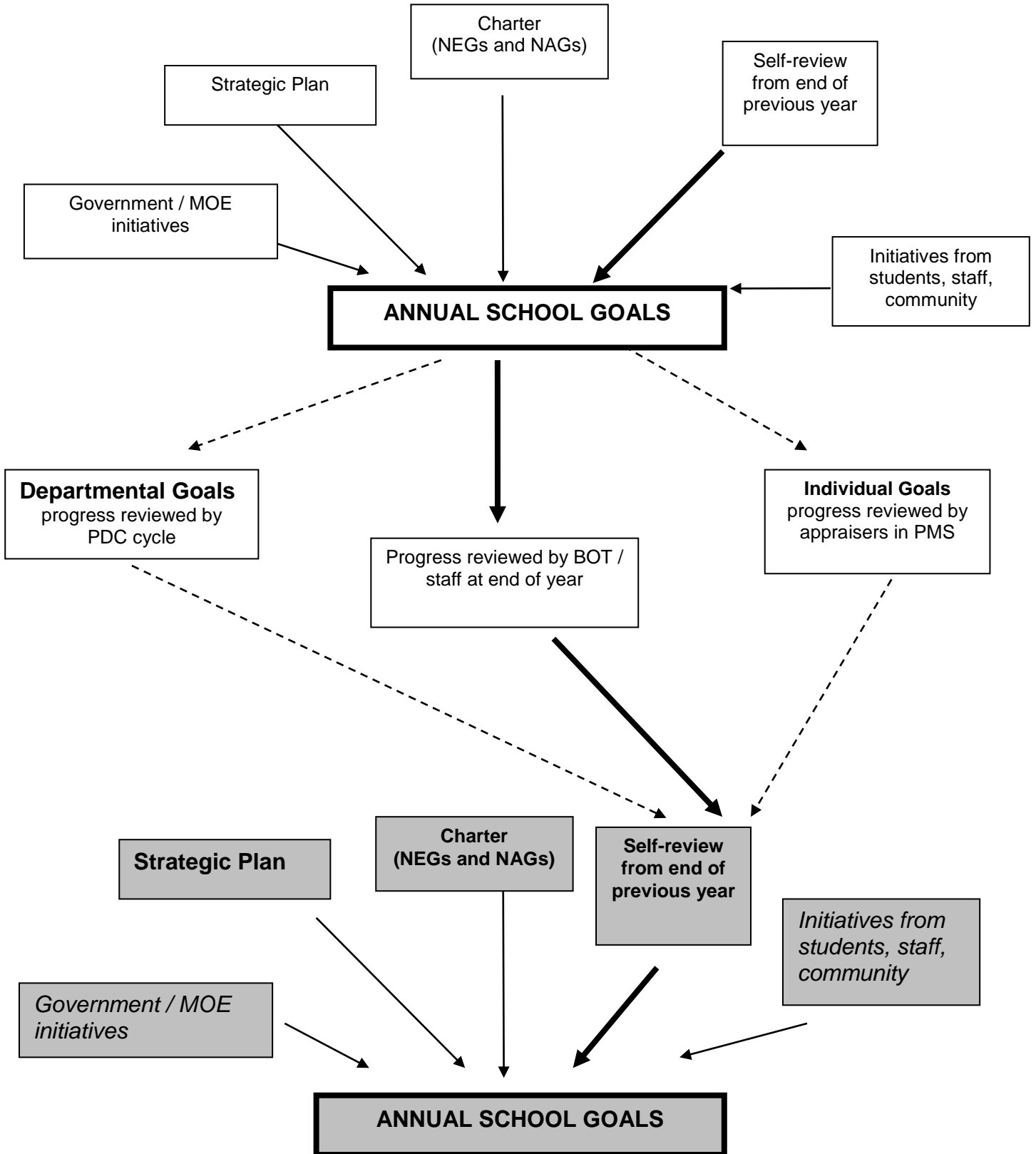
8. Self-Review as the basis for Planning and Reporting

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

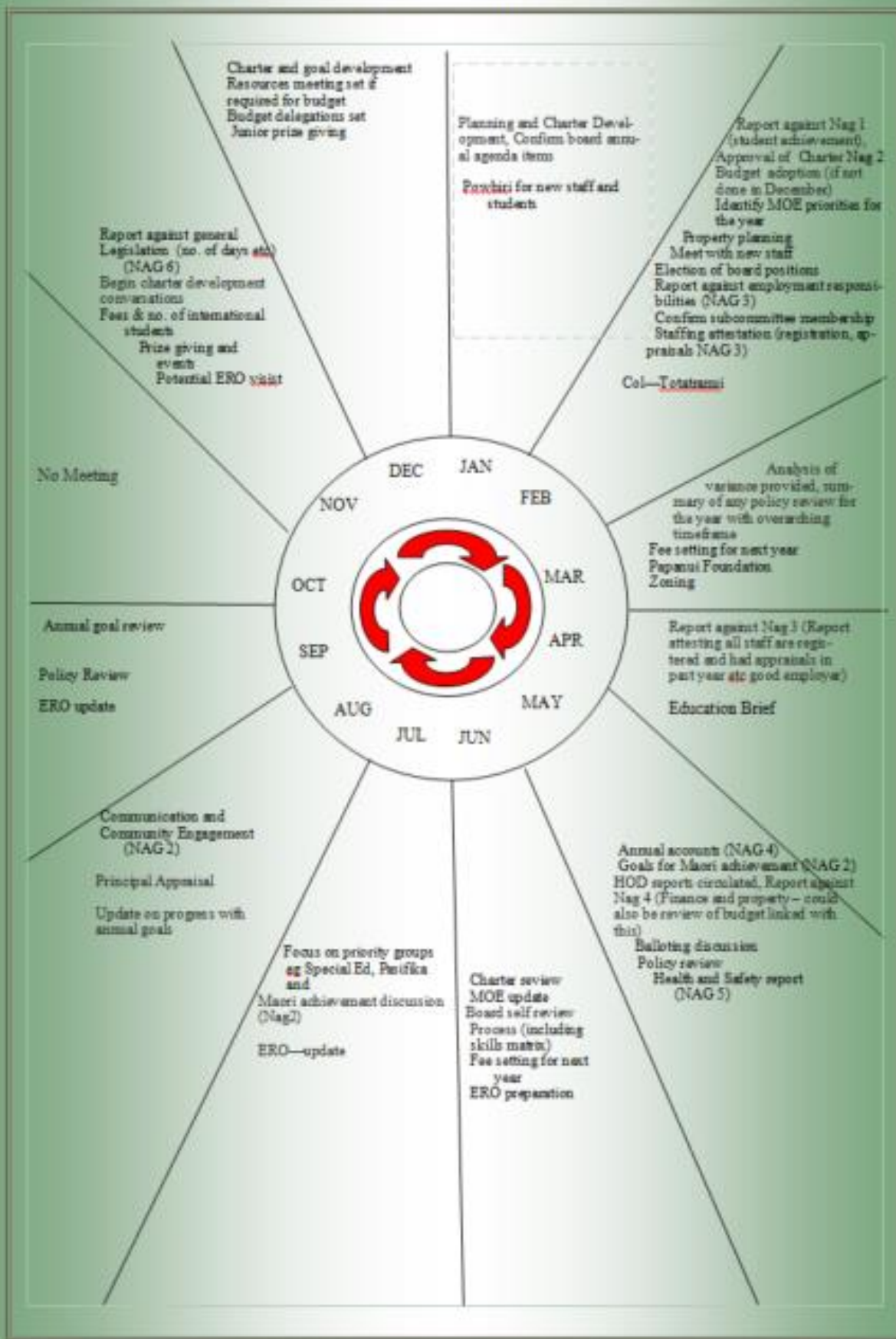
- Annual school wide goals and specific targets
- Annual Departmental Goals
- Head Of Department Annual Reports
- Staff Leadership Teams
- Data gathering surveys: CEM Survey, Perception Survey, etc
- Principal's Reports to monthly Board meetings
- Departmental management documents
- Charter/Strategic 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



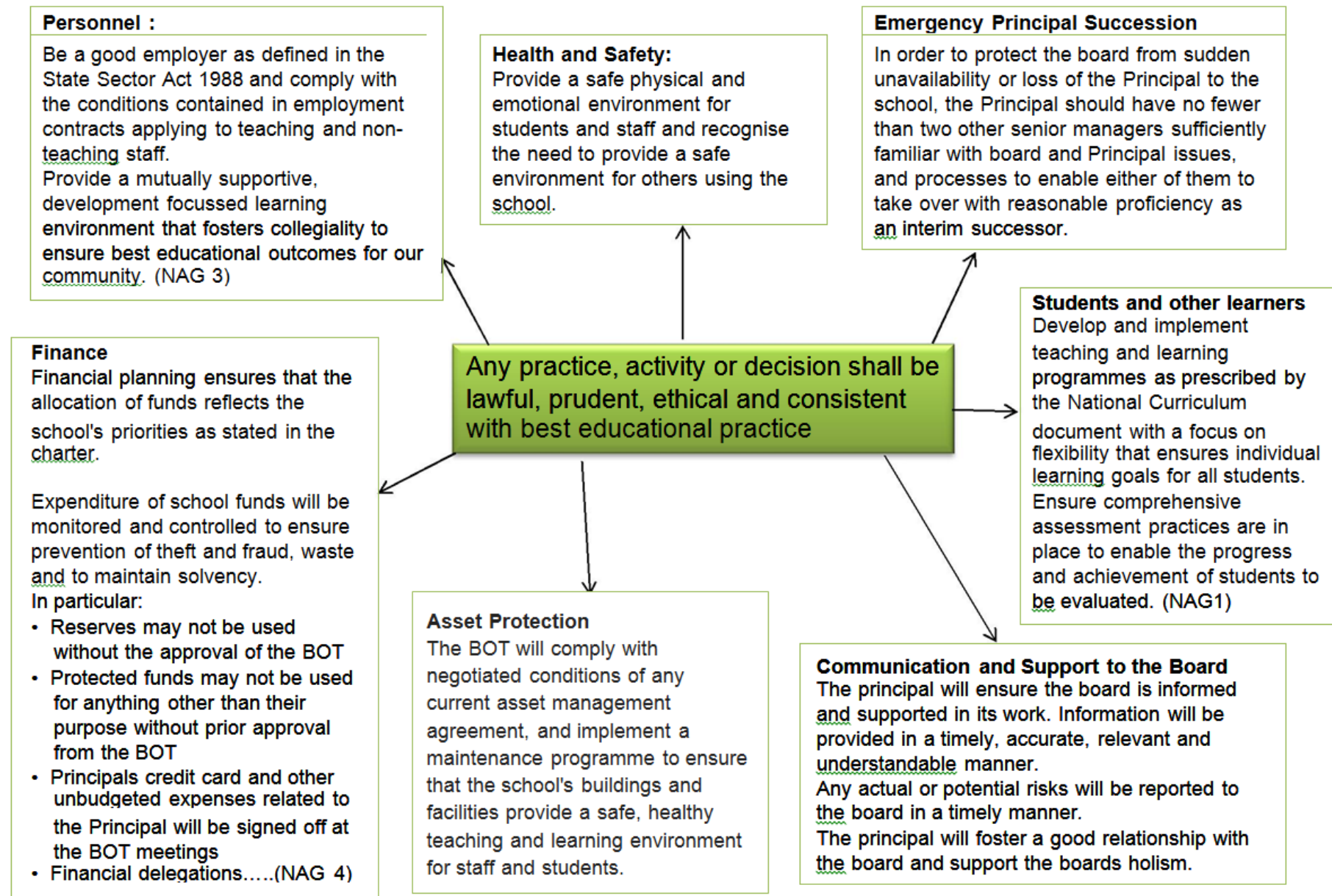
PAPANUI HIGH SCHOOL ANNUAL CYCLE OF CONSTANT IMPROVEMENT



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

2020 – 2022

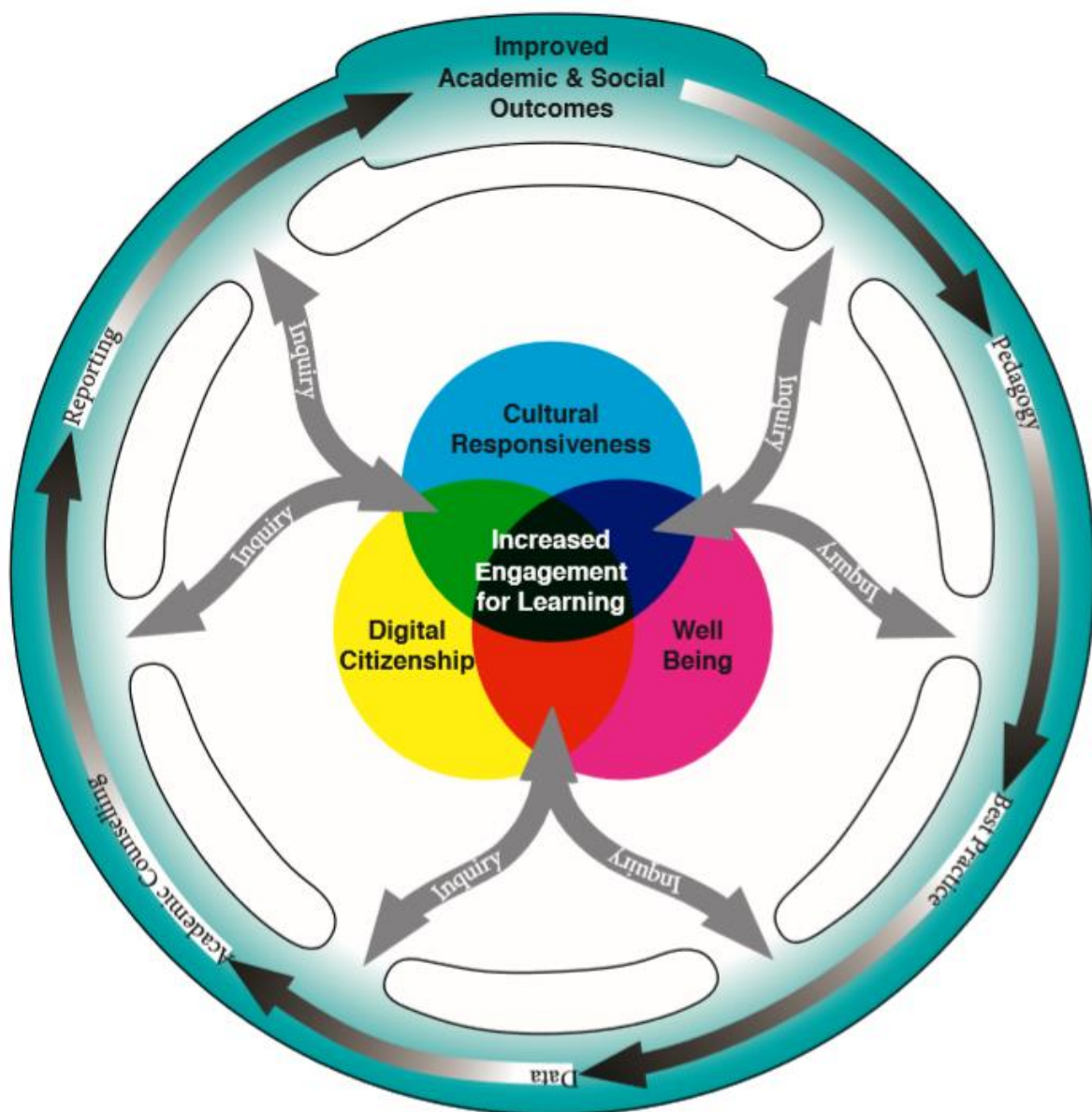
Ratified by the Board of Trustees: February 18 2016

Review by Board of Trustees: February 28 2020

PHS Strategic Overview 2020-2022

Increased Engagement for Learning

Strategic Direction
2018 - 2020



Introductory baseline data and school context

Students' Learning

Table 1. NCEA ACHIEVEMENT Participation

		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Year 11 students gaining NCEA Level 1	PHS	74.4	69.6	67.3	61.0	88.5	80.4	82.2	84.1	78.9	78.4	71.6
	Nat	71.7	73.4	76.0	77.6	82.6	84.2	85.6	86.5	84.7		
Year 11 Literacy	PHS	82.7	80.7	85.6	81.0	92.3	89.3	89.0	88.0	88.8	N/A	N/A
	Nat	78.6	77.4	78.8	82.0	89.9	91.3	91.3	91.4	91.2		
Year 11 Numeracy	PHS	90.8	92.1	93.8	84.3	93.4	87.1	88.7	88.3	85.8	N/A	N/A
	Nat	85.5	85.4	77.7	80.2	87.3	89.3	89.9	90.1	89.8		
Year 12 students gaining NCEA Level 2	PHS	64.3	73.3	80.4	74.7	78.6	87.0	86.6	86.1	88.2	84.8	78.7
	Nat	75.7	78.9	81.1	82.7	85.7	88.1	88.5	88.9	89.1		
Year 13 students gaining NCEA Level 3	PHS	52.2	54.8	76.0	59.9	71.0	72.0	81.3	74.6	85.4	868	79.7
	Nat	70.0	72.4	74.3	75.0	79.2	80.4	82.8	83.4	83.1		
UE	PHS	45.9	51.8	71.9	53.4	58.9	44.0	54.4	46.4	50.3	50.4	44.8
	Nat	64.3	64.5	65.2	66.0	70.6	61.3	63.4	62.9	61.1		

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

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

NOTE: 2011 – Earthquake derived grades Scholarships: 2019 – 1 Scholarship was awarded.
2019 Data not finalised by NZQA and will all potentially increase very slightly. There is now no National Data for predicted grades.

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

In what proved to be a very difficult year our NCEA results were in line with our predictions, particularly around participation data. The achievement rate in level three continues to be strong. The participation data show an achievement rate of 79.7%. When viewed from the 70 plus days enrolled data, level three is 68.3% which was above the national average of 67.5%. 2019 Level 2 achievement of 73.9% shows an improvement from the cohort 2018 level 1 achievement of 69.7%. Level one achievement is lower than in previous years. There were approximately 20 students who achieved 75-79 level one credits. Also of note, but difficult to quantify is the impact the Events of March 15, and the extraordinary circumstances that played out in the school had on our achievement data. What we do know is that the wellbeing needs of students and staff rose astronomically throughout the year. Our students continue to do well in achieving Merit and Excellence endorsements with the results showing that increasingly students are experiencing and striving for greater success. Students have been strongly encouraged to strive for personal excellence. This is supported by school wide involvement in academic counseling, which has proved to be a very positive process with staff, students and parents/caregivers. Academic Counseling is being used to support goal setting, mentoring and the monitoring of student progress. Part of the Academic Counseling programme is the school wide conference day, which was attended by approximately 90% of our parent/whanau community. These results are evidence of continuous improvement and significant value added for students. When students are engaged, they will make progress and this has been reflected in their achievement.

Student Engagement

A number of strategies are in place to support student engagement:

Student attendance is monitored using the KAMAR Student Management System. Daily texts are sent out to parents/caregivers on the first day students are absent without a reason being given. If no response is received a letter is sent home within one week. Attendance is followed up by sending letters to the homes of students who drop below 80% attendance. This is tracked through year group liaisons and weekly meetings with our Attendance Service. The Rock On Programme also operates and the committee meet once a month. A school wide 'lateness system' operates alongside these systems.

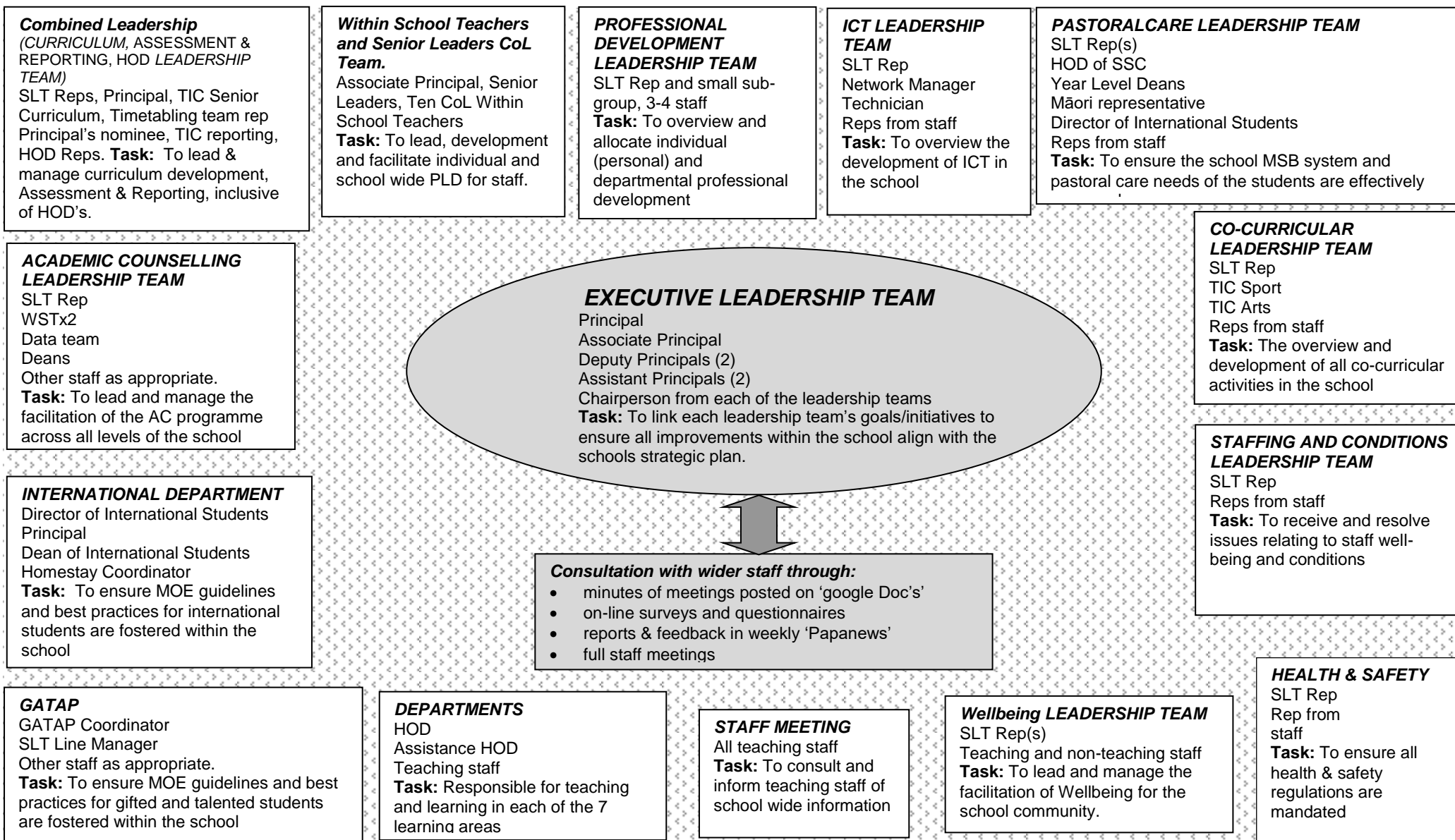
Engagement reports operate across all year levels of the school. Parents/ Caregivers receive fortnightly reports on a scale of 1 to 3 highlighting how engaged their child is in their learning. This information is used school wide and is embedded in the Academic Counselling programme.

	<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 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

	<p>meetings</p> <ul style="list-style-type: none"> •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 reviewed 2018 and 2019. Significant community consultation was sort as part of the 2018 Education Brief and used to support the strategic direction for the next three years. 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> <p>SWOT ANALYSES</p> <ul style="list-style-type: none"> • 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. <p>PERCEPTION SURVEY</p> <ul style="list-style-type: none"> • 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. <p>BENCHMARK INDICATORS</p> <ul style="list-style-type: none"> • Annual Benchmark Indicators from the MOE give base-line data on achievement <p>CHANGE PROFILE</p> <ul style="list-style-type: none"> • The Change Profile is administered to all staff. The profile focussed on readiness for school improvement <p>RESEARCH</p> <ul style="list-style-type: none"> • Data gathered was supported by national and international research. <p>CHARTER</p> <ul style="list-style-type: none"> • The Strategic Plan reflects the school’s obligations under the NEGs and NAGs which are contained in the school’s Charter. <p>BOARD OF TRUSTEES</p> <ul style="list-style-type: none"> • Strategic perspective as governors of the school. <p>EDUCATION MASTER PLANNING</p> <ul style="list-style-type: none"> • Strategic review of school pedagogy and culture to support property development.

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 2020

Papanui High School

Combined Leadership Committee

Rationale

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

Papanui High School

Curriculum 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
- maintain an awareness of national curriculum initiatives and evidence based research to inform the development of the PHS curriculum ensuring it is future focussed
- hold responsibility for new courses and their organisation (curriculum design)
- work with departments to ensure courses meet student needs and where needs are not being met, suggest alternatives
- ensure future focussed pedagogy utilises digital resources
- circulate and discuss readings of current research and best practice to keep members of the team informed and up to date
- share best practice of curriculum design and delivery
- annually review viability of courses and current practices and support departments as they accommodate both falling and rising student numbers
- use small action groups to further pursue/deliver/audit curriculum developments
- annually discuss with the timetable team any innovative timetabling arrangements for effective curriculum delivery/trials for the following year
- further the cause of personalised learning
- attend to any other curriculum business as it arises

2020 Annual Goals

Goals	Responsibility
<p>School Wide Curriculum Stock take Undertake a deep scan of the current curriculum delivered at both Junior and Senior Level. This will involve looking at innovation and cross-curricular links as well as ensuring student needs are being met - both academically and socially. The review will also investigate how students develop transferable skills across learning areas.</p>	<p><i>Curriculum Leadership Team, Within School COL staff</i></p>
<p>Digital Technologies Review and refine the implementation of the digital technologies curriculum within the Year 9 Mathematics programme. Extend this cross-curricular implementation into the Year 9 Science programme. Plan to extend this model of implementation into Year 10 programmes of learning.</p>	<p><i>Curriculum Leadership Team Across & Within School COL staff</i></p>
<p>Links between Key Competencies and Pride Values Develop a school wide understanding of the core values at Papanui High School and develop these to align with the Key Competencies.</p>	<p><i>Curriculum Leadership Team</i></p>
<p>Authentic/Local Curriculum Promote the sharing of best practice around current use of authentic and local curriculum.</p>	<p><i>Curriculum Leadership Team</i></p>
<p>PHS Graduate Profile Review the PHS Graduate Profile, i.e. what does the Papanui Learner look like. Prepare a student friendly version of the profile that students can understand and use as a reflective tool.</p>	<p>Curriculum Leadership Team</p>
<p>Flexibility in Secondary Community of Practice Participate in the Grow Waitaha Community of Practice (COP) aimed at sharing ways in which learning in Canterbury secondary schools is becoming more flexible and personalised in order to better equip students for the future. Use the ideas/innovation gained from the COP to inform the above goals.</p>	<p><i>ARL Across & Within School COL staff</i></p>

Papanui High School

Assessment and Reporting Leadership Team

Business as usual

1. Reports

- Set up timelines and establish key dates ensuring cohesion with Academic Counselling timelines
- Ensure communication of deadlines and expectations
- Ensure KAMAR is set up for staff
- Check and correct reports - quality control
- Distribution of reports to parents
- Provide a once fortnightly Engagement Report for all junior and senior students

2. Assessment

- Liaise with the Combined Leadership Group to see to what priority/extent assessment practice has in the bigger picture for the following year
- Ensure that staff are familiar with advances in assessment theory & NZQA requirements
- Keep abreast of assessment best practice and lead changes through staff development
- Timetable for whole school assessments e.g. Formative assessments for externals
- Set up of end of year examinations in liaison with Examination Centre Manager
- Ensure systems are established to monitor that student work is authentic in order to meet assessment requirements
- To monitor assessment procedures and ensure their manageability for staff and students well being

3. NCEA

- Provide support to the Principal's nominee regarding policy for NCEA at Papanui
- Be involved with the internal review of NCEA procedures at PHS
- Provide support for Principal's Nominee as they audit departments on their assessment practices in line with NZQA expectations
- Ensure that entries for senior end of year NCEA examinations are appropriate and aligned with the Academic Counselling for senior students.
- Provide adequate provision and support for Digital assessment opportunities and digital moderation for subjects implementing digital assessment practices.

2020 Annual Goals:

Goals	Responsibility
<ul style="list-style-type: none">To continue to refine the 'Formative Assessment for externals' during Term 3. This is to encourage greater student productivity with regards to effective learning and preparation for NCEA achievement as well as supporting teaching staff well-being.	A & R committee
<ul style="list-style-type: none">Continue to review junior assessment practices and procedures across departments to check consistency, methods used, and reporting grades/levels used.	A & R committee
<ul style="list-style-type: none">Investigate assessment and reporting practices across the 'Tōtaranui COL' to increase consistency of assessment information	A & R committee
<ul style="list-style-type: none">Use information gained from 2019 survey to improve/refine current reporting practices	A & R committee
<ul style="list-style-type: none">Audit junior diagnostic testing and how it is being used to effectively track our junior students	A & R committee

Papanui High School

HOD Leadership Team

Business as usual

This group consists of HOD's & TIC's with Curriculum responsibilities. The group is facilitated by an HOD or co-HoDs with meetings held at twice a term.

Key Tasks:

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

2020 Goals

Time Frame	Goals	Responsibility
Term 2-4	Facilitate PLD around managing and leading a department effectively & efficiently as a HoD; <ul style="list-style-type: none"> • what is an HoDs role? • having difficult conversations • allocation of resources (time, money, equipment, ict...) 	HoD Chairs
All year	Improve student engagement and outcomes by; <ul style="list-style-type: none"> • course planning and review • effective evaluation of courses • future proofing dept • shifting to deep learners (moving beyond compliance and assessment) • explore opportunities to use the timetable to increase student engagement and personalisation of courses 	HoDs
Term 1 and 2	Use school systems and processes as an effective HoD by; <ul style="list-style-type: none"> • using kamar to support student achievement • best practice moderation • Managing budgets- forecasting, tracking and minor & capital items 	HoDs, Hlg

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: This will be facilitated by two sub-committees;

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

Providing 45 minutes of PL time on Thursday mornings.

- Analysing the professional development needs of all staff and communicate any issues with the Senior Leadership Team (SLT).
- Developing strategies to meet the needs that have been identified by the staff and/or by the SLT.
- Facilitating school based PL.
- Keeping staff informed of any relevant externally run courses and conferences.
- Distributing resources according to the PL 2020 guidelines, recognising that the needs of individuals and departments vary from year to year.
- Seeking feedback from staff about the success of PL and make amendments if necessary.

2020 Annual goals

Goals	Responsibility
Plan an effective programme of teacher PL <ul style="list-style-type: none">• Planning and co-ordinating PL sessions throughout the year.• Providing regular PL sessions throughout the year.• Structuring the PL programme around the core business of Increasing Engagement and Learning (IEL).• Ensuring the continuation of inquiry as a focus for improving teaching and learning outcomes.	Within School Teachers/Senior Leaders group.
<ul style="list-style-type: none">• Providing opportunities for staff to attend individual and departmental external PL.	SLT – led PL Team
Ensuring that all PL is relevant to the school’s strategic goals	Within School Teachers/Senior Leaders group. And SLT – led PL Team

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

Papanui High School

e-learning Team

Business as usual

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

2020 Annual Goals:

Goals	Responsibility
<ul style="list-style-type: none"> The vision for Digital Citizenship is encompassed in future planning for the school. 	Facilitator of e-learning, SLT with oversight for ICT Principal / Staff / Community
<ul style="list-style-type: none"> The strategic plan will define and reflect how students, staff and the community engage with digital citizenship 	Principal / SLT
<ul style="list-style-type: none"> The digital citizenship capability review tool will be utilised to generate a snap shot of effective practice in our school and guide future development 	E-Learning Facilitator/ SLT with Digital Citizenship oversight.
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Infrastructure will continue to be monitored to ensure that it continues to allow for equitable, open access for all. Continue to develop school-wide systems to ensure continued running of a reliable infrastructure. Monitor technical support to ensure adequate cover is provided to meet staff and student needs. 	SLT with oversight for ICT /ICT Sub- Committee, RCG RCG RCG

BYOD goals	
<ul style="list-style-type: none"> An increased number of students will use BYOD and will be using them to create, explore and communicate higher-order, authentic learning. In 2020 investigation will continue into equitable systems for students to access devices where families haven't provided them and collaborative practices so students don't need one to one devices. All students will be encouraged to bring a BYOD to school. A trial in the library of loan chrome books will occur to see what the uptake of these is. 	Facilitator of e-learning,

<ul style="list-style-type: none"> • Policies will be reviewed to ensure that we provide a safe digital environment for students and staff. 	Facilitator of e-learning, SLT with oversight for ICT, e-learning committee / Deans
<ul style="list-style-type: none"> • Digital citizenship course will be completed by all Year 9 students early in 2019. 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	
<ul style="list-style-type: none"> • All teachers will engage in a learning inquiry to further develop their understanding of their own digital technology needs and how they can utilise this in their classroom. This learning inquiry will be part of the wider school wide goals of increasing student engagement and achievement. 	Facilitator of e-learning, SLT with oversight for ICT, WSTCoL digital citizenship leader, WSTCoL group

Papanui High School

Co-curricular Leadership Committee

Business as Usual

- The committee has approximately 8 - 12 members, including a representative from the Head Student Team, the Arts, and Sports Co-ordinator's and SLT in charge of the CCLC. Meetings provide the opportunity for staff/students with specific areas of responsibility to feedback on the progress of their activities.
- This leadership group has oversight of student leadership, fundraising, sport and the arts.
- This leadership group seeks and provides opportunities for students to develop leadership skills through a range of contexts including leadership development teams, Councils, Sport, Arts, Culture, Community Activities and Service.
- The role of the committee is also to encourage student led initiatives, enhance school spirit/pride and ownership, discuss school wide co-curricular issues, make decisions surrounding new initiatives, and distribute co-curricular funding if and when required.
- We aim to encourage all students and staff to continue to be involved in the wide variety of co-curricular activities offered by the school.

2020 Annual Goals:

CCLC Goals	Responsibility
To align the media/social media that the committee uses to engage its participants i.e Facebook, school app etc.	CCLC With support from the ICT committee
To update all CCLC areas on the school website, and create a refreshment plan to keep it up to date.	CCLC With support from CII

Leadership Goals	Responsibility
To form a sustainable school wide leadership plan that supports personal leadership growth and the goals of the school charter.	TIC of Leadership/SLT in charge of CCLC
To have a student council and service council structure which both successfully deliver on their agreed programmes, as realized through ongoing review and reflection by staff and students.	Service council – Rbr & Cmj School council – Knh CCLC and TIC of leadership

The Arts Goals	Responsibility
To gather student voice to underpin the strategic direction of 'the arts' in 2021 and beyond.	Asr and CCLC

Sport Goals	Responsibility
To gather student voice to underpin the strategic direction of sport in 2021 and beyond.	SLT in charge of CCLC, Hlk, Hrp, Sport leadership committee

Fundraising Goal	Responsibility
To support the Fundraiser/Alumni positions so that we see an expansion / enhancement of the financial and sponsorship opportunities provided by our community for our student body.	Mcr, Hlk, Tsj, Mrl, Prg & Asr

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)

2020 Annual Goals:

Goals	Responsibility
To develop a better understanding of the importance of staff and student well-being as a feature of workplace Health and Safety practice.	PRG, HKJ, HLJ – in consultation with the Steering Group/Committee.
To continue to develop a more coordinated system for tracking and reporting back on the performance of our Health and Safety System.	PRG, HKJ, HLJ – in consultation with the Steering Group/Committee.

Papanui High School

Staffing and Conditions

Business as usual

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

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

The team seeks to

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

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

2020 Annual Goals

Goals	Responsibility
<ul style="list-style-type: none"> To focus intently on the issue of staff wellbeing, including ways of mapping where this sits currently, and how a programme might be developed to enhance it 	Staffing and Conditions Leadership Team
<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 specific events 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

- 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/Master Planning and Tōtaranui – Kāhui Ako
- Support the development, and reinforce the implementation of school initiatives
- Form action groups to bring about school wide improvements
- Make decisions and recommendations on school wide matters
- Provide feedback to staff through the various leadership teams/meetings/forums

2020 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
<ul style="list-style-type: none"> To review existing Leadership committee structure and functionality. 	All members of the Executive Leadership Team

Papanui High School

GATAP (Gifted and Talented at Papanui)

Business as usual

Giftedness is involuntary – a gift. It gives no cause for claims of elitism. Out of every hundred children, approximately five can be classified as “gifted”. (From Ministry Website)

PHS GATE supports these students (identified as students with special needs by Ministry of Education) to achieve personal, academic and life goals through:

- GATE flyer available to all prospective students and Year 9 students.
- Year 9 Students selected for GATE programme after the completion of diagnostic testing in Term 1. Students who score highly (top 5%) across the range of diagnostic tests completed, are offered the academic and leadership challenges summarised in the flyer. Students may self-select.
- GATE co-ordinator’s interviewing programme provides ILPs and Individual interviews. The data gathered during these interviews provide personal profiles on all students in the programme and facilitates an ongoing relationship with students to set and achieve specific goals. The annual individual interviews allow the coordinator to also support students’ socio- emotional needs.
- PHS Students offered a range of opportunities to best meet their learning needs. These include clustering, multi-leveiling, acceleration, extension and mentoring as appropriate. E.g. Acceleration Pathways. Streaming.
- GATE google classroom advertises group and other EOTC opportunities offered throughout the year. E.g. the Fortnightly after school Philosophy Club “Philsoc “created for GATE students, DofE Hillary, debating, conferences, creative writing workshops, Ethics and scholar competitions, Model UN, FPS, Poetry Slam, visiting speakers and workshops.
- GATE register maintained
- Ongoing evaluation for improvement to meet student need a focus of the GATE team

2020 Annual Goals

Goals	TIC
1. Review structure of GATE - in Year 9 offer GATE programme to fewer students. Many students historically included did not exhibit gifted characteristics and so the plan is to work with the suggested 5% who are gifted rather than the current 10%.	Dwj lead
2. Gather student voice on effective ways to develop GATE programme e.g. This goal to be more clearly determined by the team in our first meeting this year.	Dwj + team
3. Plan and utilise best practice for meeting <u>socio –emotional</u> needs of GAT students Use research re how best to develop resilience/ grit and Growth mindset (e.g. Angela Lee Duckworth’s evidence).	GATE Team
4. Build upon Team’s understanding of Te Ao Māori concepts about “Gifted and Talented” in GATE. Plan for how to build a culturally responsive pedagogical foundation. <i>This will remain on hold until we have an HOD Māori as we have not been able to progress this goal with the lack of an HOD Māori to consult about how to be more culturally responsible and build on Te Aō Māori in an effective authentic way.</i>	TBC – this is a long term goal for team to consider and plan for.

Papanui High School

Pastoral Care

Business as usual

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

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

The Pastoral care team aims to:

- Oversee the general wellbeing of all students in the school
- Work with the COL AC staff to monitor student progress.
- Work with teachers, HOD's and form teachers to monitor student behaviour.
- Work with form teachers to monitor student attendance and act when necessary.
- Offer pastoral support and guidance to colleagues, parents and the wider school community.
- Continue to provide a support network for students to meet their social, emotional and behavioural needs
- Use data to determine effectiveness of pastoral interventions and react accordingly.
- To work with the GATE co-ordinator and LSC etc to identify students with particular learning needs (supported learning or gifted/talented)
- Create a culture of belonging within the school year/group
- Use assemblies to celebrate PRIDE values, and the diversity of the school and to set the tone and culture of the year group and wider school
- Offer leadership opportunities to students.
- Continue to support the development of positive relationships between staff, parents and students.
- Work with the careers department to plan appropriate pathways for students

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

2020 Annual Goals

Goals	Responsibility
To align all aspects of the schools pastoral systems to ensure that there is consistency in their application.	Pastoral Team
Provide leadership around using systems and practices within the school to support positive behaviour management.	Pastoral Team

To accurately record all significant pastoral information relevant to each student on Kamar, allowing data to be analysed to inform practice.	Pastoral Team
Positively define behavioural expectations to all staff and students and the procedures for teaching these expectations.	Pastoral Team
Continue to integrate “Papanui Pride” as the underlying values of the school	Pastoral Team
To create a Pastoral Handbook to explain/outline the systems that operate within the pastoral systems of the school.	Pastoral Team

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

2019 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

Staff meetings

Business as usual

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

2020 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

International Department – Strategic Plan 2020

Strategic Goals:

1. To deliver an excellent education and student experience
2. To achieve sustainable growth
3. To develop global citizens

Department Goals: Business as usual

1. To provide a safe, caring, stimulating and welcoming environment that meets the educational, cultural, social and emotional needs of the international students and their families.
2. To be professional in our business conduct and in our relationships with clients and partners and with the resources we have available, give the highest level of customer service, so that we can successfully attract, retain and recruit international students from a range of countries for now and for the future.
3. To provide a unique Papanui High School, Christchurch, Canterbury and New Zealand experience which allows international students to gain the knowledge, skills and capabilities they need to work and learn globally.

<p>Annual Goals:</p> <ol style="list-style-type: none"> 1. To place students in appropriate classes 2. To identify those students at risk of not attaining Level 1 literacy and numeracy credits and thus not achieving NCEA 3. To monitor progress 4. To action support as appropriate for both students and staff 5. To inform and involve homestay parents and agents / guardians to increase engagement 	<p>Responsibility:</p> <p>Cra Cra, Dlb Cra, Dlb, Elf, Mkc Cra, Dlb Cra, Dlb</p>
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Papanui High School

Academic Counselling

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

Business as usual

- On-going review and development of AC – including AC timeline and student goal setting and reflection work sheets
- Collection and analysis of student achievement data
- Distribution of AC relevant data to appropriate staff
- Organise “Conference Day” and “Meet & Greet” evening
- Plan and provide a structure for Academic Counselling Interviews
- Facilitate and support staff PLD to upskill all staff to be effective Academic Counsellors. This includes enabling staff to interpret student achievement data resulting in meaningful mentoring conversations
- Advocate for careers education for all staff
- Work alongside senior Deans to identify “At Risk” students following predicted grade entries and assist Dean’s communicating with academic counsellors, parents/caregivers and students
- Communicate with the community regarding AC
- Liaise with Careers/Deans to promote viable pathways for all students
- Provide information to support the course selection process ensuring all students are placed in an appropriate course of learning
- Align key dates with assessment and reporting so AC interviews include conversations around recent student academic progress/achievement
- Review and refine the AC process to ensure it is sustainable and the financial costs don't inhibit its effectiveness

2020 Annual Goals

Goals	Responsibility
Support the Within School COL staff in implementing effective PLD through the use of PLG's to increase staff effectiveness in their use and knowledge of data analysis, careers education and quality mentoring conversations	<i>AC Leadership Team Within School COL Staff</i>
Further develop and embed the process of monitoring "at risk" students so that it is cohesive and transparent	
Monitor academic outcomes for all students, with a particular focus on priority learners	
Provide one-on-one support for new staff to PHS and PRT's to develop their understanding of the AC process and their implementation of it	
Improve the transparency and recording AC conversations through the use of Kamar	
Investigate the relationship between Academic Counselling and Pastoral Care of students	
Further support the work of the Careers dept and Literacy/Numeracy COL staff	

Papanui High School

Wellbeing Leadership committee

Business as usual

The Wellbeing leadership team has been established to; co-construct with staff an appropriate shared understanding of wellbeing for PHS and promote the ongoing promotion of staff and student wellbeing at PHS. The team consists of a Senior Leader, the WSTCOL staff member, the TIC of Health and several other staff and student voluntary representatives.

Key tasks:

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

Goals 2020	Responsibility
Review what is currently being done to support wellbeing of staff and students at PHS	Wellbeing Leadership Team
Investigate resources that offer advice/support for the wellbeing of staff/students	Wellbeing Leadership Team
Review current models of 'Wellbeing' to investigate their connectedness with PHS (including Hauora) in order to create and co-construct a Wellbeing model for PHS staff and students	Wellbeing Leadership Team
Source an appropriate wellbeing survey to be used with staff and students around wellbeing	Wellbeing Leadership Team
Attend Wellbeing COP hui and Well beingNZ conferences (as appropriate) to support implementation of well-being practices at PHS	Wellbeing Leadership Team
Co-construct what Wellbeing means for PHS staff and students	Wellbeing Leadership Team
Begin implementing Wellbeing strategies to support staff wellbeing	Wellbeing Leadership Team

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2020 – 2022		
		2020	2021	2022
<p>Curriculum – innovation and design</p> <p>2020</p>	<p>Student Learning, Engagement and Transition</p> <p>Provide a curriculum framework that aims to support all students achieving a <i>minimum of Level 2 NCEA and/or successfully transitioning to further study or employment.</i></p> <p>Ensure all students’ academic and social growth leads to appropriate pathways beyond secondary education</p> <p>Investigate how student interest and strengths can underpin class placement and learning context to inform curriculum development</p>	<p>PHS curriculum is reimaged and redefined to inform the current rebuild process</p> <p>Develop a collaborative approach to understanding students’ longitudinal learning pathways by using the Totaranui Cluster to gain a greater understanding of year 7 and 8 learning and the transition for these students to PHS</p> <p>Link curriculum initiatives and developments to include a particular focus on boy’s achievement.</p> <p>Further develop the PHS Graduate Profile, i.e. what does the “Papanui Learner” look like. Ensure the language used results in deep student understanding of the profile</p> <p>Following the COVID-19 lockdown period, a review of</p>	<p>The rebuild enables the PHS curriculum to be delivered</p> <p>Full review of Year 8 to 9 transition processes to align commonality of entry data for student profiling. Implement findings to improve transition to high school and obtain an accurate learning profile for each student</p> <p>Gather data to analyse the impact of curriculum links, initiatives and developments to boy’s achievement.</p> <p>Introduce students and the wider community to the PHS Graduate Profile. Link with PRDIE values</p> <p>Curriculum delivery will be modified to incorporate</p>	<p>Curriculum content and delivery is continuously reviewed and refined</p> <p>Use student learning profiles to inform teaching/learning and school wide curriculum structures such as class placement</p> <p>Review and refine</p> <p>The graduate profile is used by staff, students & whanau in a collaborate way to discuss a learner and their achievement aspirations</p> <p>Review and refine</p>

		distance learning strategies will be undertaken to inform future curriculum initiatives	“best practice” identified from the COVID-19 distance learning review	
Digital Technologies 2020	<p>The Ministry of Education has advised that by 2020, all students from Year 1 to Year 10 will be taught to be digitally capable thinkers, producers and creators. “This means teaching students how digital technologies work (the computer science principles) and how they can use this knowledge to solve problems and become creative innovators of digital solutions. This change applies to all students from Year 1 to Year 10.”</p> <p>A well-considered process to implement the new digital technologies content in the NZC is needed to ensure:</p> <ul style="list-style-type: none"> • implementation is effective for learners • teachers are motivated to engage creatively with the new digital content • school/kura's unique perspective is taken into account • resources are used effectively and efficiently 	<p>Encourage staff to enrol in Kia Takatū ā-Matihiko (National digital readiness programme).</p> <p>Provide PLD opportunities for all staff allowing them to develop an understanding of how they can implement aspects of the digital technologies curriculum.</p> <p>Implement the new digital technology curriculum using a cross curricular model – refer to Curriculum Leadership Team BAU.</p> <p>Engage with key stakeholders to generate ideas and support for implementing the new digital content.</p> <p>Use the links formed in the Grown Waitaha Community of Practice to inform best practice in terms of</p>	<p>All Teachers have an understanding of the new digital technologies curriculum and how they can contribute to the cross curricular model of implementation.</p> <p>Continue to promote PLD opportunities for staff.</p> <p>Continue to identify opportunities for incorporating the new digital content in a range of cross-disciplinary settings</p> <p>Continue to engage with key stakeholders to generate ideas and support for implementing the new digital content.</p>	<p>Digital Technologies curriculum is implemented.</p> <p>Ongoing updates and continuous review.</p>

		<p>implementing the digital technologies curriculum.</p> <p>A digital technologies subgroup meet regularly to monitor and review the implementation of the digital technologies curriculum, its learning outcomes and assessment/reporting of these outcomes. Determine if the content is authentic, engaging and taking into account prior learning.</p>	<p>Evaluate the effectiveness of the curriculum to enable learners to make progress with the new digital content from year to year.</p>	
<p>Data 2020</p>	<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>	<p>Develop methods to use student entry data as predictor of academic achievement so as to set goals with students for succeeding years</p> <p>Establish working relationship with Across School and Within School CoL teachers to understand and produce data as required</p> <p>CoL transition goal Communicate entry data findings with contributing schools to ensure consistency and relevance for successful transitioning</p>	<p>As this is the fifth year of the project for data entry analyse and achievement outcomes the overall cohort for the students who arrived 29/01/2017 will be cross reference with NCEA results.</p> <p>Review the goals of the COL and determine the needs for data analysis</p>	<p>By 2022 many of the tasks of the DATA team will be done as part of Business as Usual.</p> <p>Key Tasks could include Data manager and team continue to call for requests for data to enable to make fact based decisions on programmes to enhance the engagement and success of students.</p> <p>Continue to improve ways to Improve staff awareness of the data team's functions and personnel</p> <p>Monitor requests for data to provide an overview and</p>

		Produce a Timeline of Specific data events which have been identified and provided for, to be produced (single year task)		<p>understanding of the types of data required</p> <p>Used embedded processes to present longitudinal achievement data to support school wide reporting and Academic Counselling.</p> <p>Work with other leadership to provide data as required eg Careers team to enable an analysis of Students 'proposed career pathways, Pastoral Care and Combined Leadership group or its sub groups.</p> <p>Respond to staff request to provide the data and /or the skills to find and report the data appropriately. This includes increasing the staff capacity to use KAMAR and other data manipulating packages to individually analyse student performance and to inform their inquiry.</p>
Academic Counselling 2020	<p>Student Learning and Engagement</p> <p>Monitor academic outcomes for all students, with a focus</p>	Use the Within Schools COL staff to build the capacity of all academic counsellors in the delivery of effective AC processes, with a particular	All AC mentoring conversations will be culturally responsive and digitally accessible. There will be a school wide	Review PLD outcomes and the use of the within school PLG's

	<p>on Maori, Pasifika, migrant and refugee groups, ELL students and students with special needs.</p> <p>Further develop and embed the process of monitoring “at risk” students so that it is cohesive and transparent and accelerates the learning for these identified students</p>	<p>focus on quality mentoring conversations and achievement data analysis</p> <p>Build within school connections between AC and careers education</p> <p>Identify students who are likely to have a two year programme to gain Level 1 NCEA and formulate a plan for them to do so</p> <p>A digital model of recording individual AC data and mentoring will be developed</p>	<p>understanding of achievement data and the analysis of this</p> <p>Junior careers programme will have strong connections to the AC process</p> <p>Implement a two year learning programme for students who require this to achieve Level 1 literacy and numeracy as a bench mark of minimum achievement</p> <p>AC administration will become digital and widely accessible to staff, students & whānau</p>	<p>Review and refine</p> <p>Develop a learning pathway for students identified in 2020 as needing a two-year Level 1 programme to allow them to access Level 2 NCEA</p> <p>Review and refine</p>
<p>Real Time reporting 2020</p>	<p>To provide up-to-date information on learning outcomes for student and parents/caregivers.</p>	<p>Staff will use Real time Reporting (RTR) as the main form of presentation of Learning Outcomes for all standards assessed in subjects studied in the senior school.</p> <p>Continue to develop templates/exemplars for staff to be used as best practice to support quality information about student progress.</p> <p>Review the frequency and</p>	<p>Embedded process for senior school wide RTR</p> <p>Ongoing updates and continuous review</p> <p>Provide support and guidance for staff to ensure best practice is maintained</p> <p>Review effectiveness of data presented and</p>	<p>Implement full RTR practice if deemed appropriate and suitable</p> <p>Fully embedded school wide RTR with ongoing updates and continuous review</p>

		<p>quality of comments produced by staff via a quality assurance process</p> <p>Provide ongoing PLD to support staff.</p> <p>Develop a clear process and end of year summary (content to be developed)</p> <p>Survey Trial group (parents/caregivers) to determine effectiveness of RTR in relation to accessibility and quality of information provided.</p> <p>Investigate and develop a framework for junior RTR.</p>	<p>refine/modify as necessary.</p> <p>Implement changes to meet community need</p> <p>Trial Junior RTR if found to be appropriate in term 4 & review.</p>	
<p>Professional learning and Development 2020</p>	<p>Facilitation of school wide and individual professional development.</p> <p>Ensuring that all PLD is relevant to the IEL school focus diagram. This incorporates improved academic and social outcomes in conjunction with pedagogy, best practice, data, academic counselling and reporting whilst functioning in a teaching and learning</p>	<p>Deliver quality PLD in which staff can clearly see and understand the inter-relationships of the IEL themes for increased personal and student outcomes.</p> <p>Utilise the expertise of the WSTCoL members to support professional learning groups. The PLGs will use a collaborative process to enrich the</p>	<p>Increase the numbers of teachers who can facilitate PLD to develop a wider expertise base to work within.</p> <p>PLD will reflect the learning needs of staff in our school</p> <p>Self- reflection through PDC</p>	<p>Ongoing review.</p> <p>Increased engagement for learning is the theme that is recognised as the PLD focus in the school with the understanding of overlapping themes within this.</p> <p>PLD will reach a stage where some delivery will be self-determined by teacher need.</p>

	<p>environment focussed on Culturally responsive practise, Well-being and digital citizenship and supported by inquiry practice.</p> <p>(BAU) PLD management committee oversees the specific distribution of PLD funds in a way that enables staff to continue to upskill in the curriculum or speciality area.</p> <p>The distribution of funds is managed with a long term picture of equity amongst departments and teachers. A separate fund is managed for upgrade of qualifications.</p>	<p>learning process. The key ideas of increased engagement for learning PLD model will still set the framework for staff learning.</p> <p>The WSTCoL will provide workshops for staff in the areas of expertise identified</p> <p>Gather information regarding who is doing upgrade of qualifications.</p>	<p>to facilitate ongoing personal PLD</p> <p>Ongoing updates and continuous review</p>	
<p>PRIDE values 2020</p>	<p>Student Learning, Engagement & Behaviour</p> <p>The School wide values system “Papanui PRIDE” will underpin student learning, engagement and behaviour to maximise student outcomes.</p>	<p>PRIDE values (including the school Karakia) are taught and encouraged in all settings so they can become embedded in the school culture.</p> <p>PRIDE values are encouraged and supported in school material, assemblies and co-curricular activities.</p> <p>New staff induction will include PRIDE values.</p>	<p>PRIDE values and the schools wellbeing model are taught and exhibited in all settings so they can become embedded in the school culture.</p> <p>PRIDE values are actively reflected in school material, assemblies and co-curricular activities.</p> <p>New staff induction includes PRIDE values.</p>	<p>PRIDE values and the schools wellbeing model are embedded in the school culture.</p>

	<p>Staff and Student wellbeing will be supported through the fair and consistent use of student management systems and the schools wellbeing model</p>	<p>The well-being committee will refine/implement a wellbeing model that is culturally responsive and reflects the PRIDE values.</p> <p>The WST with responsibility for “Positive Engagement for Learning” will develop resources using the PRIDE values as a tool to support student engagement</p>		
<p>Professional Development Focus</p> <p>Cultural Responsiveness</p> <p>2020</p>	<p>Staff development for student learning and engagement</p> <p>The school has been involved with the professional learning and development strategy Kia Eke Panuku. This is a school wide change project reflecting the Principles of Ka Hikitia- raising educational achievement for Maori.</p> <p>The Principles of this change project are based around culturally responsive and relational pedagogy. It is important to reflect that all students will achieve where</p>	<p>Culturally Responsive Practices are embedded in the thinking of staff as they undertake any inquiry process.</p> <p>A leadership group is established with representatives from different areas of the school to meet regularly. This group will establish goals and business as usual guidelines to embed cultural responsiveness into school practice.</p> <p>New teachers are explicitly inducted into Culturally Responsive and Relational Pedagogy through the new teachers group.</p>	<p>All teachers engaging in developing Culturally Responsive and Relational pedagogy with 95% of teachers having confidence in; the Principles of CRRP, evidence to accelerate meetings, and participating in an inquiry to embed the principles of Culturally Responsive and relational Pedagogy.</p> <p>Leadership of staff wide PLD and inquiry to embed the Principles of Culturally Responsive and Relational Pedagogy are distributed across all Learning Areas of the school</p> <p>New teachers are explicitly</p>	<p>Culturally Responsive and Relational pedagogy will be the dominant teaching culture at Papanui High School.</p> <p>New teachers are explicitly inducted into Culturally Responsive and Relational Pedagogy through the leadership within their departments</p> <p>95% of teachers using the tools and strategies of CRRP introduced to them to close the gap in Māori achievement.</p> <p>To have as a PLD focus; Teachers actively developing, critiquing and</p>

	<p>these principles are applied.</p> <p>Culturally responsive practice will be woven through the themes of the school wide PLD delivered through the WSTCoL.</p>	<p>To have as a PLD focus; Learning around what an integrated classroom on the CRRP continuum is</p> <p>Teachers know the students in their class- where they come from, what is important to them and have tried to connect with them.</p> <p>Teachers may identify through the inquiry process what support they need to increase their confidence in working with students and families from a range of cultural backgrounds</p> <p>School processes are looked at through a cultural responsiveness lens to identify areas where relationships with Whanau and community can be strengthened in order to increase student and family engagement.</p> <p>Through a larger inquiry process with the Cultural Responsiveness Team data to be gathered will be identified to identify barriers to participation and</p>	<p>inducted into Culturally Responsive and Relational Pedagogy through the new teachers group.</p> <p>To have as a PLD focus; Teachers developing and sharing their own ideas about culturally responsive practice and practical ways to implement and review this.</p>	<p>sharing their own ideas about what an integrated classroom on the CRRP continuum is through their Inquiry</p>
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		<p>engagement.</p> <p>Discussion with HoDs will be held to identify how department goals could reflect increasing participation in senior subjects by different cultural groups.</p> <p>Staff continue to be encouraged to learn the school Haka, Karakia and waiata to increase confidence in Te Reo and the Takanga Maori</p>		
<p>Professional Development Focus</p> <p>Digital Citizenship</p> <p>2020</p>	<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> <p>The COVID 19 response has forced teachers into online learning in an unexpected fashion. The</p>	<p>Staff understand digital citizenship and how it relates to their practice.</p> <p>This understanding of digital citizenship is embedded in their enquiry and in collaboration with other staff to increase the use of digital strategies in their practice.</p> <p>Sharing of best practice and student centred collaborative learning is embedded into department teaching and learning.</p>	<p>Blended student centred collaborative learning experiences based on evidence based inquiry will be evident.</p> <p>Sharing of best practice and student centred collaborative learning is embedded into department teaching and learning.</p>	<p>On-going analysis and modifications as required</p> <p>Sharing of best practice and student centred collaborative learning is embedded into department teaching and learning.</p> <p>Teachers and students will be competent confident users of digital strategies</p>

	<p>motivation for future inquiry in this area will change as a result and will be unpacked as we go through this year.</p>	<p>Teachers use appropriate technologies to enable a collaborative inquiry focussed approach.</p> <p>Schemes of work reflect the collaborative inquiry focussed approach and staff support each to achieve this by sharing best practice.</p>		<p>across a range of contexts</p>
<p>Pasifika 2020</p>	<p>The vision is to see 'Pasifika learners participating, engaging and achieving in education, secure in their identities, languages and cultures and contributing fully to Aotearoa New Zealand's social, cultural and economic wellbeing'.</p>	<p>Continue to work with local ministry and key community staff to support a programme of engagement of our Pasifika community within the school.</p> <p>Through the use of Fono's, gather community voice and raise awareness of the need to improve and increase engagement, build relationships and make connections to improve communications and allow students, their parents and families an opportunity for them to have a 'voice'.</p> <p>Develop working parties to explore strategies to raise Pasifika learners' participation, engagement</p>	<p>Increase connectivity and support with MOE to support Pasifika outcomes.</p> <p>Embed Fono's into the school diary to strengthen relationships with our Aiga families.</p> <p>Implement strategies and examine data.</p>	<p>Analyse and review and progress to determine next steps.</p> <p>Embed culture of 'Fono' to support communication and collaboration with the Pasifika community to improve participation and achievement.</p> <p>Ongoing updates and continuous review</p>

		<p>and achievement with the aim of successfully transitioning students into further study or the work force.</p> <p>Review Pasifika achievement data to identify at risk students.</p> <p>Explore opportunities for teachers to learn and understand what identity, languages and culture means for our Pasifika students.</p> <p>Explore further opportunity to celebrate success, and understand how that is celebrated from Pasifika perspective</p> <p>Review Aiga Form as an entity to see if students are meeting expectations around positive outcomes.</p> <p>Improve and increase engagement with students, their parents and families through Pasifika community initiatives, such as</p>	<p>Analyse outcomes and reflect on strategies to improve outcomes</p> <p>Provide information and access to PLD for staff</p> <p>Implement Pasifika perspective to acknowledge success.</p> <p>Implement identified changes.</p> <p>Increase awareness of opportunities to be involved in community based programmes</p>	<p>Ongoing updates and continuous review</p>
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		SPACPAC.		
Roll Growth 2020	To manage student numbers in line with resourcing	<p>Monitor and review school numbers in-line with school building cap of 1650 and in zone/out of zone numbers</p> <p>Monitor roll numbers in preparation for phase 2, 2022 – Breens Corridor shared zone With Burnside.</p> <p>Monitor special character in-zone data for Kimi ora department numbers and staffing.</p> <p>Monitor In-zone Subdivision Developments to analyse impact on enrolments.</p> <p>Monitor and review Year 9 out of zone places offered and percentage uptake of offered places</p> <p>Analyse contributing school data for student intake, historical and current.</p> <p>Monitor Catchment/zone numbers and track actual student enrolment placement from contributing schools to review trends in relation to the ‘type’ of</p>	<p>Review outcomes and continue consultation process with Ministry and Community as required.</p> <p>Monitor and review school numbers in-line with school building cap of 1650 with the view to reduce out of Zone enrolments.</p> <p>Review implications of Phase 1 change and consult with Ministry of Education if data looks to be having a negative impact on the school’s roll number.</p> <p>Monitor and review contributing school data for student intake, historical and current. Ongoing review and analysis</p> <p>Ongoing review and analysis</p>	<p>Review outcomes and continue consultation process with Ministry and Community as required.</p> <p>On-going review to support application of phase 2, 2022.</p> <p>Reflect on out of zone intake policy at PHS in-line with working party outcomes and catchment/zone numbers.</p> <p>Review contributing schools for potential impact at Year 9.</p> <p>Ongoing updates and continuous review</p>

		<p>secondary school education selected.</p> <p>Monitor Year10-13 transitioning students in zone to Papanui High School.</p> <p>Reviewed historical retention rate data in line with increasing achievement outcomes from students NCEA results.</p> <p>Review retention rate in-line with Secondary/tertiary programmes.</p> <p>Review and adjustment of semester and timetable structure to accommodate class size, viability and differentiated course structure.</p> <p>Monitor international markets and numbers to maintain balance in nationalities and growth in numbers</p> <p>Monitor and manage employment of Staff due to roll fluctuations</p>	<p>Cross reference adjustments to retention rate, transition of Year 10-13 students with cohort birth rate to predicted roll for PHS.</p> <p>Monitor impact on of Secondary/tertiary interface with senior student numbers.</p> <p>.</p> <p>Review international marking in-line with number balance and market accessibility</p> <p>Ongoing analysis</p>	
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<p>School Finance & Property (Building Developments and Pedagogy) 2020</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>	<p>Master Planning initiated through MOE. Work alongside MOE appointed facilitators to advance master planning.</p> <p>Research and investigate pedagogical understanding of how teaching and learning needs can be met by building design.</p> <p>Engaging MOE in conversations around current practice happening in other schools</p> <p>Ensure staff, student and community voice remains a focus in the property development programme</p> <p>Implementing basic repairs and maintenance programme in-line with funding freeze</p> <p>Provide opportunity through Fit for Work (ACC) for reintegration into the work force of person(s).</p> <p>Ensure annual accounts are prepared with the Audit Office requirements and all information is available in</p>	<p>BOT - monitor master plan building projects and completion dates.</p> <p>Develop a knowledge bank to support future decision making</p> <p>Invite the ministry to talk to staff about building programmes</p> <p>Maintain communication pathways and</p> <p>Ongoing review and analysis</p> <p>Ongoing review and analysis of funds to continue basic repairs and maintenance programme</p> <p>Review effectiveness and manageability of programme and feedback to ACC</p>	<p>Ongoing review and analysis</p>
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		<p>line with legislation</p> <p>Day to day accounting functions are carried out in accordance with management guidelines and process for the school</p> <p>Maintain control of expenditure to ensure Boards funds are kept within the school budget whilst improving the school financial position</p> <p>Grow locally raised funds through increasing the number of International students (60 FTE's) to support resourcing within the school.</p>	<p>Ongoing review and analysis</p> <p>Increase student engagement in and develop the ownership of a plan and the facilities with the students in the school</p> <p>Ongoing review and analysis</p> <p>Grow locally raised funds through increasing the number of International students (65 FTE's) to support resourcing within the school.</p>	<p>Grow locally raised funds through increasing the number of International students (70 FTE's) to support resourcing within the school.</p>
<p>Health and Safety 2020</p>	<p>Ensure the school environment meets the requirements of the Health and Safety at Work Act 2015.</p>	<p>Review the strategic framework which has been developed to underpin how Health and Safety operates in the school.</p> <p>Continue to develop Best Practice regarding the reporting of Health and Safety in the day to day running of the school, and for reporting to the Board of Trustees as Governance.</p>	<p>Review the strategic framework which has been developed to underpin how Health and Safety operates in the school.</p> <p>Review the school practice regarding the reporting of Health and Safety in the day to day running of the school, and for reporting to the Board of Trustees as Governance.</p>	<p>Review the strategic framework which has been developed to underpin how Health and Safety operates in the school.</p> <p>Review the school practice regarding the reporting of Health and Safety in the day to day running of the school, and for reporting to the Board of Trustees as Governance.</p>

<p>Personnel 2020</p>	<p>Staff employment and meeting professional standards</p>	<p>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</p> <p>Where necessary use existing staff expertise to fill vacancies as required</p> <p>Update staff job descriptions to ensure they reflect current roles and responsibilities</p> <p>Endeavouring to employ the best available staff to meet the requirements of the PHS goals</p> <p>Development of an improved approach for supporting Certification and meaningful annual Appraisal for all Teaching Staff, reflecting changes in national policy from 2018 and the current Accord review.</p>	<p>Gather data from staff groups/departments with identified employment requirement ie balance of provisional, 3-7 year and experienced teachers to ensure a balanced representation is met and capacity continues to be built</p> <p>Where necessary use existing staff expertise to fill vacancies as required</p> <p>Vacancies and all relevant job descriptions and application information is able to be posted online</p> <p>Continue to endeavour employing the best available staff to meet the requirements of the PHS goals</p> <p>Embedding of the adopted approach for supporting Certification and meaningful annual Appraisal for all Teaching Staff, reflecting the changes in national policy from 2018 and the 2020 Accord review.</p>	<p>Continuous Review to ensure succession planning is embedded in the culture of staff development and replacement</p> <p>Where necessary use existing staff expertise to fill vacancies as required</p> <p>Vacancies and all relevant job descriptions and application information is able to be posted online</p> <p>Continue to endeavour employing the best available staff to meet the requirements of the PHS goals</p> <p>Review of the adopted approach for supporting Certification and meaningful annual Appraisal for all Teaching Staff, reflecting the changes in national policy from 2018 and the 2020 Accord review.</p>
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<p>Community Engagement</p> <p>2020</p>		<p>Implement strategic direction for reviewed model now 2020 - 2022</p> <p>Analyse Adult Community Education data to ensure viability.</p> <p>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.</p>	<p>Implement 2021 aspects of strategic plan</p> <p>Ongoing review process</p> <p>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.</p>	<p>Implement 2022 aspects of strategic plan</p> <p>Plan and action the process for community engagement to gather data to develop strategic direction for 2022 - 2024</p> <p>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.</p>
<p>Wellbeing</p> <p>2020</p>	<p>Recognition of the importance of understanding and experiencing 'wellbeing' as Staff and Students at PHS</p> <p>PHS Wellbeing leadership committee established in 2017</p>	<p>Refine/implement a wellbeing model created by the staff at PHS.</p> <p>Investigate the application of a Positive Education focus at PHS</p> <p>Feedback to staff and implement short term strategies to support wellbeing of staff and</p>	<p>Wellbeing model taught and exhibited in all settings.</p> <p>Develop Positive Education overview for PHS</p> <p>Feedback to staff and implement short term strategies to support wellbeing of staff and</p>	<p>Wellbeing model embedded in the school culture</p> <p>Implementation of long term action plan</p>

		<p>students</p> <p>Set up working party to discuss and present findings to staff and develop a long term and sustainable action plan</p> <p>Col to discuss wellbeing and its implications.</p> <p>Review wellbeing @school survey used with Y9 & 10 students during term 4, 2018 as part of CoL focus around wellbeing. If required & appropriate, administer wellbeing survey at other year levels to gather baseline data.</p> <p>Investigate how wellbeing goal(s) can be included for staff appraisal and students' Academic Counselling</p>	<p>students</p> <p>Student Wellbeing committee develops a strategic plan to support student wellbeing at PHS</p> <p>Administer wellbeing survey to gather longitudinal data</p> <p>Incorporate wellbeing goal(s) in staff appraisal and student academic counselling conversations/documents</p>	<p>Student Wellbeing committee begins to implement its' strategic plan to support student wellbeing at PHS</p> <p>Implement COL wellbeing strategies</p> <p>Administer wellbeing survey to continue gathering longitudinal data</p> <p>Wellbeing a component of all professional discussions with staff and students.</p>
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Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Property	Short Report	Finance	Short Report
<p>Regular maintenance</p> <p>International Students and Adult and Community Education office redevelopment.</p> <p>MOE School Investment Package Funding</p> <p>Identify current Health and safety issues and those exposed by property fund freeze and action MOE support.</p> <p>School cameras</p>	<p>Action annual and day to day repairs and maintenance.</p> <p>Define workspaces, Boardroom and increase work space capacity, and to meet the changing needs and growth.</p> <p>Plan/Design a cost analysis for Health and Safety West internal roadway, car parking and bikeway entry and safe storage.</p> <p>Engage MOE property manager to confirm status of identified issues.</p> <p>Review and upgrade digit capability and accessibility including cell phone viewing.</p>	<p>Fund additional staffing to support learning programme offered by the school – including identified priority learners.</p> <p>Protect surplus equity</p> <p>COVID19</p> <p>Maintain and build upon long-term sustainable fundraising opportunities and accessing of grants.</p> <p>MOE Donation Scheme</p>	<p>Marketing campaign to Increase cash capital by increasing International student numbers, particular focus on Europe/China.</p> <p>Maximise interest investment for future building projects aimed at developing authentic learning environments.</p> <p>Review financial implications of COVID19 in relation to 2020, including staff and student wellbeing. Impact on International students and for 2021– staffing overall.</p> <p>Reduce financial constraints on families/Whanau so as to allow students to participate in authentic co-curricular activities that support values of the school.</p> <p>Monitor and review financial implications of opting into the scheme in relation to enhanced curriculum learning.</p>

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

2020 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 14.1% gap in achievement by Maori as compared to NZ European identified by the PHS 2019 Level 1 NCEA participation results”.	Annual Target: Targets have been set for Year 12 students following identification of capability of achieving NCEA Level 2 in 2020 from 2019 Level 1 results. All Students - Achievement 96.7% of those returning who achieved Level 1 in 2019 will achieve Level 2 in 2020. (data based on eligibility through retention to the end of 2020 and entered in sufficient entries to gain Level 2 NCEA) 61.6% of those returning who did not achieve Level 1 in 2019 will achieve Level 1 and 2 in 2020 (data based on eligibility through retention to the end of 2020 and entered in sufficient entries to gain Level 2 NCEA) The combined Level 2 achievement target for all students in 2020 is 86.5% from the 2019 Level 1 Achievement of 71.6%. (2019 Level 2 overall Achievement was 84.8 %)

Maori Students - Achievement

87.5% of those returning who achieved Level 1 in 2019 will achieve Level 2 in 2020

47.6% of those returning who did not achieve Level 1 in 2019 will achieve Level 1 and 2 in 2020

The combined Level 2 achievement target for Maori Students in 2020 is 71.1%

- (2019 Level 2 Maori Achievement was 69.8. %)

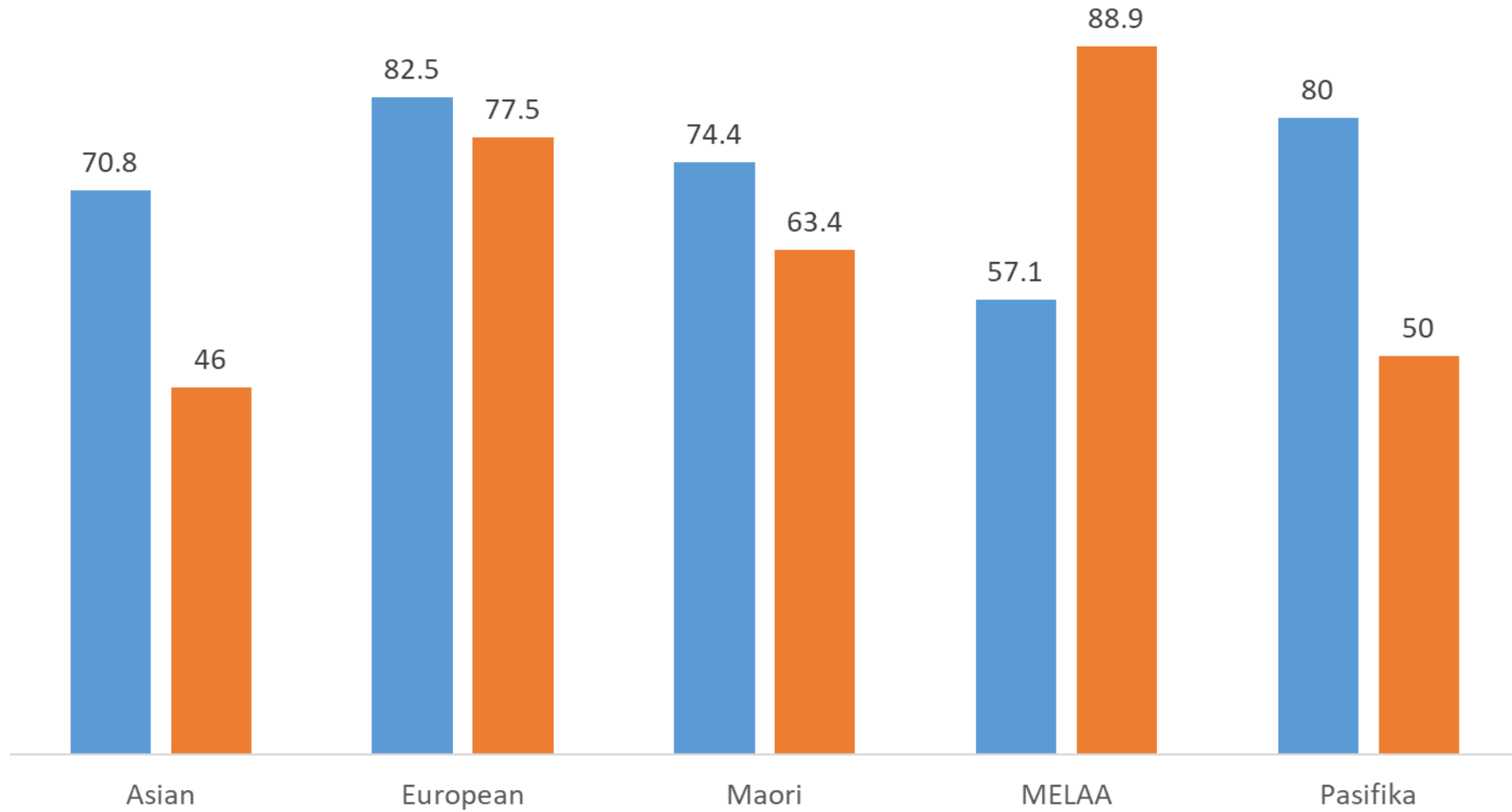
	ALL STUDENTS	MAORI
Have Level 1 2019 and will get Level 2 2020	174 Yes - No 6 174/180 = 96.7%	21 Yes - No 3 21/24 = 87.5%
Did not get Level 1 2019 but will get Level 2 2020	45 Yes - No 28 45/73 = 61.6%	10 Yes - No 11 10/21 = 47.6%
Overall get Level 2 With usual caveats	219/253 = 86.5%	32/45 = 71%

Baseline data:

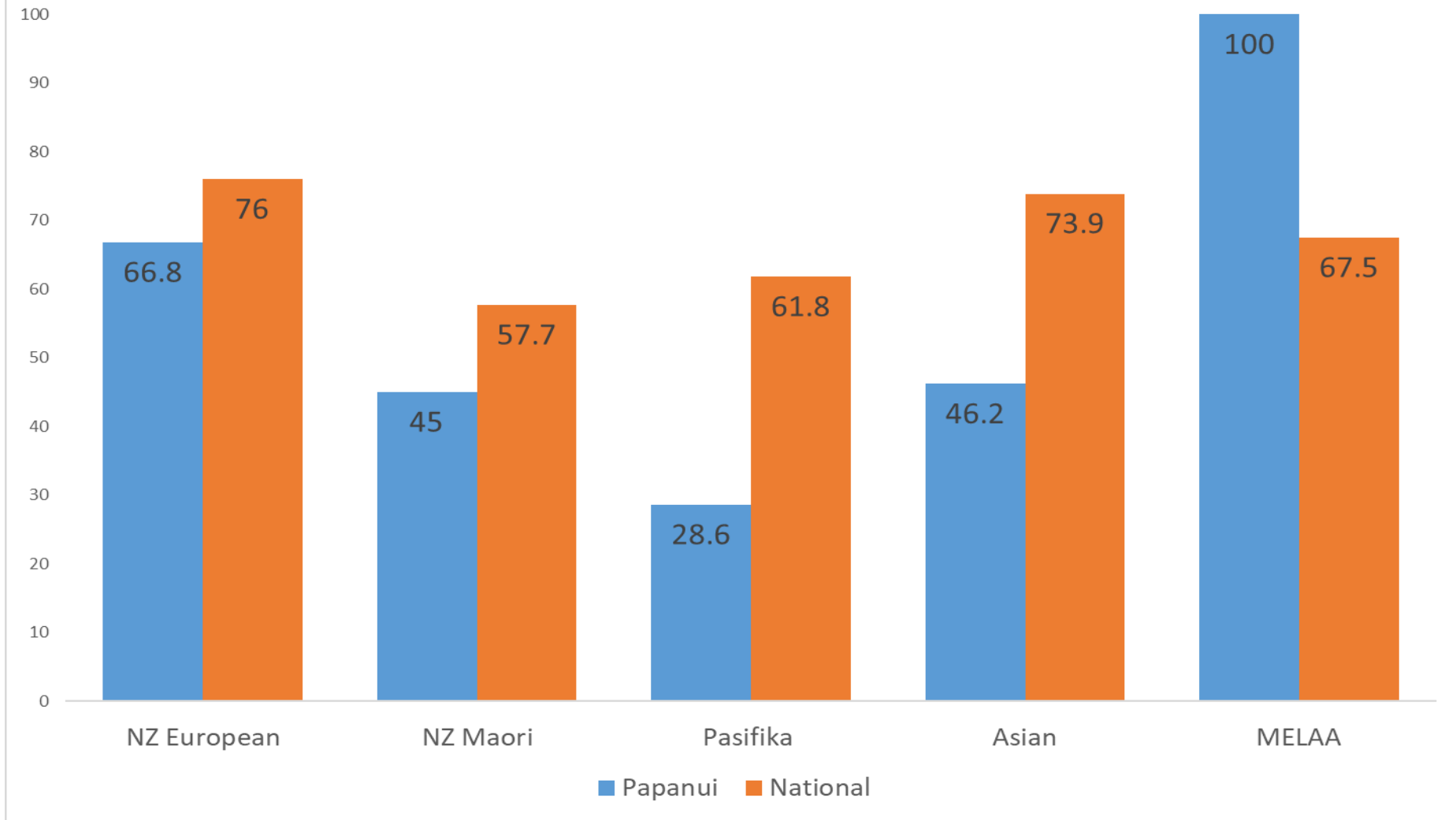
Ethnicity and Achievement Graph Level 1

Ethnicity and Achievement Graph Level 1 (Participation)

■ 2018 ■ 2019



Level 1 Achievement - Ethnicity 2019



The 2019 analysis of NCEA results identified Papanui High School Maori students' achievement as below the national average by 12.7% (based on 71 days plus enrolment). For Papanui High School, Maori Achievement was below European achievement (participation data) by 12.1% and (71 days enrolment data) by 13.8%.

Key Improvement Strategies:

When:	What:	Who	Indicators of Progress
All Year	Subject Learning	Classroom Teachers	Achievement data
All Year	Academic counselling	Form Teacher (supported by subject teachers and careers staff) Data team to produce appropriate reports	Goals set and reviewed Appropriate course selection Student achieving at or above expected NCEA level.
Fortnightly	Engagement reporting	Subject teachers Form teachers Deans	Statistics collated fortnightly, analysed both at Year and Individual Levels. Engaged students acknowledged. Disengaged students are supported through Form Teacher and Dean Conferencing to improve their level of engagement. Student achieving at or above expected NCEA level.
All Year	Real Time reporting	Subject teachers Academic Councillor Deans	Completion of Progress and feed forward recording comment box in students record of learning through KAMAR and access via parental portal Information is made available for the Academic Counsellor who uses this for conferencing, reflection and goal setting. Information is made available for the Deans who use to support engagement of the student in school.

All Year	Curriculum Diversity Secondary/Tertiary interface	School wide Specialist AC staffing HOD's & subject teachers	Development of needs based programme to support individual learning pathways Secondary/Tertiary interface staff working with students to show consistency of application to both in school and external provider.
All Year	School wide PLD through Inquiry Including cultural responsiveness, wellbeing, digital citizenship and within school teacher CoL.	School wide	Building on success Developing strategies to enhance and accelerate learning outcomes for Maori students
All Year	Influence of Secondary Student Achievement PLD	Classroom teacher	Innovation in teaching strategies Relationship building and use of ICT High Levels of engagement through fortnightly reports Ongoing high levels of achievement in NCEA standards
All Year	Focused data analysis	Data team AC committee Literacy/numeracy coordinator Teaching staff	Improved parent, family and whanau capability to be well informed, confident, engaged and influential in the school setting. Accelerated student achievement
Monitoring: Kamar Data resource base, Form Teacher and subject teacher reviewing information fortnightly.			
Resourcing: MOE PLD, Relief as required and new staff professional development.			

Goal 2

Improvement Plan - Transition Goal

Strategic aim:

All students have a successful transition from traditional contributing schools and other providers to, through and beyond Papanui High School.

Annual aim:

Monitor the transition into Year 12 from Year 11 to track the effectiveness of subject choice and class placement.

Target:

To evaluate effective transition of 30 male Year 11 students into Year 12 courses. Cross reference Year 11 Achievement in English, Mathematics and Science to see what subject's students choose, their engagement and NCEA outcomes in their Year 12. Focus on Boys Education, which would include priority learners

Target Group will become the 30 identified male students who were closest to achieving NCEA level 1 (but did not achieve NCEA Level 1) in 2019

Contributing factors will include behaviour records, attendance and class changes.

Baseline data: This data was gathered by using information from Year 11.

Boys Years 11 Achievement below 80 credits in Level 1 NCEA 2019 Transition into Year 12 2020

Student	Leaving Date	Credits	Total EMS	Total Credits from other subjects	English Course and Credits		Maths Course and Credits		Science Course and Credits	
1		78	28	50	13	24	12	4	12	0
2		78	39	39	13	21	13	10	12	8
3		78	34	44	11	14	11	12	12	8
4		78	36	42	eni13	10	13	10	13	16
5		77	35	42	13	24	12	7	12	4
6		77	29	48	11	11	12	10	11	8
7		76	25	51	11	7	12	10	12	8
8		76	25	51	11E	7	11	10	11	8
9		76	37	39	MED11	16	13	9	12	12
10		73	32	41	13	16	12	4	12	12
11		73	35	38	13	23	11	8	11	4
12		73	31	42	MED11	15	11	4	11	12
13		72	27	45	eni13	12	13	7	13	8
14		72	22	50	11	10	12	4	12	8
15		68	29	39	13	21	12	4	12	4
16		68	41	27	13	19	12	10	11	12
17		67	25	42	ESL11	5	13	4	13	16
18		66	36	30	eni13	10	13	10	13	16
19		65	25	40	eni13	10	13	7	12	8
20		64	14	50	ENI13	10	13	4	12	0
21	17/02/20	64	34	30	13	26	12	4	12	4
22		64	28	36	ENI13	10	13	6	13	12
23		63	32	31	13	24	13	4	13	8
24		62	22	40	13	11	12	7	12	4
25		61	25	36	11F	14	12	7	12	4
26	11/12/2019	60	39	21	13	16	13	7	12	16
27		59	16	43	11	0	11	0	12	16
28	4/12/2019	59	33	26	eni13	10	13	7	13	16
29		58	22	36	11	18	12	0	11	4
30		57	33	24	ENi13	10	13	7	13	16

It will be import to cross reference individual students' English, Mathematics and Science specific course achievement in Year 11 to their subject choice and engagement in Year 12.

When:	What:	Who	Indicators of progress
All Year	Subject Learning	Classroom Teachers	Engagement and Achievement data 11
All Year	Academic counselling	Form Teacher (supported by subject teachers and careers staff) Data team to produce appropriate reports	Goals set and reviewed Appropriate course selection Student achieving at or above expected NCEA level.
Fortnightly	Engagement reporting	Subject teachers Form teachers Deans	Statistics collated fortnightly, analysed both at Year and Individual Levels. Engaged students acknowledged. Disengaged students are supported through Form Teacher and Dean Conferencing to improve their level of engagement. Student achieving at or above expected NCEA level.
All Year	Real Time reporting	Subject teachers Academic Councillor	Completion of Progress and feed forward recording comment box in students record of learning through KAMAR and access via parental portal Information is made available for the Academic Counsellor who uses this for conferencing, reflection and goal setting.

		Deans	Information is made available for the Deans who use to support engagement of the student in school.
All Year	Influence of Secondary Student Achievement PLD	Classroom teacher	Innovation in teaching strategies Relationship building and use of ICT Cultural responsiveness Boys Education
All Year	Focused data analysis	Data team AC committee Literacy/numeracy coordinator Teaching staff	Improved parent, family and whanau capability to be well informed, confident, engaged and influential in the school setting. Accelerated student achievement
Monitoring: Kamar Data resource base, Form Teacher and subject teacher reviewing information fortnightly, Community of Learning			
Resourcing: MOE PLD, CoL. Staff Relief. New staff professional development.			

Goal 3 - Engagement Goal

Improvement Plan - Domain: Learning Year 11 Engagement Goal

Strategic Goals:

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

To improve Boys engagement to accelerate the progress of students performing below expectations.

The lowest 30 Year 10 Boys averaged English, Mathematics and Science engagement scores and their associated curriculum level achievement in 2019 will be analysed to see the correlation of engagement and achievement in Year 11 NCEA English, Mathematics and Science.

(Final data will reflect all students who were present at the start of the Year and attended for more than 70 days in 2019).

Annual Goal:

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

Annual Target:

For students in the target group, the lowest 30 Year 10 Boys averaged English, Mathematics and Science engagement scores, what is the correlation to engagement scores and 2020 NCEA outcomes.

Baseline data:

From 2019; the lowest achieving 30 Year 10 boys average English, Mathematics and Science engagement scores.

Student Number	Gender	Stu_Form Class	Average for 2019	% Attendance Year	Ethnicity	ENG	MAT	Sci
18	M	10WrjG	2.88	93	NZ European	A4	T5	H4
1	M	10MdtY	2.87	63	NZ European	T5	T5	T5
15	M	10WrjG	2.87	31	Korean	A3	A4	A3
22	M	10GLPG	2.86	79	Maori	H4	A5	A5
12	M	10RSSB	2.85	65	NZ European	H3	T3	H4
19	M	10FlrB	2.85	93	Maori	A5	A4	A5
25	M	10STTR	2.85	86	NZ European	T4	T4	T4
2	M	10SMMR	2.83	86	NZ European	A4	A4	T5
3	M	10RSSB	2.83	94	NZ European	T4	A4	A4
27	M	10jmk	2.83	91	NZ European	A3	T4	A4
6	M	10SMMR	2.82	78	NZ European	T4	A4	A5
8	M	10TRPG	2.82	73	NZ European	A4	A4	N/A
13	M	10RSSB	2.82	88	NZ European	H3	T4	A4
7	M	10RxeB	2.81	95	South African	T4	A4	T5
16	M	10WrjG	2.81	67	Maori	A3	A4	A4
29	M	10TKKY	2.8	68	Maori	T4	A5	T4
4	M	10SMMR	2.78	85	NZ European	H4	H4	T5
26	M	10RxeB	2.78	97	Maori	A4	A4	T5
28	M	10Onc	2.78	91	Maori	A3	A3	T4
17	M	10TkkY	2.77	26	Australian	N/A	T5	T5
24	M	10STTR	2.77	64	Colombian	A3	T3	T4

9	M	10Onc	2.76	86	Cook Islands	H2	T3	T4
14	M	10WrjG	2.76	70	NZ European	A4	T5	T5
5	M	10STTR	2.74	78	NZ European	T4	H3	T4
21	M	10RXEB	2.74	70	NZ European	A4	T5	A4
11	M	10MDTY	2.7	68	NZ European	T4	T4	T4
20	M	10STTR	2.61	86	Chinese	A1	A2	A3
30	M	10TrpG	2.61	82	NZ European	A4	T4	A4
23	M	10STTR	2.55	91	NZ European	A3	T3	T4
10	M	10TrpG	2.49	84	NZ European	T2	A3	A4

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 NCEA level
Fortnightly for each Year level	Engagement reporting	Subject Teachers Deans	Statistics collated fortnightly, analysed both at Year and Individual Levels. Engaged students acknowledged. Disengaged students are supported through Form Teacher and Dean Conferencing to improve their level of engagement.

			Student achieving at or above expected NCEA level
At least once a term	Real Time reporting	Subject teachers Academic Councillor Deans	Completion of Progress and feed forward recording comment box in students record of learning through KAMAR and access via parental portal Information is made available for the Academic Counsellor who uses this for conferencing, reflection and goal setting. Information is made available for the Deans who use to support engagement of the student in school.
All Year	School wide PLD through Inquiry Including cultural responsiveness, wellbeing, digital citizenship and within school teacher CoL.	School wide	Building on success Developing strategies to enhance and accelerate learning outcomes for Maori students Developing strategies to enhance and accelerate learning outcomes for Boys
All Year	PRIDE values	Whole Staff	Consistent approach to behaviour. Reduction in disengagement Reduction in reported major and minor incidents
Monitoring: Monitoring behavioural data and attendance data - kamar			
Resourcing: <i>Whole staff PD</i>			

Tōtaranui Kāhui Ako Strategic Plan 2020 Draft



Positive Engagement for Learning

Goal 1: Wellbeing Including Whanau and Community Involvement

Tōtaranui CoL will support all learners on their journey of hauora. This includes embracing and developing reciprocal relationships that enhance learning and support wellbeing.
(based on Mason Durie's *whare tapawhā*)

Goal 2: Cultural Responsiveness Through Engagement and Inclusion

Tōtaranui CoL will provide an environment that respects the dignity of each learner's culture, language and identity. Relevant teaching and learning opportunities will allow all to feel connected whilst acknowledging the special place

Goal 3: Creativity and Innovation

Tōtaranui CoL will develop skills and capabilities by maximising opportunities that the NZ Curriculum offers through broad authentic learning experiences which allow imagination and creativity to flourish.

Wellbeing & Engagement

Cultural Responsiveness

Digi Tech

Design & Pedagogy Integral To Innovative Learning Environments

Link Local Curriculum

Connect, Collaborate and Grow	Tier One foci (focus)	Tier One foci	Tier One foci	Tier One foci
	LSC/AST <ul style="list-style-type: none"> Support Well Being Collaboration and connection Access of external agencies programmes and support 	AST <ul style="list-style-type: none"> Cultural context for learning Inclusive cultural practice Cultural narrative <ul style="list-style-type: none"> unlocked developed establish Iwi connections 	AST <ul style="list-style-type: none"> Integration of digi curriculum into the localized curriculum Digital Citizenship Passport Digital Capability 	AST <ul style="list-style-type: none"> Best practice pedagogy Local curriculum design and implementation Collaboration and use of Flexible Learning space
	Data collection Identifying, monitoring, gathering, analysing	Data collection Identifying, monitoring, gathering, analysing	Data collection Identifying, monitoring, gathering, analysing	Data collection Identifying, monitoring, gathering, analysing
	Focus and Identify Priority Needs	Focus and Identify Priority Needs	Focus and Identify Priority Needs	Focus and Identify Priority Needs
	Take Action	Take Action	Take Action	Take Action
Reflect and Review	Reflect and Review	Reflect and Review	Reflect and Review	

GRADUATE PROFILE

Papanui High School Staff support student outcomes through the strategic goal: “Increased Engagement for Learning leading to Improved Academic and Social Outcomes for all Students”.

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

Wellbeing Hauora	Whanau & Community Involvement	Engagement & Inclusion	Cultural Responsiveness	Creativity & Innovation
<p>Definition: All learners develop competencies so they can lead healthy active lives and make a positive contribution to their community.</p> <p>Aim: Papanui High School staff and students will have a thorough understanding of the concept of Hauora/wellbeing and how this translates to their own life and that of others. Staff and Students will be well equipped with strategies that ensure they can maintain their individual hauora wellbeing and provide support to or advocate for others.</p>	<p>Definition: An environment where the school, families/whānau and the community work together in an inclusive, collaborative and culturally responsive way to enhance learning.</p> <p>Aim: Papanui High School staff and students will be bi-culturally competent, globally aware and engaged with their community. Papanui High School Whānau and community will be embraced and acknowledged developing reciprocal relationships along our pathway whilst acknowledging the bicultural nature of New Zealand through te Tiriti o Waitangi.</p>	<p>Definition: All learning that takes place is relevant and valued, leading to motivation and engagement whilst instilling a sense of belonging allowing for full participation in all aspects of school life.</p> <p>Aim: Papanui High School staff and students will feel connected to and have a sense of belonging to their school. They will develop and accept individual responsibility to understand and respect the uniqueness of others.</p>	<p>Definition: All learners will be embraced by an environment that respects bi-culturalism whilst valuing an individual’s own culture and that of others.</p> <p>Aim: Papanui High School staff and students will appreciate the role of Te Tiriti o Waitangi and be aware of global issues. They will act with integrity and fluency across cultures and perspectives, have a commitment to the betterment of society, and be open in their thinking and appreciative of the riches that diversity and equity bring. They will also have a strong sense of their own individual cultural heritage.</p>	<p>Definition: All learners develop skills and attitudes by experiencing a range of creative and cultural activities that challenge thinking and encourage curiosity, imagination and experimentation.</p> <p>Aim: Papanui High School staff and students are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, confidence, and demonstrate learner agency. Staff and students will be committed to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment. They will have the ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity.</p>

2020 Across School Teachers Strategic Support for Papanui High School

Particular focus on Boys Education

- Tōtaranui Cultural Festival
- Work with all AST's to facilitate an inquiry into the gender disparities in achievement data
- Work with Year 10 leadership group to deliver Kahui Ako event
- Work with all AST's to facilitate an inquiry into the gender disparities in achievement data
- Support Papanui Staff with showcasing the leadership work on the CoL website
- Boys' education
- Research best practice to develop understanding of what works best for boys including physical environment.
- Complete a school internal evaluation plan for improving Boys' education.

Develop ideas and present to PHS WST and leadership group to be developed into an action plan.

Papanui High School Future Focus:

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

Future Focused Teaching and learning

Commentary: A place whose effective teaching practices and use of spaces are flexible, collaborative and enhance learning

Aspirations	What does this mean?	How will we achieve the aspiration?
<p>We focus our use of space and pedagogies to improving outcomes to create confident, connected, lifelong learners who demonstrate learner agency.</p>	<p>The learner has the capacity to act and make choices. In a learner-centred environment, learners have agency over their learning and classroom systems serve the needs and interests of the learner.</p> <p>When learners link content to their passions and interests, they have a greater stake in what they are doing. When they set personal goals, the learning becomes theirs. This sense of ownership leads to increased motivation.</p> <p>Agency involves the initiative or self-regulation of the learner. Learners must have a belief that their behaviour and their approach to learning will make a difference for them in their learning context – in other words, a personal sense of agency.</p> <p>Agency is interdependent. The learner is not working in isolation doing their own thing and what suits them, there's connectedness.</p> <p>Agency includes an awareness of the responsibility of one's own actions on the</p>	<p>The provision of an inclusive learning environment which engages learners, teachers, family/whanau, and communities in co-constructing education to address students' needs, strengths, interests, aspirations and the opportunity for cross-curricular and/or multi-level learning.</p> <p>Create a learning environment where learners and teachers work together to build curriculum knowledge and develop the key competency skills to create lifelong learners.</p> <p>Develop personalised learning by:</p> <ul style="list-style-type: none"> ● building the curriculum around the learner, ● providing flexibility to meet learner needs ● the learner linking content to their passions and interests ● setting personal goals to increase ownership of learning and thus motivation ● providing authentic learning experiences and place based learning <p>When learners can make decisions on how to organise and reflect on their learning and overall wellbeing, they develop the ability to self-monitor. These self-management skills create lifelong learners.</p> <p>When learners are able to make authentic contributions to their school, environment, or community through their learning, their voice finds expression leading to greater empowerment</p> <p>Build a culture of continuous learning, reflection and self-review for teachers and school leaders for professional learning</p>

learning environment and on others. Every decision a learner makes, and action she or he takes, will impact on the thinking, behaviour or decisions of others – and vice versa.

Set high expectations and not underestimate what learners are capable of.

Cultural responsiveness

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

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

Acceptance of different cultures is actively promoted through school networks.

Iconography.

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

Diversity and Inclusion.

Commentary: A place that promotes, supports and celebrates diversity and inclusion.

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

Wellbeing

Commentary: A place that promotes and supports the wellbeing of its school community

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

Environmental and ecological sustainability

Commentary: A place that has a physical environment which is safe and appealing, and has a commitment to ecological sustainability.

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