

# Greymouth High School Charter 2018



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**GREYMOUTH**  
High School  
Te Kura Tuarua O Māwhera

Whāia te Iti Kahurangi: Strive for Success

**VISION:** *The heart of learning in our thriving community.*

Greymouth High School is a welcoming school with high achievement for all learners, based on strong relationships and values throughout our community, where every learner develops qualities to make a positive difference throughout their lives. In this way, we play a key role in the Grey District's future.

## ARCH Our Values

### AKORANGA

A learning community in which relationships allow for both student and teacher to be learners and teachers.

### RESPECT

Showing respect by caring for self, each other, guests and our environment.

### COMMUNITY

Strong and positive relationships throughout our school community, with associated rights and responsibilities, giving a sense of belonging.

### HAUORA

Valuing the wellbeing of everyone in our school community.



## PB4L School-wide Expectations

**LEARNING**

**RESPECT**

**RESPONSIBILITY**

**SAFETY**

School-wide expectations are described in detail for different aspects of school life.

**Curriculum Foundations: LEARN CREATE SHARE**

# Charter overview 2018

## Education System Objectives:

- » helping each child and young person attain educational achievement to the best of their potential
- » promoting the development of:
  - › resilience, determination, confidence, and creative and critical thinking
  - › good social skills and the ability to form good relationships
  - › participation in community life and fulfilment of civic and social responsibilities
  - › preparedness for work
- » instilling an appreciation of the importance of:
  - › the inclusion within society of different groups and persons with different personal characteristics
  - › the diversity of society
  - › cultural knowledge, identity, and the different official languages
  - › the Treaty of Waitangi and te reo Māori

## School strategic aims

1: Higher achievement for all students with an explicit emphasis on equity and excellence

2: To provide a safe, inclusive, wellbeing-focused and innovative social and physical environment that engages students in learning

3: Develop a strong learning community through collaborative relationships

## Targets 2018

[1.1](#) Accelerate writing skills for selected male students at Year 9 across curriculum areas.

[1.2](#) Improve key competency development for selected students at Year 10 across curriculum areas.

[1.3](#) More students achieving NCEA Level 3

[1.4](#) More Māori students achieving NCEA

## Cluster engagements 2018

- Māwhera Community of Learning
- Māwhera 5YA Alignment (property)
- Toki Pounamu

## Contract responsibilities:

- West Coast Trades Academy Lead Provider
- Alternative Education
- Māwhera Services Academy

## Effective pedagogy for all learners

Learn - Create - Share

The 3 key areas of effective teaching we value for our community are:

1. Creating a supportive, learning-focussed environment
2. Improving students' ability to access learning
3. Developing the social nature of learning.

## Māori dimension and cultural diversity

- Recognise Māori and Pakeha as full Treaty partners
- Respect the kawa me ona tikanga of Ngati Waewae as mana whenua
- Value the unique heritage, culture and people of the Grey District
- Use Ka Hikitia: promote Māori success as Māori
- Use the Pasifika Education Plan



**Useful knowledge**

- How to read, write, use numbers and use technology effectively
- An additional language, beyond English and Te Reo Māori, at a basic level
- Scientific and technological processes
- Our cultures and how to interact well with other cultures
  - Our place in our globalised economic, social and physical environment
  - Wellbeing and physical concepts
- How to create a career plan and/or business plan



**Employability skills**

- Positive attitude
- Communication
  - Teamwork
- Self-management
  - Willingness to learn
- Thinking skills (problem-solving and decision-making)
- Resilience



**Qualifications that link to further study or work**

- Recognised qualifications built around individual strengths and interests
  - The capacity to gain further qualifications after leaving school



**Developed values**

- Know that we achieve by working hard
- Look after myself - hauora
- Value learning - akoranga
- Respect myself and others
- Know myself and my community responsibilities



**Life skills**

- How to manage day to day living situations
- Citizenship - voting, taxes, rights
- Health and safety awareness
- Be able to drive safely
- How to help people - first aid, recognise mental illness, how to handle conflict
- Media literacy and critical thinking
  - Know how to enjoy our natural environment safely

# Graduate Profile

Greymouth High School's vision is that all students will experience high achievement and develop qualities to make a positive difference throughout their lives. Grey High leavers will have experienced and developed most or all of the following qualities. We will adapt our work to enable students to learn, develop and demonstrate these qualities.

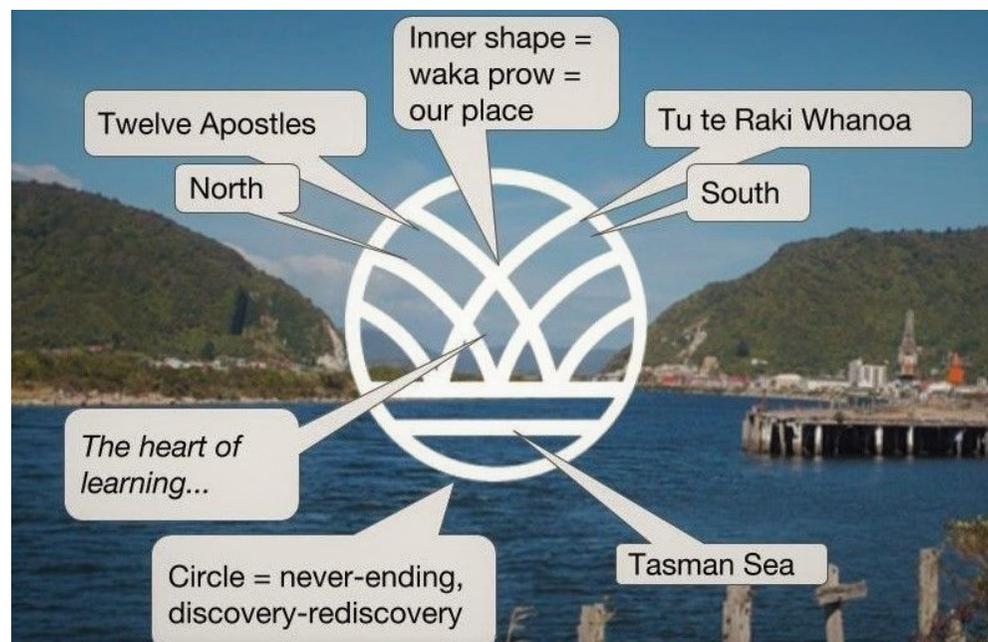
## The School and our Community

Greymouth High School's vision statement, summarised as *"the heart of learning in our thriving community"*, reflects our belief that we can and must play a key role in securing a positive future for the Grey District's community. In part due to education trends that favoured students heading to university, many people over the past 30 or so years became disengaged with education. These former students commonly stayed within our community, while the students engaged with education left for university and seldom returned. The Grey District currently has a relatively low rate of formal qualifications and is facing economic and social challenges as major industries such as coal and gold mining restructure while booming tourism requires new skills. As the great majority of our district's teenagers will attend Greymouth High School, we have a responsibility to contribute to a future society that has a positive connection with education and associated outcomes such as health.

In 2017, the GHS Board developed a graduate profile following extensive consultation with the school community and with an external consultant (Core Ed). The graduate profile is driven by our vision and describes the learning outcomes that the Board wishes to see for every student from their time at Grey High. It will be used by staff to drive curriculum developments, by students to monitor their progress and in the community to promote understanding of our students' learning. It is not expected that we will teach all aspects of the graduate profile, but that we will engage with students and their family/whanau to take shared responsibility for reaching the profile outcomes.

In 2016, a rebrand of the school's image was initiated to support community pride in the school and associated positive feelings of belonging. After significant consultation, a new logo and uniform have been introduced alongside a guide to be used in developing property.

*Our school logo explained*



Greymouth High School has a student population of approximately 510 at the school campus on High Street, including the Māwhera Services Academy which is being redeveloped to include Cactus programmes available to schools in Māwhera CoL. In addition, we hold the West Coast contract for Alternative Education which we sub-contract to Tai Poutini Polytechnic (TPP). Greymouth High School is the lead provider for the West Coast Trades Academy, involving all secondary and area schools on the West Coast and engaging TPP as the main provider of programmes. We continue to develop our collaborative relationship with TPP outside of the WCTA. Greymouth High School is an active member of NetNZ, offering and receiving distance learning opportunities. We support our neighbouring Catholic School, John Paul II, by offering tuition for students in some senior classes as the situation demands as well as places in sports teams. In 2014, Greymouth High School signed a memorandum of understanding with a group of our contributing schools and the Manaiakalani Outreach Programme, to commit to a collaborative community of schools focussed on student learning through increasingly aligned modern teaching and learning pedagogies with shared curriculum foundations of Learn - Create - Share; we call this cluster Toki Pounamu. The Māwhera Community of Learners | Kahui Ako plan was accepted by MoE in 2015 and developed during 2016: this cluster involves us working directly with all but one of our contributing primary schools as well as John Paul II High School. All CoL roles are filled and active and our CoL targets are contributing to improved learning progress.

Greymouth High School is the largest school on the West Coast and more than half of our students bus in daily from as far as Punakaiki to the north, Serpentine to the south and, Ikamatua and Otira to the east. The number of bus students and the size of the area involved affects school life as it impacts on after-school student activities and the ability of caregivers to maintain personal contact with the school, so the school encourages phone and text (including a freephone number), email and social media contact. Communication with students, parents, whanau and the wider community is managed in a variety of media including newsletters, website, Facebook, direct emails and texts from our SMS (Kamar) as well as Hapara for teacher learning communications. We use a commercial radio contract (NZME) to reach people who may not use other forms of communication, involving students in this, and receive frequent positive feedback about this.

Greymouth High School aims to have close ties to our community and to encourage a culture that embraces all forms of diversity, whilst working hard to provide opportunities for all learners to achieve in an inclusive and supportive environment.

*2018 Head Students record a welcome for their peers at The Hits*



The main ethnic groups are New Zealand European (396 students or 79%) and Māori (80 students or 16%) with 2% being Pasifika, 2% being European and African and 1% being Asian.

In recognising the unique position of Māori, Greymouth High School will take all reasonable steps to provide instruction in tikanga and Te Reo Māori for students whose parents request it. The school consults with our Māori and Pasifika communities when developing strategies to meet the needs of students and to ensure strong relationships with mana whenua, Kāti Waewae, and our mataa waka communities. Greymouth High School has a vision of offering a coherent curriculum for akonga who have been in kaupapa Māori schooling and particularly from Te Hiringa, a kaupapa Māori class at our neighbouring Grey Main School. We have experienced major challenges in recruiting and retaining a Kaiako Māori but we were successful in 2017. In 2018, GHS will offer students - with family/whanau support - the opportunity to blend up to nine hours per week of time in a kaupapa Māori classroom with their other class commitments. NCEA Te Reo and Māori Performing Arts will be offered to senior students in the same class.

Learners with special educational needs are welcomed and supported at Greymouth High School, using the support of other agencies where required, and we now have a relatively high number of students who are supported by the Ongoing Resourcing Scheme. At Decile 4, with contributing primary schools of decile 2-9, Greymouth High School has a broad socio-economic range which we regard as a cultural asset. We offer financial support for families where necessary to enable students to participate fully in school life, including uniforms, technology and EOTC grants. Our cluster established a trust called Toki Pounamu Education Trust to support parents to purchase devices with a focus on equitable access. We are committed to working to better understand the implications for education for learners from low socio-economic communities.

The school has an active Parents' Association which supports the school by providing valuable ideas as well as practical help in supporting our programmes and improving our facilities.

### **Pastoral**

Greymouth High School has a strong emphasis on pastoral support, with an Assistant Principal focussed on wellbeing in 2017 and student services in 2018. Every student is part of a mentor group which is horizontal at Years 9, 10 and 11 and vertical in Years 12-13. Deans support Mentors at Years 9-11 and through Vocational and University Pathways at Years 12-13. Years 11-13 have one hour a week with their Mentor Class and in 2018 two mentor classes will be on an opt-in basis (Gateway and Kaupapa Māori). Peer Support students support new entrants at Year 9 and Peer Mediators are available to support students in case of conflict. Students and staff have access to Guidance and Careers Counsellors. In addition, we work with a variety of outside providers such as Attitude and Nathan Mikaere-Wallis to enhance our pastoral curriculum.

### **Facilities**

As GHS started life in 1923, and has been developed in many ways since, it has a range of buildings of different ages creating a unique layout. The Board's current priorities are "safe, warm, dry": earthquake strengthening has recently been completed; leaking roofs are being replaced and heating has been fixed; student toilets will be modernised shortly and Student Council has influenced the decision to move to a unisex toilet block. The Board has committed significant funds to classroom environment upgrades and offered support to teachers to trial innovative pedagogies, while recognising that it is

not financially realistic to try to create full innovative learning environments at this stage. In 2018, unexpected boiler replacement and government-mandated stormwater/sewerage separation costs threaten to prevent any classroom redevelopment.

The school's facilities are well maintained, despite challenging property issues related to our climate and funding. Contributing primary schools are offered full use of the school's facilities and the community has extensive use outside school hours, especially of the two gymnasiums and the recently-built Te Whare Akoranga which is managed by a Māori community-led committee. Year 7 and 8 students from contributing schools attend Greymouth High School for their Technology programme.

### **Teaching and Learning**

The school motto 'Whaia Te Iti Kahurangi / Strive for Success' reflects our belief in growth mindset and hard work. Greymouth High School undertook significant community consultation during 2015 to redefine our essential charter statements, including our purpose, vision and values (our motto was endorsed as it was) and implementation started in 2016. Survey and interview feedback indicate strong support within our school community for our new charter statements which allows for the next challenge of successfully bringing these to life. The statements reflect our community and are intended to be integral to all aspects of the school curriculum. Our curriculum itself is in the early stage of significant redevelopment following an external curriculum review (Core Ed, 2017) and the Board has encouraged teachers to try new approaches to both "what" and "how" we teach using a 'spiral of inquiry' approach (see 2018 - 2020 strategic plan). Our approach in this key strategic area has evolved over the last five years and is now based on steady improvement rooted in teacher inquiry and school evaluation, supported by our internal and external PLD resources.

To encourage individual opportunities for success, the school aims to deliver a wide range of pathways and opportunities for students that also reflect the needs of the community. Greymouth High School supports a high participation rate in extra-curricular activities. The school is proud of its high quality drama productions and the many successes of its sporting teams and individuals. Extra-curricular sport, music, dance and kapahaka groups are encouraged and supported. Students value the many tutorials on offer by teachers at a range of times which can be seen using the school's Google Calendar.

Every teacher has a role to play in evaluation to ensure that our practices are based on good evidence. Appraisal and professional learning for all staff is an expectation and this is aligned with best practice from the Education Council and ERO, including linked teacher inquiry. Positive Behaviour for Learning has been operating successfully for 8 years and is a valued part of school life.

Greymouth High School's board undertook significant community consultation during 2017 which has resulted in our current strategic plan, 2018-2020. For more information please visit our website [www.greyhigh.school.nz](http://www.greyhigh.school.nz).

## Greymouth High School Strategic Plan 2018 - 2020

#08/03/2018		2018 Annual Objectives	2019 Annual Objectives	2020 Annual Objectives
Student needs	Strategic Aims	Trial curriculum developments using teaching as inquiry to gauge impact	Implement further curriculum developments based on 2018 learning with ongoing inquiry	Implement further curriculum developments based on 2019 learning with ongoing inquiry
All students are capable of achievement: some students need accelerated learning while others need extension. GHS achievement is behind national norms in some indicators.	<b>1: Higher achievement for all students with an explicit emphasis on equity and excellence</b>	<p><a href="#">1.1</a> Accelerate writing skills for selected male students at Year 9 across curriculum areas.</p> <p><a href="#">1.2</a> Improve key competency development for selected students at Year 10 across curriculum areas.</p> <p><a href="#">1.3</a> More students achieving NCEA Level 3</p> <p><a href="#">1.4</a> More Māori students achieving NCEA</p>	Specific targets, based on internal evaluation data, co-constructed with middle leaders and considering Māwhera CoL, to tackle identified achievement challenges.	Specific targets, based on internal evaluation data, co-constructed with middle leaders and considering Māwhera CoL, to tackle identified achievement challenges.
Traditional schooling is less engaging for many students and teenagers increasingly experience negative wellbeing influences. All teens of the Grey District need a school in which they can feel safe, supported and connected to learning which they feel is relevant to them.	<b>2: To provide a safe, inclusive, wellbeing-focused and innovative social and physical environment that engages students in learning</b>	<p><a href="#">2.1</a> Further develop pedagogies that are known to be most effective for our priority learners with greater consistency and further develop capacity for leadership of staff learning</p> <p><a href="#">2.2</a> Develop the GHS curriculum, with emphasis on Years 9 and 10, with additional input on wellbeing, school vision and values</p> <p><a href="#">2.3</a> Develop a kaupapa Māori bilingual pathway</p> <p><a href="#">2.4</a> Review Careers Services structure</p> <p><a href="#">2.5</a> Investigate provision of Learning Support</p>	<p>2.1 Develop curriculum across all years based on 2017 review</p> <p>2.2 Consolidate the use of pedagogies that are known to be most effective for all learners</p> <p>2.3 Implement a kaupapa Māori bilingual pathway</p> <p>2.4 Depending on 2018 reviews, implement revised structures for Careers Services</p>	<p>2.1 Develop curriculum in all years based on 2017 review</p> <p>2.2 Review the use of pedagogies that are known to be most effective for all learners</p> <p>2.3 Consolidate a kaupapa Māori bilingual pathway</p> <p>2.4 Review school's vision, values and Graduate Profile</p> <p>2.5 Review and develop next 5YA property plan</p>
Students should experience coherent schooling from year 0-13 (and on) with the best possible opportunities; currently students experience variation, some dips and some opportunities are unavailable.	<b>3: Develop a strong learning community through collaborative relationships</b>	<p><a href="#">3.1</a> Further develop Māwhera Community of Learning   Kāhui Ako with cluster schools through CoL and Toki Pounamu; Investigate curriculum-focused collaborative relationships with neighbouring schools, potentially tertiary and/or employers</p> <p><a href="#">3.2</a> Investigate and potentially develop a collaborative approach to hosting international students and domestic boarders with a focus on social and curriculum diversity</p>	<p>3.1 Review Community of Learning   Kāhui Ako with cluster schools (CoL and Toki Pounamu)</p> <p>3.2 Depending on 2018 findings, implement curriculum-focused collaborative relationships with neighbouring schools and potentially tertiary</p> <p>3.3 Depending on 2018 findings, implement a collaborative approach to hosting international students and domestic boarders with a focus on social and curriculum diversity</p>	<p>3.1 Depending on 2018 findings, implement curriculum-focused collaborative relationships with neighbouring schools and potentially tertiary</p> <p>3.2 Depending on 2018 findings, consolidate a collaborative approach to hosting international students and domestic boarders with a focus on social and curriculum diversity</p>

# Greymouth High School Annual Plan 2018 CONFIRMED

**Strategic Aim: Higher achievement for all students with an explicit emphasis on equity and excellence**

<p>Annual Objective 1.1: Accelerate writing skills for selected male students at Year 9 across curriculum areas.</p>	<p><b>Achievement Target:</b> 12 male students in Year 9, who are currently below their expected curriculum level in writing, will accelerate writing skill development in at least three curriculum areas.</p>
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**Baseline Data (what is the student need and what is the evidence of that?)**  
 Boys' writing has been a Māwhera CoL/KA priority for two years and evidence of acceleration has been seen. Male students are still behind national norms whereas female students are ahead. The professional work being done to support boys to accelerate writing skills therefore needs to continue in 2018.  
 6 students in the 2018 Year 9 cohort were identified by their contributing schools as "well below" the National Standard and have other forms of support with learning. 19 male students were "below" the National Standard. Of these 19 students, e-asTTle testing in term 1 of 2018 gives a benchmark for 12 selected students. Social Science and Science are contributing to the monitoring of progress.

**Key improvement strategies**

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
Teachers use Spiral of Inquiry process to accelerate writing skill development with actions based on AO 2.1 and AO 2.2	PLD (CoL) including CoL leads, Time, Other PLD as required by inquiry	Term 1 and ongoing PLD <ul style="list-style-type: none"> <li>• Māwhera CoL PLD providers</li> <li>• GHS and Across CoL leads</li> </ul>	Students' writing skills across the cohort improve, monitored by targeted students	Teachers develop increased competence and confidence in teaching for literacy and using inquiry	
TA support Support teachers across curriculum with students learning writing skills	TA time Supervision	Implement by end of Term 1 Oversight by Literacy Lead	Students better supported to learn writing skills	Teachers and students effectively use TA support	

**Strategic Aim: Higher achievement for all students with an explicit emphasis on equity and excellence**

<p>Annual Objective 1.2: Improve key competency development for selected students at Year 10 across curriculum areas.</p>	<p>Achievement Target 1.2: The group of identified students will develop improved key competency indicators and experience learning success in at least three curriculum areas.</p>
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Baseline Data (what is the student need and what is the evidence of that?)  
 The identified group will include 14 male students identified from pastoral data (3+ referrals) as showing a range of the following: disengagement issues, low in motivation or behavioural issues and being **below in two areas** of either reading (PAT)/writing (AsTTle)/maths (PAT). Nine of the 14 students were in the Year 9 target group in 2017 (*showing a range of the following; disengagement issues, low in motivation or behavioural issues **and** being at or below in reading and writing using National Standards, and entry data from asttle writing and PAT reading*).

**Key improvement strategies**

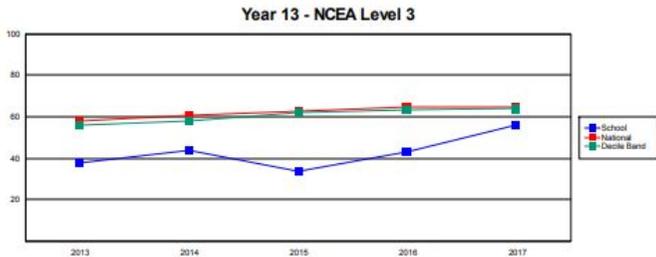
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
Teachers use Spiral of Inquiry process to accelerate students' key competency development with actions based on AO 2.1 and AO 2.2	PLD (CoL) including CoL leads, Time, Other PLD as required by inquiry	Term 1 and ongoing PLD <ul style="list-style-type: none"> <li>• Māwhera CoL PLD providers</li> <li>• GHS and Across CoL leads</li> </ul>	Students' key competencies across the cohort improve, monitored by targeted students	Teachers develop increased competence and confidence in teaching for key competency acquisition and in using inquiry	

**Strategic Aim: Higher achievement for all students with an explicit emphasis on equity and excellence**

Annual Objective 1.3:  
More students achieving NCEA Level 3

**Achievement Target:**  
16 students in Year 13 who are not aiming for UE, and have a Level 3 pathway limited by GHS pre-requisites and curriculum programmes following Unit Standard achievement at NCEA Level 2, will achieve NCEA Level 3

Baseline Data (what is the student need and what is the evidence of that?)



During Course Confirmation, we found a number of students who had achieved NCEA Level 2 were unable to put together an effective timetable of subjects at Level 3 due to being unable to meet prerequisites. The main common factor was that courses which contributed to NCEA Level Two from WCTA did not have continuation through to Level 3, demonstrating a gap in coherence in our pathway planning.

**Key improvement strategies**

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
Teachers use Spiral of Inquiry process to accelerate students' key competency development with actions based on AO 2.1 and AO 2.2	PLD (CoL) including CoL leads, Time, Other PLD as required by inquiry	Term 1 and ongoing PLD <ul style="list-style-type: none"> <li>• Māwhera CoL PLD providers</li> <li>• GHS and Across CoL leads</li> </ul>	Our senior school curriculum becomes more student-centred and coherent, specifically for students who have not taken a traditional "academic" pathway	Teachers increasingly deliver a broader senior curriculum which is more responsive to student needs	

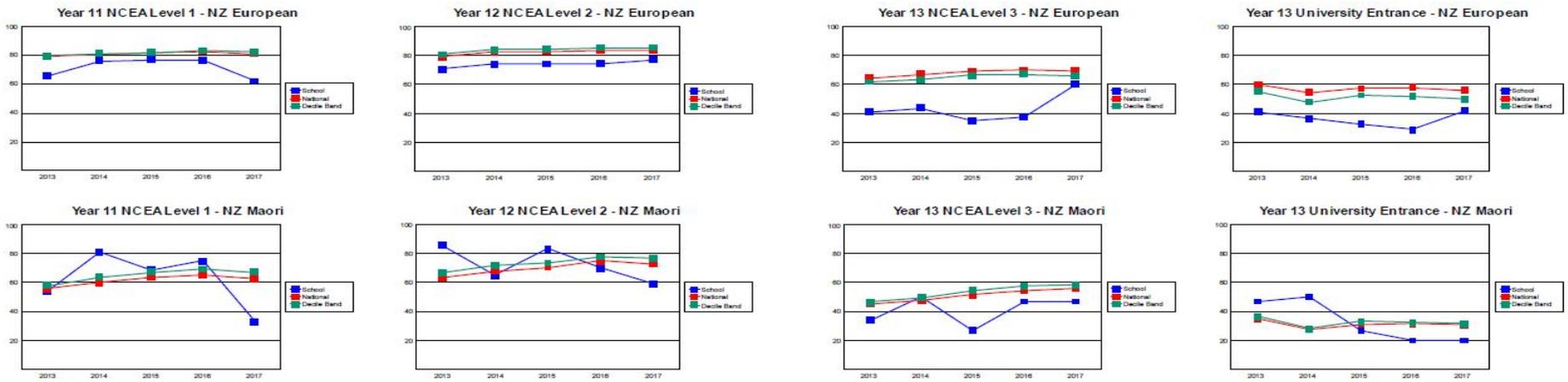
**Strategic Aim: Higher achievement for all students with an explicit emphasis on equity and excellence**

Annual Objective 1.4:  
More Māori students achieving NCEA

Achievement Target:  
12 Māori students in Year 11 and 12 will experience academic achievement (NCEA Level 1 or Level 2)

**Baseline Data (what is the student need and what is the evidence of that?)**

GHS [Māori student](#) achievement has fallen over a four year period at NCEA Levels 1 and 2 (blue lines below) while NZE student achievement has risen. A group of 12 Māori students can be identified by having PAT stanines of 4 or lower in reading, which is a fundamental skill for academic success. Data is currently limited on other aspects of barriers to academic success for Māori learners.



**Key improvement strategies**

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
Teachers use Spiral of Inquiry process to accelerate students' key competency development with actions based on AO 2.1 and AO 2.2	PLD (CoL) including CoL leads, Time, Other PLD as required by inquiry	Term 1 and ongoing PLD <ul style="list-style-type: none"> <li>• Māwhera CoL PLD providers</li> <li>• GHS and Across CoL leads</li> <li>• Inquiry support from Kaupapa Māori and Pumanawa roles</li> </ul>	Māori students' academic achievement across the cohort improves, monitored by targeted students; data gathered on longer term issues to inform forward planning	Teachers develop increased competence and confidence in teaching Māori learners and understanding Treaty principles	

<b>Strategic Aim</b>		To provide a safe, inclusive, wellbeing-focused and innovative social and physical environment that engages students in learning			
<b>Annual Objective 2.1</b>		Further develop pedagogies that are known to be most effective for our priority learners with greater consistency and further develop capacity for leadership of staff learning			
<b>Baseline Data (what is the student need and what is the evidence of that?)</b>		Students need to experience engaging and personalised pedagogies to be actively interested in their learning and to raise achievement, ie to meet our school's vision. Observations of, and notes from, our contributing primary schools show pedagogies leading to higher student agency are more widespread and concern of disengagement if not continued at GHS. Evidence from mentoring of senior students that low student agency negatively affects motivation and achievement currently. Evidence from walkthrough, achievement and pastoral data, of significant inconsistency between teachers. Evidence from self evaluation that internal expertise is still not being utilised in 'open door' way ie not in optimal way. 2018 will be our first year of 100% 1:1 with Chromebooks and most students who come in at Year 9 will have had Chromebooks for two years already.			
<b>Key improvement strategies</b>					
<b>Implementation / Action (What we will do)</b>			<b>Evaluation (How will we know if we are succeeding?)</b>		
<b>Action:</b>	<b>Resources:</b>	<b>By when? By whom?</b>	<b>Output: Success criteria/ process or product</b>	<b>Outcome: Success criteria/behaviour</b>	<b>Monitoring: (what's working what isn't and how do we know)</b>
2.1.1. Develop a cohesive professional learning programme for teaching staff, integrating CoL, Toki Pounamu and internal roles, to ensure: <ul style="list-style-type: none"> <li>All teachers can further develop their use of the pedagogies described in the GHS <a href="#">Curriculum Plan (to be Teaching Plan)</a></li> <li>All teachers are supported to use teaching as inquiry (TAI) method</li> </ul>	Time	End of term 1 DP, informed by PLD Ctee	PLD plan Teaching Plan PLD support	Staff, especially teachers, following cohesive plans with effective support to consistently develop pedagogies which support our school's vision	
2.1.2. HoDs, PLD Committee and SLT work together to build capacity to lead teaching and learning; consolidate the data cycle to monitor and evaluate target S progress and achievement	Time	By end term 3 HoDs, PLD Ctee, SLT; Teachers, deans, data support staff	Effective data cycle; SLT, PLD Ctee and HoDs working together effectively to lead teaching developments	HoDs, PLD Ctee and SLT effectively collaborate; All teaching roles analysing quality data, enabling effective responses to promote achievement for all students	

<b>Strategic Aim</b>		To provide a safe, inclusive, wellbeing-focused and innovative social and physical environment that engages students in learning			
<b>Annual Objective 2.2</b>		Develop the GHS curriculum, with emphasis on Years 9 and 10, with additional input on wellbeing, school vision and values			
<b>Baseline Data (what is the student need and what is the evidence of that?)</b>		<p>Students need an engaging, coherent curriculum which can be tailored to their individual needs, in order to be actively interested in their learning and to raise achievement, ie to meet our school's vision.</p> <p>In 2015, ERO recommended "that school and curriculum leaders continue to strengthen this (NZC) framework in ways that challenge, motivate and enable students to be increasingly capable, self-directed learners."</p> <p>In 2017, we contracted Core Ed to conduct a review of our curriculum and make recommendations. We also consulted our community on a Graduate Profile.</p> <p>NZCER and Woolf Fisher surveys show moderate disengagement with curriculum relative to primary schools.</p> <p>NCEA Level 3 and UE results are significantly lower than national averages and analysis of curriculum options shows 'dead ends' for non-UE subjects after Level 2.</p>			
<b>Key improvement strategies</b>					
<b>Implementation / Action</b> (What we will do)			<b>Evaluation</b> (How will we know if we are succeeding?)		
<b>Action:</b>	<b>Resources:</b>	<b>By when?</b> <b>By whom?</b>	<b>Output:</b> Success criteria/ process or product	<b>Outcome:</b> Success criteria/behaviour	<b>Monitoring:</b> (what's working what isn't and how do we know)
2.2.1. Revise GHS Curriculum Plan for curriculum development based on 2017 Curriculum Review report and consequent discussions	Time Resource development	By end Term 3. HoDs lead, SLT support	Revised Curriculum Plan incorporating strategies informed by 2017 Curriculum Review	HoDs leading curriculum developments collaboratively with SLT supporting; teachers able to follow a plan for curriculum for 2019	
2.2.2. Implement curriculum developments based on GHS Curriculum Plan using spiral of inquiry method to inform impact	Time Resource development PLD	Straight away and ongoing. Teachers, HoDs PLD Ctee	Curriculum developments, informed by 2017 Curriculum Review and consequent learning, trialled with inquiry method	Teachers and HoDs confidently trialling curriculum developments and using inquiry learning to refine curriculum plans	

<p>2.2.3. Pilot a contextualised learning class involving teacher collaboration: Sport in Education at Year 10</p>	<p>Time \$ for common student experiences and SiE support</p>	<p>Class selection and initial planning term 4 of 2017; ongoing SiE teaching team; HoD and SLT support</p>	<p>One y10 core class taught in coherent, contextualised way according to "SiE" method; improved student progress indicators</p>	<p>Teachers collaboratively planning coherent learning across curriculum areas for a core class using an agreed context</p>	
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<b>Strategic Aim</b>		To provide a safe, inclusive, wellbeing-focused and innovative social and physical environment that engages students in learning			
<b>Annual Objective 2.3</b>		Develop a kaupapa Māori bilingual pathway			
<b>Baseline Data (what is the student need and what is the evidence of that?)</b>		<ul style="list-style-type: none"> <li>Feedback from Whanau Hui at GHS and Grey Main has shown strong interest in a continued kaupapa Māori pathway from Te Hiringa</li> <li>Several students have enrolled in 2016 and 2017 from other schools in NZ with kaupapa Māori experience but been unable to continue at GHS</li> <li>In 2017 we appointed a Kaiako Māori</li> </ul>			
<b>Key improvement strategies</b>					
<b>Implementation / Action</b> (What we will do)			<b>Evaluation</b> (How will we know if we are succeeding?)		
<b>Action:</b>	<b>Resources:</b>	<b>By when?</b> <b>By whom?</b>	<b>Output:</b> Success criteria/ process or product	<b>Outcome:</b> Success criteria/behaviour	<b>Monitoring:</b> (what's working what isn't and how do we know)
2.3.1. Enable planning and development of Te Reo Māori and Matauranga Māori programmes with support for Kaiako Māori	Time \$TBC	By start of Term 1 and ongoing Kaiako Māori PLD Co. Timetabler	Programmes developed; Timetabled classes enable daily kaupapa Māori experience for opting in students	More students opt in to Māori programmes; Students and Māori community feel more able to achieve as Māori	
2.3.2. Kaupapa Māori role on staff ensures opportunities in kaupapa Māori and informs school leadership	1MU + release time	Kaupapa Māori role holder PP	Well-organised provision of opportunities for experiences relating to Te Ao Māori; Better-informed decision making at middle and senior leadership (Māori context)	"Māori achieving as Māori" becomes more real for more students	
2.3.3. Develop a coherent plan for success as Māori at the school in consultation with Māori whānau and students	Time	Board PP, SLT HoDs, teachers Kaupapa Māori role holder	Plan for success as Māori at GHS, to include priorities, goals and structures	Language, culture and identity of Māori students strengthened over time	

<b>Strategic Aim</b>		To provide a safe, inclusive, wellbeing-focused and innovative social and physical environment that engages students in learning			
<b>Annual Objective 2.4</b>		Review Careers Services structure			
<b>Baseline Data (what is the student need and what is the evidence of that?)</b>		<ul style="list-style-type: none"> <li>Feedback during 2017 strategic planning consultation showed concern about Careers education at GHS</li> <li>Careers Services internal review in 2016 expressed concern about the structural ability to deliver fully effective Careers Services</li> <li>In 2018, Gateway and West Coast Trades Academy coordination will run outside of the Careers Department as a trial</li> </ul>			
<b>Key improvement strategies</b>					
<b>Implementation / Action (What we will do)</b>			<b>Evaluation (How will we know if we are succeeding?)</b>		
<b>Action:</b>	<b>Resources:</b>	<b>By when? By whom?</b>	<b>Output: Success criteria/ process or product</b>	<b>Outcome: Success criteria/behaviour</b>	<b>Monitoring: (what's working what isn't and how do we know)</b>
2.4.1. Develop terms of reference and appoint a suitable person to conduct a review	Time \$TBC	Term 1 PP, DP, Careers Services Leader	Review commissioned; report received	Co-construction of terms of reference	
2.4.2. Dependant on outcome of 2.4.1, develop a plan to address issues identified	Time	Time depends on 2.4.1. Plan by Careers Services Leader and/or PP, SLT	Plan	Follow plan to lead towards greater satisfaction with Careers Services (more students receiving higher quality support)	

<b>Strategic Aim</b>		To provide a safe, inclusive, wellbeing-focused and innovative social and physical environment that engages students in learning			
<b>Annual Objective 2.5</b>		Investigate provision of Learning Support			
<b>Baseline Data (what is the student need and what is the evidence of that?)</b>		<ul style="list-style-type: none"> <li>Feedback during 2017 strategic planning consultation showed concern that sufficient resourcing should be available for Learning Support (especially moderate learning needs)</li> <li>GHS increased SENCo time to 7 hours per week in 2016; no further assessment of the link to student need has happened since</li> <li>NZQA changed its guidelines for Special Assessment Conditions in 2016 and no assessment of the impact of that has happened at GHS</li> <li>The MoE in 2017 encouraged CoL/KA to consider Learning Support provision and this could have a significant impact on provision at GHS</li> </ul>			
<b>Key improvement strategies</b>					
<b>Implementation / Action</b> (What we will do)			<b>Evaluation</b> (How will we know if we are succeeding?)		
<b>Action:</b>	<b>Resources:</b>	<b>By when?</b> <b>By whom?</b>	<b>Output:</b> Success criteria/ process or product	<b>Outcome:</b> Success criteria/behaviour	<b>Monitoring:</b> (what's working what isn't and how do we know)
2.5.1. Advocate for changes to provision of Learning Support regionally to include RTLB based in schools	Time	From Term 1 PP	Greater RTLB resource in GHS	Additional resource leads to greater support for students and teachers	
2.5.2. Investigate provision of Learning Support at GHS by developing terms of reference and commissioning a review	Time \$TBC	From Term 1 PP to scope and develop ToR Staff member to work with consultant on review if applicable	Report evaluating issues identified and making recommendations	Consequent responses to report	
2.5.3. Depending on outcomes of 2.5.1 and 2.5.2, develop consequent action plans	Time	SLT Learning Support HoD	If applicable: Action plan	If applicable: Further development	

Strategic Aim		Develop a strong learning community through collaborative relationships			
Annual Objective 3.1		Further develop Māwhera Community of Learning   Kāhui Ako with cluster schools through CoL and Toki Pounamu; Investigate curriculum-focused collaborative relationships with neighbouring schools, potentially tertiary and/or employers			
Baseline Data (what is the student need and what is the evidence of that?)		<ul style="list-style-type: none"> <li>Māwhera CoL/KA will be in its third year and a revised plan will need to be well understood by the school community</li> <li>With the development of the GHS curriculum there is an opportunity to co-plan for a coherent curriculum with contributing primary schools.</li> <li>Every secondary school on the West Coast has limited curriculum options for senior students due to low rolls. JP11, GHS and WHS are within 30 minutes' drive of each other and opportunity exists to collaborate.</li> <li>Tai Poutini Polytechnic is undergoing significant change and opportunities may exist to further collaborate on curriculum.</li> </ul>			
Key improvement strategies					
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
3.1.1. Promote use of GHS Graduate Profile by wider community including parents and employers	Time	Starting term 1 PP, Careers team, mentor Ts	Opportunities for collaboration on S learning which contribute to Graduate Profile for S	Graduate Profile in use by community, promoting broader thinking about roles in S learning	
3.1.2. Investigate senior course collaborative opportunities, timetabling opportunities and potential resource efficiencies with other secondary schools and TPP)	Time	Starting Term 1 PP, DP Maybe Timetabling Assistant Maybe HoDs	If applicable: Aligned timetable/ course developments agreed for 2019	Greater choice for face to face tuition for senior students by end of year	
3.1.3. Further develop Māwhera CoL/KA planning and implementation (NB CoL/KA plans do align with GHS annual plan)	Time	Starting Term 1, ongoing PP CoL ASR and WSR	Staff and wider community more involved in Māwhera CoL/KA	More cohesive learning community behaviours	
3.1.4. Ensure Toki Pounamu sustainability; transition away from Manaiakalani Ed. Trust support	Time \$TBC	Starting Term 1 PP, EO Appointed admin (may not be employed by GHS)	PLD and admin support for admin and teaching staff	Staff and community embed Toki Pounamu way of doing things	

<b>Strategic Aim</b>		<b>Develop a strong learning community through collaborative relationships</b>			
Annual Objective 3.2		Investigate and potentially develop a collaborative approach to hosting international students and domestic boarders with a focus on social and curriculum diversity			
Baseline Data (what is the student need and what is the evidence of that?)		GHS ran international student programmes until 2011 but withdrew from the Code of Practice for International Students to focus on improving the quality of our own practice. Several parents of GHS and JP11 have indicated they would consider a local boarding option if one was available.			
Key improvement strategies					
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
Action:	Resources:	By when? By whom?	Output: Success criteria/ process or product	Outcome: Success criteria/behaviour	Monitoring: (what's working what isn't and how do we know)
3.2.1. Appoint a suitable consultant to investigate the business case for a school hostel, in consultation with JP11 HS, to include gauging community interest in homestays as alternative	Time Consultant \$ TBC	By end term 1 PP, EO	Report giving confidence for decision making	Informed decision-making	
3.2.2. Depending on the outcome of 3.3.1, develop international student system, Code of Practice certification and marketing package	If required: Time Lead person \$ TBC	During Term 2 dependant on 3.3.1 PP mainly with EO support; another staff member specifically appointed	International student procedures Code of Practice for International Students Marketing package	Staff informed and compliant with system	
3.2.3. Depending on the outcome of 3.3.1, develop a hostel building project	If required: Time Project manager \$TBC	Terms 2 - 4 dependant on 3.3.1 PP/EO oversight with F&P Ctee Appointed project manager	School hostel and associated procedures		