

# Greymouth High School

## **ANNUAL REPORT 2018**

### CONTENTS

1. Executive summary, Principal
2. 2018 NCEA data summary (confirmed April 2019)
3. 2018 [Analysis of Variance](#) (what we planned to do and what actually happened, evaluated)
4. 2019 [Charter](#) (outline of the school, plans for 2019 - 2021)

## Executive Summary

This report is new in 2019, resulting from a change in policy. It is a report for our community, to state where GHS is at due to the community focus of our school and community significance of our school.

The report shows Greymouth High School to have achievement data that is good for some students, and strong in some areas, but not good for all students or in all areas.

Since the Analysis of Variance was written (this has to be submitted to Ministry of Education by a set date) confirmed NCEA results for 2018 have become available. These show a significant improvement, especially at NCEA Level 3, since January results, to the point where NCEA Level 3 at GHS is now the same as national averages for the first time. NCEA Level 3 has not before been a popular finishing qualification at GHS. This is a result of students returning to finish assessments or attempt new assessments following NZQA rules - it is successful due to strong relationships at individual student level. NCEA Levels 1 and 2 still lag significantly behind national norms, despite improvements, and I have concerns about this which we are trying to address in 2019. I am, however, pleased that our positive rates of Endorsements indicate quality of depth in our teaching and capacity on our teaching team.

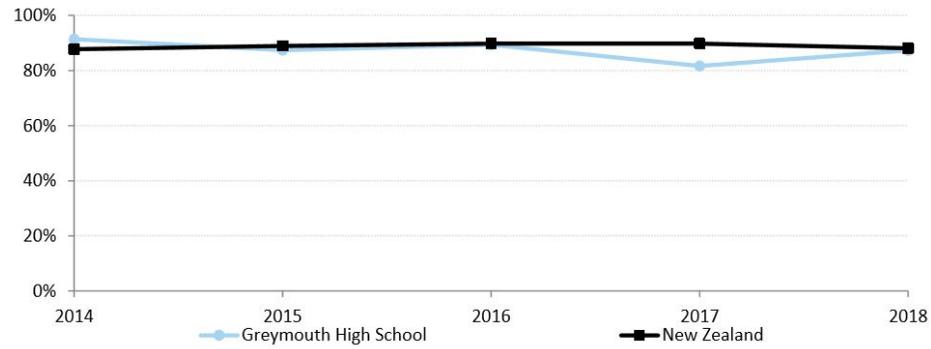
This was reinforced by a "Managing National Assessment" visit from NZQA in April which confirmed the high reliability of the NCEA assessment data we provide.

When NCEA data is considered as "school leavers" (that is everyone who left after attending GHS for more than 70 days) our achievement data is reasonably positive, compared to national norms, with significant improvements showing our effort to work with individual students to achieve qualifications before they leave our care.

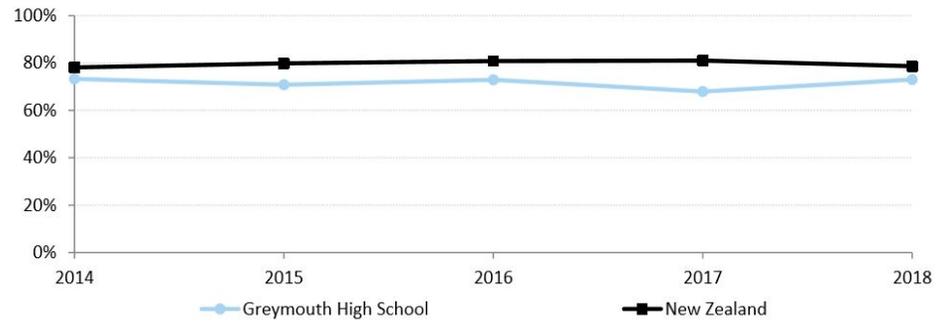
That said, there is notable inequity in that male students are far behind female in terms of NCEA achievement (they are also well behind females on entry). Māori student achievement equity is closer than in other schools in our region, but we have significant further work to do to reach equitable outcomes and it is increasingly urgent to provide for and record Māori achievement in a more holistic sense.

Also missing is an accurate description of curriculum achievement in Years 9 and 10. Improvements in both curriculum and describing achievement will be worked on in 2019.

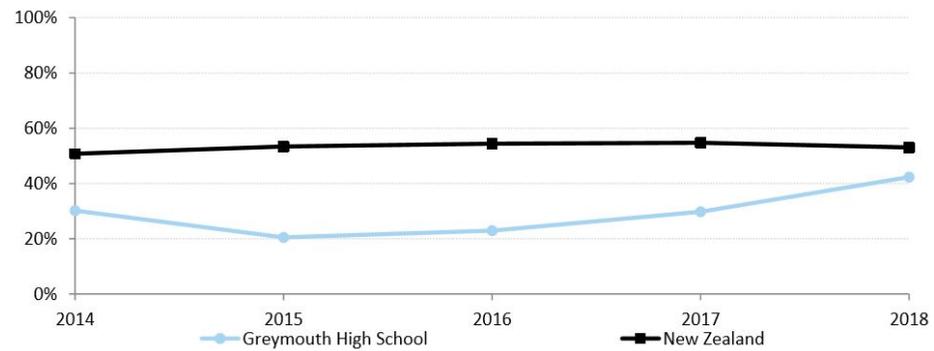
**Provisional: School Leavers (2014-2018) with NCEA level 1 or above at Greymouth High School**



**Provisional: School Leavers (2014-2018) with NCEA level 2 or above at Greymouth High School**



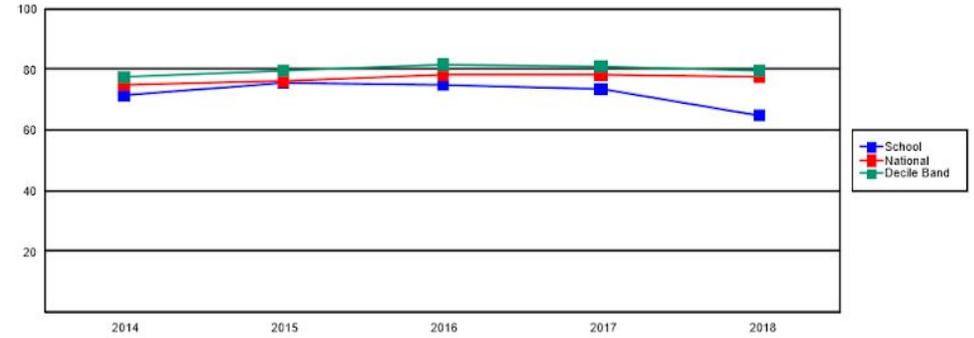
**Provisional: School Leavers (2014-2018) with NCEA level 3 or above at Greymouth High School**



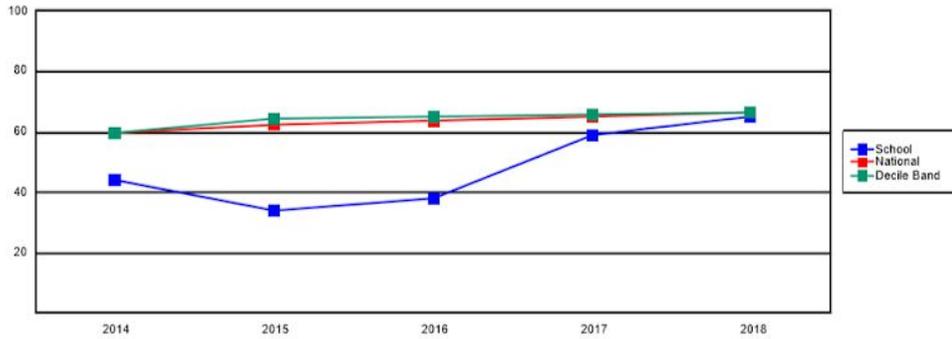
Year 11 - NCEA Level 1



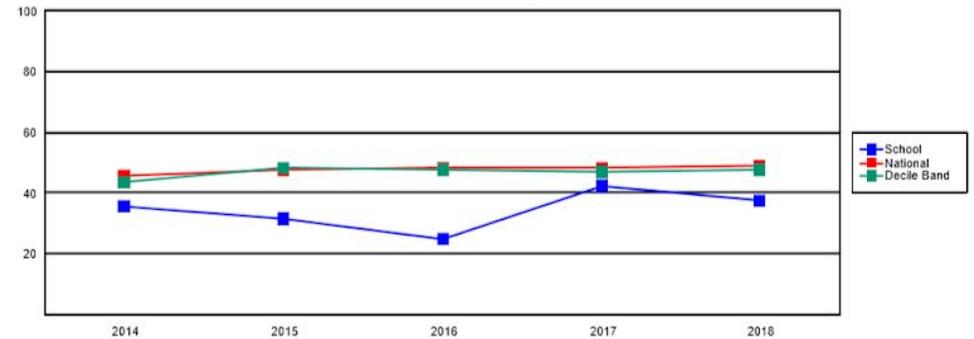
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3

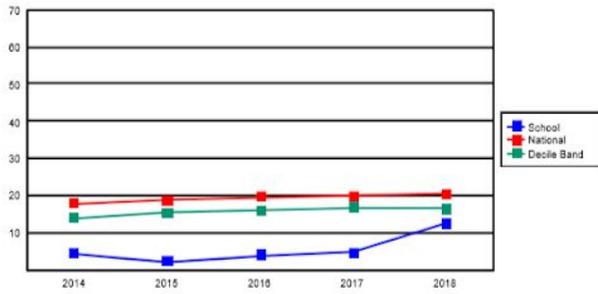


Year 13 - University Entrance

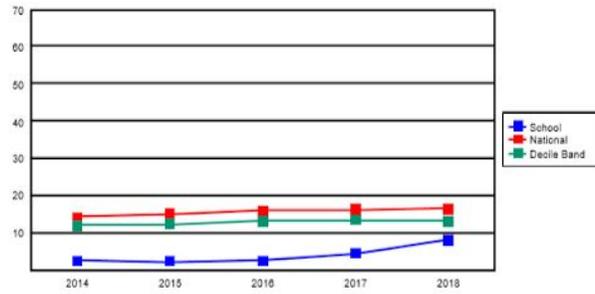


April 2019: 2018 NCEA data by year level (% of students in each year level achieving that qualification)

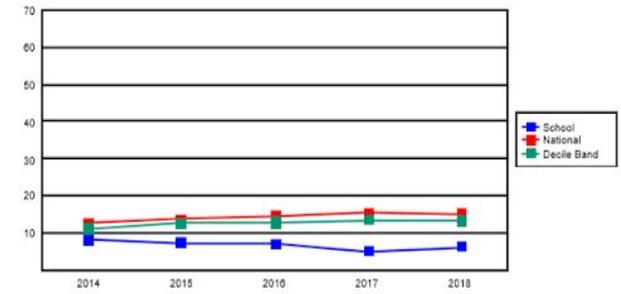
Year 11 NCEA Level 1 - Excellence



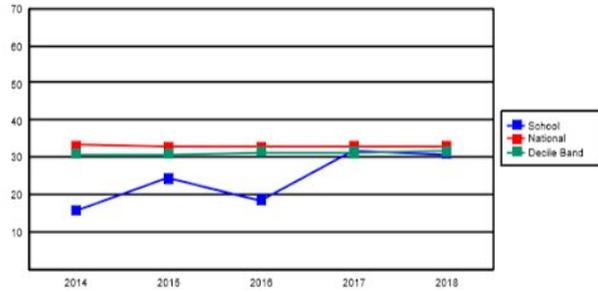
Year 12 NCEA Level 2 - Excellence



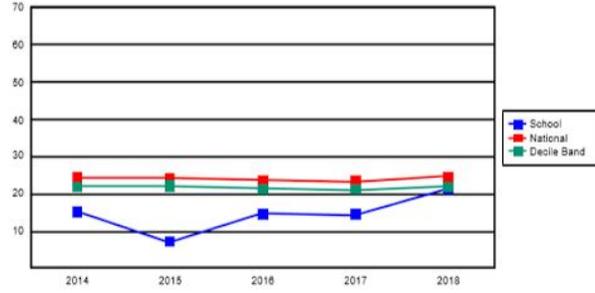
Year 13 NCEA Level 3 - Excellence



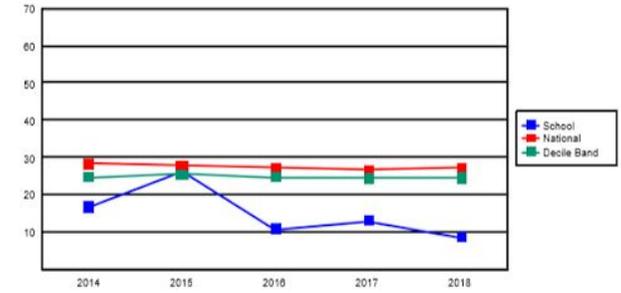
Year 11 NCEA Level 1 - Merit



Year 12 NCEA Level 2 - Merit



Year 13 NCEA Level 3 - Merit



2018 NCEA Certificate Endorsements

# Greymouth High School **Analysis of Variance (AoV)** 2018 for 2019

## Executive summary

In 2018 we tried a different process around teacher inquiry and target students. We intended to create more teacher flexibility to follow student-centred “line of inquiry” based on the Spirals of Inquiry process. This unintentionally reduced the focus on planned actions resulting in lower impact from the planned actions and reduced traction in the annual objectives (strategic aim 1). There were still good gains made, notably in literacy and in deeper understanding about issues such as Māori achieving as Māori, but the measure indicators of target students show lower than expected progress and this is reflected - not causally - in lower achievement at NCEA Levels 1, 2, 3 and UE.

This lower achievement in NCEA pass rates in general can be correlated with a predominantly male cohort which has exhibited signs of disengagement since before Year 9. However, despite a focus on equity there is a sizeable group of students (mostly male) who have underachieved at NCEA Level 1 and 2 especially. At the time of submission of this report, Level 2 rates are still changing upwards due to late submissions of results from Tai Poutini Polytechnic (via the West Coast Trades Academy) which is related to TPP’s intervention; the final result will still be lower than 2017 however. There is a strong, planned response to these results in the 2019 annual plan including supported work with senior and middle leaders on effective tracking, monitoring and adapting programmes; cross-curricular literacy development at Year 11 and adaptation of the curriculum in the senior school to include our Graduate Profile. Careers planning is also marked for improvement. NCEA endorsements improved at all levels, which was an objective from 2017, demonstrating that our teaching team is delivering knowledge and skills for deeper learning to some students.

The discovery of concerning data about student hauora/wellbeing in Years 9 and 10 during 2018 has led to a focus on this in 2019, as part of Māwhera Kāhui Ako.

Annual objectives under strategic aim 2 were largely successful: pedagogical improvements will be ongoing and the curriculum redevelopment has been slow for several reasons related to leadership and general workload challenge of working in a challenging low-decile social environment. The development of a kaupapa Māori pathway is in slow progress but following a proper process with mana whenua Kati Waewae - this is ongoing in 2019.

Strategic aim 3 depended on collaboration with other schools. Within Māwhera Kāhui Ako and Toki Pounamu this has proceeded as planned, but developing collaborative relationships with neighbouring secondary schools was stalled while each school established new principals; this is a rollover objective in 2019.

Overall, this analysis of variance of the GHS 2018 annual plan shows some disappointing variance linked to development needs which are being addressed progressively in the 2019 annual plan. There is evidently also strength in systems, leadership and teaching which deserve acknowledgement and were captured in the ERO review report conducted in November 2018. Further data on student achievement at NCEA will be added once final results are released, then this report will be made public for our community.



Andy England, Principal

## Glossary; list of acronyms; colour codes

Not started	Started but less than half done	More than half done but incomplete	Completed
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<p>NZC New Zealand Curriculum          NAG National Administration Guideline          T teacher          S student          PP Principal          DP Deputy Principal          AP Assistant Principal          GC Guidance Counsellor          BoT Board of Trustees          HOD Head of Department          SLT Senior Leadership Team (AP, DP, EO, PP)          EO Executive Officer          PA Principal's Assistant          SENCo Special Educational Needs Coordinator          PB4L Positive Behaviour For Learning          PLG Professional Learning Group          PLD Professional Learning and Development          MOP Manaiakalani Outreach Programme</p>	<p>10YPP: Ten Year Property Plan          5YA: Five Year Agreement (property plan)          NZCER: NZ Centre for Educational Research          PAT: standardised testing against curriculum levels in years 1 - 10          e-asTTle: standardised testing against curriculum levels in years 1 - 10          PACT Progress and Consistency Tool (moderation up to year 10)          CoL: Community of Learning/Kahui Ako (formal collaboration between schools)          GAT: Gifted And/or Talented          T1w9: term and week number relating to comment</p>
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## Guide

This analysis of variance is based on the 2018 annual plan. The plan was co-constructed by teaching staff, primarily middle and senior leaders, through meetings in 2017 and is open to all staff, who are invited to comment, via Google Drive. Each achievement target had an assigned member of the senior leadership team (SLT) who monitored progress and reported termly to SLT; this was updated in the document publicly. The Board discussed target progress at scheduled meetings. The evaluation section for each objective gives a more detailed statement about progress, next steps and a summative statement.

## 2018-2020 Strategic Plan

		2018 Annual Objectives	2019 Annual Objectives	2020 Annual Objectives
<b>Student needs</b>	<b>Strategic Aims</b>	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 and **Analysis of Variance 2018**

**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.  
 Six 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. Nineteen 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)
<p>Teachers use Spiral of Inquiry process to accelerate writing skill development with actions based on AO 2.1 and AO 2.2</p>	<p>PLD (CoL) including CoL leads, Time, Other PLD as required by inquiry</p>	<p>Term 1 and ongoing PLD</p> <ul style="list-style-type: none"> <li>• Māwhera CoL PLD providers</li> <li>• GHS and Across CoL leads</li> </ul>	<p>Students' writing skills across the cohort improve, monitored by targeted students</p>	<p>Teachers develop increased competence and confidence in teaching for literacy and using inquiry</p>	<p><b>T1W11:</b> Most teaching staff participated in 'scanning' data exercise to understand process. Scan data shared with all teaching staff. AT reframed as a 'focusing question/challenge' and staff asked to consider which 'challenge' they would inquire into.</p> <p><b>T2W7:</b> One PLG established with 3 staff. Individual staff have developed a hunch and are in process of testing hunch and considering new learning. Staff asked to include target students in the 'testing of the hunch'.</p>

					<p>T3W6: MCD - exploring the use of structured writing frameworks to support writing skills necessary for reflection in the ARTS for senior school</p> <p>JOS - exploring the importance of oral literacy to support and improve writing</p> <p>DYA - currently developing her hunch, at baseline data and student voice stage, reading mileage</p> <p>Katie - exploring ways to support writing, specific teaching of SEXY structure model (only one term work in Term 2)</p> <p>T4W3: PLG meeting to look at findings in the group and how it can be presented to staff as a large poster. What should go on to best represent findings?</p>
<p>TA support</p> <p>Support teachers across curriculum with students learning writing skills</p>	<p>TA time</p> <p>Supervision</p>	<p>Implement by end of Term 1</p> <p>Oversight by Literacy Lead</p>	<p>Students better supported to learn writing skills</p>	<p>Teachers and students effectively use TA support</p>	<p>T1W11: Lyn Bryan appointed to support year 9 English classes</p> <p>T2W7: Lyn has established a strong bond with year 9 students.</p> <p>T3W6 Lyn has supported transition from DON to DYA. QUI to collect information on a) observations involving Lyn in the English dept, and info on what difference this has made for target students - qualitative &amp; quantitative</p>
<p>Support understanding of LPF</p> <p>Reading focus to support writing (ENG)</p> <p>Integration of range of skills needed to be successful in senior school (SOC)</p>		<p>Term 2 and 3 Eng/Soc teachers</p>			<p>T3W6: English dept + SEY met with Cathie Johnson 21 August to look at PAT reading data. Next steps were identified to take back to dept to consider</p> <p>Term 3 on going work with vision focussed on to individual teachers</p>

					developing an understanding of strategies for teaching reading. Year 9 teachers met with Alana from vision to support work with existing templates (reading to organise) from current Year 9 unit. (3 of 5 able to attend)
Expanding work on writing skills for teachers, spread shared teaching skills Understanding of writing framework SEXY paragraph used across GHS  Additional support for target students with a TA? in a led session to help them make explicit links with using a writing structure (SEXY) across a range of subjects	Not sure this is new?	TA	Cross curricular writing transfer of skills across subjects		T3W6: Junior summative assessment in Term 2 - focussed on integration of reading/writing skills. SEXY paragraph utilised, supported with graphic organisers and planning - teacher prepped. (NZL)
For target students gather cross curricular evidence for all writing strands to allow generation of an LPF/PACT overall grade for writing Using evidence generated from Digital Learning Portfolios		Beginning of Term 3 and then at EOY  TA used to support these and getting posts from a range of subjects	Cross curricular writing transfer of skills across subjects		T3W6: Social Science has gathered across two aspects of the LPF from term 2 exams
Increase frequency of writing completed <ul style="list-style-type: none"> <li>Baseline data gathered from a range of depts around writing expectations in year 9 and in year 11</li> <li>Science dept to include a junior exam in 2018 to develop writing</li> </ul>					T3W6: Data for student writing is available in Kamar in 9NZL02 and 9ENG07

## Evaluation

T1W11: Not much uptake from staff re this particular target with only 3 people coming to the table in the library but we hope there will be more interest shown next term.

T2W7: Formal letter to be sent home week 8

T3W6: Finding it hard to get a real gauge on how and what progress is being made. Meeting with HoD SS/Eng was beneficial  
Include data from Science following midyear testing; check Sci use of NZCER PLD support on Sci TWE data

Evaluation:

Findings:

2/12 students have made progress in all three curriculum areas

9/12 students have made progress in two curriculum areas (1xMāori)

1/12 students have made progress in one curriculum area (1xMāori)

Overall, 5/12 students have made a whole level or more progress in writing (1xMāori)

7/12 students have made a sub-level progress (1xMāori)

0/12 students have made little progress

What worked well?

Most students experienced progress in 2 or more cclm areas

What didn't work well?

Tracking of students. Most teachers were unaware of this target and the particular students in the target group.

Quite hard to track when we are so reliant on summative assessment (PAT/AsTTLE tests)

What could we improve on?

More formative assessment.

Sharing of best practice

A more deliberate focus on these students from teachers

What would we like to see?

All students accelerating in all cclm areas. Differentiation of teaching and learning programmes to met the needs of the diverse learners

**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)
<p>Teachers use Spiral of Inquiry process to accelerate students' key competency development with actions based on AO 2.1 and AO 2.2</p>	<p>PLD (CoL) including CoL leads, Time, Other PLD as required by inquiry</p>	<p>Term 1 and ongoing PLD</p> <ul style="list-style-type: none"> <li>• Māwhera CoL PLD providers</li> <li>• GHS and Across CoL leads</li> </ul>	<p>Students' key competencies across the cohort improve, monitored by targeted students</p>	<p>Teachers develop increased competence and confidence in teaching for key competency acquisition and in using inquiry</p>	<p>T1W11: Most teaching staff participated in 'scanning' data exercise to understand process. Scan data shared with all teaching staff. AT reframed as a 'focusing question/challenge' and staff asked to consider which 'challenge' they would inquire into.                      T2W7: Two PLG established. 9 staff in one and 7 in other. Individual staff have developed a hunch and are in process of testing hunch and considering new learning. Staff asked to include target students in the 'testing of the hunch'.                      T3W2: Two PLG's are being supported by CoL within school leaders, including support of</p>

					<p>individuals. New learning includes work around raising KC's in specific subject areas, tools for tracking progress and discussion on assessing KC's.</p> <p>T3W9: Presentation by HoD PE to all staff on how the Dept is deliberately teaching KC's and HoD English on building relationships (sharing good practice). Discussion with CoL leaders re: links to 7 Principles of Learning; decision made on how PLG will present inquiry findings back to all staff.</p> <p>T4W3: PLG meeting in Week 3 to identify what is needed for write up of inquiries by individuals and summary for PLG.</p>
<p>Monitor data for target group:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Pastoral</li> <li>• Student Voice</li> <li>• Academic</li> </ul>					<p>T2W7: Home contact from Kaitakawaenga completed. 3 students interviewed from target group.</p> <p>T3W2: data tracking for target students updated.</p> <p>T3W9: completed student voice (11/13) for the inquiry question - 9/11 students could name 2 staff who believe they will be successful in their learning.</p> <p>T4W3: Testing happening in Eng/Maths for EoY.</p>
<p>Trial interventions/units of work to develop key competencies with cohort/core class/target students</p>					<p>T3W9: work with two core classes to develop pro-social skills 5/13 target students across these two classes.</p> <p>T4W3: Year 10 PEH delivering interpersonal skills unit to all of Year 10.</p>

## Evaluation

T1W11

T2W7:

Aim to complete another 3 interviews with target students

Update Annual Plan with actions for the target group.

T3W2:

Discuss with CoL Leaders the link between key competency development and the 7 Principles of Learning. What pedagogies are teachers using to develop skills? Establish what evidence is being gathered to know if we have made a difference?

Gather student voice for target students. Self assessment of the KC's to compare to teacher feedback? Qn from Spiral of Inquiry: Can you name two people in this setting who believe you will be a success in your learning?

T3W9:

Gather KC self assessment data. Ask selection of teachers to complete this as well for students.

T4W3:

Identify shifts in teacher practice from PLG presentation

Yet to gather KC data. Next data review is Week 7

### **Evaluation:**

*The group of identified students will develop improved key competency indicators and experience learning success in at least three curriculum areas*

### **Attendance:**

4/13 students have the same or higher attendance rate than 2017. 4/13 students have an attendance rate of 85% or higher.

### **Discipline Referrals:**

11/13 students have a lower number of referrals than 2017. 8/9 students with lower attendance have lower referrals. Of these eight students, 7 have an attendance rate lower than 80%.

### **Learning Progress** (core subjects only):

7 students (54%) have made progress in 3 curriculum areas

3 students (23%) have made progress in 2 curriculum areas

2 students (15%) have made progress in 1 curriculum area

Note: 12/13 students did not complete one or more of the tests in English, Maths, Social Sciences or Science either at the beginning of the year or the end of year. There was a greater number of non-completion at the end of the year.

Overall: very little improvement in attendance but 85% of the group had a lower number of referrals in 2018. 77% of the group experienced success in two or more core subjects, with 54% experiencing success in at least 3 curriculum areas.

**What worked well?**

- Starting to build teacher capacity with inquiry
- Tracking pastoral data; steps in the behaviour management system to respond to x-number of referrals

**What didn't work well?**

- Tracking academic progress during the year
- Measuring improved key competencies - how?
- Spiral of Inquiry being linked to the Achievement Target (not necessarily a focus on the target students)
- Knowing if the teaching around the KC's impacted on achievement
- Knowing why the referrals dropped - anecdotal evidence - the behaviour system was tighter, there were consequences for x-number

**What could we improve on?**

- When we set targets we need to be clear what the measures are, what data we will use from the outset and that all Departments understand their contribution to this. We need to think through whether the data we collect will provide evidence for the 'measure'
- All teachers who have the target students need to monitor progress, share strategies and data for the group during the year

**What would we like to see?**

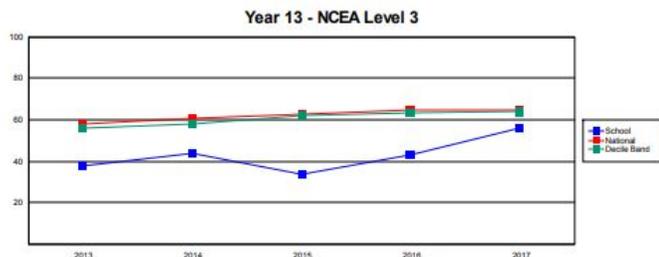
- A schoolwide approach to teaching KC skills and a common language around this eg: Managing Self - students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently. It's not just about being on time and having a charged Chromebook. Thinking skills - use SOLO as the framework.
- Spiral of Inquiry is linked to the Annual Objective - raising the bar for all.
- Increased capability in use of data and tracking

**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 identify and address issues relating to NCEA Level 3 achievement for targeted students, 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	T1W11: Most teaching staff participated in 'scanning' data exercise to understand process. Scan data shared with all teaching staff. AT reframed as a 'focusing question/challenge' and staff asked to consider which 'challenge' they would inquire into. T2W7: One PLG established with 9 staff. Individual staff have developed a hunch and are in

					<p>process of testing hunch and considering new learning. Staff asked to include target students in the 'testing of the hunch'.</p> <p>T3W6: Having developed their hunches earlier in the year, staff involved in the PLG are now implementing new ideas/techniques into their teaching programmes that they believe may help their students. These include using new units of work, implementation of different assessment styles, programme co-construction with students. PLG staff have also looked into PLD that may assist them with their inquiry.</p> <p>T3, W10: Peer observations are in the process of taking place within the PLG, with the focus being on the implementation of the strategies discussed earlier in the term. Student voice is being gathered by each teacher in relation to this, as well as for future planning for 2019.</p> <p>T4W3 The PLG group met in Wk3 to discuss their inquiries and to answer questions related to them. They identified what was required to complete the write-up of their inquiries.</p>
<p>IEP approach Regular tracking Careers interview</p>					<p>T2W7: Letter to target student family/whanau sent. Focus on getting parents to Parent-Teacher meetings in Week 9 to meet with Careers Leader/Dean. Careers Leader has also been meeting with target students to establish how their</p>

					<p>year is going so far and what their future plans are.</p> <p>T3W6: All students have now been met with for a Careers interview, as well as to see how they are tracking. Kiri to make contact again with family/whanau.</p> <p>T3, W10: A selection of NCEA Level Three unit standards is being put together so that target students (as well as others who may need intervention) have the option of working on these to top up their credits, whilst gaining skills in Financial Capability and Self Management (eg. Career planning etc). Once these unit standards have been finalised, a meeting will be held with these students, and home contact will be made.</p> <p>Tracking sheet has been made (linked in above); QNL, DEG &amp; RUK in process of recording interventions/contact made in this. NCEA progress, as well as remaining credits, have been recorded in this.</p> <p>T4 W3</p> <p>DEG &amp; QNL analysed where target students are currently at. The majority seem to be in reach of NCEA Level 3. DEG to contact teachers to clarify remaining credits still available. RUK to contact families re. Top-up of credits opportunities.</p>

## Evaluation

T1W11

T2W7:

Update Annual Plan with actions for the target group.

Track the attendance at Parent-Teacher Interviews as requested in letter home.

Establish a tracking sheet

T3, W10:

Check accreditation for unit standards being offered

Contact with students and home regarding coming in to school to complete unit standards during study leave in Term 4.

T4W3

Contact Target Student families

### Evaluation:

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.

Each has been met with by our Careers Adviser and Year 13 Dean to look at their achievement, as well as Career Planning. Our Kaitakawaenga/School-Home Partnership Promoter has also contacted home. The introduction of the Careers Hub class has assisted some of our students with achieving credits, as well as teaching them valuable skills related to employment. A number of staff members have also been working with each of these students to help them to top-up what they required.

Six students are no longer on our roll, with five leaving school during the year to pursue further education through courses, or full-time work. The other student, Jonathon Keene, passed away early in Term Four. Jonathon was well on his way to achieving NCEA Level 3, having mapped out a pathway to his ideal career. He achieved 55 of the 80 required credits.

Four students have already achieved NCEA Level 3. Four students are within four credits of achieving Level 3 (two are sitting on 76 credits and two have 79 credits as at November 30). Two students will not achieve NCEA Level 3 by the end of 2018.

Overall:

- 25% of our original target group have passed NCEA;
- 25% are within four credits achieving their 80 credits, so should pass;
- 37.5% were not on the school roll by year's end;
- 12.5% will not pass NCEA Level 3.

### What worked well?

Contact with families and whanau was a positive aspect of this aim, as was aspects of the interviewing of students. Implementation of the Careers Hub class was positive, though there is work to be done on this for it to truly make a difference.

**What didn't work well?**

The aim itself wasn't an easy one to control, as there are aspects related to it that made it difficult to measure, eg. many of our target students leaving during the year. A number of the strategies developed, both through the PLG and specifically for the target students, were implemented later than they could have been.

**What could we improve on?**

- Careers Hub planning;
- Implementation of strategies;
- Development of IEPs for target students;
- The setting of the aim/target itself.

**What would we like to see?**

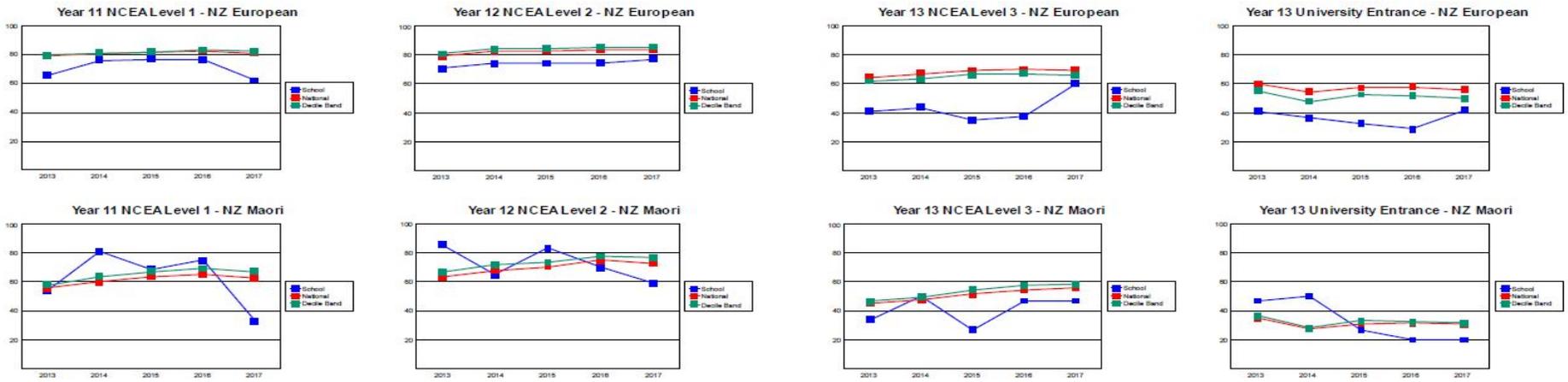
- Better use of data/unified approach (mentor teachers/Dean/SLT for identifying students earlier who are at risk of not achieving NCEA Level 3;
- A strong programme put in place for the Careers Hub class;
- A strong Careers Education programme that better prepares students throughout their time at GHS so that they are able to plan their pathway more effectively.

**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)
1.4.1. Teachers use Spiral of Inquiry process to identify and address issues related to targeted Māori student academic achievement, 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	Teachers develop increased competence and confidence in teaching Māori learners and understanding Treaty principles	T1W11: Most teaching staff participated in 'scanning' data exercise to understand process. Scan data shared with all teaching staff. AT reframed as a 'focusing question/challenge' and staff asked to consider which 'challenge' they

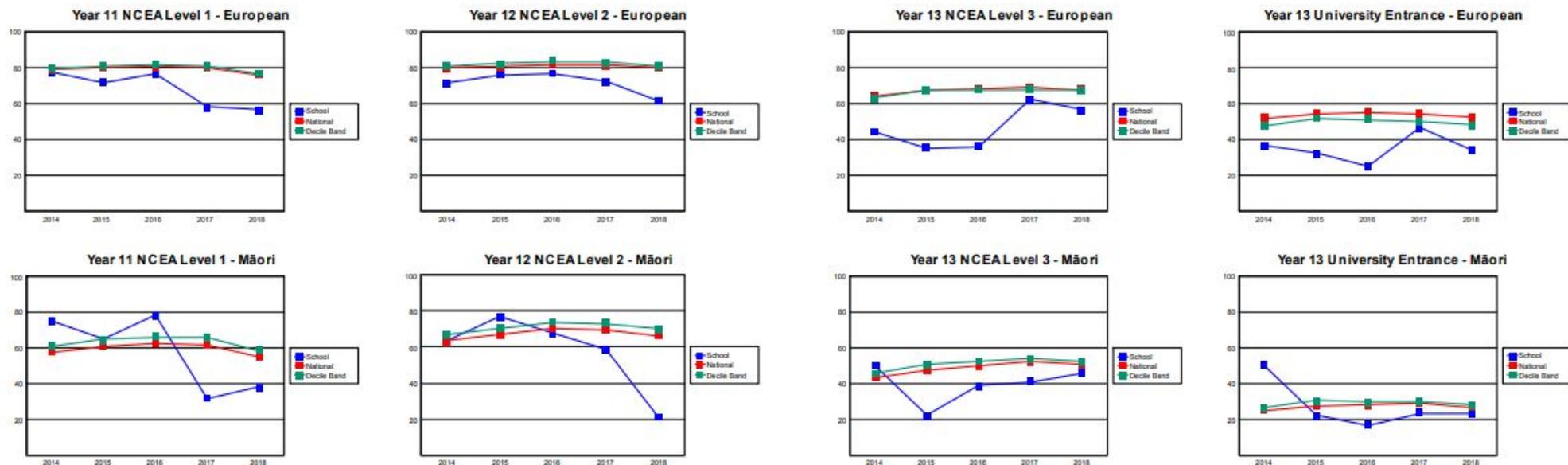
			term issues to inform forward planning		would inquire into. Agreed further data to be gathered. T2W7: One PLG established with 12 staff. Time has been spent identifying the 'focusing question' as this was not clear from the scan. Individual staff have discussed their hunch. Staff asked to include target students in the 'testing of the hunch'. PLD on ToW and Tataiako in line with this PLG work. T4W2: PLG continues to be active. PLG met 30/10 - concern about lack of progress in some inquiries
1.4.2. Case management approach to tracking...					T2W7: Tracking sheet established. T4W2: tracking apparent at year 12 and 13 but intervention not apparent. NCEA results concerning to date (hard to be accurate given so many sna).

Evaluation
<p>T1W11</p> <p>T2W7: Update Annual Plan with actions for the target group.</p> <p>T3w5 Andy to see SCH about PLG (big picture change) Andy to also look at short term supports (mentoring, ART, meet teachers)</p> <p>T3w9 Andy - Sarah: check Deans are doing ART tracking and responding</p> <p>T4W2: Meeting with senior Deans 24/10/18 to consider data and responses Meeting with CMW 01/11/18 to discuss scope for further supports for students Andy to chase Ts with sna entries</p> <p>Evaluation:</p>

### What worked well?

- The lead in the PLG helped to significantly develop teachers' inquiry skills. There was at least one effective collaborative inquiry. All this led to improved awareness of culturally responsive practices relating to Māori for the staff involved.
- Some individual student success stories.

### What didn't work well?



### NZQA Principal's Report 23/01/2019

- NCEA results got worse, significantly. Despite a clear 'cohort effect' there should not be such a great reduction in pass rate at Level 2 for Māori learners
- Inquiries went away from target students and no-one monitored these students routinely so no actions were taken for/with them until much too late.

### What could we improve on?

- Understanding the way that spirals of inquiry relate to staff learning and targeting students for achievement
- Lead/oversight of target
- Tracking and responding to student data

### What would we like to see?

- Short term, we should be able to support Māori students to achieve as well as their NZE peers through tracking and mentoring and linking pastoral with curriculum ie adapting planning
- Longer term, we should see a school system which is better suited to Māori learners so tracking and mentoring is less needed.

Strategic Aim		To provide a safe, inclusive, wellbeing-focused and innovative social and physical environment that engages students in learning			
Annual Objective 2.1		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			
Baseline Data (what is the student need and what is the evidence of that?)		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.			
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)
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	T1W11: GHS Teaching Plan and PLD plan in draft form. Two staff meetings held on implementing Spiral of Inquiry. Challenge is to ensure all staff understand the link between Teaching Plan and Inquiry. T2W9: Late starts have focused on developing understanding and implementation of Spiral of Inquiry and links to GHS Teaching Plan, plus two toolkits to support Teaching Plan; PLG's have been established. PLD plan still in draft form. LCS creativity slam held Wk 4. Schoolwide PLD on ToW, Tataiako, STP, neuro diversity. CoL PLD with Vision Education continues with English, Social Sciences and Science. CoL Within School and Across School leaders being supported by Core Education in leadership of Spiral of Inquiry.

					<p>T3W2: PLD Plan for Term 3 drafted; request via PLG's to identify needs. GHS PLD Plan updated.</p> <p>T3W7: Toolkit session postponed until Wk 9. PLD Committee drafting format for teachers to report back on inquiries. SoD 20 August provided sessions in line with GHS Teaching Plan. CoL Leaders continue to be mentored by Core Education.</p> <p>T4W2: Walkthroughs for LCS are underway.</p>
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	<p>T1W11: two HoD forums to develop GHS Teaching Plan; two PLD (CoL Leader) meetings to discuss Spiral of Inquiry and links to Teaching Plan and PLD Plan. PP/DP have discussed data cycle. Challenge is to keep discussion going to build understanding of what is needed.</p> <p>T2W9: Forums have covered Spiral of Inquiry and links to GHS Teaching Plan, Appraisal document, Internal Evaluation Procedure, Digital Portfolios (blogging). W6 senior data sheets shared with Depts for input on next steps. W8 senior achievement data shared and discussed. Walkthroughs completed Weeks 7-8 with focus on clear learning. W9 the Maths Dept have a webinar with NZCER re: PAT data and how this is used at teacher level to promote achievement.</p> <p>T3W2: Session with NZCER really useful for Maths Dept. Teachers requested to make entry in SMS for 'at risk' (academic flag). Walkthrough data shared with HoD's.</p> <p>T3W7: Middle Leaders forum on Junior Data 6 August. Data summary</p>

					<p>prepared for BoT. Academic flag data collated for Year Level Deans. English Dept worked with NZCER 21 August. Literacy and Numeracy leaders shared data with junior mentors/year level deans. Walkthrough template drafted for LCS.</p> <p>T4W2: Change made to Internal Evaluation Procedure - 'Report back to staff/BoT meeting on AT progress' added to each term for SLT.</p>
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Evaluation
<p>T1W11:</p> <p>2.1.1: Late Starts in T2 support Spiral of Inquiry and are linked to Teaching Plan pedagogies</p> <p>2.1.2: Next HoD Forum on Spiral and Appraisal; plan to have HoD's set agenda and facilitate HoD forums in Term 2 to build understanding and capacity.</p> <p>T2W9:</p> <p>2.1.1: PLD plan needs to be finalised; Term 3 late starts need to be scheduled. HoD Forums - time given to HoD's to run these. Next steps with Vision Education to be established.</p> <p>2.1.2: Junior data forum scheduled for Term 3, Week 3; needs to incorporate Toki Pounamu data. Analysis of walkthrough data needs to be completed and shared with staff.</p> <p>T3W2:</p> <p>2.1.1: PLD Committee meeting in Week 3 to consider requests from PLG's and finalise PLD Plan for T3. Need to share with staff the purpose of PLG's and the format for sharing inquiries in Term 4. Idea from CoL within school leaders to use website for PLG's.</p> <p>2.1.2: T3W3 Middle Leaders forum on junior data. English and Science Depts to have online session with Cathie Johnson NZCER re: PAT and STwE data. Academic Flag data in SMS to be shared with Year Level Deans.</p> <p>T3W7:</p> <p>T4W2:</p> <p>2.1.1: Feedback session on LCS walkthroughs with HoD's signalled (Week 4) - discuss leadership/expectations of LCS with HoD's. PLG meetings scheduled for W3. Request to identify shifts in Teacher Practice (link to GHS Teaching Plan) in the evaluation.</p> <p>2.1.2: Approach an HoD to run a session with HoD's re: analysis and interpretation for EoY to ensure some consistency. Science Dept have not had session with NZCER - checking if this is to happen.</p> <p><b>Evaluation:</b></p> <p><b>What worked well?</b></p> <p>The CoL within and across teachers worked together to upskill in Spiral of Inquiry and to facilitate teachers through the process in PLG's. Teachers engaged in the process and identified what worked well and what didn't. Three Departments worked with NZCER. Reinstated mid-year data review. GHS Teaching Plan in place for 2018 and PLD offered in line with this plan.</p>

**What didn't work well?**

Linking the PLG's/Inquiries to the Achievement Targets didn't work. All teachers need to take actions for our target students.

As this was our first year using Spiral of Inquiry our Middle Leaders (HoD) were working alongside the teachers in the process as they developed their understanding.

**What could we improve on?**

Working with HoD's (increase capability) so that they can support their Department staff with inquiry. Inquiries sit with Annual Objectives, not Achievement Targets. SLT with oversight of AO/AT work with PLG's. Reporting back at staff meeting on AO and AT process.

**What would we like to see?**

The process of inquiry valued by all teachers - it's not about accountability, it is to inquire into our teacher practice to improve outcomes for students.

Walkthroughs by Middle and Senior Leaders based on the Teaching Plan pedagogies.

<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 (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>
2.2.1. 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	<p>T1W11: HoD Forum used to provide feedback and direction for new version, split into two documents (<b>Curriculum Plan and Teaching Plan</b>). Teaching Plan drafted by SLT and discussed at HoD Forum again. Teaching Plan v.3 critiqued at PLD Ctee Wk 10 and new/PCTs Wk 11</p> <p>T2W9: Revised format of GHS Teaching Plan shared with HoD's and CoL Leaders and feedback asked for. Follow up on hold until T3. Document shared with BoT at June meeting.</p> <p>T3W2:</p> <p>T3W7: no progress on SLT discussion re: change process. SLT visits to three schools in Chch; notes shared with SLT.</p>

					T4W2: Signalled to HoD's that Curriculum Plan will be revised 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	T1W11: HoD Forum discussed expectation of trialling curriculum developments and planning T2W9: SLT to check Department Improvement Plans reflect curriculum developments. HoD Forum in W10 to look at mapping key competencies (area identified in Curriculum Review). Provide time in T3 HOD forums (didn't happen in T2) T3W2: HoD Forum T2W10 discussed planning and actions around Key Competencies, Career Competencies and Graduate Profile. T3W7: HoD's shared what had been trialled at Middle Leaders Forum on Junior Data. Gathering information from HoD's re: developments and thinking for 2019. T4W2: follow up meeting with HoD's in Week 1. Suggestion to have Interdisciplinary Integration using KC. Feedback from HoD's by end of W3 following discussion with SLT mentor. Readings and resources on integration shared.
2.2.3. Pilot a contextualised learning class involving teacher collaboration: Sport in Education at Year 10	Time \$ for common student experiences and SiE support	Class selection and initial planning term 4 of 2017; ongoing SiE teaching team; HoD and SLT support	One y10 core class taught in coherent, contextualised way according to "SiE" method; improved student progress indicators	Teachers collaboratively planning coherent learning across curriculum areas for a core class using an agreed context	T1W11: visit from SiE teacher from HHS strengthened understanding of collaborative nature of this model; RTL involvement with class to support collaboration. Data being monitored. T2W9: Data and information relating to class reported to BoT in June. Fortnightly meetings established for collaborative time. Parent meeting not held.

					<p>T3W2: Teachers have arranged to observe in each others classes. Weekly meetings continue. Class ran a 'data collection' activity across Yr 9&amp;10 in maths.</p> <p>T3W7: Data collated for 10HM and reported to BoT. Data shared with Dean. Three staff attended SiE cluster meeting.</p> <p>T4W2: review meeting planned for W2. RTLB input to this.</p>
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Evaluation
<p>T1W11:</p> <p>2.2.1: GHS Teaching Plan needs to be finalised, based on last feedback, and published before term 2</p> <p>2.2.2: Developments need to happen at teacher level, driven within and between departments; further work with HoDs required to do this including HoD forums led by HoDs</p> <p>2.2.3: Parent meeting to be held early T2 to share programme planning, gather whanau voice.</p> <p>T2W9:</p> <p>2.2.1: Feedback on revised format to be followed up at SLT.</p> <p>2.2.2: SLT to discuss curriculum developments with HODs</p> <p>2.2.3: continue to monitor data; get as many of the teachers to the cluster meeting as possible. Pilot to be reviewed and 2019 options to be discussed/considered. Consider parent meeting as part of review. Cluster meeting to be held for WC/Nelson-Marlborough/Canterbury.</p> <p>T3W2:</p> <p>2.2.1: SLT to meet to plan coordinated framework for change</p> <p>2.2.2: HoD's to share curriculum development progress at Middle Leaders meeting on 6 August</p> <p>2.2.3: Request to the HoD's that 10HM (SiE) data is compared to Y10 cohort for reporting to BoT. Yr 10 Wellbeing Survey to be completed T3 W2/3.</p> <p>T3W7:</p> <p>2.2.1. Need to move forward understanding and framework for change urgently to meet timelines for change in 2019; staff meeting;</p> <p>2.2.3: need to gather student, whanau and teacher voice on SiE. Need time to discuss data and voice with core teachers.</p> <p>T4W2:</p> <p>2.2.2: Collate feedback from HoD's to consider changes for 2019 timetable.</p> <p>2.2.3: Identify next steps based on review. Advise TT committee re: 2019 request.</p> <p><b>Evaluation:</b></p> <p><b>What worked well?</b></p> <p><b>What didn't work well?</b></p> <p><b>What could we improve on?</b></p>

**What would we like to see?**

<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>			
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)
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	T1W11: More students are taking Te Reo (9) and MPA (9 inc. 2 juniors); not yet daily and only 2 students are coming from their other classes T2W9: T3W7: mixed class has not taken off as anticipated (with reasons), one of which has been lack of support for Kaiako Māori (which is improving); however, quality learning experiences are happening for S who did opt in; meeting with moE re Kaupapa Māori pathway set for 20 Sept T4W2: met with MoE re kaupapa Māori pathways options; gained good feedback from Whānau Hui and have engaged with Kautoko Matauranga for Kati Waewae
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;	"Māori achieving as Māori" becomes more real for more students	T1W11: Kaupapa Māori role appointed and active T2W9: Students have attended during the term: Rangatahi Day, Whenua Iti course, Wananga at Bruce

			Better-informed decision making at middle and senior leadership (Māori context)		Bay, TTTP, Manu Korero competition, Matariki Day (planning underway). Wednesday lunch games T3W7: role continues to support leadership ("māori lens") T4W2: Good Whānau Hui held and significant support to PP around blessing of TWA Whakairo.
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	T1W11: PP in discussion with Kaupapa Māori role holder; Kaupapa Māori role holder in discussion with Pumanawa T2W9: PLG established with schoolwide focus on implementation of Tataiako. Discussion with CoL Across School Leader re: use of GLIPESO model. PLD available to staff on Treaty of Waitangi and Tataiako. T3W7: engagement with whānau has been frustrating - working on plan for Māwhera KA hui; no further development of plan T4W2: better Whānau Hui held but this now significantly influenced by possible Kaupapa Māori pathway

## Evaluation

T1W11:  
2.3.1. Further gradual spread to other students via parent/whanau opting in (out from existing mainstream class)  
2.3.2. Further clarity around role to be developed  
2.3.3. From t3, need to start a robust consultation process (PP needs to be involved)

T2W9:  
T3W2:  
No progress since term 2; Andy talk with Catherine and Tony M

T3W7:  
2.3.1. need meeting with MoE; Andy/Catherine to canvas primary schools on their understanding of matauranga Māori; Andy working on support for Kaiako Māori  
2.3.2.  
2.3.3. Andy needs to revisit this with Catherine and Karen following MoE visit

**T4W2:**

2.3.1. Andy and Catherine to attend Kaumatua Hui and invite Kaumatua to GHS to discuss options, during term 4 (this needed before any further actions as if KWW support special character approach this will decide next steps). This AO will not conclude in 2018

2.3.2. Andy to support Catherine to do self evaluation

2.3.3. Now wrapped up with 2.2.1 so longer term plan

**Evaluation:**

**What worked well?**

- The AO and attempts to develop it led to deeper relationships (mainly with mana whenua) and increased understanding of issues and processes. This places us well for sustainable progress likely to be started in 2019
- Kaupapa Māori role supported principal / leadership and started to self-inform for future effectiveness
- Kaiako Māori established relationships with students leading to increased numbers of students taking Te Reo Māori for 2019

**What didn't work well?**

Slow progress meant expected outcomes not realised

Realisation of how low incoming levels of Te Reo Māori are limits reality of NCEA Te Reo as subject currently

**What could we improve on?**

There was some impact with Principal's sabbatical which shouldn't be repeated in 2019

**What would we like to see?**

- 2019 deeper engagement with Kati Waewae around Education Strategy
- Māwhera Kāhui Ako approach
- Agreed structure for kaupapa Māori pathway by June 2019
- Agreed plan for Māori achieving as Māori by end term 3 of 2019

<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	T1W11: Initial input sought from Careers Services Leader, closing 10 April T3W2: survey of other schools done T3W7: decided that a review of service not required; internal review lacking currently T4W2: still no data from internal review. Meeting to be held Week 2 to further consider review
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)	T1W11: No progress T3W7: unable to proceed at this time T4W2: as above

<b>Evaluation</b>	
T1W11: 2.4.1. Decide on next steps during week starting 16 April 2.4.2. Dependant on above	

T3W2: meeting to be held t3 w4

T3W7: need to bring together self review to see where needs are and make proposal for change

T4W2: waiting for meeting T4 W2

**Evaluation:**

This AO changed due to process followed, meaning evaluation is challenging.

**What worked well?**

Processes followed with Careers led to improved understanding of role and challenges

**What didn't work well?**

All agreed there could be better structures but these were not able to be implemented

**What could we improve on?**

Not applicable

**What would we like to see?**

High quality Careers service delivery 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 2.5</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 (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>
2.5.1. 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	T1W11: position made clear to MoE, with full CoL support, during 2017. No further opportunity to lobby to date in 2018 T3W7: Māwhera KA group operating (Maureen Truman lead) T4W2: no further progress (note that wider education proposals have a different model for learning support, closer to what is suggested here)
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 identified and making recommendations	Consequent responses to report	T1W11: no progress to date T3W7: possible consultant approached T4W2: Annie Guerin has been appointed and supplied with documentation; she will be onsite 25/10/18
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	T1W11: no progress to date T3W7: no progress T4W2: see above

## Evaluation

T1W11:

2.5.1. On next Māwhera CoL agenda

2.5.2. Dependant on above

2.5.3. Dependant on above

T3W2: Maureen Truman heading CoL review of LS

T3W7:

2.5.1 continue to engage with Māwhera KA group

2.5.2 liaise with potential consultants

T4W2:

2.5.2. Work with Annie Guerin, await report

### **Evaluation:**

#### **What worked well?**

- Report commissioned and conducted with integrity, provides very useful next steps
- Lobbying on RTLB having traction in MoE

#### **What didn't work well?**

- Lobbying on RTLB not effective locally
- Late commissioning of report led to limited time for review with key staff and therefore limited planning (to be continued in 2019)

#### **What could we improve on?**

- Prompter set-up of such AOs (although this largely a product of principal's sabbatical in 2018)

#### **What would we like to see?**

- Proper LS provision for schools as there is a resource limitation currently; RTLB disestablished and resource put into schools
- Need to see report recommendations put into actions

<b>Strategic Aim</b>		<b>Develop a strong learning community through collaborative relationships</b>			
<b>Annual Objective 3.1</b>		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			
<b>Baseline Data (what is the student need and what is the evidence of that?)</b>		<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>			
<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>
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	T1W11: Graduate Profile published; hard copy mailed to a range of businesses and education partners T3W6: nothing further T4W4: nothing further
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	T1W11: discussed at WCSASPA and general agreement given for JP11, WHS and GHS to get timetablers to work together. New PPs for WHS and JP11 may be obstacle. RAS and SWAS supportive T3W6: Scott met with JP11 DP term 2; raised with GHS TT Ctee T3W5; on agenda for WCSASPA 7 Sep. Slowed by changes in PP at JP11 and WHS. T4W4: no further developments
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	T1W11: No progress to date T3W6: CoL/KA plan discussed at CoL PP meetings and close to being ready for update (but not well known to anyone outside this group) T4W4: MKA Plan revamped (draft)

3.1.4. Ensure Toki Pounamu sustainability; transition away from Manaiaikalani 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	<p>T1W11: MoA signed with Manaiaikalani and successful application made to MoE via Māwhera CoL</p> <p>T3W6: agreement made that Mandy O'Sullivan continues TP lead while Andy picks up CoL Lead; Toki Pounamu in strong position nationally; TPET negotiating with DWC as needs financial support; MoP link to continue as network without financial support. See <a href="#">minutes</a></p> <p>T4W4: no further development</p>
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Evaluation
<p>T1W11:</p> <p>3.1.1. Need to meet with some employers to get meaningful use of Graduate Profile as exemplar for others; need to develop reporting for parents</p> <p>3.1.2. Serious obstacle in PP changes - unknown how this will affect next steps; DP BER to progress timetabling aspect with WHS and JPPI during term 2</p> <p>3.1.3.</p> <p>3.1.4. Need to work on internal admin issues with EO and leadership issues with wider Toki P team; need role to sort blogging coordination/admin</p> <p>T3W6:</p> <p>3.1.1. Need to develop within-school use and reporting system; need to develop year 10 Grad Profile</p> <p>3.1.2. Wait till new PP at JPPI; ensure GHS 2019 TT has in-built consideration for future collaboration</p> <p>3.1.3. Plan to be finished and distributed t4. Andy to work on evaluation-planning system for Māwhera CoL/KA as part of his role in 2019</p> <p>3.1.4. Communicate developments within school; questions to be asked about funding/technical issues</p> <p>T4W4:</p> <p>3.1.1. Need to develop our curriculum and reporting before going back to employers</p> <p>3.1.2. Rolled in to 2019 plan to allow for changes in key staff at other schools</p> <p>3.1.3. Plan to be adopted and next steps identified. PLD application to be submitted Week 4</p> <p><b>Evaluation:</b></p> <p><b>What worked well?</b></p> <ul style="list-style-type: none"> <li>Cluster work with MKA and Toki Pounamu progressing reasonably well. Challenging but that goes with the territory. Opportunity to contribute to making the difference as MKA Lead.</li> <li>Positioning improved on secondary curriculum collaboration despite obstacles.</li> </ul> <p><b>What didn't work well?</b></p>

- Graduate profile implementation suffered from effects of principal's sabbatical and challenges of leadership at other levels.
- Other gaps in school leads prevented further collaborative action.

**What could we improve on?**

- Improvements in MKA planned for (see MKA plan)
- Graduate Profile development - leadership at all levels

**What would we like to see?**

- More collaborative leadership capacity

<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.			
<b>Key improvement strategies</b>					
<b>Implementation / Action</b> (What we will do)			<b>Evaluation</b> (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	T1W11: no progress and change in PP at JP11 could affect this T3W6: no further progress, issue of T4W4: no further progress
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	T1W11: no progress to date T3W6: no further progress but renewed interest as social factor related to school vision (not driven by \$) T4W4: no further progress
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		T1W11: no progress to date T3W6: no progress T4W4: no further progress

<b>Evaluation</b>
<p>T1W11: 3.2.1. Meet JP11 PP and aim to identify consultant week starting 16 April 3.2.2. Dependant on above 3.2.3. Dependant on above T3W6:</p>

3.2.1. This should be approached during term 3 if possible (not highest priority currently)

T4W4: Not high priority currently. Will be considered in 2019 depending on neighbouring schools' approach to collaboration

**Evaluation:**

This whole AO became impracticable with the departure and non-replacement (to date) of JPIIHS principal. I do not believe that a single-school developed hostel and associated elements will be viable or suitable in a collaborative climate.

This AO is still a valid aim for future and will be returned to when stable strategic leadership at JPIIHS is ready.

# Greymouth High School Charter 2019



Contents	
1 /p1-8	Overview and Introduction
2 /p8	Strategic Plan 2019 - 2021
3 /p9-	Annual Plan and Targets 2019

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# GREYMOUTH High School

Te Kura Tuarua O Māwhera

Whaia 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



**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.

# Charter overview 2019

## 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: To lead our community in the provision of a safe, inclusive, wellbeing-focused and innovative social culture and physical environment that engages students in learning leading to higher achievement for all students with an explicit emphasis on equity and excellence
- 2: Develop a strong learning community through collaborative relationships

## Targets 2019

### Achievement Target 1.1A (Year 9)

The twelve selected Year 9 students will experience improved engagement with learning as evidenced by selected indicators (referral and classroom teacher entries, average weekly note scores, student voice).

### Achievement Target: 1.1B (Year 10)

The eleven selected Year 10 students through supplementary support will improve hauora/wellbeing as indicated by selected indicators including but not limited to; referral and classroom teacher entries, guidance entries, average weekly note scores and student voice.

### Achievement Target 1.2 (Year 12)

13 Year 12 boys, considered to be at risk of not achieving NCEA Level 2, will achieve NCEA Level 2

## Cluster engagements 2019

- Māwhera Kāhui Ako
- Māwhera 5YA Alignment (property)
- Toki Pounamu / Manaiakalani Outreach

## Contract responsibilities:

- West Coast Trades Academy Lead Provider
- Alternative Education Managing School
- 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

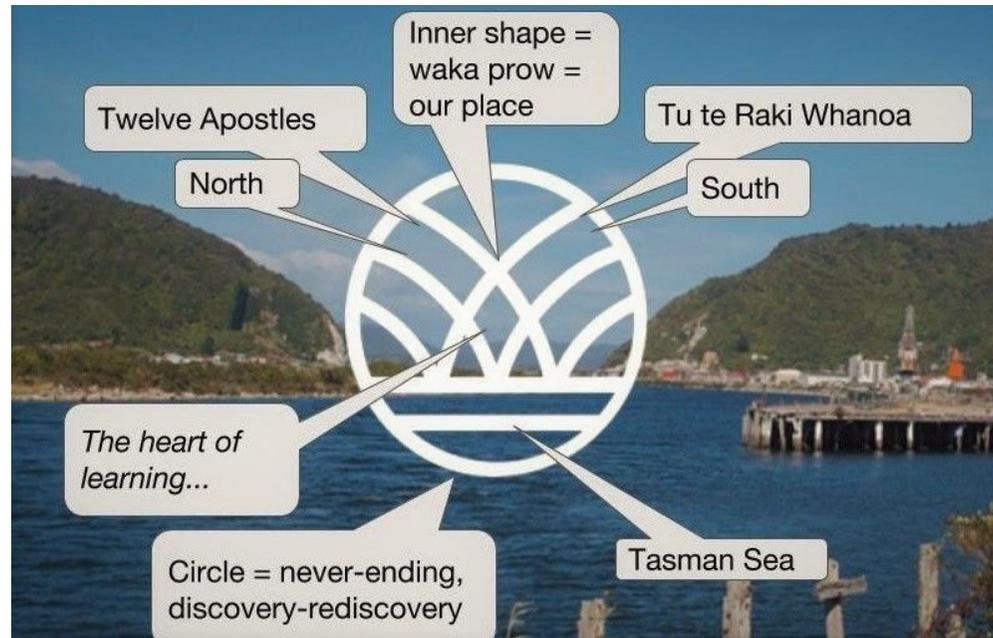
## The School and our Community

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 (see above) 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 520 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 are the Managing School for 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 (MKA) 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 MKA roles are filled and active and our MKA 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 (and now Hokitika) 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, a school app, Facebook, direct emails and texts from our SMS (Kamar) as well as Hapara Workspace for teacher learning communications. We use a commercial radio contract (NZME) to reach people who may not use other forms of

communication, with media students running in this, and receive frequent positive feedback about the impact of the radio.

*Dawn blessing of the unveiled whakairo, Te Whare Akoranga, Oct 2018*

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. The main ethnic groups are New Zealand European (400 students or 76%) and Māori (97 students or 18%, 39% of whom are Ngai Tahu) with 2% being Pasifika, 2% being MELAA 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 maata 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; in 2019 this is subject of ongoing dialogue with Kati Waewae with regard to the form of the pathway and how this can support the Kati Waewae Education Strategy. We have experienced major challenges in recruiting and retaining a Kaiako Māori but we were successful in 2017 and have seen interest in Te Reo and kapa haka growing since then. A staff management role - Kaupapa Māori - has been established to advise the principal on, and to generally support, kaupapa Māori. In 2018, whakairo - carvings - were unveiled on Te Whare Akoranga to further underline this as a place of respect and celebration of Te Ao Māori.

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. Every student is part of a mentor group which is horizontal at Years 9, 10 and 11 and vertical in Years 12-13 with Deans supporting Mentors and a further role supporting Deans with restorative practices. Years 11-13 have one hour a week with their Mentor Class and in 2019 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 Wallis to enhance our curriculum. Wellbeing surveys in 2018 indicated a need for further work in this area: in 2019 we will build Hauora/wellbeing into the curriculum at year 9 and offer additional lessons in aspects such as social skills at Year 10.

### **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 2018-19, unexpected boiler replacement and government-mandated stormwater/sewerage separation costs, plus rotting walls in one building and a huge roofing contract, threatened to prevent any classroom redevelopment for a decade: the Department of Education has agreed to support completion of all such projects by the end of 2020 enabling GHS to then focus on classroom development from 2021. Between 2015 and 2019, GHS has played a lead role in collaborative property projects, with MoE, to support systemic improvements in property management.



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, the out-of-hours use of 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. In 2018, a new student kitchen was opened and is well utilised.

*Students use the student kitchen*

### **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 2019 - 2021 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.

*2019 Coast to Coast schoolgirl section winners  
Jenna Williams, Vanessa McCallum, Keely Gorrie*

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.

The Coast to Coast has been successfully completed by Grey High teams in 2016 - 2019 which has had a positive effect on student motivation. Extra-curricular sport, music, dance and kapa haka 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 good 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 was supplemented in 2018, informing our current strategic plan, 2019-2021. The latest ERO review, completed in term 4 of 2018 and released in term 1 of 2019, gives a good overview of the school's strengths and next steps. For more information please visit our website [www.greymouth.school.nz](http://www.greymouth.school.nz).



# Strategic plan for 2019-2021

#29/03/2019		2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
Student needs	Strategic Aims	Implement STUDENT-CENTRED curriculum developments - GRADUATE PROFILE RECOGNISABLE IN CURRICULUM	CONSOLIDATE STUDENT-CENTRED curriculum developments - GRADUATE PROFILE CLEAR IN CURRICULUM	EMBED STUDENT-CENTRED curriculum developments - GRADUATE PROFILE CLEAR IN CURRICULUM
<p>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.</p> <p>All students are capable of achievement: some students need accelerated learning while others need extension. GHS achievement is behind national norms in some indicators.</p>	<p><b>1: To lead our community in the provision of a safe, inclusive, wellbeing-focused and innovative social culture and physical environment that engages students in learning leading to higher achievement for all students with an explicit emphasis on equity and excellence</b></p>	<p><a href="#">1.1</a> Redevelop the GHS curriculum for Year 9 and integrate hauora/wellbeing and implement supplementary supports to improve hauora/wellbeing at Year 10</p> <p><a href="#">1.2</a> Develop staff team capacity to effectively link pastoral and curriculum tracking, with timely student-centred actions, to improve student achievement</p> <p><a href="#">1.3</a> Develop a comprehensive plan for Māori achieving as Māori, including a kaupapa Māori pathway, and inquire into current obstacles</p>	<p>1.1 Implement the plan for Māori achieving as Māori and a kaupapa Māori pathway dependant on development work during 2019 aligned to a plan to develop staff capacity for culturally responsive pedagogies building on 2019 inquiry</p> <p>1.2 Fully implement our redeveloped curriculum for Year 9 and develop our curriculum for Year 10, with integrated hauora/wellbeing, informed by Year 10 Graduate Profile</p> <p>1.3 Consolidate staff team capacity to effectively and consistently use data-based actions to promote student achievement</p>	<p>1.3 Consolidate plan for Māori achieving as Māori and kaupapa Māori pathway with culturally responsive pedagogies</p> <p>1.2 Spread curriculum development to senior school based on Graduate Profile, learnings from inquiry in 2019 and 2020, and MoE's NCEA Review developments</p> <p>1.3 Review school's vision, values and Graduate Profile</p> <p>1.4 Review and develop next 5YA property plan</p>
<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.</p>	<p><b>2: Develop a strong learning community through collaborative relationships</b></p>	<p><a href="#">2.1</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="#">2.2</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>2.1 Review Alternative Education provision (contract expires end of 2020)</p> <p>3.2 Depending on 2019 developments, implement curriculum-focused collaborative relationships with neighbouring institutions</p> <p>3.3 Depending on 2019 findings, potentially implement a collaborative approach to hosting international students and domestic boarders with a focus on social and curriculum diversity</p>	<p>2.1 Depending on 2019 findings, implement curriculum-focused collaborative relationships with neighbouring institutions</p> <p>3.2 Depending on 2019 findings and 2010 actions, potentially 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 2019

**Strategic Aim:** To lead our community in the provision of a safe, inclusive, wellbeing-focused and innovative social culture and physical environment that engages students in learning leading to higher achievement for all students with an explicit emphasis on equity and excellence

Annual Objective 1.1: Redevelop the GHS curriculum for Year 9 and integrate hauora/wellbeing and implement supplementary supports to improve hauora/wellbeing at Year 10

Achievement Target 1.1A: (year 9)

The twelve selected Year 9 students will experience improved engagement with learning as evidenced by selected indicators (referral and classroom teacher entries, average weekly note scores, student voice).

Achievement Target: 1.1B (Year 10)

The eleven selected Year 10 students through supplementary support will improve hauora/wellbeing as indicated by selected indicators including but not limited to; referral and classroom teacher entries, guidance entries, average weekly note scores and student voice.

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

**2018:** Referral data: average referrals per teaching day increased for Year 9 2018 from July (0.5) to October (1.3). Males overrepresented in 2+ referral data. Attendance Rate: decreased from 90.1% (Aug) to 88.6% in December. Most students had over 90% attendance. Male attendance slightly better than female. Weekly Notes: the average weekly note scores decreased over Terms 1-4 (3.99-3.73). 23 students received averages of 3.5 or below - males overrepresented in this data. Wellbeing Survey: student and teacher voice highlighted issues around relationships and effective use of social/interpersonal skills. 41% of students disagreed that 'teachers make learning interesting'.

**2019:** Year 9 average referrals per teaching day is approx 1.1 for February (Feb 2018 was 0.44). Attendance rate for Year 9 is 91% (2018 90.5%)

## 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)
1.1.1. Facilitate an HoD Forum on "engagement with learning": <ul style="list-style-type: none"> <li>What is it or what does it look like?</li> <li>What capabilities do students need to be engaged with learning? (behaviour and dispositions)</li> </ul>	Time	Term 1 SLT HoD's	Minutes of meeting capture ideas and next steps	Curriculum leaders focussed on student engagement with learning	

<ul style="list-style-type: none"> <li>Do we need student voice on this? If yes - 'Me and My School'?</li> </ul>					
1.1.2. Provide PLD for HOD's on Spiral of Inquiry and GHS Teaching Plan		Term 1 SLT/HoD	PLD package	HoDs more confident and consistent with Sol and Teaching Plan	
1.1.3. Administer the ' <a href="#">Me and My School</a> Survey' for Years 9 and 10 to gather student engagement data and identify areas for action in 2019	\$225.00 \$335.50 (\$1.50 x Yr 9 and 10) Time \$320 +GST for analysis workshop (PLD)	Term 1 DP	Survey results and analysis; action points identified	Use data to inform actions	
1.1.4. Each HoD and the Yr 9 Dean shadows a Year 9 class for a day to understand what students experience across the curriculum	Time \$ relief	Term 2 Heads of Department	HoD understanding of need for student-centred change	Curriculum leaders thinking in informed student-centred way	
1.1.5. HoD's collaborate, with each other and with guidance from Ngati Waewae, to develop a Graduate Profile for the end of Year 10 (this is what we want to achieve by end of Yr 10; achieve over Yr 9-10)	Time	Term 1 Heads of Department Ngati Waewae support (ENG to negotiate)	Year 10 Graduate Profile	Careful consideration of coherent learning experience and starting to change how curriculum is developed	
1.1.6. Each Department develops a Year 9 curriculum document, in partnership with Ngati Waewae, that: <ul style="list-style-type: none"> <li>is student centred</li> <li>reflects the Graduate Profile</li> <li>Integrates hauora/wellbeing using the Te Whare Tapa Wha model</li> </ul> and this is reflected in planning. Some of these developments will be enacted in 2019 but the entirety will not be in effect until 2020; a coherent plan for 2020 on must be ready by mid Term 3 for use at transition meetings.	Time	Terms 2-3 Departments Ngati Waewae partner	<ul style="list-style-type: none"> <li>Each Department Year 9 Curriculum Document plus</li> <li>Schoolwide curriculum document</li> <li>Year 9-10 Road Map to Graduate Profile</li> </ul>	Curriculum design deliberately engages students in learning	

1.1.7. With support, and in partnership with Kati Waewae, we develop a GHS curriculum document which captures the key considerations of the year 9 curriculum and clearly sets out the intended student experience	Time Facilitator \$	Term 3 (ready for year 8-9 transition) HoDs, DPs, PP Ngati Waewae partner	Year 9 curriculum document	Teaching staff enthusiasm about a coherent curriculum document for year 9 driving its use	
1.1.8. Facilitate PLD sessions in support of the 'Teaching Positive Behaviour' strategies which include: <ul style="list-style-type: none"> <li>• Culturally responsive practices</li> <li>• Inclusive pedagogies</li> <li>• PB4L</li> <li>• Restorative Practice</li> <li>• Wellbeing</li> <li>• Universal Design for Learning</li> </ul> and this is seen in planning and in the classroom	Time	Terms 1-3 PLD Committee	PLD Plan and sessions delivered; Students experience better teaching	Teachers choose to use more informed and consistent teaching practices	
1.1.9. HoD's and SLT complete walkthroughs in classrooms to review the implementation of the professional learning		Term 3	Department feedback summary	All teaching staff use and value use of walkthroughs to evaluate and support developments in practice	
1.1.10. Pilot UDL planning framework with a Department	Time	Terms 1-4 RTL SS Dept	Planning documents; Effective teaching for all students (in this dept)	Teachers (in this dept) learning about UDL from a desire to improve the learning experience for all their students	
1.1.11. Identify and implement appropriate supplementary supports to improve wellbeing for Year 10	Time \$	<ul style="list-style-type: none"> <li>• Annual Plan role - Hauora/wellbeing</li> <li>• Pastoral team</li> <li>• Outside agencies</li> </ul>	Supplementary supports applied / lessons delivered; students improve understanding of issues	Students learn and apply greater awareness and skills in dealing with issues of hauora/wellbeing	

## Evaluation

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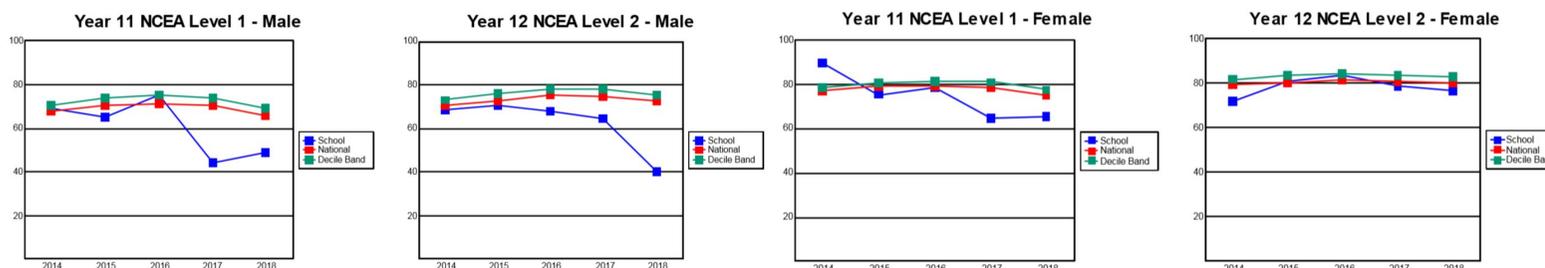
**Strategic Aim: To lead our community in the provision of a safe, inclusive, wellbeing-focused and innovative social culture and physical environment that engages students in learning leading to higher achievement for all students with an explicit emphasis on equity and excellence**

Annual Objective 1.2: Develop staff team capacity to effectively link pastoral and curriculum tracking, with timely student-centred actions, to improve student achievement

Achievement Target 1.2:  
13 [Year 12 boys](#), considered to be at risk of not achieving NCEA Level 2, will achieve NCEA Level 2

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

NZQA Principal's Report 27/02/19



- Student voice suggests that many male students feel they don't try hard enough in several of their classes.
- Self evaluation from 2018 identified that tracking of student progress was too late and external evaluation identified that academic tracking was separated from pastoral with insufficient communication between roles; student programmes were not sufficiently planned or adapted for student needs in many cases; the Mentor role is commonly ineffective with little or no direction, support or accountability.

**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)
1.2.1. Train teachers in planning for inclusive senior classes (how to plan a differentiated programme based on known student capability data eg UDL, consistent with other AOs)	Time	Term 1 RTL, MKA WST / AST with all teachers DP (T&L)	Classes in senior school planned to meet specific learning needs of students	Teachers planning classes with specific considerations	

1.2.2. Train teachers in planning for a responsive curriculum (how to use NQF/NCEA to adapt programmes during the year if required)	Time	Term 2 at latest WST, DP (Curriculum Structures)	Programmes tailored to learners; timely adaptation during year; students experience NCEA success	Teachers tweaking/ redeveloping programmes to meet student needs in response to formative assessment during the year in timely manner	
1.2.3. Train senior mentors in mentoring; ensure accountability via working with HoDs on mentor time walkthrough and inclusion of mentoring in appraisal	Time, photocopying	Term 1 and 2, ongoing AP (mentor training) PP (accountability)	Productive mentor classes; Mentored students Mentor class accountability	Teachers feel supported and accountable for mentor classes;	
1.2.4. Develop data reporting flows, including schedule, to include mentor, Dean, classroom teacher and HoD/HoLA	SAF, time	Term 1, early term 2 PP contract SAF DPs support training and development of data flows	Data flows with agreed timelines	Staff in complementary roles use data to support student achievement	
1.2.5. Develop staff capacity to share student achievement data meaningfully to enable better tracking and monitoring with accountability for using available data	SAF, time	Term 1, early term 2 PP contract SAF DPs support training and development of data flows PP support accountability	Effective tracking and monitoring system; Adapted programmes for students responsive to specific student needs	Staff use data framework effectively, adapt programmes accordingly in a timely way to ensure student achievement	

## Evaluation

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**Strategic Aim:** To lead our community in the provision of a safe, inclusive, wellbeing-focused and innovative social culture and physical environment that engages students in learning leading to higher achievement for all students with an explicit emphasis on equity and excellence

**Annual Objective 1.3** Develop a comprehensive plan for Māori achieving as Māori including a kaupapa Māori pathway and inquire into current obstacles

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

- ERO reviews in 2015 and 2018 stated need for GHS to have a plan for Māori achieving as Māori and for more culturally responsive practice
- Work has been underway with Kati Waewae during this time
- In 2018 Kati Waewae released their Education Strategy and in 2019 this will be explored (Kati Waewae and education sector)
- Whānau hui in 2018 restated desire for a kaupapa Māori pathway from primary through to year 13
- Māori student NCEA achievement data varies significantly year to year but has fallen for three years at NCEA Level 2; pastoral data is not significantly different than for the total cohort although attendance is generally lower
- Numbers of students choosing Te Reo Māori as a subject have dramatically risen in 2019, as have students choosing kapa haka

**Key improvement strategies**

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)		
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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)
A team comprising of at least the Kaupapa Māori role holder, the HoLA Māori and the Principal will work with Kati Waewae Education Komiti and, separately, maata waka Māori and other stakeholders, to develop a plan	Travel (Arahura, existing kaupapa Māori programmes/ kura) Time Hui kai	<ul style="list-style-type: none"> <li>• A decision on the kaupapa Māori pathway is intended for end June 2019 (in time for options books)</li> <li>• Kaupapa Māori role holder</li> <li>• HoLA Māori</li> <li>• Principal</li> </ul>	Plan for Māori achieving as Māori including a plan for Kaupapa Māori pathway	Closer partnership with Kati Waewae (It is not expected that wider GHS staff behaviours will substantially be changed by this work during 2019)	

**Evaluation**

**Strategic Aim** Develop a strong learning community through collaborative relationships

Annual Objective 2.1	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 fourth year and a revised plan will need to be well understood by the school community</li> <li>Mana whenua Kati Waewae released their Education Strategy in 2018 and there is an opportunity for partnership to support this as a Kāhui Ako</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>				
<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. 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	
2.1.2. 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 2020	Greater choice for face to face tuition for senior students by end of year	
2.1.3. 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	

<b>Evaluation</b>

<b>Strategic Aim</b>		<b>Develop a strong learning community through collaborative relationships</b>			
Annual Objective 2.2		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?)		<ul style="list-style-type: none"> <li>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.</li> <li>Several parents of GHS and JP11 have indicated they would consider a local boarding option if one was available.</li> <li>This AO is recognised as lower priority than the others (Board hui Feb 2019)</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)
2.2.1. 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	Following appointment and induction of JP11 principal PP, EO	Report giving confidence for decision making	Informed decision-making	
2.2.2. Depending on the outcome of 2.2.1, develop international student system, Code of Practice certification and marketing package	If required: Time Lead person \$ TBC	Dependant on 2.3.1 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	
2.2.3. Depending on the outcome of 2.2.1, develop a hostel building project	If required: Time Project manager \$TBC	Dependant on 2.3.1 PP/EO oversight with F&P Ctee Appointed project manager	School hostel and associated procedures		

<b>Evaluation</b>