

Greymouth High School Charter 2020



Contents	
1 /p1-8	Overview and Introduction
2 /p8	Strategic Plan 2020 - 2022
3 /p9-	Annual Plan and Targets 2020

School ID 303

Phone: 03 768 0472

Fax: 03 768 6239

Email: office@greyhigh.school.nz

Website: www.greyhigh.school.nz

Facebook: Greymouth High School

Skype: [greymouth.high.school](https://www.skype.com/name/greymouth-high-school)



GREYMOUTH
High School
Te Kura Tuarua O Māwhera

OUR 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.

OUR VALUES: ARCH

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.

WHĀIA TE ITI KAHURANGI: STRIVE FOR SUCCESS



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 2020

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 school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning
- 2: Develop a stronger learning community through collaborative relationships

Targets 2020

- 1.1. Selected Year 9 students will experience improved engagement with learning (relative to a similar group in 2019) as evidenced by selected indicators.
- 1.2. Selected Year 10 boys will, over two years, experience improved engagement with learning as evidenced by selected indicators including NCEA achievement.

Cluster engagements 2020

- 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 Ngāti 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

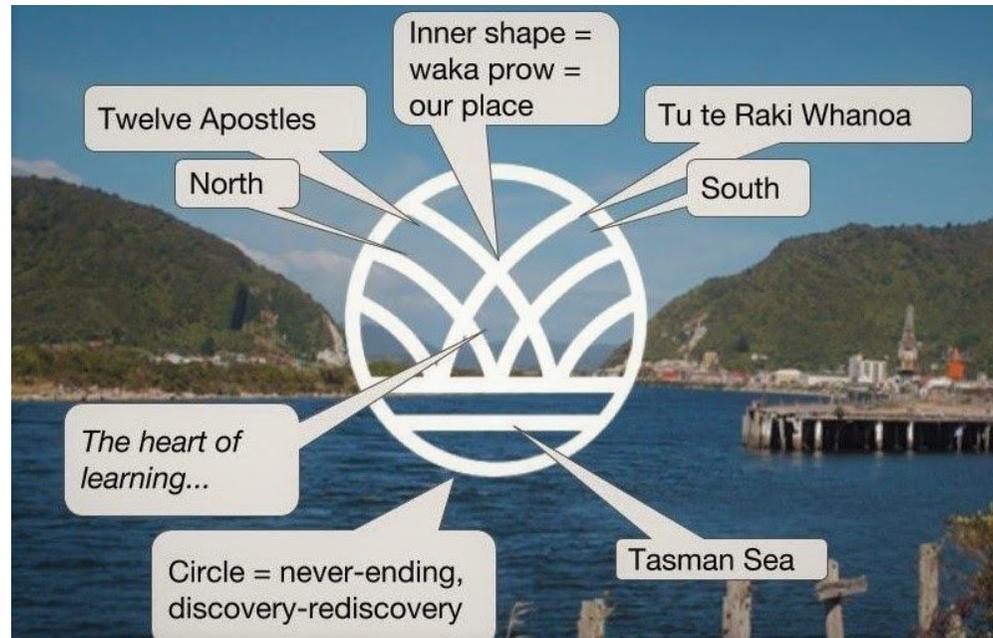
The School and our Community

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 550 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 Kāhui Ako. In addition, we are the Managing School for the West Coast contract for Alternative Education which we subcontract 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 a few from Hokitika) to the south, and Reefton and Otira to the east. In 2019 and 2020, the roll has risen unexpectedly due to students from other NZ regions moving in to the area. 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 (416 students or 75%) and Māori (104 students or 19%, 35% of whom are Ngai Tahu) with 2% being Pasifika, 2% being MELAA and 1.8% 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 2020 we are running a Kaupapa Māori Pathway class in which 11 students from Years 9 and 10 spend about half of their time following Te Marautanga and half following NZC through a buddy arrangement with a year 10 class. 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 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. All years have one hour a week with their Mentor Class. 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 built Hauora/wellbeing into the curriculum at year 9 and additional lessons in aspects such as social skills at Year 10; this is being refined in 2020.

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 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 2020, 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 using 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 [2020 - 2022 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.

2020 Coast to Coast school section

Clark Fountain, Jenna Williams, Finlay Brown

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 - 2020 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 has supplemented annually since, informing our current strategic plan, 2020-2022. The latest ERO review, 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.

Greymouth High School STRATEGIC PLAN for 2020-2022

#04/03/2020		2020 Annual Objectives	2021 Annual Objectives	2022 Annual Objectives
Student needs	Strategic Aims	FURTHER DEVELOP STUDENT-CENTRED CURRICULUM	FURTHER DEVELOP STUDENT-CENTRED CURRICULUM	CONSOLIDATE STUDENT-CENTRED 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>1: To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning</p>	<p>1.1 Implement a redeveloped curriculum for Year 9 and redevelop our curriculum for Year 10 with integrated hauora/wellbeing, prominent Values and Key Competencies, connected learning and an integrated component</p> <p>1.2 Redevelop PB4L framework in line with school values to improve effectiveness</p> <p>1.3 Implement a kaupapa Māori pathway (year 9 and 10) and develop a schoolwide plan for Māori achieving as Māori</p> <p>1.4 Review and develop next 10YPP and 5YA property plans</p>	<p>1.1 Implement year 10 curriculum developments and develop senior school curriculum based on Graduate Profile, learnings from inquiry in 2019 and 2020, and national NCEA Review developments</p> <p>1.2 Consolidate PB4L framework to improve effectiveness</p> <p>1.3 Start to implement schoolwide plan for Māori achieving as Māori and further develop kaupapa Māori pathway (years 9-11)</p>	<p>1.1 Implement senior curriculum developments</p> <p>1.2 Consolidate schoolwide plan for Māori achieving as Māori and further develop kaupapa Māori pathway (years 9-12)</p> <p>1.3 Review school's vision, values, mission, graduate profile and branding considering 100th anniversary (2023)</p> <p>1.4 Implement new 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. Various external supports are necessary for many students to experience success and these are currently hard to access.</p>	<p>2: Develop a stronger learning community through collaborative relationships</p>	<p>2.1 Investigate the potential for a range of external organisations to be based at GHS to support students through an interagency pastoral/wellbeing/health/hauora hub and better organise our own student services</p> <p>2.2 Review Alternative Education provision in line with MoE developments</p> <p>2.3 Further develop curriculum-focused collaborative relationships with neighbouring educational institutions</p>	<p>2.1 Develop the potential for a range of external organisations to be based at GHS to support students through an interagency pastoral/wellbeing/health/hauora hub</p> <p>2.2 Implement changes to Alternative Education provision</p> <p>2.3 Further develop curriculum-focused collaborative relationships with neighbouring educational institutions</p>	<p>2.1 Implement an interagency pastoral/wellbeing/health/hauora hub at GHS</p> <p>2.2 Implement changes to Alternative Education provision</p> <p>2.3 Further develop curriculum-focused collaborative relationships with neighbouring educational institutions</p>

Glossary; list of acronyms; colour codes

Not started	Started but less than half done	More than half done but incomplete	Completed
<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>

Greymouth High School ANNUAL PLAN 2020

Strategic Aim: To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning

<p>Annual Objective 1.1 Implement a redeveloped curriculum for Year 9 and redevelop our curriculum for Year 10 with integrated hauora/wellbeing, prominent Values and Key Competencies, connected learning and an integrated component</p>	<p>Achievement Target 1.1: The 17 selected Year 9 students will experience improved engagement with learning (relative to a similar group in 2019) as evidenced by selected indicators (referral and classroom teacher entries, average weekly note scores, student voice, wellbeing@school survey).</p>
--	--

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%) Throughout 2019 in collaboration with Core education we worked on Year 9 2020 curriculum redevelopment and therefore first implementation has happened since the start of Year 2020. A number of evaluative indicators will allow us to assess and further improve this work for future years.

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 Develop a GHS junior curriculum, in partnership with Ngati Waewae, that: <ul style="list-style-type: none"> is student centred, coherent between curriculum areas and year levels - clearly sets out the intended student experience reflects the Graduate Profile 	Time (meetings) / relief Staffroom whiteboard	Term 1 - EVL THO ROO ARCH Value lesson creations Ongoing evaluation and improvement - SLT HOD RUS	Students will have a high understanding of our ARCH values and will embed them into all of their learning / school life.	ARCH Values lessons delivered. Positive student voice Coherency between Year 9 teachers Curriculum leaders focussed on student	

<ul style="list-style-type: none"> integrates ARCH values Includes responsive mentoring (see 1.1.2) is consistent with the GHS Teaching Plan <p>and this is documented in planning.</p> <p>By the end of 2020 we should be able to describe our curriculum for year 9 and our plans for year 10 in 2021 (note any changes to year 9 for 2021 need to be agreed by July for communication with incoming parents)</p>		<p>Term 3 Y10 2021 redesigned Curriculum ready for teaching 2021 - ALL</p> <p>Term 4 final evaluation of Y9 SLT HOD RUS and improvements ready for implementation 2021 - ALL</p>		engagement with learning	
1.1.2. Develop a mentoring programme that is responsive to the needs of each cohort	Time. MyMahi subscription , small budget for resources.	In place term 1, reviewed and improved throughout the year by Deans and Mentors with the support of THO (wellbeing) and other agencies (eg RTLB) overseen by SLT	Improved attendance and engagement in mentor time.	Positive student voice regarding mentor time. Improved mentor teacher capacity.	
1.1.3. Further develop the Qwest integrated student-inquiry learning programme	Time Possible MU	Ongoing - QWEST and Y9 mentor teachers - overseen by new QWEST HoD?	Increased engagement from our students.	Student voice and pastoral data. Increased student choice and independent learning skills and self management	
1.1.4. Each HoD/dept delegate and the Yr 9 Dean shadows a Year 9 class for a day to understand what students experience across the curriculum	Time \$ relief	Term 1/2 Department Delegate	Improved understanding of need for student-centred change	All staff thinking in informed student-centred way	
1.1.5. HoD's collaborate, with each other, SLT, and with guidance from Ngati Waewae, to finish the year 10 Graduate Profile	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	

<p>1.1.6. Continue to develop and deliver ARCH values lessons:</p> <ol style="list-style-type: none"> a. Plan meeting time to discuss progress. b. Evaluate (student voice) c. Learning wall for coherency 	<p>Time PLD Resources</p>	<p>SLT, Departments Ngati Waewae partner CORE Ed</p>	<ul style="list-style-type: none"> • Schoolwide curriculum document for the Junior School • Improved awareness and implementations of the Year 9-10 Road Map to Graduate Profile 	<p>Curriculum design deliberately engages students in learning</p> <p>Teaching staff enthusiasm about a coherent curriculum document for year 9 driving its use</p>	
<p>1.1.7. Walkthroughs in classrooms to review the implementation of the professional learning - continue to develop this system</p>	<p>Template specific to focus, Meeting time / staff pld</p>	<p>All staff, overseen by SLT. Ongoing commencing Term 1 Open door day termly</p>	<p>Improved and increased sharing of good practice and therefore consistency and experience of students.</p>	<p>All teaching staff use and value use of walkthroughs to evaluate and support developments in practice.</p>	

<p>Evaluation</p>
<p> </p>

Strategic Aim: To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning

Annual Objective 1.2: Redevelop PB4L framework in line with school values to improve effectiveness

Note this is a two-year AO and associated target (2020/21)

Achievement Target 1.2:

X Year 10 boys will, over two years, experience improved engagement with learning as evidenced by selected indicators including NCEA achievement

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

Data from the 2019 end of year hui showed that Year 9 lead the stats for stand downs, especially males.

Schoolwide data - Attendance, pastoral and credits

Male students stand out for higher referrals, lower credits (attendance similar to F)

Māori stand out for lower attendance, slightly lower achievement (notably for Exc endorsement) but same or better for referrals

STAND DOWNS: Year 9	Year 10	Year 11	Year 12	Year 13
16	15	12	7	0
Male 41 (79%)	Female 11	SD rate is far too high (needed this year to quell issue of S swearing at Ts)		
Māori 9 (17%)	Non-Māori 43	Males are over-represented (also in Suspension - 8M, 2F) Year 11 is a concern		

Year 9 Dean's summary

Discipline

23 Students DRF 3+ (14 of those students DRF 6+ (up by 60%)
32 % of students received a referral (up by nearly 10% 2018)

Attendance

32% of students had less than 85% attendance
Number 1 challenge - Anxiety

Weekly Notes

2 of the students discussed above received WNS average above 3.1. Can this be scored on our School Values? This way information about the specifics can be discussed at home more easily? Relate to well being assessment 'feeling good and functioning well'

Reasons

Mostly all students in referral data came from family trauma. This has lead to solo parent with exception of 4 students represented in the data. Other's steaming from behavioral issues and anxiety. Struggle again to form positive relationships with peers and teachers. 'Us and them mentality'. Lack of social awareness and interpersonal skills.

3.5+	3 -	2.5 -	2 -
	3.49	2.99	2.49
22%	44%	26%	8%

Summary from 2019 Dean indicated that there was an increase in DRF's of 10% from 2018 to 2019. The Dean indicated that there was a major issue with relationships. PB4L can play a vital role in fostering positive relationships, both peer to peer and student/teacher.

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. Audit the existing PB4L procedures and recommend updates	Time	JJO and HAN Term 1	Audit identifies next steps	N/A	
1.2.2. Staff redevelop PB4L behaviour matrices to language of ARCH	Time	HAN Term 1	Revised matrices of desired behaviours	Staff engagement with PB4L desired behaviours	
1.2.3. Redevelop behaviour management system based on PB4L	Time	BER Term 2	BMS updated	Better (more consistent) use by staff leading to greater effect with student behaviours	
1.2.4 Facilitate PLD sessions in support of the 'Teaching Positive Behaviour' strategies which include: <ul style="list-style-type: none"> ● Culturally responsive practices ● PB4L ● Restorative Practice ● Wellbeing 	Time	CRP - CON (CoL)/PLD ctee PB4L - HAN RP - JJO Wellbeing - THO	PLD Plan and sessions delivered; Students experience better teaching	School-wide understand of strategies Teachers choose to use more informed and consistent teaching practices	

Evaluation

Strategic Aim: To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning

Annual Objective 1.3 Implement a kaupapa Māori pathway (year 9 and 10) and develop a schoolwide plan for Māori achieving as Māori

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 ongoing efforts, by the education sector with Kati Waewae, are being made to explore this
- Whānau hui in 2018 and 2019 restated desire for a kaupapa Māori pathway from primary through to year 13
- Māori student NCEA achievement data varies significantly year to year and, although it is currently positive at Levels 1 and 2, little is known by staff about why; 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 dramatically rose in 2019 but have been unable to access Te Reo Māori in 2020 due to teacher shortage

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)
1.3.1. Kaupapa Māori Pathway, blending Te Marautanga with NZC, will run at years 9 and 10 with inquiry into what works/doesn't/should change going forwards	Staffing, financial support for set-up	From Jan 2020, Kaiako Māori curriculum prep; SLT support and timetable prep	Students learn in Māori pathway for the year	Akonga Māori experience Te Marautanga; GHS learns how to integrate a Māori pathway	
1.3.2. A team comprising of at least the Kaupapa Māori role holder and the Principal will work with Kati Waewae Komiti Matauranga, maata waka Māori, students, whānau and other stakeholders, to develop a plan	Time Hui kai Possible training/PLD	<ul style="list-style-type: none"> • Kaupapa Māori role holder, Principal • Timing dependant on KWW Komiti Matauranga • Board training (term 2) 	Plan for Māori achieving as Māori including policy devpt Closer partnership with Kati Waewae and maata waka Māori	GHS develops institutional culture to properly reflect Treaty of Waitangi (be less Euro-centric)	

Evaluation



Strategic Aim: To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning

Annual Objective 1.4	Review and develop next 10YPP and 5YA property plans
Baseline Data (what is the student need and what is the evidence of that?)	<ul style="list-style-type: none"> • Current 5YA and 10YPP have evolved so much they no longer reflect original consultation • In the last five years, GHS has worked with MoE to develop collaborative property projects with cluster schools with mixed success • Additional investment in property has been committed by MoE which should result in the resolution of all “priority 2” property issues before the start of the next 5YA cycle (add date)

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. Appoint an external Project Manager to initiate 10YPP and 5YA processes	Board, PP, EO time \$	Board, PP, EO By end term 2	external Project Manager appointed	external Project Manager initiates processes	
1.4Consult with GHS community about priorities for 10YPP	Time (consultation)	Board, PP, EO By end term 4	Rich data about priorities for school buildings/enviromen t	GHS community engaged in process	

Evaluation

Strategic Aim		Develop a stronger learning community through collaborative relationships			
Annual Objective 2.1		Investigate the potential for a range of external organisations to be based at GHS to support students through an interagency pastoral/wellbeing/health /hauora hub and better organise our own student services			
Baseline Data (what is the student need and what is the evidence of that?)		<ul style="list-style-type: none"> • GHS is the biggest provider of education on the West Coast (more face to face students than Tai Poutini Polytechnic in 2020) and educates over 80% of Māwhera district's rangatahi • The GHS pastoral team has noted increased demand for psychosocial services in recent years and a perceived decrease in accessibility to services • Wellbeing data, recorded using NZCER W@S tool, indicates some aspects that are significantly worse than national norms; in 2019, GHS stood down 53 students for a range of behaviours which were linked to community issues • Schools in similar communities in other parts of NZ have venues which integrate school and external agency services to benefit student access to support services • Currently, GHS has procedures that expect the same behaviours from all students. A minority of students cannot meet these expectations, yet may not benefit from Alternative Education, and could engage much better with an alternative pathway on site. 			
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 plan for GHS pastoral team (roles, procedures, comms, needs)	Time	AP, DP By end term 1	Plan for GHS pastoral team inc. needs for external supports	Improved effectiveness and efficiency of GHS pastoral team	
2.1.2. Develop our case, map out key agencies and call hui of agency regional heads; if interest in GHS case, lead ongoing work to develop plan	Time	PP with input from pastoral team By end term 2	Hui of agency pastoral heads	Unknown until hui held	
2.1.3. Investigate development of alternative pathway within GHS for students who struggle to engage with mainstream education	Time	AP, PP By end term 2	Report on whether an alternative pathway is needed, how beneficial and what it would look like	Aim is to include more students (those who struggle to attend, wear uniform, manage behaviour and learning needs)	
2.1.4. Depending on 2.1.2 plus MoE property decisions affecting GHS buildings, plan out physical arrangements of GHS pastoral team	Time Possible property development	AP, PP, EO By end term 3	Plan for pastoral team venue/s	Pastoral team support future developments	

Evaluation

Strategic Aim		Develop a stronger learning community through collaborative relationships			
Annual Objective 2.2		Review Alternative Education provision in line with MoE developments			
Baseline Data (what is the student need and what is the evidence of that?)		<ul style="list-style-type: none"> • During 2019, the MoE reviewed Alternative Education at a national level and recommendations are due in 2020 • GHS currently subcontracts Alt Ed provision to TPP and has received mixed feedback about quality of provision • Wellbeing of students in GHS-managed Alt Ed provision is not good (anecdotal evidence) • Success rates for reintegration to mainstream, into tertiary studies, work or apprenticeships are currently unknown but anecdotally low • A new Asst Principal has taken over Alt Ed oversight in 2020 for GHS 			
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)
2.2.1. Improve Alt Ed service delivery with interim measures	Staffing (0.16FTTE) Time	<ul style="list-style-type: none"> • PP, AP lead use of GHS teacher at Alt Ed by start term 1 • PP seek support from other schools and agencies by end term 1 	Improved experience of Alt Ed for students	Better engagement in Alt Ed by students (better attendance, improved wellbeing)	
2.2.2. Gather improved data about current state of Alt Ed provision	Time	AP with input from Alt Ed teacher, RTLB By end of term 2	Report on current state of Alt Ed in Māwhera / Westland	Improved engagement with Alt Ed	
2.2.3. Continue to engage with MoE Alt Ed processes	Time Travel (MoE expense)	PP, AP Unknown	Contribution to national plan for Alt Ed provision	Use latest thinking to support our provision of services	
2.2.4. Develop a plan for Alt Ed services into the future	Time	Dependant on MoE reports Led by PP, AP	Plan for Alt Ed	Commitment to plan	

Evaluation

Strategic Aim		Develop a stronger learning community through collaborative relationships			
Annual Objective 2.3		Further develop curriculum-focused collaborative relationships with neighbouring educational institutions			
Baseline Data (what is the student need and what is the evidence of that?)		<ul style="list-style-type: none"> Localisation of the NZC is increasingly recognised as engaging for learners; our kāhui ako has a broad range of primary schools and accessing all aspects of the curriculum can be hard, for example overcoming the costs of wananga at Arahura, leading to inequitable access to some aspects of curriculum. Agreed cohesive elements of curriculum across our Kāhui Ako would support each learner's curriculum journey, resulting in improved engagement if not directly measurable in terms of achievement Every secondary and area school on the West Coast is too small to offer their own full senior curriculum. GHS, as biggest, has the most options but these usually happen in one 'line' so clashes are common which limits student choice. Currently, students stay in their school and may use Te Kura or other strategies to supplement their options with limited success Despite the highest rate of trades academy places per capita in NZ, we have more demand than places. Schools are not well equipped to offer courses that polytechnics and ITOs can. TPP has too few EFTs. Many employers offer quality learning 'on the job' but the young person would benefit from ongoing connection with their school. Creating seamless access to the most suitable learning opportunities for students as they transition towards tertiary study or work could be significantly improved in our region 			
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. Promote connection between GHS and employers, including awareness of the GHS Graduate Profile	Time \$ for contract, MyMahi	Starting term 1 PP, contractor Careers team, mentor Ts	Opportunities for collaboration with employers to support S learning which contribute to Graduate Profile for S	Business community more engaged with GHS, Graduate Profile used 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). Dance to be trialled at GHS and evaluated	Time	Starting Term 1 PP, DP Timetabling Assistant Maybe HoDs	If applicable: Aligned timetable/ course developments agreed for 2021	Greater choice for face to face tuition for senior students by end of year	

2.1.3. Further develop Māwhera KA planning and implementation, specifically progress the consideration of localised curriculum (NB MKA plans do align with GHS annual plan)	Time	Starting Term 1, ongoing PP CoL AST	Agreed elements of curriculum that can be consistent MKA-wide	More cohesive learning community behaviours	
---	------	---	---	---	--

Evaluation