GREYMOUTH HIGH SCHOOL
TE KURA TUARUA O MĀWHERA

2022 Charter

Contents

Greymouth High School

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GREYMOUTH HIGH SCHOOL
TE KURA TUARUA O MĀWHERA

OUR VISION

The heart of learning in our thriving community.

Greymouth High School is welcoming to everyone, with an inclusive culture based on respectful relationships. Every student enjoys their experience of school while developing the capabilities and values to make a positive difference in their communities. In this way, we play a key role in the future of Māwhera.

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

GREYMOUTH HIGH · MĀWHERA ·

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 2022

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: To ensure that Māori students can enjoy success as Māori:
● Ensure te reo me ōna tikanga and te ao Māori are actively practiced, promoted & prioritised within all aspects of the school.
● Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.
● Strive to empower ākonga to collaboratively lead their learning and to provide opportunities for ākonga to develop their mana and self-worth through their successes.
● Change as needed to meet the intent of te Tiriti o Waitangi.

Annual Objectives 2022

1.1 Refine and embed our Junior Curriculum.

1.2 Develop our senior curriculum in line with NCEA changes and our Graduate Profile.

1.3 Implement schoolwide restorative practices and embed PB4L.

1.4 Develop and implement a plan to improve engagement and attendance.

2.1 Implement Te Tiriti o Waitangi, further. This is to build the capacity of Board, staff, students and whānau in tikanga, te reo and matauranga Māori. and ensure that there are opportunities for rangatahi to develop ownership of their own development, as Māori, within school.

2.2 Consolidate the kaupapa Māori pathway and continue to embed the learning across the whole school.

Cluster engagements 2022
● Māwhera Kāhui Ako
● 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 Māwhera 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 play a key role in securing a positive future for the Grey District's community. The full version of our vision was updated by our Board in 2020, to emphasise inclusiveness and make it more readable. 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.

The GHS 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 whānau to take shared responsibility for reaching the profile outcomes.

Our school logo explained
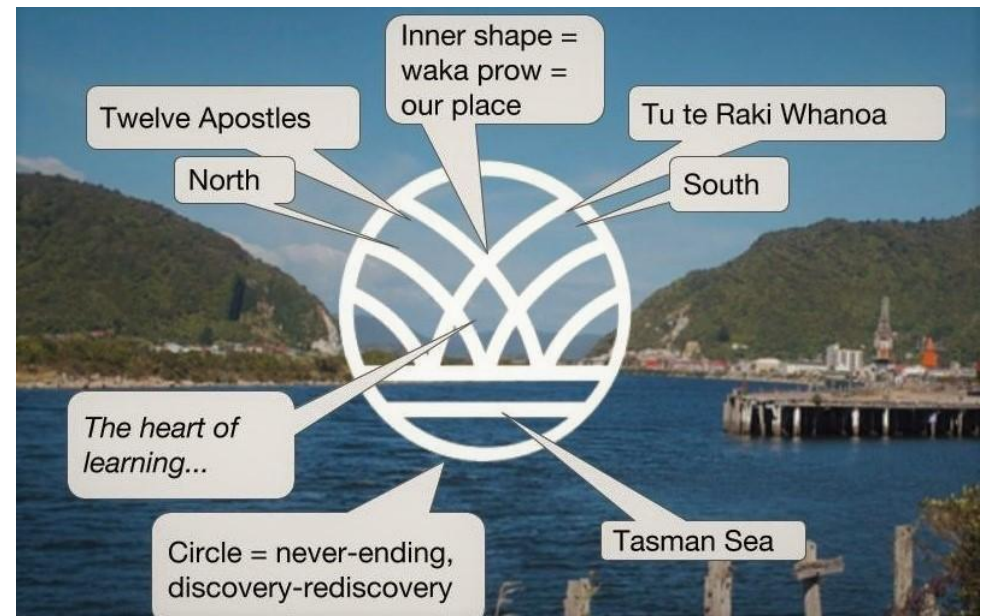
Greymouth High School has a student population of approximately 570 at the school campus on High Street, including the Māwhera Services Academy which has been redeveloped to include Cactus programmes. In addition, we are the Managing School for the West Coast contract for Alternative Education which we subcontract to West Reap. 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. 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. We are part of Toki Pounamu which was established in 2014, as a member of 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. The Māwhera Kahui Ako (MKA) 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. The roll has risen due to students from other NZ regions moving into 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, whānau 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 Hāpara 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 (72.8%) and Māori (18.5%, 36.3% of whom are Ngai Tahu) with 2.3% being Pasifika, 0.18% 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 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. In 2022 we are consolidating our Kaupapa Māori Pathway class, Ngā Here Kahikatea in which our kaiako Māori is teaching a programme based on the values and ideas of marautanga but all assessment is within NZC. We have all classes with mixed levels but rangatahi attend a variety of options as well. 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 diverse 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 horizontal mentor group with Deans supporting Mentors. Our plan is for our Deans to move up with their year groups. All years have one hour a week of elective time to support our engagement and attendance target which are an integral part of our Annual Plan. Our Year 13 students provide a peer support programme for our incoming Year 9s. Students and staff have access to Guidance and Careers Counsellors. In addition, we work with a variety of outside providers such as Attitude to enhance our curriculum. We continue to use our Wellbeing at school surveys to inform our annual plan. Student council is developing to include representatives from all year groups. Our values and hauora are being taught though our core classes and extended mentor times. We also work closely with outside agencies across Māwhera to consolidate our links and provide support to vulnerable rangatahi.

Facilities
Opening in 1923 on the current site, Greymouth High School has a range of buildings of different ages creating a unique and widespread layout. The Board's previous priorities of "safe, warm and dry" have now been largely achieved with re-roofing of the majority of the school completed, a second boiler replaced and unisex toilet project completed. The school is now in an exciting phase over the next three to five years of significant upgrade of classroom blocks, including a new science laboratory area. This includes window and door upgrades, flooring, wall finishes and making classrooms fit for purpose. This has come about from MOE providing an additional $2.5 million dollars as supplementary funding to enhance our property improvements. We have worked alongside and with them to welcome this outcome for our community. Facilities continue to be enhanced for the students with the recent completion of a playground, new furniture in corridors and enhanced outside seating. Future developments will hopefully include Tiger Turf to the south quad court area which will complete a fabulous area for both our students and our community to use.

Teaching and Learning

The school motto 'Whaia Te Iti Kahurangi / Strive for Success' reflects our belief in growth mindset and hard work. The charter statements reflect our community and are intended to be integral to all aspects of the school curriculum. In 2022 we are working on redeveloping our Teaching and Learning plan to ensure that it includes all of the areas that are important to us including; Restorative practice, Hikairo schema, Learn/Create/Share, Cross-curricular learning, localised curriculum. We are continuing to implement and further develop our redesigned junior programme including cross curricular themed classes and projects. In 2022 we have offered students more senior course choice by implementing semesterised courses for Year 12 students.

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 - 2021 which has had a positive effect on student motivation. Extra-curricular sport, music, dance and kapa haka groups are encouraged and supported.

Every teacher has a role to play in evaluation to ensure that our practices are based on good evidence with learning at the centre of everything we do. The Professional Growth Cycle and professional learning for all staff is an expectation and this is aligned with good practice from the Teaching Council and ERO. Positive Behaviour for Learning has been operating successfully for 8 years and is a valued part of school life and we are working on embedding Restorative Practice as the overarching process across all areas of school life. Alongside this, the Hikairo Schema and work with Angus and Sonya McFarlane has placed "soft care" (building relationships, caring for the student) and "hard care" caring for the student's progress and achievement). We want to build those very positive relationships with our rangatahi while at the same time having high expectations of them and their learning.

Glossary; list of acronyms; colour codes

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

NZC	New Zealand Curriculum	10YPP: Ten Year Property Plan	
NAG	National Administration Guideline	5YA: Five Year Agreement (property plan)	
T	teacher	NZCER: NZ Centre for Educational Research	
S	student	PAT: standardised testing against curriculum levels in years 1 - 10	
PP	Principal	e-asTTle: standardised testing against curriculum levels in years 1 - 10	
DP	Deputy Principal		
AP	Assistant Principal	PACT Progress and Consistency Tool (moderation up to year 10)	
GC	Guidance Counsellor	CoL: Community of Learning/Kahui Ako (formal collaboration between schools)	
BoT	Board of Trustees		
HOD	Head of Department	GAT: Gifted And/or Talented	
SLT	Senior Leadership Team (AP, DP, EO, PP)	T1w9: term and week number relating to comment	
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		

Greymouth High School STRATEGIC PLAN for 2022-2024

GREYMOUTH HIGH SCHOOL TE KURA TUARUA O MĀWHERA

#30/12/2021		2022 Annual Objectives	2023 Annual Objectives	2024 Annual Objectives
Student needs	Strategic Aims	FURTHER DEVELOP STUDENT-CENTRED CURRICULUM	FURTHER DEVELOP STUDENT-CENTRED CURRICULUM	CONSOLIDATE STUDENT-CENTRED CURRICULUM
Traditional schooling is less engaging for many students, and teenagers increasingly experience negative wellbeing influences. All teens need a school in which they can feel safe, supported and connected to their learning, where they can enjoy success on their terms. All students are capable of achieving, on their terms, and have a right to do so. GHS achievement is behind national norms in some indicators. GHS cannot achieve these aims alone - collaboration is needed.	1: To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to achieve through striving for success in their learning	1.1 Refine and embed our Junior Curriculum. 1.2 Develop our senior curriculum in line with NCEA changes and our Graduate Profile. 1.3 Implement schoolwide restorative practices and embed PB4L. 1.4 Develop and implement a plan to improve engagement and attendance.	1.1 Implement senior school curriculum including national NCEA developments where appropriate 1.2 Embed and refine restorative practice and PB4L framework 1.3 Embed and refine our plan to improve engagement and attendance.	1.1 Embed our senior school curriculum including national NCEA developments 1.2 Develop our capacity for a range of external organisations to be based at GHS to support students through an interagency Hauora Hub and further develop our own student support services 1.3 Review the school's vision, values, mission, graduate profile, name and branding
Due to the effects of colonisation, rangatahi Māori tend to have a more negative experience of school than non-Māori which can lead to further negative outcomes in life. Rangatahi Māori should be able to enjoy success as Māori, meaning specific valuing and validating of te ao Māori, as that relates to the individual, in all aspects of school life.	2. To ensure that Māori students can enjoy success as Māori: ● Ensure te reo me ōna tikanga and te ao Māori are actively practiced, promoted & prioritised within all aspects of the school. ● Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes. ● Strive to empower ākonga to collaboratively lead their learning and to provide opportunities for ākonga to develop their mana and self-worth through their successes. ● Change as needed to meet the intent of te Tiriti o Waitangi.	2.1 Implement Te Tiriti o Waitangi, further. This is to build the capacity of Board, staff, students and whānau in tikanga, te reo and matauranga Māori. and ensure that there are opportunities for rangatahi to develop ownership of their own development, as Māori, within school. 2.2 Consolidate the kaupapa Māori pathway and continue to embed the learning across the whole school.	2.1 Embed Te Tiriti o Waitangi, further build the capacity of Board, staff, students and whānau in tikanga, te reo and matauranga Māori. and ensure that there are opportunities for rangatahi to develop ownership of their own development, as Māori, within school. 2.2 Embed the kaupapa Māori pathway and associated learning	2.1. Continue to embed Te Tiriti o Waitangi Policy and opportunities for rangatahi to develop ownership of their own development, as Māori, within school 2.2. Continue to build the capacity of Board, staff, students and whānau in tikanga, te reo and matauranga Māori. Ensure this supports AO1.1, AO1.2 and AO1.3 2.3 Continue to Embed the kaupapa Māori pathway and associated learning

Glossary; list of acronyms; colour codes

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

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	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) KA: Kahui Ako (formal collaboration between schools) GAT: Gifted And/or Talented T1w9: term and week number relating to comment

Greymouth High School ANNUAL PLAN 2022 (see also 2021 targets development doc)

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 1.1: Refine and embed our redeveloped junior curriculum.		**Achievement Target 1.1:** A group of 15 students in years 9 and 10 that are representative of the junior cohort experience **improved engagement** as evidenced by selected indicators including average WNS, attendance, NZC Levels including English and Maths at start of year and student voice.		
Baseline Data (what is the student need and what is the evidence of that?) Average WNS, attendance, Literacy/Numeracy NZC Levels at start of year.				
Key improvement strategies				
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)	
Action:	Resources:	By when? By whom?	Success criteria	Monitoring: (what's working what isn't and how do we know)
1.1.1 Further develop and improve the GHS junior curriculum that: ● Is student centred, clearly setting out the intended student experience ● Is connected between curriculum areas and year levels ● Uses inquiry learning within and between subjects ● Is localised and bicultural ● Has prominent Key Competencies and ARCH Values ● Is inclusive ● Reflects the Graduate Profile ● Includes responsive mentoring ● Is consistent with the GHS Teaching and Learning	Time (to plan and review) Staffroom whiteboard RTLBs KA Leaders SLT	WHE, Curriculum Leaders, Teaching staff. Ongoing. Kaitakawaenga (regular contact with target students and whānau)	A high quality learning experience for junior students with a distinct GHS flavour. Students experience an updated and distinct curriculum tailored for our community. Students engage more in learning, developing better skills and knowledge including some unique to Māwhera. Teachers enjoy connecting with each other, students and our curriculum. Increased engagement with target students	

Plan - to be reviewed this year (Learn-Create-Share) and this is documented in planning.				
1.1.2 Facilitate further cross curricular opportunities	$1000 per week off TT $5000 for Electives KA lead	Engagement and Attendance Leader Overseen by DP. All teachers and some non-teaching staff. Curriculum Leaders	More weeks / days like 'project 2050' week throughout the year where teachers work in a cross collaborative way. Electives programme implemented and impact on attendance reviewed.	
1.1.3. Further develop the Qwest integrated student-inquiry learning programme and plan for a Year 10 2023 QWest Option	Time Rescheduled meetings to allow further cross curricular development PLD	Ongoing - QWEST teachers PLD opportunities	Increased engagement from our students. Student voice and pastoral data. Increased student choice and independent learning skills and self management. Year 10 QWest Option planned by end of term 2	
1.1.4. HoD's collaborate, with each other, SLT, and with guidance from Ngati Waewae, to further improve the junior Curriculum.	Time	Heads of Department Ngati Waewae support	Careful consideration of coherent learning experience and starting to change how curriculum is developed.	
1.1.5 Focus on Years 9 and 10 reading skills across the curriculum in preparation for NCEA	Staff meeting allocation/time	**Term 1** literacy leader/KA leader support all departments to create annotated exemplars of texts showing key reading skills in action **Terms 2-3** Implementation of exemplars in junior programmes	**Term 2** All departments have created annotated exemplars of texts showing key reading skills in action **Terms 3** All departments have implemented their exemplars in their junior programmes **Term 4** Improvement in reading outcomes, including PAT reading	

			which assesses the content from across the NZC Common reading strategies explicitly taught and implemented across all learning areas	
1.1.6 To implement a redesigned Junior maths curriculum that feeds into the new NCEA enabling dome students to have numeracy prior to Year 11.		Numeracy leader supports departments (Qwest/Social Science/Technology) to identify relevant numeracy skills in their junior teaching programmes Develop mathematical literacy amongst wider staff (teachers/TA) at GHS Numeracy leader and mathematics staff work with careers dept, gateway, trades to establish a plan to increase student and whānau knowledge about the value of mathematics to support future career aspirations and active participation as a NZ citizen	Dept teaching plans include specific numeracy skills to be taught and assessed Exemplars of mathematical skills developed for Qwest/Social Science/Technology Targeted PLD sessions provided to TA/Staff on numeracy skills relevant to L1 numeracy US Career planning includes acknowledgement of mathematical demand and student pathways for gaining these skills.	

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 1.2: Develop our senior curriculum in line with NCEA changes and our Graduate Profile. |||| Achievement Target 1.2: NCEA changes and Graduate Profile are shared with our community to enable our students and whānau to prepare for 2023. |

Baseline Data (what is the student need and what is the evidence of that?)
Maths dept piloting the revised standards.
Numeracy target?
How many students had access to Health & Safety, Driving, 1st Aid,

Key improvement strategies				
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)	
Action:	Resources:	By when? By whom?	Success criteria	Monitoring: (what's working what isn't and how do we know)
1.2.1 Pilot the maths NCEA standards and disseminate the learning to the teaching staff	Time Revised NCEA change prog dates	December 2022 Maths staff SLT	Trial completed and sessions held to communicate what has been learned.

Teaching staff understand the change process and how it affects them in 2023. | |
| 1.2.2 Staff will develop knowledge on how to unpack NCEA standards within departments to further increase opportunities to succeed. | Time 2021 External Moderation reports NZQA online training courses | NZQA resources PLD KA leaders SLT SCT Targeted to staff/Depts that need help. | Curriculum planning with specific emphasis on breaking down NCEA standards while ensuring that our curriculum programmes reflect | |

			the knowledge and skills our students need. Evidence through student voice and success. Teachers more confident around using NZQA standards	
1.2.3 Implement a checkpoint system to flag students who need support with NCEA work.	Time Meetings with Deans/HoDs to determine what data we need.	Established early in Term 1. 1 Internal grade on KAMAR by early T2. Teaching staff HoDs SLT	Check points established, communicated and monitored. Students identified and offered help if achievement is at risk. This will be tracked through the Pastoral/academic google sheet. Consistent process of Y11 - 13 academic tracking.	
1.2.4 Review the Year 12 semesterised courses for 2022 and plan for 2023.	Time	HoDs Teachers SLT Timetabler	Development of curriculum plans within departments to create semesterised courses for Level One Student voice included. Courses in 2023 senior curriculum guide	

1.2.5 Graduate Profile will be shared with our community and implemented with our students.	Time Budget Staffing Timetabling considerations	SLT Pastoral Team Careers	Graduate Profile will be shared with our community and students through mentor time, newsletters, social media All students will get the opportunity to gain qualifications in first aid, health and safety and driver training. We will also begin to examine how we can address the other skills and knowledge in the Graduate Profile C.	]
1.2.6 Career pathways optimised through use of career tools and resources.				
A.Career Central used as the platform for students to record and monitor their career pathway development and progress.	Career Central Time Budget Staffing Timetabling considerations Kura Solution Licence	Careers teacher Career Pathways Advisor (Shoshy) Mentors/Elective Teachers HODs All Teachers	A. All students will be using Career Central to record and monitor their career pathway development and progress from Year 9 through to transitioning out of school.	

B. All students will have the opportunity to gain NCEA Pathways Endorsement	Career Central Time Budget Staffing Timetabling considerations Kura Solution Licence	Careers teacher Career Pathways Advisor (Shoshy) Mentors/Elective Teachers HODs All Teachers	B. NCEA pathways endorsement will be monitored, including monitoring of standards on offer across the curriculum, to ensure students have the capacity to achieve an endorsement in their chosen pathways	
C. All students at risk of leaving school without a viable Career Plan leading to further education training or employment will be given the support ensuring a successful transition from school		Development West Coast and GHS	C. Students at risk of leaving school without a viable Career Plan will be identified early by the Dean (end of Year 10 onwards) and work with the Careers TPathways Advisor to develop career plans. Outside Agencies engaged to support leavers without clear plans	

Evaluation

<table>
<tr><td colspan="2" style="background-color:#b6e847">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</td></tr>
<tr><td>Annual Objective 1.3

Implement schoolwide restorative practices and embed PB4L.</td><td>Achievement Target 1.3

The group of students who have low weekly notes scores and high referral data will show an improved level of engagement as measured by selected indicators.</td></tr>
<tr><td colspan="2">Baseline Data (what is the student need and what is the evidence of that?)
Average WNS
Referral data
Attendance
Student Voice
Well being survey results 2021</td></tr>
</table>

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	Monitoring: (what's working what isn't and how do we know)
1.3.1 Reintroduce RP through Māwhera kahui ako pld. Differentiate level of support for staff	Restorative schools	Rich and Greg - Restorative Schools SLT	Positive feedback from staff including challenging their thinking	
1.3.2 Using a restorative practice lens to examine behaviour procedures	PB4L Restorative schools	Rich and Greg - Restorative Schools PB4L team Kaitakawaenga (regular contact with target students and whānau)	PB4L system and behaviour management reflects restorative practice values Increased engagement of target students	
1.3.3 Using a restorative practice lens to work with middle and senior leaders	PB4L Restorative schools	Rich and Greg - Restorative Schools SLT	Review meeting structures and roles	

1.3.4 Ensure that as a staff we demonstrate restorative ways of working with each other	Restorative schools	Rich and Greg - Restorative Schools SLT Staff Hauora Lead	Improvement of staff wellbeing indicators	
1.3.5. Implement relevant PB4L recommendations from Term 4 2021 audit.	Analysis of variance 2021	PB4L team	- Revamped reward systems - Wide use of classroom problem solving - Effective use of PB4L interventions	
1.3.4 Facilitate PLD sessions in support of the 'Teaching Positive Behaviour' strategies which include: ● Culturally responsive practices ● PB4L ● Restorative Practice ● Wellbeing		PB4L team . KA lead	Professional learning groups Tool kits to focus	
1.3.5 Staff hauora		Staff wellbeing lead	Review of staff wellbeing and improved indicators	

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 Develop and implement a plan to improve engagement and attendance.	Achievement Target 1.4 The group of students who have between 70 and 85% attendance in 2021 will show improved attendance in 2022
Baseline Data (what is the student need and what is the evidence of that?) ● Attendance data for each year group ● Identify and track students that have 70-85% attendance as a target group	

Key improvement strategies				
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)	
Action:	Resources:	By when? By whom?	Success criteria	Monitoring: (what's working what isn't and how do we know)
1.4.1. Develop a mentoring programme (electives) that is responsive to the needs of each cohort	Budget Community support for electives e.g. coaching	SLT in coordination with Attendance & Engagement lead Kaitakawaenga (regular contact with target students and whānau)	A working elective programme with a wide range of options. Approved attendance of target students	
1.4.2 Implement a programme to reward attendance	Budget Meeting time	PB4L Attendance & Engagement lead SLT	Rewards given to high attendees and most improved attendance.	
1.4.3 Ensure the attendance procedures document is reviewed, up to date and monitored, including codes, lateness, intermittent truancy.		PB4L Attendance & Engagement lead SLT (attendance officer TIC data collection Whole staff	Attendance process evaluated and amended where necessary to link with our Restorative Practice focus	

			(Annual objective 1.3)	
1.4.4 Tracking through Deans Data		Deans Attendance & Engagement lead SLT Attendance & Engagement lead	Poor attendance flagged through the Pastoral/Academic connections google sheet.	
1.4.5 Embed pathways that increase engagement - Turuki (junior sustainability block course) Senior school short courses.	Budget	Lara Thompson SLT		
1.4.5 Reintegration of students from C3 into mainstream classes		Deans Hauora Coach SLT	Regular review of students using C3 Improved coordination with classroom teachers Improved communication with whānau	
1.4.6 HOD + Dept meetings - look at attendance		Tier 2 PB4L lead Attendance & Engagement lead SLT	Some HoD meetings to have attendance focus Dept meetings to begin with 5 -10 minutes of students causing concern/classroom problem solving.	
1.4.7 Continue to develop and deliver ARCH values and Hauora lessons for year 9s and 10s	Time PLD Resources	SLT, Departments	● Schoolwide curriculum document for the Junior School ● Improved awareness and implementations of the Year 9-10 Road Map to Graduate Profile	

Evaluation

Evaluation

Strategic Aim: To ensure that Māori students can enjoy success as Māori:
- Ensure te reo me ōna tikanga and te ao Māori are actively practiced, promoted & prioritised within all aspects of the school.
- Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.
- Strive to empower ākonga to collaboratively lead their learning and to provide opportunities for ākonga to develop their mana and self-worth through their successes.
- Change as needed to meet the intent of te Tiriti o Waitangi.

Annual Objective 2.1	Achievement target 2.1
Implement Te Tiriti o Waitangi, further. This is to build the capacity of Board, staff, students and whānau in tikanga, te reo and matauranga Māori. and ensure that there are opportunities for rangatahi to develop ownership of their own development, as Māori, within school.	Higher success rate of Māori students feeling successful as Māori in the Wellbeing and Identity survey from year to year (in cohorts)

Baseline Data (what is the student need and what is the evidence of that?)
- Māori student voice in 2020 (eg Māori student hui) showed some frustration with aspects of life as Māori at GHS and a desire for an improved position for rantatahi Māori within the kura
- Curriculum development is a priority but this needs to be well informed by an understanding of our bicultural heritage, tikanga and matauranga Māori
- 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
- 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
- A specific request from rangatahi Māori was to be more self-determining / agentic in their learning pathways
- Wellbeing data 2021

Key improvement strategies			
Implementation / Action (What we will do)		Evaluation (How will we know if we are succeeding?)	
Action:	By when? By whom?	Success criteria	Monitoring: (what's working what isn't and how do we know)
2.1.1 Continue to identify ways that we can honour TToW in GHS	Ngāti Waewae Kōmiti Mātauranga SLT Kaiako Māori	Identified and made plans on how to honour TToW	-
2.1.2 The Policies Committee commits to continue to ensure that new policies will be co-constructed with, and existing policies will be reviewed by Ngāti Waewae, in line with agreement with the Ngāti Waewae Kōmiti Mātauranga	Policies committee	Policies will be co-constructed with, and existing policies will be reviewed by, Ngāti Waewae, in line with agreement with the Ngāti Waewae Kōmiti Mātauranga	
2.1.3 With mana whenua identify and provide suitable PLD on Te Tiriti o Waitangi and culturally responsive practices including:	Ngāti Waewae and GHS staff Terms 1-4		
A. Staff understanding and how to honour Te tiriti o Waitangi and the principles	Ngāti Waewae Kōmiti Mātauranga Terms 1-4	A, Exposure to workshops held throughout the year around the TToW specifically with Ngāti Waewae Kōmiti Mātauranga as our PLD provider.	
B. Staff awareness of biases, low expectations and how we can make shifts for ākonga	Ngāti Waewae Kōmiti Mātauranga Terms 1-4	B, Feedback from staff around workshops on TToW and use this to inform next steps	

C. Māori-focussed culturally responsive practices professional learning offered both through the marae and in school, promoting a strength focused learning approach so Māori can feel acknowledged, respected and valued, while understanding that there are many ways of being Māori.	Ngāti Waewae Kōmiti Mātauranga KA lead SLT Terms 1-4	C. PLD held on culturally responsive practices with the Ngāti Waewae Kōmiti Mātauranga as our PLD provider. Feedback from staff	
D. Ensure te reo me ōna tikanga and te ao Māori are actively practiced, promoted & prioritised within all aspects of the school.	PLD committee Staff Kaiako Māori KA lead Terms 1-4	D. Continue to develop individuals te reo and te ao journey	
E. Using the Hikairo Schema to ensure that what culturally responsive practices are consistent across GHS	KA lead PLD committee Terms 1-4	E. PLD designed by kahui Ako lead and SLT support for whole school implementation of Hikairo Schema PLD with Kahui ako lead on Hikairo Schema implementing Classroom observations to include Hikairo Schema	
F. Using findings from the Wellbeing and Identity surveys for students, leadership and wider staff can identify and have removed barriers promoting a strength focused learning approach so Māori can feel acknowledged, respected and valued.	PB4L Tier 2 lead SLT Ngāti Waewae Kōmiti Mātauranga KA lead Kaiako Māori Terms 1 - 4	G. Using Wellbeing and Identity Survey results for students to inform future practice for our Māori rangatahi	-

| 2.1.4 Ensure rangatahi Māori are given genuine say over their course choices and options within courses, careers (with whānau) and are able to contribute meaningfully to schoolwide decision-making. | Pūmanawa kaiako Māori HOL careers timetable committee | Survey of Rangatahi Māori (kanohi ki te kanohi) Rangatahi Māori are surveyed (kanohi ki te kanohi) and positively feedback that they have been listened to and have had genuine say over their course choices and options and contribute meaningfully to schoolwide decision-making.

Option lines to allow for strengths to ensure that the choices available are equitable for all rangatahi including our Māori students.

Rangatahi Māori report back that they have been listened to and have had genuine say that school wide decisions are equitable for our Māori students. | |

Evaluation

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Annual Objective 2.2	Achievement target 2.2
Consolidate the kaupapa Māori pathway and continue to open pathways to the learning across the whole school.	The Ngā Here Kahikatea rangatahi wellbeing and identity (specifically as Māori Learners) will develop throughout the year (survey to become future baseline data)

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 Ngāti Waewae during this time
- 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. NHK have had successful results with level one in 2021.

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	Monitoring: (what's working what isn't and how do we know)
2.3.1. Kaupapa Māori Pathway teaching matauranga Māori, with links to matauranga Pakeha, aiming for ākonga to stand proud as Māori, will run across all year levels with flexible options for seniors	Staffing, Resources Koha	Kaiako Māori curriculum prep; SLT support and timetable prep Terms 1-4	Students learn in Māori pathway for the year and have a greater understanding of matauranga Māori	-
2.3.2 Flowing relationship between the wider GHS community and Ngā Here Kahikatea.	Staffing time	Kaiako Māori , PLD with Ngāti Waewae Whānau hui Culturally responsive teaching workshops	Inclusion of Ngā Here Kahikatea in school systems and processes.	

		Learning programmes with an aspect of matauranga Māori embedded Administration systems and processes Work with MSA Informal non compulsory working group Terms 1-4	Time and space to teach what we are learning to the rest of the school EG - haka to kaiako and then to ākonga	
2.3.3. A team comprising of at least the Kaupapa Māori role holder and the Principal will continue to work with Ngāti Waewae Komiti Matauranga, maata waka Māori students, whānau and other stakeholders, to review and embed the Kaupapa Māori pathway class.	Time Hui kai Possible training/PLD	Kaupapa Māori role holder, Principal Timing dependant on KWW Komiti Matauranga Terms 1-4	Plan for Māori achieving as Māori including policy devpt Closer partnership with Ngāti Waewae and maata waka Māori GHS develops institutional culture to properly reflect Treaty of Waitangi (be less Euro-centric)	

Evaluation