



TE KURA TUARUA  
O MĀWHERA  
GREYMOUTH  
HIGH SCHOOL

# 2023 Charter

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## 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

# Charter overview 2023

## Te Ara Huarau | School Profile Report

### Strengths

The school can draw from the following strengths:

- A strong emphasis on pastoral support and student wellbeing.
- Strong relationships between the key stakeholders in the school community and a high level of relational trust.
- A highly collaborative staff, including the senior leadership team which has complementary strengths.

### Where to next?

Moving forward, the school will prioritise:

- Meeting the intent of te Tiriti o Waitangi.
- Embedding restorative practices across the whole school.
- Striving to empower ākongā to collaboratively lead their learning and to provide opportunities for ākongā to develop their mana and self-worth through their successes.
- Ensuring that te reo me ōna tikanga and te ao Māori are actively practiced, promoted & prioritised within all aspects of the school.
- Actively engaging with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.
- Engagement and attendance.
- Strengthening numeracy teaching and learning.

### 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 practised, 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 ākongā to collaboratively lead their learning and to provide opportunities for ākongā to develop their mana and self-worth through their successes.
- Change as needed to meet the intent of te Tiriti o Waitangi.

### Annual Objectives 2023

1.1 Refine and embed our redeveloped Junior Curriculum and adapt to the NZ curriculum refresh

1.2 Design and implement NCEA programmes which allow students to experience increased levels of success.

1.3 Develop a relational learning culture\* across the GHS community

1.4 Continue to 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 mātauranga 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 2023

- Māwhera Kāhui Ako
- Toki Pounamu / Manaiakalani Outreach
- Attendance service

### Contract responsibilities:

- West Coast Trades Academy Lead Provider
- Alternative Education Managing School
- Māwhera Services Academy
- Alternative Education Services
- Māwhera Attendance Service

### 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 relational, collaborative environments

### 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 the Hikairo Schema to guide our pedagogy
- Use the Pasifika Education Plan

## The Statement of National Education and Learning Priorities (NELP)

### Objective 1

#### LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

#### Priorities

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities

### Objective 2

#### BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

#### Priorities

5. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
6. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

### Objective 3

#### QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

#### Priorities

3. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of Learning
4. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### Objective 4

#### FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

#### Priorities

7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

## \*Relational learning culture

We see relational learning culture as our overarching practice and underneath it sits:

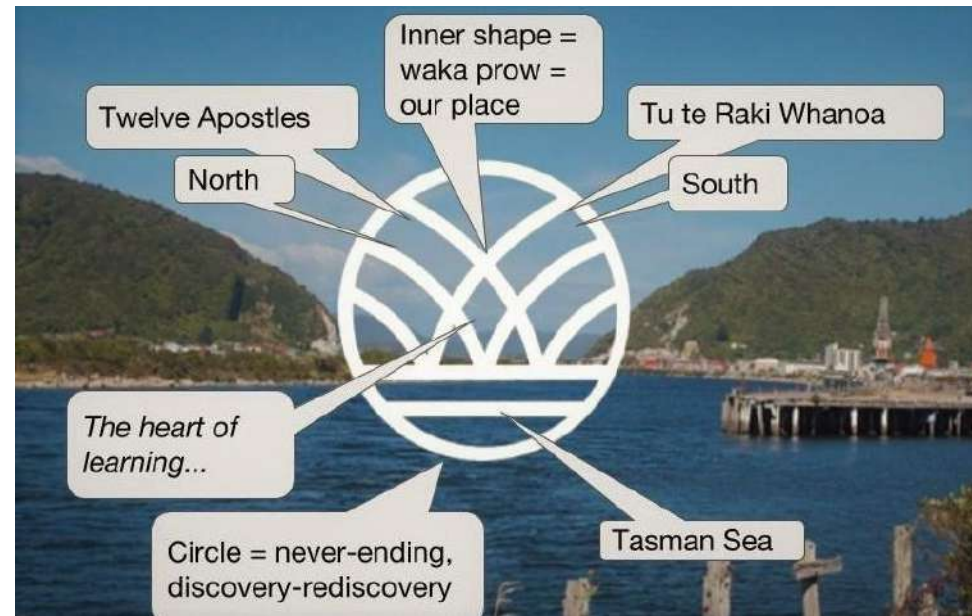
- Restorative practice
- Cultural capabilities with Ngāti Waewae
- Hikairo schema (Angus and Sonja McFarlane)
- Teaching to the NE (Russell Bishop)
- PB4L

## 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 rangatahi 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.



*Our school logo explained*



Greymouth High School has a student population of approximately 610 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 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. Our MKA targets are contributing to improved learning progress. In 2023 we are leading the Māwhera Attendance strategy and hosting and managing the Kaiāwhina.

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, 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, Instagram, 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 (73.1%) and Māori (21%, 33.1% of whom are Ngāi Tahu) with 1.7% being Pasifika, and 1.7% being Asian.

In recognising the unique position of Māori, Greymouth High School is working towards taking 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, Ngāti Waewae, and our maata waka (Māori from other iwi) communities. Greymouth High School has a vision of offering a coherent curriculum for ākonga who have been in kaupapa Māori schooling. In 2023 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, currently 16, who are supported by the Ongoing Resourcing Scheme. 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 is redeveloping our Parents' Association to PTA and friends 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 Deans 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. Our Student council includes representatives from all year groups. In 2021 we started a Rainbow Group which continues to grow. Our values and hauora are being taught through our core classes including Health and PE 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, we are celebrating our centennial this year - 2023! We have 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, although this is again being updated 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. Our south quad court area has been returfed with a basketball and netball court 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 a 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 2023 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.

To encourage individual opportunities for success, the school aims to deliver a wide range of pathways and opportunities for students that also reflect the needs of the community. Greymouth High School supports a high participation rate in extra-curricular activities. The school is proud of its high quality drama productions and the many successes of its sporting teams and individuals. Extra-curricular sport, music, Dance and kapa haka groups are encouraged and supported.

## Relational learning culture

Relational learning culture is the overarching process across all areas of school life. Relational learning culture as our overarching practice and underneath it sits:

- Restorative practice
- Cultural capabilities with Ngāti Waewae
- Hikairo schema (Angus and Sonja McFarlane)
- Teaching to the NE (Russell Bishop)
- PB4L



We have been very fortunate to have engaged our local hapu Ngāti Waewae as professional learning providers in 2022 and this will continue until June 2024 and we have also been engaging with the Hikairo Schema with “soft care” (building relationships, caring for the student) and “hard care” (caring for the student’s progress and achievement) at the forefront. We want to build those very positive relationships with our rangatahi while at the same time having high expectations of them and their learning. We also foster high levels of teaching skill and every teacher has a role to play to ensure that our practices are based on good evidence with learning at the centre of everything we do. Engagement with the Professional Growth Cycle and professional learning is an expectation for all teaching staff. These processes are aligned with good practice from the Teaching Council and ERO. Positive Behaviour for Learning has been operating successfully for nine years and is a valued part of school life and we are working on embedding our restorative practices in all areas of the school.



## 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		PACT Progress and Consistency Tool (moderation up to year 10)	
AP	Assistant Principal		KA : Kahui Ako (formal collaboration between schools)	
GC	Guidance Counsellor		GAT: Gifted And/or Talented	
BoT	Board		T1w9: term and week number relating to comment	
HOD	Head of Department			
SLT	Senior Leadership Team (AP, DP, EO, PP)			
EO	Executive Officer			
EA	Executive Assistant to the Principal			
LSC	Learning Support 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 2023-2025 (West Coast Kahui Ako 2021-2 [plan](#))

#30/12/2022		2023 Annual Objectives	2024 Annual Objectives	2025 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.	<p><b>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</b></p>	<p>1.1 Refine and embed our redeveloped Junior Curriculum and adapt to the NZ curriculum refresh</p> <p>1.2 Develop our senior curriculum in line with NCEA changes and adapt to the NZ curriculum refresh</p> <p>1.3 Develop a relational learning culture across the GHS community</p> <p>1.4 Continue to develop and implement a plan to improve engagement and attendance.</p>	<p>1.1 Implement our senior curriculum in line with NCEA changes and adapt to the NZ curriculum refresh</p> <p>1.2 Embed and refine relational learning culture across GHS community</p> <p>1.3 Embed and refine our plan to improve engagement and attendance.</p>	<p>1.1 Embed our senior school curriculum including national NCEA developments</p> <p>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</p> <p>1.3 Review the school's vision, values, mission,, name and branding</p>
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.	<p><b>2. To ensure that Māori students can enjoy success as Māori:</b></p> <ul style="list-style-type: none"> <li>• Ensure te reo me ōna tikanga and te ao Māori are actively practiced, promoted &amp; prioritised within all aspects of the school.</li> <li>• Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.</li> <li>• 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.</li> <li>• Change as needed to meet the intent of te Tiriti o Waitangi.</li> </ul>	<p>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.</p> <p>2.2 Consolidate the kaupapa Māori pathway and weave/raranga the learning across the whole school.</p>	<p>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.</p> <p>2.2 Embed the kaupapa Māori pathway and associated learning</p>	<p>2.1. Continue to 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.</p> <p>2.2 Continue to embed the kaupapa Māori pathway and associated learning</p>

# Greymouth High School ANNUAL PLAN 2023

**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 and adapt to the NZ Curriculum Refresh.	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.
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**NELPs - Objective 1, Priority 2; Objective 2; Priorities 3 and 4; Objective 3, Priorities 6; Objective 4, Priorities 3 and 4**

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: <ul style="list-style-type: none"> <li>Is student centred, clearly setting out the intended student experience</li> <li>Is connected between curriculum areas and year levels</li> <li>Uses inquiry learning within and between subjects</li> <li>Is localised and bicultural</li> <li>Has prominent Key Competencies and ARCH Values</li> <li>Is inclusive</li> <li>Includes responsive mentoring</li> <li>Investigating different approaches to differentiation in the junior classrooms with both opportunities to</li> </ul>	Time (to plan and review) Staffroom whiteboard RTLBs KA Leaders SLT Attendance at PPTA conference on ending streaming across Aotearoa Toolkits	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 Increased number of students achieving at or beyond their level	

<p>consolidate learning and stretch learning goals were needed which should support NCEA success.</p> <p>This includes a greater understanding about the different ways students learn (eg neurodiversity) and specific learning differences (eg Dyslexia).</p>				
<p>1.1.2 Facilitate further cross curricular and localised curriculum opportunities</p>	<p>\$1000 per week off TT</p> <p>\$5000 for Electives</p> <p>KA lead</p> <p>Lara with Papa Taiao</p>	<p>Engagement and Attendance Leader Overseen by DP.</p> <p>All teachers and some non-teaching staff.</p> <p>Curriculum Leaders</p> <p>Lara with Papa Taiao, possibility to connect with departments</p>	<p>More weeks / days like 'project 2050' week throughout the year where teachers work in a cross collaborative way.</p> <p>Electives programme implemented and impact on attendance reviewed.</p> <p>Enriching Local Curriculum implemented with Year 10s</p>	
<p>1.1.3. Further develop the Qwest integrated student-inquiry learning programme and deliver a Year 10 2023 QWest Option</p>	<p>Time Rescheduled meetings to allow further cross curricular development PLD</p>	<p>Ongoing - QWEST teachers</p> <p>PLD opportunities</p>	<p>Increased engagement from our students.</p> <p>Student voice and pastoral data. Increased student choice and independent learning skills and self management.</p> <p>Qwest's nature of more KC based learning leads to specific skills needed to be taught at relevant times.</p> <p>The use of <a href="https://cybersmart.manaiakalani.org/">https://cybersmart.manaiakalani.org/</a> resources throughout all Qwest will ensure students are cybersmart when researching.</p>	

1.1.4. HoD's collaborate, with each other, SLT, and with guidance from Ngāti Waewae, to further improve the junior Curriculum.	Time	Heads of Department Ngāti Waewae support	Careful consideration of coherent learning experience and starting to change how curriculum is developed. Hikairo schema is used to support teaching and learning pedagogy and practice across departments.	
1.1.5 Middle leaders will commit to participation in PLD and implementation of the NZ curriculum refresh as this is developed	Time Attendance of MoE PLD Connecting with other schools	Heads of Department Deans KA Leaders MoE	Implementation of Aotearoa histories in 2023. Preparation for Implementation of English and Maths in 2024 Preparation for implementation of other subjects by 2026.	
11.6 All staff will understand the requirements of the literacy Common Assessment Activities and how their teaching and learning programmes contribute to student literacy proficiency.	Staff time	<b>Term 1 - 4</b> Literacy leader to work across departments and with 7-8 teachers  Workshops on paraphrasing and intellectual copyright.  Term One Staff meeting on literacy: research skills and run on sentences  Term Three staff meeting on literacy: focus on target students: evidence of accomplishments across subjects. Next steps based on term two literacy CAA results.	Development of a resource detailing how we teach intellectual copyright and paraphrasing across years 7-10 which is co-constructed across learning areas and kahui ako schools and is available to everyone to make use of.  All teachers will understand the purpose of the literacy research skills module in year 9 and how they can link to it in their teaching programmes.  All teachers will understand the perils of the run-on sentence and how to support student proficiency in their subject areas.  Teachers will collaborate to share evidence of target student learning, celebrate success and identify next steps.	
1.1.7 Develop understanding of effective pedagogies for the teaching of mathematics and numeracy across the curriculum		<b>Year 9 maths kaiako explore and develop use of DMIC style</b>	Further use of Junior data analysis to inform numeracy tracking.  Learning walkthroughs check engagement.	

	<p>Books for all Year 10 - \$1500</p>	<p><b>tasks - low floor high ceiling.</b></p> <p><b>Year 10 will trial 15 minute daily numeracy (like SSR).</b></p> <p>Appointed a numeracy leader who will regularly track numeracy and report back to the HoD and SLT.</p> <p>Develop and support non-maths subject kaiako to teach numeracy and support acceleration of learning progress.</p> <p>Dept HOD's work with numeracy lead to develop a unit plan with embedded numeracy (or utilise one of the exemplars)</p>	<p>Mx dept reflection on implementation</p> <p>Term 3 observations</p> <p>Termly update from HAL in dept mtg - SLT to attend.</p> <p>Depts identify capabilities required of a multitude of maths-rich pathways and careers and how this relates to dept subject area teaching. These are shared with students as part of careers work.</p> <p>Some depts have one unit in 2023 with explicit numeracy teaching embedded</p>	
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## Evaluation

Successes

Challenges

Next Steps

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: Design and implement NCEA programmes which allow students to experience increased levels of success.			Staff knowledge and skills are developed to allow NCEA RAS changes and NZ curriculum refresh to be implemented effectively according to timeframes.	
<b>NELPs</b> - Objective 1, Priority 2; Objective 2; Priorities 3 and 4; Objective 3, Priority 6; Objective 4, Priority 7				
Baseline Data NCEA results- Overall achievement, endorsements. Compare cohorts and across years. Access to Driving licence, First Aid and health and safety qualifications.				
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 Continue to implement NCEA pilots in NUM/Maths, English.	<a href="#">Revised NCEA change prog dates</a>	Maths, English & 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 and beyond	<b>Term 1: HoD's attending NZQA seminars at the start of the year. PN attending PN seminar and RAS moderation trials.</b>
1.2.2 Staff will continue to develop knowledge on how to unpack NCEA standards.  This includes investigating different approaches to differentiation in the senior subjects with both opportunities to consolidate learning and stretch learning goals were needed which should support NCEA success.	2022 External Moderation reports.  NZQA online training courses available on Putake.  <a href="#">Toolkit Assessment design</a>	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.  Improvement in rates of external moderation returned as "consistent"  Internal moderation processes are clearly communicated and monitored  Staff new to NCEA are supported in learning processes.	

			Increased levels of achievement and endorsements.	
1.2.3 Continue to develop systems for staff, HoDs and Dean's to collaborate in identifying and intervening to enable students to experience NCEA success	Time Meetings with Deans/HoDs to determine what data we need.	KAMAR Markbook processes around accurate set up, entry and submission of results.  -Yes/No Flags. - 1 Internal grade on KAMAR by early T2.  Teaching staff HoDs SLT	Check points established, communicated and monitored.  Timelines clearly communicated around NZQA deadlines.  Students identified and offered help if achievement is at risk.  Cycle of Numeracy and Literacy tracking established with departments and dean  Consistent academic tracking process across Y11 - 13  This includes the development and implementation of a communication plan with MSA and NHK to ensure that the lead teacher has a better overview of NCEA credits.	
1.2.4 Work towards refreshed NZ Curriculum implementation.	Timeline <a href="#">Te Mātaiaho</a>		Staff updated with current information, timelines and resources to enable the implementation of NCEA and curriculum change programmes.	
1.2.5 Career pathways planning, advice and guidance optimised through use of career tools and resources.				
A. Career Central will continue to be used as the platform for students to record and monitor their career pathway development and progress.	Career Central Time Budget Staffing	Rapuara   Career Pathways Advisor /teacher (John) Career Pathways Advisor (Shoshy)	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.	



	Timetabling considerations Kura Solution Licence	Mentors/Elective Teachers HODs All Teachers		
B. In terms of equity and excellence all students will have the opportunity to gain NCEA Pathways Endorsement alongside academic subject endorsements.	Career Central Time Budget Staffing Timetabling considerations Kura Solution Licence	Rapuara   Career Pathways Advisor / Teacher (John) 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 Career Pathways Advisor (Shoshy). Rapuara   Career Pathways Advisor	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 Pathways Advisor (Shoshy) to develop career plans. Outside Agencies engaged to support leavers without clear plans	

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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 Develop a relational learning culture* across the GHS community	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.
<b>NELPs</b> - Objective 1, Priorities 1 and 2; Objective 2, Priority 3; Objective 3, Priorities 5 and 6	
Baseline Data (what is the student need and what is the evidence of that?) Student Voice - randomised selection of GHS students Well being survey results 2022 (staff and student)	

**\*Relational learning culture**

We see relational learning culture as our overarching practice and underneath it sits:

- Restorative practice
- Cultural capabilities with Ngāti Waewae
- Hikairo schema (Angus and Sonja McFarlane)
- Teaching to the NE (Russell Bishop)
- PB4L

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- Continue to develop relational learning culture through RP PLD. Including, differentiated levels of support required for individual for staff members	Restorative schools	Rich and Greg - Restorative Schools SLT	Positive feedback from staff including challenging their thinking	
1.3.2- Establish and implement practices to increase wellbeing based on student & staff wellbeing@school survey and TIMs staff survey	surveys	CRO & HAL	Improved wellbeing data	

1.3.3 Use a relational learning culture lens for processes and procedures for staff working with students and their whānau	Restorative schools	Rich and Greg - Restorative Schools PB4L team  Kaitakawaenga (regular contact with target students and whānau)	Creation of a relational learning culture for processes and procedures  Increased engagement of target students Review meeting structures and roles including those with whānau present	
1.3.5-Use a relational learning culture lens for processes and procedures for staff working with staff	Restorative schools	Rich and Greg - Restorative Schools SLT Staff Hauora Lead	Improvement of staff wellbeing indicators	

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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 Continue to 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 2022 will show improved attendance in 2023
<b>NELPs</b> - Objective 1, Priorities 1 and 2; Objective 2; Priority 3;	
Baseline Data (what is the student need and what is the evidence of that?) <a href="#">Term 1 2022</a> <a href="#">Term 2 2022</a> <a href="#">Term 3 2022</a> <a href="#">Term 4 2022</a>	
<ul style="list-style-type: none"> <li>Identify and track students that have 70-85% attendance as a target group</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?	Success criteria	Monitoring: (what's working what isn't and how do we know)
1.4.1-Use ministry guidelines to develop kaiāwhina role across Māwhera.	MOE funding Car Resourcing			
1.4.2.-Continue to 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  Staff having a greater understanding of a mentoring role.	
1.4.3 Continue to develop and deliver ARCH values and Hauora lessons for year 9s and 10s	Time PLD Resources (build on hauora hour resources)	SLT, Departments Attendance & Engagement lead	Schoolwide curriculum document for the Junior School	
1.4.4.- Re develop KAMAR pastoral entry headings/choices to better reflect student and staff needs.		Pastoral staff End of 2023		
1.4.5- Continue and drive a programme to reward attendance	Budget Meeting time	PB4L Attendance & Engagement lead SLT	Rewards given to high attendees and most improved attendance.	
1.4.6- Ensure the attendance procedures document is reviewed, up to date and monitored, including codes, lateness, intermittent truancy.		PB4L Attendance & Engagement lead SLT kaiāwhina TIC data collection Whole staff	Attendance process evaluated and amended where necessary to link with our relational learning culture focus. (Annual objective 1.3)	

1.4.7- Continue to track attendance through Deans Data		Deans Attendance & Engagement lead SLT Attendance & Engagement lead	Poor attendance flagged through the Pastoral/Academic connections google sheet.	
1.4.8- Embed programmes that increase engagement. For example, Turuki, Enriching Local Curriculum with Junior students, Senior school short courses.	Budget	Lara Thompson John and Shoshy SLT		
1.4.9- Reintegration of students from C2 into mainstream classes and review alignment with RLC processes.		Deans Hauora Coach SLT	Regular review of students using C2 Improved coordination with classroom teachers Improved communication with whānau	
1.4.10- Monitor attendance and gather ideas on how departments can increase attendance and engagement within their departments.	HOD + Dept meetings	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.	

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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  
 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.

Achievement target 2.1  
 Higher success rate of Māori students feeling successful as Māori in the Wellbeing and Identity (Ngāti Waewae) survey from year to year (in cohorts)

**NELPs - Objective 1, Priorities 1 and 2; Objective 2; Priority 3; Objective 3, Priorities 5 and 6;**

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 rangatahi 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. Students who join NHK show a rise in attendance
- 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
- Identity (Ngāti waewae) survey information
- Wellbeing data 2022

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 and instil the “why” within our whole school community.	Ngāti Waewae Kōmiti Mātauranga SLT Kaiako Māori Use of hikairo schema	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, culturally responsive practices and growing te reo Māori including:	Ngāti Waewae and GHS staff Terms 1-4 Hikairo Schema		
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, including recognising unconscious bias, low expectations and Identify strategies to help support change	Ngāti Waewae Kōmiti Mātauranga  Terms 1-4	B, Feedback from staff around workshops on TToW and use this to inform next steps.  Feedback from students and whānau about bias they have experienced?	
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	Ngāti Waewae Kōmiti Mātauranga KA lead SLT	C. PLD held on culturally responsive practices with the Ngāti Waewae Kōmiti Mātauranga as our PLD provider. Feedback from staff	

acknowledged, respected and valued, while understanding that there are many ways of being Māori.	Use of Hikairo Schema Terms 1-4		
D. Ensure te reo me ōna tikanga and te ao Māori are actively practised, promoted & prioritised within all aspects of the school including with staff and students.		Te reo, matauranga and tikanga Māori is more visible and available for ākonga throughout the wider school. Learning programmes and site reflect Aotearoa and te tiriti There are opportunities for students to opt in to learning experiences that are additional to 'normal' classes	
i. Staff Continue to develop individual staff members te reo and te ao journey	PLD committee Staff Kaiako Māori KA lead - deliver to whole staff or depts Terms 1-4	Staff begin to use basic te reo with correct pronunciation. Staff can introduce themselves with mihi. Staff use a whakatauki/purākau and can relate it to a teaching or learning principle. - evidence in learning programmes & observations  Matariki is organised and celebrated schoolwide.	
ii. Rangatahi	Workshop around success and involving whanau and ākonga.	Matariki is organised and celebrated schoolwide. And ākonga willingly participate.  Workshops that acknowledge that rangatahi do not come or rarely come to GHS past NZC Level 1 in te reo Māori (open to all)	
E. Using the Hikairo Schema to ensure that culturally responsive practices are consistent across GHS	KA lead PLD committee Terms 1-4	PLD designed by Kahui Ako lead and SLT support for whole school implementation of Hikairo Schema	



		<p>PLD with Kahui ako lead on Hikairo Schema implementing</p> <p>Classroom observations to include Hikairo Schema</p>	
<p>F. Using findings from the Wellbeing and Ngāti Waewae/GHS surveys of rangatahi, staff and community to identify and remove barriers to promote a strength focused learning approach so Māori can feel acknowledged, respected and valued.</p>	<p>PB4L Lead SLT Ngāti Waewae Kōmiti Mātauranga KA lead Kaiako Māori Terms 1 - 4</p>	<p>G. Using Wellbeing and joint Ngāti Waewae &amp; GHS Survey results for students to inform future practice for our Māori rangatahi.</p>	-
<p>2.1.4 Ensure rangatahi Māori are given genuine say over their course choices and options within courses, career pathways (with whānau) and are able to contribute meaningfully to schoolwide decision-making.</p>	<p>Pūmanawa kaiako Māori HOL careers timetable committee Deans</p>	<p>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.</p> <p>Option lines to allow for strengths to ensure that the choices available are equitable for all rangatahi.</p> <p>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.</p>	

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<p>Strategic Aim: To ensure that Māori students can enjoy success as Māori:</p> <ul style="list-style-type: none"> <li>• Ensure te reo me ōna tikanga and te ao Māori are actively practiced, promoted &amp; prioritised within all aspects of the school.</li> <li>• Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.</li> <li>• 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.</li> <li>• Change as needed to meet the intent of te Tiriti o Waitangi.</li> </ul>	
<p>Annual Objective 2.2 Consolidate the kaupapa Māori pathway and continue to open pathways to the learning across the whole school.</p>	<p>Achievement target 2.2 The Ngā Here Kahikatea rangatahi wellbeing and identity (specifically as Māori Learners) will develop throughout the year (survey to become future baseline data)</p>
<p><b>NELPs</b> - Objective 1, Priority 2; Objective 2; Priorities 3 and 4; Objective 3, Priority 5;</p>	
<p>Baseline Data (what is the student need and what is the evidence of that?)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Work has been underway with Ngāti Waewae during this time</li> <li>• Whānau hui in 2018 and 2019 restated desire for a kaupapa Māori pathway from primary through to year 13</li> <li>• 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 and 2022.</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	Monitoring: (what's working what isn't and how do we know)
2.2.1. Kaupapa Māori Pathway teaching matauranga Māori, with links to matauranga Pakeha, aiming for ākongā 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.  Students receive support and encouragement when with other teachers (as seniors) to use a Māori world view in all learning.	-
2.2.2 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 Learning programmes with an aspect of matauranga Māori embedded Administration systems and processes Work with MSA  Informal voluntary working group Terms 1-4  Opportunities for team teaching at with kaiako Māori and other subjects	Inclusion of Ngā Here Kahikatea in school systems and processes.  Time and space to teach what we are learning to the rest of the school  EG - haka to kaiako and then to ākongā.	

		(social sciences, science, etc)		
2.2.3. 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 development  Closer partnership with Ngāti Waewae, Whare Manaaki and other Māori community based projects (Te hono, kapahaka etc).  GHS develops institutional culture to properly reflect Treaty of Waitangi (be less Euro-centric)	

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Samantha Mortimer  
Principal

