WAIMEA COLLEGE

CHARTER 2019-2021

Incorporating 2019 Annual Plan
**VISION STATEMENT**

**OUR VISION FOR WHAT “GOOD LOOKS LIKE” FOR OUR STUDENTS**

Every person at Waimea College every period of every day works hard to support our students to:

- Gain high standards of achievement in both curricular and co-curricular activities.
- Realise their full potential as individuals.
- Develop the attitudes and values needed to become positive contributing members of New Zealand society.
- Develop the knowledge, understanding and skills needed to successfully participate in a modern ever-changing world.
- Obtain a broad education through a balanced curriculum covered in the learning areas with high levels of competency in:
  - English
  - The Arts
  - Health & Physical Education
  - Learning languages
  - Mathematics & Statistics
  - Science
  - Social Science
  - Technology

Waimea College will also:

- Embrace the intent of Te Tiriti o Waitangi.
- Do our best to meet Parent/Caregiver/Student requests for education in and through Te Reo Māori and Tikanga Māori.
- Value, promote and appreciate cultural diversity.

**MISSION**

To bring out the best in students and staff and to encourage life-long learning

**VALUES**

**ACHIEVEMENT**

Encouraging excellence in all aspects of school life

**EQUITY**

Gender and educational equity and ethnic diversity

**HONESTY**

Open, honest relationships between students, teachers and parent/caregivers

**INNOVATION**

Initiative, creativity and enterprise

**LEADERSHIP**

Development of our students to become confident, contributing adult members of our community

**RESPECT**

For ourselves, for others and for our surroundings

**OURSCHOOL**

Waimea College is a co-educational decile 8, state secondary school situated in Richmond to the south of Nelson. The college caters mainly for students from the Richmond and Waimea Plains area. In 2017 the College celebrated it’s 60th anniversary.

As of January 2019, the student roll is 1639 students of which 85% are European/Pakeha, 11% Māori and Pasifika and 4% other ethnic groups. This includes at present, 90 international fee-paying students. A Special Education facility provides for students with high and very high learning needs. This facility has a strong reputation nationally and is operating at capacity of 42 students. Our OnTrack department provides specialised programmes for Waimea College students who require an Alternative Education setting with individualised educational pathways.

Waimea College works hard to ensure that our physical environment supports student learning through the provision of modern, fit-for-purpose well-presented classroom environments, grounds and facilities.

In recent years, a gymnasium complex, guidance and learning center, and two new classroom blocks have been built and many existing classrooms have been refurbished including the Music and Performing Arts suite, two computer rooms, the Visual Arts suite, six science laboratories and two food technology rooms. An additional northern access has been developed to provide safe access to the Special Education Department and other facilities on the northern side of the campus. Major work has been undertaken to modernise the design of Materials Technology classrooms.

At present planning is being undertaken for the building of nine new teaching spaces to accommodate the growing student roll.
1 THE WAIMEA COLLEGE STRATEGIC PLAN

INTRODUCTION

The Strategic Plan provides long-term direction for Waimea College which:

- Recognises our changing environment and sets out to build on our strengths and eliminate any weaknesses.
- Sets priorities in line with the College’s Mission Statement, Values and Vision Statements.
- Outlines priorities, strategies and defines goals that can be measured and that will help us focus our energy and resources on improving student outcomes.

2 WAIMEA COLLEGE GOVERNANCE AND MANAGEMENT STRUCTURE

BOARD OF TRUSTEES

The Waimea College Board of Trustees meets approximately 10 times per year (December and January excluded). Several sub-committees of the Board of Trustees exist to support the functions of the full board.

Sub-committees:

- Finance (as required)
- Property (as required)
- Policy (as required)
- Personnel (convened as necessary)
- Health and Safety (BOT Rep to sit on school H&S Committee)
- Disciplinary (convened as necessary)

3 WAIMEA COLLEGE AND THE WAIMEA COMMUNITY OF LEARNING / KĀHUI AKO

Waimea College is a member of the Waimea Plains Community of Learning / Kāhui Ako. Waimea College is committed to the principles of cross-school collaboration and embraces the opportunity to work with neighbouring schools in the pursuit of the common interests of our communities' learners.

This Charter should be read alongside the Waimea Community of Learning Strategic Plan

The Waimea Community of Learning Achievement Challenges (endorsed) are currently:

1. To improve the achievement in writing for boys in Years 1-10. (addressed in the Waimea College Charter in Priority Area 1 Strategic Aim 2)
2. To reduce the gap between the achievement of males and females at NCEA Years 11-13 (addressed in the Waimea College Charter in Priority Area 1 Strategic Aim 3)
3. To improve the educational outcomes for Māori students Years 1-13 (addressed in the Waimea College Charter in Priority Area 1 Strategic Aim 4)
4 EXTERNAL FACTORS

A number of external factors that are expected to impact on how Waimea College operates in the next 3-5 years:

- **Growth, development and use of ICT in education** - BYOD, Blended Learning, Flipped Classrooms and incorporation of other digital technologies and pedagogies.

- **Global national migration** - Movement of people from other regions, countries / cultures into the Tasman District.

- **Growth and development in the Tasman District** - Increasing demand on schools through roll increases and social change associated with growth.

- **Community expectation that schools assume responsibility for social issues** - sole Parent / Caregiver and blended family situations, drugs / alcohol / chemical issues, changes in social values, increasing disparity between socio-economic groups.

- **Social Media**: - The increasing prevalence of Social Media is influencing the lives of our students as well as influencing the way that Waimea College communicates with our school community.

- **Financial dependence on sources of funds other than operational grants** - Sponsorship, business associations, international fee-paying students, donations, fundraising.

- **Expectation by staff of improved working conditions and facilities** - National and global teacher shortage may mean significant demands by staff for better working conditions and salaries.

- **Local, national and global economic and political change** - Changing value of the NZ dollar, political influence such as a change of government or the actions / statements of politicians, terrorism, significant economic change in a country with connections to NZ.

- **Demographics** - Longer life expectancy and falling birth rates that will double the number of elderly in our community and challenge our ability to find employment for our young people and fund social welfare provisions.

- **Advances in education and technology** - Health and technology empower the individual as never before leading to increased demands for transparency and participation in decision making. Technology advancements (particularly disruptive technologies) will affect the type of employment that we are preparing our students for as well as the skillsets that our students will require.

- **Student-Centred Focus**: - As a school our orientation is changing from being MOE / school driven decision making to being focussed on gathering voice from students and their families and delivering on this voice.
RECOGNISING NEW ZEALAND’S CULTURAL DIVERSITY

*Education Act 1989 Section 61 (3) (a) (i) & (ii)*

Waimea College, as appropriate to its community, has developed procedures and practices that reflect New Zealand’s cultural diversity and the unique position of Māori.

In recognising the unique position of Māori, Waimea College has taken all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language) for students whose Parents / Caregivers request it.

To achieve this Waimea College:

- Provides adequate resources to support Tikanga and Te Reo Māori programmes in the school.
- Supports students learning Te Reo Māori.
- Has developed a Māori and Pasifika Achievement Plan in consultation with our local community.
- Ensures that Waimea College receives guidance from our school Kaumātua.
- Has an active and engaged Rūnanga Mātua (Māori and Pasifika Parents / Caregivers) who meet regularly to assist the school in cultural matters, develop and review the Māori and Pasifika Achievement Plan and to ensure regular consultation on school policies, procedures and planning.
- Has developed a relationship with our local iwi Rangitāne.
- Provides regular Māori and/or Pasifika related Professional Development to staff and trustees.
- Has dedicated roles supporting Māori and Pasifika learners including Māori/Pasifika Achievement Co-ordinator and Cultural Inclusiveness and Responsiveness Co-ordinator.
- Supports students to participate in Ngā Manu Kōrero (Māori speech competitions), Te Rarou Kura (Regional combined school’s Kapa Haka), Tama Tū Tama Ora (school-based Kapa Haka) and other cultural events.
- Provides for the pastoral care needs of our Māori students.
- Uses correct Māori protocol, when appropriate, to pōwhiri manuhiri on to our school, to poroporoaki groups travelling from our school and any other occasions as they arise.
- Is building relationships and consults and communicates with our local marae Whakatū (Nelson) in the spirit of partnership.
- Has ensured that the interests of Māori are represented on our Board of Trustees.

Māori Responsiveness Plan

If a Whānau requests a higher level of Tikanga or Te Reo than is at present available in our school Māori programme, the school and whānau will discuss and explore the following options:

- Further explain the existing programmes or extend the programmes if possible and appropriate.
- Combine with a neighbouring school for parts of the day / programme.
- Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga within the student’s classes.
- Explore other schools who may offer a programme closer to their expectations.
- Other negotiated options.
5 STRATEGIC AIMS 2019-2021
PRIORITY ONE: To provide quality teaching and learning programmes which promote high levels of student engagement and achievement.

**Strategic Aim 1: All students meet our school-wide goal of 90% attendance or better.**

<table>
<thead>
<tr>
<th>Annual Objective:</th>
<th>Target: 2019</th>
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<tbody>
<tr>
<td>Refinement of our attendance procedures to more effectively communicate the link between student attendance and student achievement</td>
<td>90% student attendance at school (inclusive of justified and non-justified absences)</td>
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</tbody>
</table>

**Target: 2020**

- 91% student attendance at school (inclusive of justified and non-justified absences)
- Raise Year 13 cohort attendance rate by 10% (from 2018 figures) to 80%

**Baseline Data/SUPPORTING Information:**

- Requirements of NAG 1 a, c, d, e, f and Nag 2 c
- Administration Policy
- Attendance Procedures
- Attendance in NZ Schools 2016 – A National Picture of Attendance
- 2018 Schoolwide Attendance Summary

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**Attendance Trends - Terms One to Four**

<table>
<thead>
<tr>
<th>When</th>
<th>What/Action</th>
<th>Who</th>
<th>Indicators/Progress</th>
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<tbody>
<tr>
<td>1.1.1 Daily</td>
<td>Ensure accurate recording of attendance.</td>
<td>Teachers</td>
<td>Attendance Office feedback</td>
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<tr>
<td>1.1.2 Daily</td>
<td>Ensure accuracy of data input</td>
<td>Attendance Office / Student Office</td>
<td>System in place to check these are coded right. (Green slips)</td>
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<tr>
<td>1.1.3 Weekly</td>
<td>Caucus Committee convenes to caseload and review behaviour and attendance rates (individual and school-wide). Individual student strategies identified and school-wide attendance rates and refine attendance processes</td>
<td>Deputy Principal with Oversight of Attendance, Priority Learning Leader, Achievement Team, Deans</td>
<td>Identified students with attendance issues respond to interventions. School-wide attendance rates improving. Less student unexplained absences to clear. Positive feedback unexplained absences to clear.</td>
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<tr>
<td>1.1.4 Monthly</td>
<td>ROCK ON GROUP convenes to caseload individual students with attendance concerns.</td>
<td>Waimea College Senior Leadership Team with outside agencies (DTS, Oranga Tamariki, Police and MoE)</td>
<td>Fewer individuals of concern brought to meetings. Individuals of concern go through intervention process and re-engage.</td>
</tr>
<tr>
<td>1.1.5 Every Term</td>
<td>Regular promotion of the importance of attendance to students, Parent / Caregivers.</td>
<td>Form Teachers (Form Classes) Deans (year levels) DPs &amp; Principal (assemblies)</td>
<td>Students and Parent / Caregivers aware of link between attendance and achievement Increase in numbers in students being allowed to attend senior ball due to attendance. Increase in number of junior students graduating within the attendance criteria</td>
</tr>
</tbody>
</table>
Strategic Aim 2: Every student has the numeracy and literacy skills required to enable them to access the curriculum.

Annual Objective:
Develop and implement assessment tools to measure Literacy and Numeracy in the junior school and refine school systems and structures to raise literacy and numeracy levels for junior school students. (Links to Achievement Challenge).

Target 2019 - 2021:
To show that students are improving their Literacy Results through junior testing. Based on Yearly PAT and bi-annual SAST (Spelling) and Exploring Language Assessment results.

Baseline Data/Supporting Information:
- ERO National Report: Literacy and Mathematics in Years 9 and 10: Using Achievement Information to Promote Success (July 2012)
- School-wide Literacy Coordinator Job Description (2019)
- Waimea Community of Learning Strategic Plan

Progressive Literacy & Numeracy Levels compared with Decile 8-10 National Averages

Waimea College Charter 2019 Community of Learning Strategic Plan

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<tbody>
<tr>
<td>1.2.1</td>
<td>Appointment of School-Wide Literacy Co-ordinator. (refer to Job Description above)</td>
<td>Principal</td>
<td>A Specialist role is created to coordinate the provision of appropriate literacy education and assessment metrics and to coordinate literacy education across all curriculum levels</td>
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<tr>
<td>1.2.2</td>
<td>Undertake benchmark PAT (Comprehension, Vocabulary, Listening, Punctuation and Grammar) assessments for Year 9 and 10 cohort.</td>
<td>HOD English &amp; Literacy Co-ordinator</td>
<td>Every student has benchmark PAT data showing where they start the year. Year 10 results will indicate progress from Year 9. Core Subject Departments assist with the testing of students</td>
</tr>
<tr>
<td></td>
<td>Mathematics Department undertake benchmark e-asTTle testing for the Year 9 and 10 cohort, with this benchmark data showing where they start the year. This will be repeated mid-year and end-of-year, following the junior reporting cycle.</td>
<td>HOD Mathematics</td>
<td></td>
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<tr>
<td>1.2.3</td>
<td>Undertake pre and post SAST (Spelling) and Exploring Language testing with Year 9 and 10 cohorts.</td>
<td>HOD English</td>
<td>Every student has pre and post test data to assess progress.</td>
</tr>
<tr>
<td>1.2.4</td>
<td>PD for staff about how they can use literacy and numeracy data to inform their unit and lesson planning. Sharing data with teachers to inform planning and teaching</td>
<td>Literacy Co-ordinator</td>
<td>Staff accessing, and understanding, Literacy and Numeracy data in KAMAR. Staff using this data in unit plans to adapt the curriculum for individual students.</td>
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<tr>
<td>1.2.5</td>
<td>Active monitoring by the Priority Learner Leader and the Achievement Team of senior student achievements, giving specific regard to the NCEA Literacy and Numeracy requirements. Students at Risk of Not Achieving Literacy and/or Numeracy credits are identified and supported with individually targeted strategies.</td>
<td>Priority Learner Leader and Achievement Team</td>
<td>Senior Student achievement data is regularly monitored and Students At Risk of Not Achieving (SARONA) the Literacy and/or Numeracy credits are supported with individually targeted strategies.</td>
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Methods undertaken to improve Literacy across all junior students.

- 2 Year cycle of teaching
- Year 9 Reading Focus
- Year 10 Writing Focus
- Start of every English lesson 10-15 minutes Silent Reading Year 9 and Year 10
- Weekly Spelling tests
- “Warrant of fitness of literacy skills” introduced with Year 9 cohort. For some this will be reinforcing what they already know from primary/intermediate schools, however for others it will be filling gaps in their learning to make sure they have the same skills as their cohort.
- Daily (10 minutes) or fortnightly (hour) language work across both year groups
- Regular Reading Logs (show improvement of comprehension – literal and inferential)
- Portfolio Writing across the year (to show improvement)
- Students learn a language technique weekly so that students have a basic warrant of fitness of literacy skills
Methods undertaken to improve Numeracy across all junior students.

- Mixed ability classes
- Improved low-stakes diagnostic/formative assessment processes – using the online e-asTTle platform
- Homework and class tests moved to Mathster online platform – more formative data
- Focus on differentiated teaching and learning through the use of Low Floor, High Ceiling rich mathematical tasks
- Focus on promoting Growth Mindset towards the learning of Mathematics
- Focus on Learning and Assessment for Learning rather than high-stakes Testing
### Strategic Aim 3: Our students experience success with NCEA

#### Annual Objective:
Elements of learners’ identity, language and culture are integrated into the curriculum, student achievement data is used to target resources to optimum effect, early, intensive support is provided to those who are falling behind, and high expectations for success are held for all.

#### NCEA Attainment Annual Target: 2019 (Enrolment Based Cumulative)
- 85.5% NCEA Level 1 Attainment (c/f 80.7% in 2018 & 78.5% in 2017)
- 85% NCEA Level 2 Attainment (c/f 82.6% in 2018 & 85.5% in 2017)
- 75% NCEA Level 3 Attainment (c/f 72.7% in 2018 & 66.8% in 2017)
- 58% University Entrance Attainment (c/f 55.2% in 2018 & 51.5% in 2017)

#### NCEA Attainment Annual Target 2020 – 2021 (roll based)
- NCEA Level 1 Attainment: 87.5% in 2020 & 90% in 2021
- NCEA Level 2 Attainment: 87.5% in 2020 & 90% in 2021
- NCEA Level 3 Attainment: 77.5% in 2020 & 80% in 2021
- University Entrance Attainment: 60% in 2020 & 62% in 2021

#### NCEA Endorsement (Merit or Excellence) Annual Target 2019 (Enrolment Based Cumulative)
- 60% NCEA Level 1 Endorsement (c/f 50.9% in 2018 & 57.9% in 2017)
- 48% NCEA Level 2 Endorsement (c/f 46.1% in 2018 & 36.4% in 2017)
- 55% NCEA Level 3 Endorsement (c/f 51% in 2018 & 48.4% in 2017)

#### NCEA Endorsement Annual Target 2020 – 2021 (roll based)
- NCEA Level 1 Endorsement: 62.5% in 2020 & 65% in 2021
- NCEA Level 2 Endorsement: 50% in 2020 & 52.5% in 2021
- NCEA Level 3 Endorsement: 57.5% in 2020 & 60% in 2021

### Baseline Data/Supporting Information:
- NCEA Results Analysis
- NCEA Results Analysis 2014-2018 – Certificate Endorsements Comparisons
- NCEA Overall Achievement - Comparisons
- Regional National Gender – Comparisons
- NCEA Results Analysis Māori
- NCEA Results Analysis Pasifika
- Progressive Literacy Attainment
- Scholarship Results – Longitudinal Regional Decile 8 Comparison
- Scholarship Passes 2009-2018
- ERO National Report: Raising Achievement in Secondary Schools (June 2014)
- Waimea Community of Learning Strategic Plan
- Achievement Team Terms of Reference January 2019
- Strategic Plan Raising Student Achievement Pyramid, January 2019
- Data Analyst Job Description (2019)
- Priority Learner Leader Job Description (2019)
- Special Educational Needs Coordinator (SENCO) Job Description (2019)
- School-wide Literacy Co-ordinator Job Description (2019)
- Māori and Pasifika Raising Achievement Coordinator Job Description (2019)
- Boys Achievement Job Description (2019)
- Boys Achievement Team Terms of Reference (2019)
- Gifted and Talented Education (GATE) Achievement Co-ordinator Job Description (2019)
- Curriculum Team Terms of Reference January 2019
- Curriculum Implementation Strategy 2018-2020

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<td>1.3.1</td>
<td>Appointments confirmed</td>
<td>Student Monitoring Appointment of a <strong>School Data Analyst</strong> with responsibility for providing a wide range of statistical information to support strategy and decision making. Appointment of <strong>Priority Learning Leader</strong> with responsibility for coordinating and overseeing an Achievement Team who will use data to track and monitor student progress at all Year levels (prioritising the senior school) and coordinating interventions where required. Appointment of a <strong>Special Educational Needs Co-ordinator (SENCO)</strong> with responsibility for identifying and supporting students with Special Educational Needs in the mainstream. Refer to Job Description above.</td>
<td>Appointments Committee confirms appointments. School Leadership, Governance and Faculty’s / departments receive useful, timely and relevant statistical information that highlights areas of strength and areas requiring further progress. Student achievements are tracked throughout the year. Students at Risk of Not Achieving in NCEA will be identified early and targeted for additional support. Scholarship students will be effectively supported. Students requiring support with literacy and/or numeracy credit support will be identified.</td>
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</tbody>
</table>
Appointment of a **School-Wide Literacy Coordinator** with responsibility for oversight of school-wide literacy provision at Waimea College. This role also works one-to-one with Year 13 students who did not gain UE Literacy in Level 2 to assess / provide additional support to students to gain UE Literacy. Refer to Job Description above.

Appointment of **Māori and Pasifika Achievement Coordinator** with responsibility for working with the Priority Learner Leader and Achievement Team to support the achievement of our Māori and Pasifika students. Refer to Job Description above.

Appointment of a **Boys Achievement Coordinator and Boys Achievement Team** with responsibility for taking a leading role in developing effective pedagogy for male learners and to implement and lead programmes to assist in the effective learning of male students at Waimea College. Refer to Job Description above.

Appointment of a **Gifted and Talented Education (GATE) Co-ordinator** with responsibility for developing structures and processes to and supporting students who are identified as Gifted and/or Talented. Refer to Job Description above.

### 1.3.2 Termly

#### Achievement Team Monitoring and Support

Student Monitoring:
- Early identification of “students who are at risk of not achieving” (SARONA) (based on previous performance).
- Disseminate information to Deans and Teachers. Target these students for additional support.
- Identify Scholarship students at the start of Term 2. Coordination of scholarship students, liaising with teachers, Parents / Caregivers and students to make them aware of requirements.
- Tracking and providing data on literacy and numeracy.
- Co-coordinating ‘extra’ sessions or differentiated / individualised programmes in Term 3 and 4 for students who need to gain their literacy and numeracy credits.
- Monitoring Level 2 and 3 students to ensure that they achieve the UE literacy requirements.
- Liaise with HODs re tutorials for Y12 & Y13 students who should be aiming for Excellence.
- Provide information to the Principal and staff on students achieving Excellence.

#### Led by Priority Learner Leader and Achievement Team

- Students achievements are tracked throughout the year.
- Students at Risk of Not Achieving (SARONA) in NCEA will be identified early and targeted for additional support.
- Scholarship students will be effectively supported.
- Students requiring support with Literacy and / or numeracy credit support will be identified.
- Additional support is offered to students who are at risk of not achieving (SARONA) in NCEA.

### 1.3.3 Termly

#### Actively pursue strategies that will encourage Parent / Caregivers to take an active role in their child’s education.

- Parent / Caregiver Interviews.
- Parent / Caregiver focus group meetings.
- Rūnanga Matua hui.
- PTA Meetings.
- Hold TIPS Sessions (Teen Information Parent / Caregiver Sessions) designed to support Parent / Caregivers to support their students.

#### SLT
- Deans
- PLL & TIC Māori
- PTA Chair
- HOD Guidance/Principal
- establish TIPS Schedule

Parents / Caregivers of our learners are engaged with the school.
| 1.3.4 | 2019 | Self-Review of Curriculum Implementation Process | Curriculum Team Leader and Curriculum Team | - A thorough and effective self-review of the implementation of the proposals from the Curriculum Review is undertaken during 2019. Amendments / modifications implemented as necessary. |
| 1.3.5 | 2020 | Cyclical Review of Curriculum & Timetable Policy | Curriculum Team Leader and Curriculum Team | - A cyclical review of our Curriculum and Timetable is undertaken to ensure that we continue to meet the needs and aspirations of our learners. |
### Strategic Aim 4: The Achievement Levels of our Māori and Pasifika learners are accelerated to close the gap.

**Annual Objective:**
Accelerate the progress of our Māori and Pasifika learners to close the achievement gap between non-Māori & Pasifika learners.

**Annual Target for 2019: (Enrolment Based Cumulative)**
- NCEA Level 1 Māori = 70% for 2019 (c/f 64.9% in 2018 & 71.4% in 2017)
- NCEA Level 2 Māori = 82.5% for 2019 (c/f 80.6% in 2018 & 75.9% in 2017)
- NCEA Level 3 Māori = 57.5% for 2019 (c/f 56.3% in 2018 & 31.3% in 2017)
- UE Māori = 40% in 2019 (c/f 31.3% in 2018 & 35.7% in 2017)

**Annual Target for 2020-2021: (Enrolment Based Cumulative)**
- NCEA Level 1 Māori = 72.5% for 2020 & 75% in 2021
- NCEA Level 2 Māori = 85% for 2020 & 87% in 2021
- NCEA Level 3 Māori = 60% for 2020 & 62.5% in 2021
- UE Māori = 42.5% for 2020 & 45% in 2021

Achievement targets have not been set for Pasifika students due to the low numbers of Pasifika students and the fact that the sample size is not big enough to have any statistical validity.

### Baseline Data/Supporting Information:
- Waimea College Māori Achievement Data NCEA
- Waimea College Pasifika Achievement Data NCEA
- Waimea Community of Learning Strategic Plan
- ERO National Report: Improving Education Outcomes for Pacific Learners May 2012
- ERO National Report: Raising Achievement in Secondary Schools (June 2014)
- ERO National Report: Raising Student Achievement through Targeted Actions (December 2015)
- Māori and Pasifika Raising Achievement Job Description (2019)
- Cultural Inclusiveness & Responsiveness Co-ordinator Job Description (2019)
- Achievement Team Terms of Reference January 2019
- Strategic Plan Raising Student Achievement Pyramid (2019)
- Ka Hikitia Accelerating Success 2013-2017
- Pasifika Education Plan 2012 – 2017 (Version 2)
- Waimea College Strategic Plan for Māori and Pasifika Students 2019-2021

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<tbody>
<tr>
<td>1.4.1</td>
<td>Appointment made November 2018 for 2019</td>
<td><strong>Resourcing:</strong> Appointment of <a href="#">Māori and Pasifika Achievement Coordinator</a> with responsibility for working with the Priority Learner Leader and Achievement Team to support the achievement of our Māori and Pasifika students. Refer to <a href="#">Job Description</a>.</td>
<td>Appointments Committee confirms appointment</td>
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<td></td>
<td>Appointment of a <a href="#">Cultural Inclusiveness and Responsiveness Coordinator</a> with responsibility for working with other roles to identify and support all students from diverse cultural backgrounds including Māori and Pasifika learners and their families, students from other countries, new migrants and refugees.</td>
<td>Māori and Pasifika students and their whanau are supported through specific culturally appropriate contexts. Māori and Pasifika student achievement is tracked throughout the year. Students at Risk of Not Achieving in NCEA will be identified early and targeted for additional support.</td>
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<tr>
<td>1.4.2</td>
<td>Ongoing</td>
<td><strong>Connecting, Listening and Responding</strong> Create productive partnerships with students, whanau, hapū, iwi and Māori and Pasifika entities that are focused on educational success: - Māori/Pasifika Students. - Kaumātua/Kuia - Commitment to ensuring Māori representation on BOT - Regular Rūnanga Mātua meetings - Work in partnership with Rūnanga towards a Teacher Only Day at Whakatū Marae. - Strategic partnerships with NRAIT (Ngāti Rā rua Ātiawa Iwi Trust), Wakatū Incorporation and other iwi entities.</td>
<td>Stakeholders in the Māori and Pasifika community are engaged with the school in learning and educational success focused conversations. Ideas and actions suggested by the Māori and Pasifika community are valued and responded to.</td>
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<td>- Principal - TIC Māori - Priority Learning Leader - PD Coordinator</td>
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<tr>
<td>1.4.3</td>
<td><strong>Term 1</strong></td>
<td><strong>Monthly – Feb- Dec</strong></td>
<td><strong>Ongoing</strong></td>
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<td><strong>Provide for the increased awareness of Te Reo Māori &amp; Tikanga Māori.</strong> (Aim to achieve the goals of Te Tiriti o Waitangi, Ka Hikitia and Tātaiako)</td>
<td><strong>Hold a meeting (hui) within the first half of Term 1 of all Māori &amp; Pasifika Parents / Caregivers and whānau. The aim of this hui is to introduce them to Waimea College and each other and to outline the support networks in the school. Hui of all Junior students goal setting.</strong></td>
<td><strong>Board of Trustees to ensure Māori representation on the Waimea College Board of Trustees</strong></td>
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<td><strong>Led by Principal, a Cultural Inclusiveness and Responsiveness Coordinator, Māori and Pasifika Raising Achievement Coordinator, Priority Learning Leader and TIC Māori / HOD Languages.</strong></td>
<td><strong>Board to annually consider whether the mix of skills and ethnicities on the board is appropriate and to co-opt if required.</strong></td>
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<td></td>
<td><strong>Whānau and tamariki are well informed about the opportunities that are offered and their views and feedback is listened to and acted upon.</strong></td>
<td><strong>Culture Captains are confident in their roles and are meaningfully engaged with other students in the promotion of Te Reo Māori &amp; Tikanga Māori. The Māori world-view is included and valued by the Waimea College Board of Trustees.</strong></td>
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<td></td>
<td><strong>Identifying Priority Learners for Accelerated Support</strong></td>
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<td></td>
<td><strong>Monitor and report on student achievement and credit tracking (for all students).</strong></td>
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<td><strong>Identify a list of Priority Learners for Accelerated Support.</strong></td>
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<td>1.4.4</td>
<td>Throughout 2019</td>
<td>Create an engaging atmosphere at Waimea College for Priority Learners:</td>
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<td>- Increased opportunity for cultural participation (Pōwhiri, Kapa Haka, Ngā Manu Kōrero, and other cultural activities)</td>
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<td>- Culture reflected in classrooms (displays, use of Te Reo in classroom, Build strong interpersonal relationships with priority learners.**</td>
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<td>- Developing a school song/school kapa haka**</td>
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<td>- Develop teaching strategies that are culturally appropriate and take into account the learning needs of Māori and Pasifika students.</td>
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<td>- Look at the Best Practice research already undertaken and involve our Māori and Pasifika community.</td>
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<td>- e.g.</td>
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<td>o Ka Hikitia Accelerating for Student Success</td>
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<td>o Tātaiako – Cultural Competencies</td>
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<td>o Pasifika Education Plan</td>
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<td>All staff – led by Cultural Inclusiveness and Responsiveness Coordinator, Māori and Pasifika Coordinator, Kaumātua, Priority Learning Leader.</td>
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<td>Classrooms at Waimea College will be culturally safe and engaging places for all students.</td>
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<td>Teaching Practices will reflect the needs of the learners.</td>
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<td>1.4.5</td>
<td><strong>Termly</strong></td>
<td><strong>Identifying Priority Learners for Accelerated Support</strong></td>
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<td></td>
<td><strong>Term 1</strong></td>
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<td>Monitor and report on student achievement and credit tracking (for all students).</td>
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<td></td>
<td>Identify a list of Priority Learners for Accelerated Support.</td>
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<td>Coordinated by Priority Learning Leader. Follow-up by Deans</td>
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<td></td>
<td>A process is undertaken to identify priority Learners who are at risk of not achieving, but have the potential to achieve with support.</td>
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<td>All staff prioritise support to accelerate the learning and</td>
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| Termly                  | - Send home regular snapshots of NCEA credits (for all students) and Dean follow-up individually with Identified Priority Learners.  
|                        | - All staff know who their priority learners are and prioritise time and resources to accelerate the learning and achievement of these students. | achievement of priority learners. |
| 1.4.6 Ongoing          | Increase Opportunities for Māori Leadership  
|                        | - Highlight role models in school and classroom | Cultural Inclusiveness and Responsiveness Coordinator / Māori and Pasifika Coordinator |
| 1.4.7 Every Year       | Ensuring the success of our Pasifika Students.  
|                        | Undertake statistical analysis of the performance of our Pasifika students compared to National Average and Decile 8-10 Average | School Data Analyst |
|                        | Review strategies to support Pasifika students at Waimea College. Specific Terms of Reference to include strategies to identify, engage, mentor and monitor our Pasifika students. | School Leadership, Governance and Faculty / Departments have access to sound information about the performance of our Pasifika students.  
| 2019                   | Hold Celebrating Māori and Pasifika Student Success awards ceremonies. Māori and Pasifika student success is recognised and celebrated. Whā nau, peers and teachers are invited. Guest speakers from Māori/Pasifika role models | Staff are active in identifying, engaging, mentoring and monitoring the performance of our Pasifika students.  
| Twice per year (Terms 2 and 3) | Joint organisation from TIC Māori / Rūnanga and SLT | Pasifika students feel valued  
|                        | Pasifika students’ academic performance is at targeted levels.  
|                        | Māori and Pasifika student success is recognised and celebrated in a culturally appropriate context. | Māori and Pasifika student success is recognised and celebrated in a culturally appropriate context. |
Strategic Aim 5: Our Learners with Gifts and Talents are identified, developed and extended.

Annual Objective:
To meet the individual needs of gifted and talented students, by ensuring that they are identified and receive appropriate support as early as possible.

2019 Target:
The newly appointed GATE (Gifted and Talented Education) Coordinator will:

a. lead a thorough and comprehensive review of our Gifted and Talented Provision
b. Develop a GATE Strategic Plan to implement the vision moving forward.

All departments will:

c. Complete a scan to identify Gifted and Talented students in their area and this data is recorded in the GATE Register including details about how the identified students will be supported.

2020 Target:
Implementation of the GATE Strategic Plan

2021 Target:
Stakeholder feedback and review regarding the effectiveness of our GATE provision.

Baseline Data/Supporting Information:
Achievement Team Terms of Reference January 2019
Strategic Plan Raising Student Achievement Pyramid (2019)
Priority Learner Leader Job Description (2019)
Gifted and Talented Education (GATE) Achievement Co-ordinator Job Description (2019)
School-wide Literacy Co-ordinator Job Description (2019)
ERO National Report 2008: Schools Provision for Gifted and Talented Students: Good Practice
ERO National Report: Raising Student Achievement through Targeted Actions (December 2015)

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<tr>
<th>When</th>
<th>What/Action</th>
<th>Who/Responsibility</th>
<th>Indicators/Progress</th>
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<tr>
<td>1.5.1</td>
<td>Appointment made November 2018</td>
<td>Resourcing: Appointment of a Gifted and Talented Education (GATE) Co-ordinator with responsibility for developing structures supporting and challenging students who are identified as Gifted and/or talented. Refer to Job Description above.</td>
<td>Appointments Committee confirms appointment of Gifted and Talented Education (GATE) Coordinator Students identified as Gifted and/or talented are supported and challenged in their studies.</td>
</tr>
<tr>
<td>1.5.2</td>
<td>2019 Development of a Gifted and Talented Education (GATE) Action Plan</td>
<td>Gifted and Talented Education (GATE) Coordinator</td>
<td>A cohesive action plan is developed outlining the specific activities that will be undertaken by the Gifted and Talented Education (GATE) Coordinator and others in order to support students who are identified as Gifted and/or talented.</td>
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<tr>
<td>1.5.3</td>
<td>Ongoing Undertake activities that affirm our commitment to providing a holistic education for our students. Specific opportunities valued by our board and school community include: - Extracurricular, - Sporting, - Cultural - Leadership opportunities When undertaking school planning and approval for event requests, the Senior Leadership will be cognisant of these expectations and will work to provide a balance between providing holistic learning opportunities and securing sufficient in-class time to be effective in their academic learning</td>
<td>Priority Learning Leader coordinates with Achievement Team</td>
<td>Waimea College recognises the importance of delivering on the holistic education opportunities for students and works to achieve balance between the competing needs of providing these opportunities and securing time in-class to progress academic learning.</td>
</tr>
<tr>
<td>1.5.4</td>
<td>Ongoing Identify students who should be categorised as Gifted and Talented Students.</td>
<td>Co-ordinated by Priority Learning Leader and - Gifted &amp; Talented register created kept up-to-date</td>
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<tr>
<td>Term 1</td>
<td>Review and refine identification methods (refer to GATE Procedure link above)</td>
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<td>Ongoing (staff encouraged to update their registers in Term 1)</td>
<td>Develop GATE Registers</td>
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<tr>
<td>Term 1</td>
<td>Monitoring of GATE students</td>
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<td>Terms 2 and 3</td>
<td>Monitoring of Department Schemes / programmes for identified GATE students and actions taken to support.</td>
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<td>Providing mentors for GATE students where appropriate and where possible</td>
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<td>Achievement Team with support from Deans</td>
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<td>- Departments aware of GATE students and have appropriate extension activities and opportunities available</td>
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<td>- Mentoring provided for identified GATE students</td>
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<td>- Workshops organised and facilitated</td>
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<td>- Staff informed as opportunities become available</td>
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<td>- Students informed of opportunities as they become available</td>
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<tr>
<th>1.5.5 2021</th>
<th>Review: A thorough and comprehensive self-review of our Gifted and Talented provision is undertaken.</th>
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<tr>
<td></td>
<td>Led by the Gifted and Talented Education (GATE) Coordinator with support from the Achievement Team.</td>
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<tr>
<td></td>
<td>- The Gifted and Talented Education provision is reviewed on a cyclical basis to ensure that it continues to meet the needs of our learners who identify as Gifted and/or Talented.</td>
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</table>
PRIORITY TWO: To maintain effective communication with the school and wider community (Students, Parent / Caregivers, Staff and the wider community) on student progress and achievement.

**Strategic Aim 1: Robust and meaningful self-review processes help the school continually improve our practices**

<table>
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<tr>
<th>Annual Objective:</th>
<th>Annual Target:</th>
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<tr>
<td>Robust review and reflection of what we do to improve outcomes.</td>
<td>All staff conduct a self-review about their practice and use this to help inform and refine their future planning.</td>
</tr>
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</table>

**Baseline Data/Supporting Information:**
- **Documentation and Review Policy**
- **Procedure for Departmental Self-Review**
- **Cycle of Review of Policies**
- **ERO Report on Evaluation at a Glance: Priority Learners**
- **ERO School Evaluation Indicators (2016)**
- **ERO Self Review Guidelines & Self-Review Indicators & Frameworks (ERO website)**
- **Annual Department Report Request Template to HOD’s**
- **Annual Department Reports from HOD’s – including annotations from Principal Review**
- **Overview of Waimea College Department Reviews [for 2017 Academic Year]**
- **Note 2018 Department reports not published at time of writing.**
- **Department Review Schedule**
- **Curriculum Team Terms of Reference January 2019**
- **Curriculum Implementation Strategy 2018-2020**

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**Diagram Source:** [ERO National Report: Effective internal evaluation for Improvement (2016)]

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<th>Indicators/Progress</th>
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<tr>
<td>2.1.1 Terms 1 &amp; 2 2019</td>
<td>Reading and Learning: SLT &amp; BOT to familiarise ourselves with the ERO Self-Review Indicators (2016) and other best-practice documentation relating to school self-review so that we are better informed about what best practice looks like</td>
<td>Senior Management Team &amp; Board of Trustees</td>
<td>School Leadership and Governance are well-read and well informed about current best practice for school self-review.</td>
</tr>
<tr>
<td>2.1.2 2019</td>
<td>Standardised self-review mechanisms built into all aspects of Lesson Planning, Unit Planning, Assessment, class and cohort achievement, school-wide achievement and every major school event</td>
<td>SLT with Achievement Team support</td>
<td>HODs / TICs / SLT and BOT have self-review mechanisms in place.</td>
</tr>
<tr>
<td>2.1.3 2019</td>
<td>Staff Professional Development undertaken to support self-review expectations</td>
<td>Principal with PD Committee Support</td>
<td>All staff at Waimea College know how to undertake robust, high quality self-review.</td>
</tr>
<tr>
<td>2.1.4 Annually</td>
<td>Gathering and acting on student voice:</td>
<td>Various</td>
<td>Student voice is valued at Waimea College. It is...</td>
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</table>
Student voice is a central part of the decision-making at Waimea College. Specific mechanisms for gathering student voice include:

- Annual Year 9 and Year 10 Student Perception Survey
- Annual student evaluation forms used in teacher appraisal
- Student Surveys
- Curriculum Review Consultation
- Student Council
- Student Exit Feedback

International Student Forum supported by the International Department Team regularly gathered and responded to.

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<tr>
<th>2.1.5</th>
<th>Annually</th>
<th>Annual Department Reports</th>
<th>HODs provide reports to the Principal.</th>
<th>Each Department undertakes a formal process of self-review and evaluation annually across a range of areas. HODs receive written feedback to support this review and best practice is shared across the school.</th>
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<td>As part of our self-review process, the Senior Leadership Team request that HODs / TICs and Committee Convenors provide the principal and Board of Trustees with a comprehensive report each year that documents progress against school-wide goals, tracks student achievement etc. Written feedback is provided for each report and summary “best practice” data is shared with all HOD’s/TIC to grow best practice.</td>
<td>Principal reads each report, provides written feedback to each HOD and provides summary best-practice data with all HODs. Principal shares relevant themes with the Board of Trustees</td>
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<td>2.1.6</td>
<td>Annually</td>
<td>Department Reviews</td>
<td>Senior Leadership Team</td>
<td>The Senior Leadership Team undertake in-depth reviews of each department on a cyclical basis to ensure quality of delivery. Improvements implemented where identified.</td>
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<td></td>
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<td>- As part of our quality assurance process the Senior Leadership Team undertake formal department reviews on a cyclical basis. (refer to documentation above).</td>
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<tr>
<td>2.1.6</td>
<td>2020</td>
<td>All Waimea College Policies and Procedures reviewed as part of a triennial cycle.</td>
<td>Board</td>
<td>A Policy and Procedure review schedule exists and all Board Policies are regularly reviewed in accordance with the schedule.</td>
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<tr>
<td>2.1.7</td>
<td>2019</td>
<td>Review and refresh of our school website</td>
<td>Led by ICT Director &amp; DP with ICT Oversight.</td>
<td>Our school website is refreshed and updated so that it continues to meet the needs of our school community.</td>
</tr>
<tr>
<td>2.1.8</td>
<td>2020</td>
<td>Update the Waimea College Prospectus Work begins in 2019 for a new Prospectus launch for the 2020 academic year.</td>
<td>Led by Principal</td>
<td>Our school Prospectus is refreshed and updated so that it continues to accurately reflect and portray the values and character of Waimea College.</td>
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</table>
Strategic Aim 2: The school community are informed about our performance and have the opportunity to contribute to the way we do things.

| Annual Objective: | Ensure that our school connects with, our community to report to listen to, and respond to the needs of our community. | Annual Target: | Stakeholders in the school have access to recent, relevant reporting about student achievement data. |

Baseline Data/Supporting Information:
- Requirements of NAG 1 and 2 relating to Reporting
- Strategic Plan Māori and Pasifika 2018-2020
- Strategic Sports Plan Poster: Waimea College Strategic Sports Plan Video
- Strategic ICT Plan

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<th>Indicators/Progress</th>
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<tr>
<td>2.2.1</td>
<td>Various in 2018 and beyond. Connecting, Listening &amp; Responding Seek input from our school community to inform our planning: Examples of how input is sought: - PTA - Rūnanga Mātāua - Parent / Caregiver / Caregiver Focus Groups - Parent / Caregiver / Caregiver Evenings - Student Course and Teacher Evaluation forms - Student Leaver forms - Specific topic surveys and feedback (Parent / Caregivers and staff)</td>
<td>Led by SLT</td>
<td>A comprehensive and diverse range of stakeholders views are actively sought annually to help inform our planning.</td>
</tr>
<tr>
<td>2.2.2</td>
<td>2019</td>
<td>Review of our Mission Statement, Vision and Values and School-Wide Theme Consult with Staff, Students, Parent / Caregivers and the wider Community about whether our current Mission, Vision and values still reflect the aspirations and direction required from our community.</td>
<td>BoT and SLT to Lead</td>
</tr>
<tr>
<td>2.2.3</td>
<td>BOT Strategic Session Oct each year Charter drafted Dec/Ian each year</td>
<td>Strategic Planning: Charter &amp; Annual Plan Waimea College Charter produced and shared with the school community. Feedback welcomed.</td>
<td>Principal produces Charter under BOT’s guidance &amp; direction.</td>
</tr>
<tr>
<td>2.2.4</td>
<td>2019</td>
<td>Strategic Planning for Significant Activity Centres and Cost Centres at Waimea College Implementation of: - Strategic IT Plan (developed 2018) incorporating our intended strategic direction for IT Teaching and Learning (including associated Teacher Support &amp; PD requirements to support this), Strategic IT Infrastructure, Strategic IT R&amp;D and BYOD Implementation. This plan to be implemented by the ICT Committee. - Strategic Sports Plan (first pillar developed 2018 with the balance to develop 2019). Note – Strategic Plans for other activity areas are covered elsewhere in this document.</td>
<td>ICT Director/HOD TSC/Principal</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Reporting</td>
<td>Annual Report (forming part of the school charter) prepared by</td>
<td>Our reporting mechanisms are regular, in plain English</td>
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February each year  | Annual Report and Analysis of Variance produced and shared with the school community. Feedback welcomed. Reporting on Student Achievement occurs regularly to BOT and Community | Principal with support from others. Reporting on Student Achievement led by Principal with support from school statistician | and meet the expectations of our community.

Termy updates for BOT and annual reporting to Parent / Caregivers (in first newsletter of the year)  |  |

| 2.2.6 2019 | Connecting with Iwi  
Undertake visits or hui with our local iwi Rangitāne o Wairau to establish links and build relationships | Principal, Sonny Alesana, Kaumātua | Ongoing - We show our local iwi that we recognise and value them by engaging with them and establishing partnerships with them.

| 2.2.7 Termly | Connecting with Campus Schools and education providers  
Establish and maintain effective communication with other campus schools, local primary schools, neighbouring secondary schools and tertiary providers. | Led by Principal with support from Associate Deputy Principals and others | We are active, contributing members of the education community in our region. We establish and maintain effective communication with our education partners.

| 2.2.8 2020 | Connecting with Industry/Employers/NMIT and other Stakeholders  
Investigate the creation of an Industry/Community Liaison Co-ordinator who can assist the school in aligning ourselves with the needs of the local community, especially local industry. | Led by Principal and BOT | An Industry Liaison Coordination role is considered. |
PRIORITY 3: To provide a positive school culture that attracts, retains and develops the best people available to support the teaching and learning programmes in the school to act as a good employer.

**Strategic Aim 1: We support, develop and professionally grow the people who support and develop our learners**

**Annual Objective:**
Our staff (teaching and support staff) are supported, challenged and grown professionally in their roles.

**Annual Target 2019-2021**
- a. All new teaching staff receive a comprehensive Teacher Induction Programme
- b. Professional Development priorities are dictated by staff needs

**Annual Target 2020:**
- c. Review of the need for a more formal Employee Assistance Programme
- d. Recruitment practices and Policies reviewed

**Baseline Data/Supporting Information:**
- Employer Responsibilities Policy
- Principal Appraisal Policy
- Staff Appraisal and Development Guidelines
- Education Council Website - Teacher Appraisal
- ERO National Report: School Leadership that Works (November 2016)
- ERO National Report: Student Safety in Schools: Recruiting and Managing Staff (Jan 2014)
- 2018 Staff Development Annual Report

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<tr>
<td>3.1.1</td>
<td>Review Teacher Induction Programme (last reviewed 2018)</td>
<td>SCT and DP in charge of New Staff Induction leads in review with SLT</td>
<td>New staff receive a thorough and relevant induction to Waimea College.</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Staff Professional Development is linked to staff need</td>
<td>Associate Principal in charge of PD and Professional Development Committee</td>
<td>Staff Professional Development is relevant to the learning needs of the staff.</td>
</tr>
<tr>
<td>3.1.3</td>
<td>Explore strategies to further enhance Board connection with departments</td>
<td>Board and HODs</td>
<td>A functional and effective connection exists between the Board of Trustees and Curriculum/other functional areas in the school.</td>
</tr>
<tr>
<td>3.1.4</td>
<td>Investigate the provision of a formal Employee Assistance Programme to provide counselling and support for staff who need it (for both in school and personal issues)</td>
<td>Principal and HOD Guidance to investigate and report to BOT</td>
<td>Staff who require counselling support or assistance have confidential, easily accessible access to these services through their employer.</td>
</tr>
<tr>
<td>3.1.5</td>
<td>Recruitment practices and Policies reviewed</td>
<td>SLT to lead</td>
<td>Recruitment practices exemplify best practice.</td>
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Waimea College Charter 2019
**Strategic Aim 2: Our Staff Appraisal System is meaningful and delivers useful outcomes for staff and the school (and therefore students)**

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<thead>
<tr>
<th>Annual Objective:</th>
<th>Annual Target:</th>
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| Our staff appraisal system delivers meaningful and useful outcomes for staff and the school. | a. All staff (Teaching and Support Staff) are appraised annually.  
  b. The appraisal system is linked to the Charter Goals, School-wide targets and professional development goals.  
  c. The appraisal system provides relevant and useful feed-back and feed-forward to enable professional growth and enhance staff performance. |

**Baseline Data/Supporting Information:**
- Employer Responsibilities Policy
- Principal Appraisal Policy
- Professional Boundaries Guidelines
- Staff Professional Development - Restraint, Seclusion, Professional Boundaries and Professional Standards
- Education Council Website - Teacher Appraisal
- ERO National Report: Supporting School Improvement Through Effective Teacher Appraisal (May 2014)
- ERO National Report: Supporting School Improvement Through Effective Principal Appraisal (May 2014)

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<th>Indicators/Progress</th>
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<tbody>
<tr>
<td>3.2.1 Term 1 Annually</td>
<td>Teaching Staff appraisal progress to be reported on to BOT as required</td>
<td>Principal</td>
<td>School Governance is informed about the status and effectiveness of the Staff Appraisal System.</td>
</tr>
<tr>
<td>3.2.2 Ongoing</td>
<td>Staff Performance Appraisal system is linked to the Staff Professional Development priorities to ensure that staff receive Professional learning and growth</td>
<td>DP in charge of Staff Performance appraisal and PD Co-ordinator to lead</td>
<td>Good alignment exists between staff appraisal and staff professional development activities.</td>
</tr>
</tbody>
</table>
| 3.2.3 Oct/Nov Annually | Self-Review of school-wide staff performance appraisal system (for teaching and support staff) | Teaching Staff Review: SCT & DP in charge of Staff Performance Appraisal  
  Support Staff review: Resource Manager | Our staff appraisal system is tweaked and refined incrementally through a process of annual self-review. |
| 3.2.4 2020 | Formal Review of Teaching Staff and Support Staff Appraisal systems | Led by DP in charge of Performance Appraisal (for teacher appraisal system)  
  and Resource Manager (for support staff appraisal system) | Our staff performance appraisal system is comprehensively self-reviewed with consideration given to the professional growth and learning needs of staff, Education Council requirements and BOT policy requirements. |
**PRIORITY FOUR: Allocate funds to reflect the school’s priorities as stated in the Charter**

<table>
<thead>
<tr>
<th>Strategic Aim 1: Our allocation of funds effectively supports teaching and learning programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Objective:</strong></td>
</tr>
<tr>
<td>• To ensure that all income and expenditure is budgeted to enable the school’s goals and objectives to be met.</td>
</tr>
<tr>
<td>• To ensure needs are prioritised and financed according to an agreed order.</td>
</tr>
<tr>
<td>• To ensure all areas of need and all programmes of learning have a budget</td>
</tr>
<tr>
<td><strong>Annual Target:</strong></td>
</tr>
<tr>
<td>• All funds allocated are subject to scrutiny and analysis about how the use of these funds will impact on improving student outcomes.</td>
</tr>
<tr>
<td>• Annual Spending falls within acceptable parameters:</td>
</tr>
<tr>
<td>a) Annual spending should remain within 97% - 103% of income;</td>
</tr>
<tr>
<td>b) Financial equity should remain close to 75% or more of total assets;</td>
</tr>
<tr>
<td>c) Current asset ratio should remain close to (or better than) 1.5:1.</td>
</tr>
</tbody>
</table>

**Baseline Data/Supporting Information:**
- Finance and Property Management Policy
- Schedule of Delegations (2018)
- Credit Card Use Policy
- Theft and Fraud Prevention Policy
- Special Financial Assistance Funds Procedure
- Management Procedure for Allocating Fixed Term Management Units and Fixed Term Middle Management Allowances
- MOE Financial Information for Schools Handbook (FISH)
- Education Leaders Website: Understanding School Finances
- ERO National Report: Schools’ Use of Operational Funding: Case Studies (June 2007)
- 2017 Annual Report

<table>
<thead>
<tr>
<th>When</th>
<th>What/Action</th>
<th>Who/Responsibility</th>
<th>Indicators/Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1 Annually around September/October</td>
<td>Annual School-wide budgeting process is zero-based and funds are allocated on the basis of student numbers and need identified, particularly in line with school-wide goals.</td>
<td>Resource Manager coordinates</td>
<td>Our budgeting process is driven by student achievement needs and school-wide goals.</td>
</tr>
<tr>
<td>4.1.2 Annually around October/November 2020</td>
<td>Allocation of Fixed Term Units and Fixed Term Middle Management Allowances is transparent, consultative and awarded around identified needs in our school-wide goals. Seek consultation on Procedure for the Allocation of Fixed Term Units &amp; Fixed Term Middle Management Allowances (refer to document link above) from staff and PPTA.</td>
<td>Principal leads. Allocation Committee which consists of SLT, BOT Staff Rep and PPTA Branch Chair</td>
<td>The process for the allocation of Fixed Term Management Units and Middle Management Allowances is transparent, consultative and based on the identified needs in our school-wide goals.</td>
</tr>
</tbody>
</table>
### Strategic Aim 2: We grow our base of Locally Raised Funds so that we can invest more in our school.

<table>
<thead>
<tr>
<th>Annual Objective:</th>
<th>Annual Target:</th>
</tr>
</thead>
</table>
| The BOT and Principal commit to growing our base of locally raised funds so that we have sufficient funds to invest in our school for the benefit of students and staff. | 2016 Actual: 54.24 International Student EFTS  
2017 Actual: 56.25 International Student EFTS  
2018 Actual: 68.25 International Student EFTS  
2019 Target: 70 International Student EFTS  
2020 Target: 75 International Student EFTS  
2021 Target: 78 International Student EFTS |

**Baseline Data/Supporting Information:**
- Strategic International Marketing Plan 2019 - 2021
- Waimea College MOE Roll Growth Projections (Aug 2018)
- Introducing Waimea College – Online promotional information for prospective students and their families
- Introducing Waimea College (Japanese version)
- Administration Policy
- International Group Student Policy
- International Fee Paying Students Procedure
- International Students Withdrawal and Attendance Procedure
- Procedure for International Student Homestays
- International Student Discipline Procedure
- ERO National Report: Schools Provision for International Students (Sept 2013)
- R Block Project Design

#### When | What/Action | Who/Responsibility | Indicators/Progress |
|----------|-------------|--------------------|---------------------|
| 4.2.1 2019 | Systems Refinement  
Following the appointment of a permanent International Manager in November 2018, Systems, Procedures and an Operations Manual needs to be refined to assist International Department staff to undertake their duties efficiently and effectively. | International Manager leads | The International Department has clearly documented, understood and followed systems and procedures and staff are efficient and effective in their roles. |
| 4.2.2 2020 | Review of Strategic International Marketing Plan | International Manager and Principal to lead. BOT to ratify | An effective and cohesive International Marketing Plan results in growth of the International Student roll and enhanced contributions to the finances of the school. |
| 4.2.3 2019 | Reviewing our Pastoral & Academic Care  
Undertake International Student wellbeing & satisfaction survey to ensure that we are meeting student needs and expectations of us | International Manager leads with support from School Data Manager | Active monitoring of our International Student body is undertaken and follow-up / remedial action undertaken to ensure that we are meeting student needs and expectations of us. |
| 4.2.4 2019 - 2020 | Growing our Homestay Capacity  
At present the growth of the International Department is being limited by the number of host families that we have available to place students with.  
It is of vital and urgent importance that we investigate and deploy strategies to grow our base of quality homestay families. | International Manager and Homestay Coordinator lead with support from Principal, Resource Manager and Associate Principal. | Waimea College is able to grow our base of quality host families to enable our student enrolment targets to be met. |
| 4.2.5 2019 - 2020 | Conduct Feasibility Study regarding the potential establishment of a Waimea College boarding provision.  
A primary function of establishing a boarding facility would be to enable Waimea College to access the sector of the international market that are seeking hostel accommodation. This would alleviate homestay pressures in addition to providing boarding opportunities to our domestic market. | Principal and Resource Manager | Costs and options relating to establishing a boarding provision at Waimea College are explored. |
<p>| 4.2.6 | Regular representation in Marketing and Promotion | Waimea College is actively promoted and profiled in |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Frequency</th>
<th>Description</th>
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| 4.2.7   | Ongoing   | Investigate programmes and partnerships that could be developed to cater for a range of International Student Markets:  
- Learn: more about the markets and the needs, wants and experiences of students who have come through our programme through investigating “data-mining” from existing resources – course evaluations with existing students, exit interviews, debriefs.  
- Learn: what do our agents want from us?  
- Further develop ESOL provision through actively supporting and encouraging teacher Professional Development and further tertiary education in ESOL.  
- Investigate and grow the short-stay international student Market.  
- Investigate the development of market specific programmes e.g. Golf, Cycling, Swimming academies  
- Investigate the feasibility of a Performing Arts programme, art and photography and music programme. |
| Led by International Manager | Waimea College is in-sync with the needs of the International market and we are proactive in meeting the needs of our client base. |
| 4.2.8   | Annually at Budget time in September/October | Appropriate resourcing of the International Department:  
- Annual assessment of hours for International Department Staff |
| Led by Resource Manager | The International Department at Waimea College receives sufficient resourcing to invest in growing the department in order to meet student number targets. |
| 4.2.9   | Twice Annual host family meetings (Usually Terms 1 and 3) | Set up training programmes for participant host families and recruitment of quality new host families:  
- Convene Host-family meetings twice per year where International Manager, Homestay Co-ordinator, (and Principal ex officio) meet with families to update them on developments and answer their questions.  
- International department to send regular updates to host families. |
| Coordinated by Homestay Coordinator and International Manager | Host Families of Waimea College International Students are engaged with the school and understand what is expected of them as a host family. |
| 4.2.10  | Annually | - Investigate potential strategic partnership options with local businesses, |
| Principal and BOT | The principal and board are active in searching for |
| 4.2.11 | 2020 | Investigate the establishment of a Waimea College Alumni network. (2017 was the 60th anniversary of Waimea College). | TBC | We undertake due diligence to ascertain if there is an appetite to establish a formal Alumni Network at Waimea College. |
| 4.2.12 | 2019 | Appointment of a Fundraising and Marketing Co-ordinator to increase the pool of locally raised funds. | Principal and Resource Manager | Consideration is given to Fundraising and Marketing opportunities being leveraged by a dedicated staff member. Maximisation of sponsorship and marketing opportunities. Ensuring a professional approach to all fundraising and marketing activities undertaken by the school. Upholding the branding and integrity of the school. |
| 4.2.13 | 2019 | Property Master Planning Update the Waimea College Property Master Plan that was first created in 2007. Master Plan will identify the building requirements and locations as the student roll increases over time. | Principal and Resource Manager leads in planning for Board decision making. | A comprehensive Master Plan for school property development is drafted to assist in future property development as the student roll increases. |
| 4.2.14 | Term 1 2019 | Manage Property Roll Growth Manage new building projects to reduce the deficit of 10 teaching spaces at Waimea College: Manage the completion of “T” Block - 6 relocatable buildings providing additional teaching spaces, breakout spaces, bookable office spaces and teacher resource areas. Construction of “R” Block. Property Master Planning (as discussed above) | Principal and Resource Manager lead interface with Project Manager and MoE Capital Works | Waimea College provides property and building resources that are safe and well-maintained and which meet the needs of our curriculum, teachers and learners. |
| 4.2.15 | 2019 | Building a Cultural Centre at Waimea College 2019: Planning & Fundraising Commence planning for the building of a Cultural Education Centre in cooperation with Whakatū Marae, local iwi and iwi entity groups. | Principal and Resource Manager lead planning. | The Waimea College school community have access to a culturally appropriate facility. |
| 4.2.15 | 2020 | a. Building commences for Cultural Education Centre at Waimea College | Principal leads communication with Marae, iwi and iwi entities. | |

| Education providers, iwi and iwi entities etc | | | | |
**PRIORITY FIVE: Continue to improve the environment that provides for the physical and emotional well-being of students and staff.**

### Strategic Aim 1: Our Staff and Students are physically & emotionally safe

<table>
<thead>
<tr>
<th>Annual Objective:</th>
<th>Waimea College is a physically and emotionally safe place for everyone.</th>
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<tbody>
<tr>
<td><strong>Annual Target:</strong></td>
<td>Waimea College proactively promotes physical and emotional safety through robust systems, and reacts swiftly and appropriately to manage safety issues that arise.</td>
</tr>
</tbody>
</table>

**Baseline Data/Supporting Information:**
- Health and Safety Policy
- EOTC Procedures
- Health and Safety in Outdoor Education Procedure
- Health and Safety in Science Procedure
- Harassment Guidelines and Procedures
- Professional Boundaries Guidelines
- `Our Code Our Standards – Code of Professional Responsibility and Standards for the Teaching Profession`
- `PPTA Professional Standards for Secondary Teachers`
- `ERO National Report Student Safety in Schools Recruiting and Managing Staff, Jan 2014`
- `ERO National Report: Wellbeing for Success: Effective Practice (March 2016)`
- `Information about Changes to Outdoors Mark 2018 Health & Safety Annual Report to the Principal`
- `2018 Health & Safety Audit Documentation`
- `Waimea College Year 9 & 10 Survey Results & Analysis (2018)`
- `School Student Wellbeing Survey Data (2017)`

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<tr>
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</table>
| 5.1.1 Ongoing | Actively support existing student wellbeing mechanisms:
- Actively support the efforts and initiatives of the school guidance provision.
- Hold weekly “caucus” meetings to caseload students at risk and identify themes and patterns that emerge.
- Hold monthly ROCKON meetings to caseload and manage student attendance issues. | SLT | The Senior Leadership are active and visible in supporting student wellbeing initiatives. |
| 5.1.2 As part of induction programme for new staff and as part of PD cycle for staff. Students are taught the desired behaviour in assemblies, form classes, taught classes etc. | Review and reinforce school-wide practices that contribute to good learning behaviours for students:
**Restorative Practices**
- Continue implementation of restorative practices programme in the context of the school discipline procedures
- Continue PD for staff in the use of restorative conversations and restorative practices
- Build on Human Rights in Education
- Students and staff refine a behaviour charter
- Each student signs up to behaviour charter.
- Investigate links with curriculum areas | Head of Guidance with SLT support | All new staff to Waimea College receive a thorough introduction to school-wide practices at Waimea College that contribute to good learning behaviours for students.
Staff receive Professional development to support these practices regularly as part of the school-wide PD cycle.
Students are taught desired behaviours as part of the PB4L programme. (Generally theme by theme) |
| 5.1.3 Ongoing but reviewed annually at the start of each year. | Systems are developed to ensure that identified at risk students are monitored and provided with appropriate programmes
- Systems of identification and referral confirmed | Caucus Team leads | Waimea College has robust systems to ensure that at risk students are identified and appropriately supported. |
| 5.1.4 | As required | **Termly** | Review monitoring systems and programmes | Health and Safety Hazard logging. **F11 System for Logging Health and Safety and Maintenance issues**<br>- Staff are reminded each term to use the computerised "F11" system by pressing F11 on the keyboard of their device while connected to the school network to log Health and Safety and Property maintenance issues that they identify. The F11 log is checked daily by the Property Manager and identified issues are assigned a priority, remediation action occurs and progress is reported back to the user. | Property Team led by Property Manager | Waimea College employees are able to easily and effectively identify and log Health and Safety hazards and Property maintenance work that is required. |
| 5.1.5 | 2020 | **Undertake External Health and Safety Systems Audit and Site Audit.**<br>- As part of our quality assurance process, the Board of Trustees undertake an independent third-part external audit of our Health and Safety Systems and a physical site audit every three years. The last external audit was undertaken in April 2018 with recommendations implemented 2018. | Property Manager supported by Resource Manager and Associate Principal | Waimea College is proactive in identifying and responding to Health and Safety issues as they are identified |
| 5.1.6 | 2019 | **Gain Outdoors Mark Certification for Outdoor Education Programmes**<br>- Waimea College is currently working towards having our Outdoor Education programmes audited for Outdoors Mark Safety Certification. | HOD Outdoor Education to pursue safety certification. | The Outdoor Education Programmes at Waimea College are externally audited and safety certified |
| 5.1.7 | 2020 | **External Review of EOTC Procedures**<br>- As part of our quality assurance process, Waimea College periodically reviews our EOTC system and processes to ensure that we are continuing to operate in a safe manner consistent with best practice and are complying with relevant legislation and is fit for purpose. | DP with oversight of EOTC to lead. | The EOTC System at Waimea College operates safely, complies with relevant legislation, is fit-for-purpose and is aligned with identified best practice. |
| 5.1.8 | 2019 | **Work alongside Netsafe NZ to provide additional training and education to staff and students around online safety, with the aim of becoming a Netsafe School.** | DP with oversight of ICT and ICT PD Coordinator | Staff and students are knowledgeable in, and regularly display, safe online practices. Waimea College gains accreditation as a Netsafe School |
Strategic Aim 2: Student Behaviour is managed in ways to increase engagement, good student learning and to minimise Stand-downs, Suspensions and Exclusions

**Annual Objective:**

The Waimea College Core Values and Student Behaviour Code is co-constructed with students, positively reinforced and restorative in nature wherever possible. Punitive consequences are only being employed as an option of last resort.

**2019 Targets:**

- **Stand-downs:** 6 Age-standardised stand-down rate per 1,000 students in 2019. (cf 7.7 for Waimea College in 2017 and 13.4 for Decile 8 Schools in 2017).
- **Suspensions:** 1.5 Age-standardised suspension rate per 1,000 students in 2019. (cf 1.5 for Waimea College in 2017 and 1.9 for Decile 8 Schools in 2017)
- **Exclusions:** 1 Age-standardised exclusions rate per 1,000 students (cf 1.3 for Waimea College in 2017 and 0.7 for Decile 8 Schools in 2017)

**Baseline Data/Supporting Information:**

- Longitudinal Stand-down, Suspension & Exclusion Data for Waimea College (Updated Jan 2019)
- Education Counts Data: Waimea College Stand-Down Data
- Education Counts Data: Waimea College Suspension Data
- Education Counts Data: Waimea College Exclusion Data
- Waimea College Year 9 & 10 Survey Results & Analysis (2018)
- School Student Wellbeing Survey Data (2017)
- ERO National Report: Wellbeing for Success: Effective Practice (March 2016)
- ERO National Report: Wellbeing for Young People’s Success at Secondary School (February 2015)
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 5.2.1      | November – March annually Through 2019 Throughout 2019 2019              | Creating an Engaging atmosphere at Waimea College:  
• Thorough and purposeful transition from primary schools using RTLB (Resource Teacher Learning & Behaviour) service and primary teacher strengths  
• Teacher PD – restorative practices and relationship building.  
• Build up Kapa Haka group, strengthen Haka competition, continue making it a whole school focus (enhancing resilience and well-being) | Year 9 Deans / DP Enrolments  
HOD Guidance  
TIC Te Reo  
HOD Guidance to lead all staff. | The atmosphere at Waimea College is welcoming, positive, respectful and engaging.  
Data collected annually via Year 9 and Year 10 Survey and other tools. |
| 5.2.2      | 2019                                                                      | Positive Behaviour for Learning (PB4L)  
Waimea College becomes a PB4L School. Uses PB4L principles to actively teach students desired behaviours. | SLT to lead | Our school community works to develop and work from a shared set of values. |
| 5.2.3      | Annually 2020                                                            | Measuring School Culture and Student Wellbeing  
Undertake an in-house school culture and wellbeing survey which is administered to all Year 9 & 10 students. The survey is used to identify emerging issues or trends and can be used to provide support to individuals who require it.  
N2CER (NZ Council for Education Research) School Wellbeing Survey  
Waimea College plans to undertake this survey on a census basis with all students and staff every three years. The school was last surveyed in 2017 and a working group was established to consider its findings and to refine our systems where identified. | School Data Analyst Leads  
SLT leads | The Senior Leadership Team and Board of Trustees gather and analyse school culture and wellbeing data regularly. |
| 5.2.4      | Ongoing                                                                  | Address student Alcohol and Drug issues:  
• Early supportive education and intervention for students identified as "using" or suspected of using drugs or alcohol. | SLT & Counsellor | Students who use Drugs and / or alcohol are supported through education and early intervention. Parents / Caregivers receive useful information to enable them to effectively support their teen. |
<table>
<thead>
<tr>
<th>5.2.5</th>
<th>Collect and analyse internal engagement data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Term</td>
<td>• Create and analyse school discipline data as a means of informing the college about engagement levels and emerging trends or patterns of behaviour.</td>
</tr>
<tr>
<td>Ongoing efforts</td>
<td>• Effective use of discipline data by teachers, Deans and others.</td>
</tr>
<tr>
<td>Each term or as significant events arise</td>
<td>• Discuss data with Parent / Caregivers / families / whanau early enough to form a partnership and a collaborative approach to engagement and achievement.</td>
</tr>
<tr>
<td>Terms 1 and 3 each year</td>
<td>• Hold twice yearly focus groups for families / whanau of Year 9-12 students to get their feedback and ideas.</td>
</tr>
<tr>
<td>Data reviewed each term</td>
<td>• Utilise engagement and behaviour data to address problems within and outside the classroom.</td>
</tr>
<tr>
<td>At the BOT meeting closest to the start of each term (for the previous term)</td>
<td>• Engagement data is shared with the BOT on a termly basis.</td>
</tr>
<tr>
<td>Associate DP in charge of Data Collection &amp; Analysis</td>
<td>SLT and PD Committee to lead Deans and subject teachers</td>
</tr>
<tr>
<td>Co-ordinated by Deans</td>
<td>Principal supplies data and analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5.2.5</th>
<th>Actively manage stand-downs, suspensions and exclusions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>• Hold &quot;Diversion&quot; and/or &quot;Restorative Justice&quot; meetings and have community service consequences as another step before stand-down or suspension.</td>
</tr>
<tr>
<td>Weekly meetings with OnTrack &amp; Milestone reports twice annually.</td>
<td>• Continue with &quot;OnTrack&quot; Alternative Education programme in 2019.</td>
</tr>
<tr>
<td>During 2019 as part of school-wide PD Cycle</td>
<td>• Further build the capacity of our Restorative Practices provisions and PB4L Programmes.</td>
</tr>
<tr>
<td>At the BOT meeting closest to the start of each term (for the previous term)</td>
<td>• Stand-Down, Suspension and Exclusion data is shared with the BOT on a termly basis.</td>
</tr>
<tr>
<td>SLT – Principal &amp; DPs</td>
<td>HOD OnTrack &amp; Associate Deputy Principal in Charge of Alternative Education</td>
</tr>
<tr>
<td>Principal supplies data and analysis</td>
<td></td>
</tr>
</tbody>
</table>

Student engagement data at Waimea College is reviewed regularly to observe emerging patterns and trends. The analysis of this data is used to inform our future Behaviour Management focus.

Student stand-downs, suspensions and exclusions are a tool of last result.

Stand-down, suspension and exclusion data for Waimea College is consistent with the data from the decile 8 Average.