

2020 Charter

William Colenso College

Te Kāreti o Wiremu Koroneho



Aspire, Act, Achieve

Wawatatia, Mahia, Ekea

Preparing students for success in a learning environment which values their contribution as individuals and celebrates diversity.



School Values

Manaakitanga – (Respect) – This value is expressed in the college by behaviour that supports positive relationships between individuals and all those in the college community. We will seek to treat people with dignity through supportive and productive relationships.

Rangatiratanga – (Leadership)- This value is expressed throughout the college by the promotion of positive leadership attributes. These include honesty, integrity, accountability and acting ethically. The college will enhance leadership potential of all students, staff and wider community members by providing opportunities to take on leadership roles.

Whanaungatanga – (Belonging) – This value is expressed throughout the college by recognising that every individual contributes to the wider school community. The college will provide an environment that supports assistance, nurturing, guidance and direction to all.

Hirangatanga – (Striving for Excellence) – This value is expressed in the college through the recognition of the individual giving their very best toward any task or relationship they have. Value will be placed on recognising excellence as being derived from effort, perseverance and performance.

Rereketanga – (Diversity)- This value is expressed in the college through the valuing of our differing cultures, languages and heritages. We will seek to provide a range of opportunities and experiences that support our differing cultures, languages and heritages.

Matatautanga – (Learning) – This is a core value of the College that is expressed through the facilitation of learning experiences that are real and relevant and include inquiry and innovative activities which develop learning how to learn skills.

Kaitiakitanga – (Sustainability) - This is a value the college will promote through the delivery of learning programmes in a manner that increases awareness and value of the environment through practice that conserves renewable and non renewable resources.

Description of William Colenso College

William Colenso College is a state co-educational secondary school for years 7 – 13+ students. The 1st February 2020 roll was 447 students (made up of 407 regular students, 16 international students and 24 students from the Teen Parent Unit).

The students of William Colenso College are drawn from Napier and surrounding areas with a majority coming from the central Napier suburbs of; Marewa, Napier South, Onekawa, Maraenui and Pirimai.

Teenage Parent Unit & ECE

Vision Statement

To provide a quality, educational institution, for the continuing education of young parents, or those about to become parents. A place where they can learn, in a safe and caring environment, with experienced and committed teachers.

Mission Statement

To provide a facility where young parents have the opportunity to complete or enhance their secondary education.

Aim

The aim of HB TPU is to break the cycle of benefit dependency and improve the life opportunities of both the young parent and their children. If young mothers are able to return into the education system they can develop the life skills, and gain the qualifications that will enhance their self esteem and future prospects for themselves, for their children and ultimately for society.

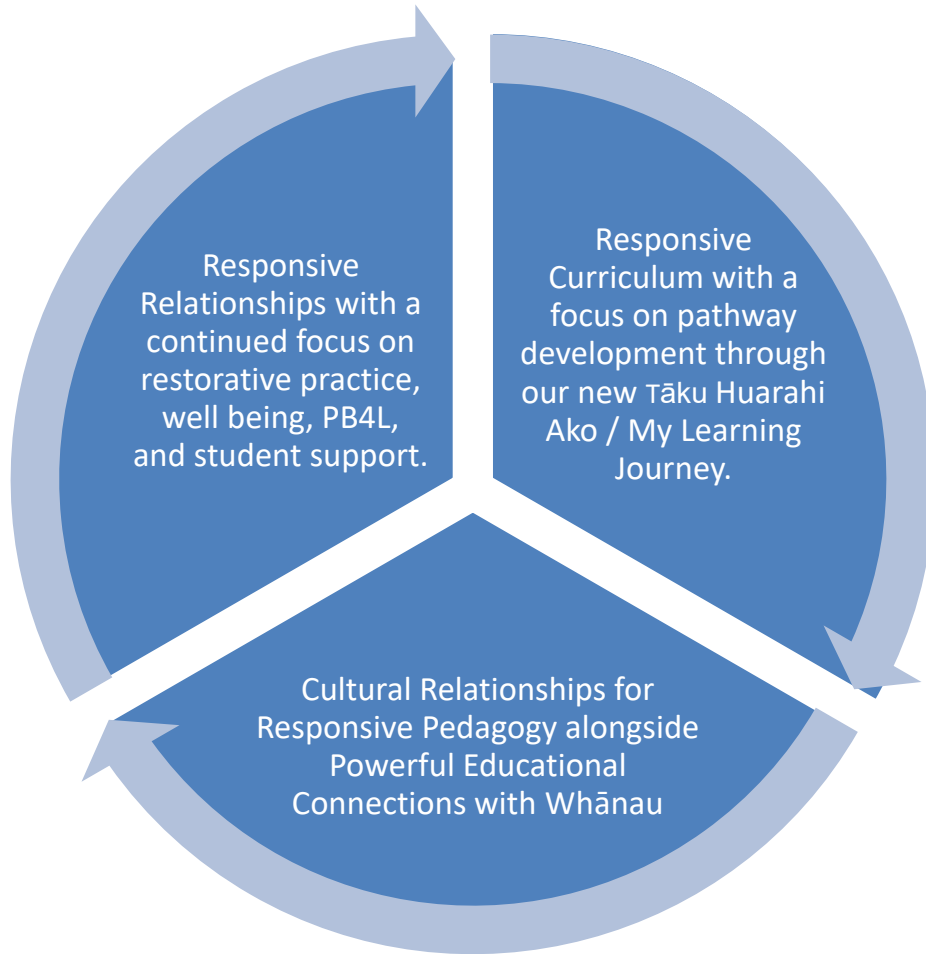
Special Character of TPU

The Hawke's Bay Teen Parent Unit is a facility for young parents or those about to become parents, to have a second chance to continue their education, in a safe caring environment. It is an attached unit to the host secondary school William Colenso College. Teen parent units provide specifically tailored educational support to overcome the barriers to learning for young parents.

It was originally opened in January 2000 and is situated on the grounds of William Colenso College, Arnold Street, Napier. The funding is through the Ministry of Education. The unit is open to all students and their families who were, or are teenage parents and have had their basic formal education interrupted due to pregnancy and the birth of a child. The unit has a maximum roll of 40 students. The unit is funded as a decile one school and staffed on a 1–10 ratio.

| The four key GOALS of the Strategic Plan (2016 – 20) are: | | | |
|---|--|---|--|
| Responsive Outcomes For All Learners | Responsive Systems and Processes | Responsive Learning Opportunities | Responsive Relationships |
| Focus values: Whanaungatanga – (Belonging) Manaakitanga – Respect Hirangatanga – Striving for Excellence | | | |
| SUB GOALS | | | |
| <p>All students to leave school with the well-developed skills of literacy and numeracy, to enable them to pursue their chosen pathways.</p> <p>All Māori students have the opportunity to achieve success as Māori.</p> <p>Ensure all learners engage in learning that meets their individual needs/pathways and encourages success. Learners include (but not limited to); mainstream students, teen parents, staff.</p> | <p>Student achievement data used to inform teaching and learning programmes.</p> <p>High quality financial, property and resource management procedures maintained.</p> <p>Effective self-review informs practice across the school.</p> | <p>All our students to be equipped with 'learning how to learn' skills, and enable them to become self-directed learners, and ready for work or further study.</p> <p>All students will be provided with culturally responsive and appropriate curriculum challenges which also reflect our responsibilities with the Treaty of Waitangi.</p> <p>International students will be provided with opportunities that meet and exceed their learning expectations.</p> <p>Teaching and learning will be enhanced by E-Learning which improves student outcomes enabled by, facilitated by, enhanced by and supported through the smart use of ICTs.</p> <p>Opportunities are provided for students to participate and excel in a wide range of sporting and cultural performance.</p> | <p>Our learning structures will support meaningful relationships between students and teachers/staff. These will be based on the principles and values of Culturally Responsive and Relational Pedagogy and Restorative Practice.</p> <p>We will ensure that students', whanau and staff health, wellness and safety needs are recognised and met.</p> <p>We encourage and value the involvement of parents and whānau.</p> <p>Enhance relationships in the community and Matariki Kahui Ako which foster student safety, engagement and achievement</p> |
| Measures/Evidence | | | |
| <p>Improved Student Achievement</p> <ul style="list-style-type: none"> - NCEA - Numeracy - Literacy - Progressions - National Standards - Individual learning plans for extension students. - IEP's for learning and behaviour students - Academic mentoring | <p>Effective use of achievement data</p> <ul style="list-style-type: none"> - Learning progressions - National Standards/STAR - E-asTTle - NCEA <p>Financial Management</p> <ul style="list-style-type: none"> - Sustainable equity & working capital <p>Self-Review</p> <ul style="list-style-type: none"> - Implementation of effective self-review - Effective performance review for staff - Consistent and professional reporting to the BOT. | <ul style="list-style-type: none"> - Responsive implementation of the NZC - Improved use of E-Learning - Positive outcomes from enrichment days - Students undertake goal setting and review of goals throughout the year according to set protocols. - Sport and Cultural participation | <p>Improved Engagement</p> <ul style="list-style-type: none"> - Positive student survey data - Improved retention - Reduced suspensions & exclusions - Increased parental/whanau involvement and feedback - Improved punctuality/attendance - Positive teacher survey data - High level discursive teaching practice - Improved student behaviour outcomes evident through PB4L data |
| Links to school evaluation and self-review | | | |

Areas of focus for 2020



Development and implementation of Tāku Huarahi Ako (My Learning Pathway). CH/MS

Focus on:

- Strengthening the previous Academic Mentoring programme across Years 7 – 13.

Continued development of Te Whānau Ora to support student, whānau, and staff well-being, belonging and academic achievement. SC/MD

Focus on:

- Support the transition of new the new HoL Learning Support.
- Strengthen the financial systems for tracking external funding for Teacher Aides.
- Development and utilisation of the new Learning Support Coordinator.
- Strengthen the learning and support programmes with Te Whānau Ora.
- Strengthen teacher capacity to identify students needs and differentiate curriculum for students with needs. This work to build on the PLD with Jenny Tebbutt in 2019.

Development and implementation of a school wide strategies for developing students Information Literacy and Maths skills. NS/KR

Focus on:

- Up-skilling teachers utilising Ken Kilpin (Massey adviser)
- Up-skilling teachers in Maths through the use of external PLD and our Kahui Ako resource.
- Development of the Maths leadership team.

Development, implement and utilise curriculum OTJs across Year 7 – 13. TK/HoLs

Focus on:

- Strengthened data gathering and review for Year 10 students. This data to be utilised at HoL co-construction meetings.

ERO feedback 2017

'Continue developing the use of learning progressions for Years 9 and 10 to assist teachers to better prepare students for achievement in Year 11. Strengthen use of standardised assessment tools in Year 10 to show student progress over time.'

Continued development of Cultural Relationships for Responsive Pedagogy (CRfRP) to support the development of Māori student engagement and achievement. KL

Focus on:

- Strengthen the co-construction meetings to support teachers development of cultural relationships, critical consciousness, kaupapa Māori and responsive pedagogy.
- Development of culturally responsive and appropriate curriculum challenges which also reflect our responsibilities with the Treaty of Waitangi.
- Continued development of the Rongohia te hau to support self-review.

Continued development of our school wide Curriculum. TK/HoLs

Focus on:

- Support for curriculum leadership to lead the next phase of the development of the School Curriculum.
- Support for staff in collaborative planning.
- On-going review of progress and outcomes.

Accelerate the implementation of higher expectations for learning (academic achievement and behaviour) Mana Motuhake.

Focus on:

- Tāku Huarahi Ako (My Learning Pathway) development through years 7 – 13.
- Deliberate focus on supporting more students to achieve Merit and Excellence results.
- Emphasis on external exams at NCEA.
- Ensuring leaver qualifications, as per ERO recommendations.
- Early review of 2019 NCEA results to identify and respond to challenges for our learners.

ERO feedback 2017

'increase the percentage of students leaving with at least NCEA Level 2 through continuing to extend culturally responsive and relational practices and development of the senior curriculum'

Continued focus on improving attendance. MD

- Board and SLT priority

ERO feedback 2017

'increasing the attendance and engagement of some students to improve their opportunity for educational success'

'Improving student attendance through a range of strategies has resulted in significant improvement over time for some. For a small number there continue to be high levels of absence, as a significant barrier to their learning and achievement. Trustees have previously set targets for improving attendance, and see the need to reinstate these to prioritise strategies to improve attendance for those students at risk'.

Connection with feeder schools (support students coming to WCC and develop a stronger pathway for these students). MD/Keleigh

- Continue to utilise the Kahui Ako to build better relationships and trust between our feeder schools and the college.
- Continued improvement of the transition arrangements for new enrolments.

Family and Whānau connection. MD/BoT

Focus on:

- School engagement with whānau – Educationally powerful connections with parents and whānau.
- Whānau Voice through; Mentoring meetings, Pukemokimoki visits, online, community surveys.
- Whānau/family voice contributes to the Board of Trustees review of the Strategic Plan

2020 Annual Targets

Responsive Outcomes

Improved student qualifications (Literacy, Numeracy, progressions, NCEA, endorsements) and pathways.

Senior school

- Accelerated achievement for year 10 students. This will be the focus for our CRfRP work and HoL co-construction focus.
- Targeted group of students to achieve NCEA Level 1, Level 2 & Level 3

- Targeted groups for NCEA Endorsements
- Students leaving education with meaningful pathways which have been co-constructed between students, whānau/families, and the school.

Middle School (7 – 9)

- Targeted groups of 7-9 students to make accelerated progress in Writing and Maths.

Full school

- Targeted improvement in attendance

| Responsive Outcomes For All Students | | | |
|---|--|---|--|
| SUB-GOAL | DEVELOPMENTAL STRATEGIES | OUTCOMES (2020) Including measureable indicators which can be reported on | DRIVERS / RESPONSIBILITY |
| <p>All students to leave school with the well-developed skills of literacy and numeracy, to enable them to pursue their chosen pathways.</p> <p>(Another term for foundation skills is functional. The minimum leavers benchmark for these are NCEA level 1 Literacy and Numeracy requirements)</p> <p>NAG 1 NAG 2</p> | <p>Theory/Research/Readings which drives the following actions/strategies: BES reports (reciprocal teaching, logbooks), effective literacy Strategies, Te Taiako, Te Kotahitanga, Kia Eke Panuku, Ka Hikitia, ELLP, LLP, Effective Literacy Strategies</p> <p>Govt priorities which link to the following actions/strategies: NZC, National Standards, Maori Achievement, Special Needs, Pasifika, 85% NCEA Level Two student achievement</p> <ul style="list-style-type: none"> - Teacher PLD will encompass Information Literacy understanding and strategies. - All students in years 7 – 9 will be assessed and receive targeted help. (This will be based on contributing school profiles, OTJ's supported by nationally recognised and referenced assessments). - Achievement 'benchmarks' will be established in literacy and numeracy and all students will be assessed against these (Assessment activities will be of a high standard, moderated and will provide measures against national curriculum objectives and progressions). - School-wide literacy/language and numeracy strategies will be established to ensure consistent programming and common expectation. These will be used to guide all teachers and students in planning outcomes in broad study areas. - Charter targets set based on an analysis of 2019 data and 2020 entry assessment data. - Senior students achievement in literacy and Numeracy will be tracked throughout the year. Where students are failing to meet their NCEA requirements support programmes will be implemented. Functional literacy strategies will be imbedded into practice. | <ul style="list-style-type: none"> - Year 7 and 8 students will make accelerated progress in relation to the Curriculum Progressions. - All middle school students progress will be measured through value added evidence using OTJs - Student achievement in NCEA improves. | <p>SLT</p> <p>Curriculum Leaders</p> <p>All Teachers</p> |

| | | | |
|--|--|---|--|
| | <ul style="list-style-type: none"> - Literacy professional development will be provided to support the development of smart tools (graphic organisers). - Year 10 Pasifika students requiring ESOL support will be entered into the senior ESOL classes for extra support. - Foundation literacy and numeracy programmes strengthened. | | |
| <p>All Māori students have the opportunity to achieve success as Māori.</p> <p>NAG 1 NAG 2</p> <p>NEG 2, 9, 10</p> | <p>Theory/Research/Readings which drives the following actions/strategies: Te Taiako, Te Kotahitanga (Bishop and Berryman), Ka Hikitia, Effective Literacy Strategies</p> <p>Govt priorities which link to the following actions/strategies: NZC, National Standards, Maori Achievement, 85% NCEA Level Two student achievement, Building on Success</p> <ul style="list-style-type: none"> - To acknowledge the unique place of Māori within our community, we will promote Te Reo Māori by ensuring Te Reo courses are available at all levels; maintaining and supporting an active Māori Cultural Group; encouraging the active support and involvement of the local Māori community in the life of the school; and encouraging students to understand and respect the different cultures which make up New Zealand society. - Māori student achievement targets set at all levels in the school structure, from individual teachers to the Board of Trustees (Charter Targets). - Tracking Māori student achievement throughout the year. - Continued development of Middle School Literacy and Maths programmes. - The teacher professional development team is focused on supporting transformational change in the classroom. This is based around strengthening the implementation of Cultural Relationships for Responsive Pedagogy. - Māori Focus Group to lead school wide development programmes. | <ul style="list-style-type: none"> - Māori student achievement improves. Evidence will be gathered from NCEA data and curriculum OTJ's in the Middle School, Attendance data. - Targeted programmes for Maori are maintained and grown. These include; Māori Performing Arts, Te Reo Māori, kappa haka, noho marae. - Teacher effectiveness improves using the 'Effective Teacher Profile'. Evidence will be collected through observations utilising the Cultural Relationships for Responsive Pedagogy tools. - Māori Focus Group further develops school culture which support Māori student engagement and achievement. Evidence will include; increased participation in Kapa Haka, growth in the House Competition, increased use of the Whare for learning | <p>SLT HOLs.</p> <p>CRfRP Lead Team and all teaching staff.</p> <p>Māori Focus Group</p> |

| | | | |
|--|---|---|--|
| | <ul style="list-style-type: none"> - Provide a wide range of curriculum opportunities which enable Māori students to engage with their own prior knowledge and cultural backgrounds (ie. Kappa haka. Marae Catering, Marae noho) | | |
| <p>Ensure all learners engage in learning that meets their individual needs/pathways and encourages success. Learners include (but not limited to); mainstream students, teen parents, staff.</p> <p>NAG 1</p> | <p>Theory/Research/Readings which drives the following actions/strategies: Te Kotahitanga, Ka Hikitia, Vocational Pathways</p> <p>Govt priorities which link to the following actions/strategies: NZC, Maori Achievement, Special Needs, Pasifika, 85% NCEA Level Two student achievement</p> <ul style="list-style-type: none"> - All students will participate in individual goal setting. This will support the collection of better information/having conversations with students about areas of student interest and potential pathways. - All students will have their individual learning needs identified through strategic assessment. - Gathering 'student voice' to help determine what is offered through the curriculum. - Ensure students have robust academic courses. - Gifted students are identified and supported through an individualised learning programme. - Broad range of subjects offered utilising the new NZC and the opportunities available with NCEA and the NZQA Framework. - Continue to implement the pathways programmes ie. Hospitality, trades academy. - Multi- Level classes, available at senior level - STAR/Gateway courses. - Curriculum Review Committee to ensure future planning meets the needs of students. - Student Support Committee-IEP's, Careplans + referrals to outside agencies (youth transition etc) - Portfolio evenings supporting info sharing (pathways) with Whanau | <ul style="list-style-type: none"> - All students are supported by teachers to set learning goals. - Academic Mentoring programme developed and implemented. - Students having a pathway to focus on and are developing skills necessary for their pathways - Learning is engrained - Less need for extrinsic rewards - Responsive curriculum developed | <p>SLT</p> <p>CRC</p> <p>Careers Committee</p> |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none">- National standards encourage parents to take an active part in supporting children's learning and to meet their individual needs.- Compulsory Outdoor Education programme for years 7 – 9.- International students needs are catered for through multi-level classes, specific curriculum and teachers who have the skill and ability to cater for their needs.- Development of Modern Learning Environments which supports student learning and teacher collaborative planning. | | |
|--|---|--|--|

| Responsive Systems and Processes | | | |
|---|---|---|-------------------------------------|
| SUB-GOAL | DEVELOPMENTAL STRATEGIES | OUTCOMES (2020) | DRIVERS / RESPONSIBILITY |
| <p>Student achievement data used to inform teaching and learning programmes.</p> <p>NAG 1 NAG 2 NAG 8</p> | <p>Include:</p> <ul style="list-style-type: none"> - Theory which drives the action/strategy Govt priority or plan which it links to <p>Theory/Research/Readings which drives the following actions/strategies: BES reports, John Hattie, teaching as Inquiry</p> <p>Govt priorities which link to the following actions/strategies: NZC, National Standards, Maori Achievement, Special Needs, Pasifika, 85% NCEA Level Two student achievement</p> <ul style="list-style-type: none"> - Data Protocols will be followed, which will provide direction for staff on the following aspects of data – why? (purpose of the data), What? (what data do we collect to inform practice), Where? (stored), Who? (collect, store, analyse), When? (collected etc), Barriers. These are located in S:\William Colenso College\Link to AREA Data - Continued development of progressions and measurements across all curriculum areas. This will enable students to develop a clearer understanding of the next step in their learning. Evidence generated through the progressions will provide teachers with information with which to adapt programmes to meet the needs of individual students and groups. Evidence will also be used to develop strategies and goals at HOL and SLT co-construction meetings. - Student Achievement data will be utilised at a range of co-construction meetings to inform Maori student progress and identify gaps which need to be addressed (classroom, HOL, SLT). - Attendance data analysed and strategies put in place to address groups and individuals not attending school | <p>Including measureable indicators which can be reported on</p> <ul style="list-style-type: none"> - Data Protocols developed and implemented, resulting in improved access to data. - Teachers use student achievement data to inform their practice. - HOL's set targets and adapt their programmes based on data - Data analysis processes are further strengthened using Progressions. - Progressions implemented and the resulting data is used in; department meetings, co-construction meetings. This will aid in informing future direction and planning. - HOL and SLT reporting to the BOT is consistent and useful for board planning. - Student attendance improves | <p>SLT</p> <p>Head MS HOL'S</p> |

| | | | |
|---|--|--|---|
| <p>High quality financial, property and resource management procedures maintained.</p> <p>NAG 4</p> | <ul style="list-style-type: none"> - Budget developed which reflects real income and expenditure. - Annual Accounts created in an accurate and timely fashion. - Curriculum budget process is transparent and reflects real cost of running each course. - Financial procedures communicated to staff at the beginning of the year and reminded throughout the year. - Capital expenditure budget up-dated and followed. | <ul style="list-style-type: none"> - Annual Accounts produce a sustainable surplus. - HOLs are able to monitor their expenditure through the Education Services website. | <p>CFO (Chris Moore) Principal</p> <p>Principal</p> <p>Phil Kay</p> |
| <p>Board utilises informative self-review processes.</p> <p>NAG 2</p> | <p>Theory/Research/Readings which drives the following actions/strategies:</p> <p>Govt priorities which link to the following actions/strategies:</p> <ul style="list-style-type: none"> - Strategic plan developed and followed. - Self-review plan implemented. - Self-review strengthened through SLT 'Leadership self-review meetings'. - On-going review of SLT responsibilities in relation to the Strategic Plan. | | <p>BOT Principal</p> |

| Responsive Learning Opportunities | | | |
|---|---|--|---|
| SUB-GOALS | DEVELOPMENTAL STRATEGIES | OUTCOMES (2020) Including measureable indicators which can be reported on | DRIVERS / RESPONSIBILITY |
| <p>All our students to be equipped with 'learning how to learn' skills, and enable them to become self-directed learners, and ready for work or further study.</p> <p>Focused on developing the Key Competencies</p> <p>NAG 1</p> | <p>Theory/Research/Readings which drives the following actions/strategies: BES reports, Te Taiako, Ka Hikitia, ELLP, LLP, Effective Literacy Strategies</p> <p>Govt priorities which link to the following actions/strategies: NZC, National Standards, Maori Achievement, Special Needs, Pasifika, PB4L</p> <ul style="list-style-type: none"> - Students will be encouraged to take a growing responsibility for their own learning. Goal setting will take place at the start of the year, and be reviewed throughout the year. Parents will be involved in goal setting through; portfolio evening and parent teacher interviews, phone calls and visits. - There will be a focus on developing these skills through the following pedagogical strategies; feed-forward, feedback, co-operative learning, inquiry learning. - Diagnostic teaching will be used along with modelling and 'scaffolding'. Students will be encouraged to learn through their mistakes and to always consider what they might do differently next time. - Students will be helped to assess (express, explore, draw on, investigate) their prior knowledge and skill level so that they are aware of their progress. - Development of student digital citizenship. This will be developed through; teacher modelling, promote student leadership opportunities, teachers highlighting guidelines to assist students. | <ul style="list-style-type: none"> - Students will be making decisions based on goals they have set at the beginning of the year and reviewed on an on-going basis. - Increase in discursive teaching practice, with a focus on feed-forward and feedback through CRfRP process. This will be supported by the development of HOL's skills in undertaking these observations followed by critical conversations. - Students develop the skills of digital citizenship (ie. Aware of the permanency of the online environment, digital safety, digital responsibility, IT literate). - Settled classes as students and staff are able to resolve behavioural issues in a more restorative way (supported by restorative systems within the school). - Students will value their personal best and recognise the importance of effort. - Students will understand what the impact of their decisions and choices has on those around them, in both behaviour and learning. | <p>SLT</p> <p>CRfRP Facilitators</p> <p>All staff</p> |

| | | | |
|--|--|--|--------------------------------------|
| | <ul style="list-style-type: none"> - Students will be encouraged to recognise the importance of effort and work towards their personal best will be fostered in performances and by sharing demonstrations and displays of finished work at assemblies, in the classroom and with parents/whānau (ie. portfolios). - Using restorative practice to ensure students learn to understand how their behaviour has impacted on themselves and others. | | |
| <p>All students will be provided with real and relevant curriculum challenges, through a cross-curricular focus.</p> <p>NAG 1</p> | <p>Theory/Research/Readings which drives the following actions/strategies: Te Kotahitanga, NZC, NCEA, Sheena Cameron, Alison Davies, Kath Murdoch</p> <p>Govt priorities which link to the following actions/strategies: Level 2 Achievement Targets, Vocational Pathways, National Standards</p> <ul style="list-style-type: none"> - Teachers will assess against the Qualifications Framework (NCEA) to ensure students' work earns appropriate and relevant credits on the framework - The professional development through CRfRP will help in ensuring learning is relevant for Māori students and their cultural background - Further develop the pathways curriculum through the CRC. - Utilise more student voice to support students to take charge of their own learning. - Utilisation of student assessment data and student goal setting to design appropriate courses and place students in the most appropriate course. - Development of student, school and business connections. This will enable students to be exposed to wide range of employment opportunities and work places. | <ul style="list-style-type: none"> - More engaged learners - Students choose subjects that are relevant for their individual futures - Improved NCEA results - Accelerated learning evident in the Middle School - More students leave school with Level 2 NCEA - Improved attendance - Improved self-management - NCEA endorsements | <p>SLT</p> <p>Curriculum leaders</p> |

| | | | |
|--|---|--|--|
| <p>International students will be provided with opportunities that meet and exceed their learning expectations.</p> <p>(enhancing our domestic students learning opportunities)</p> | <p>Theory/Research/Readings which drives the following actions/strategies: ERO, student voice</p> <p>Govt priorities which link to the following actions/strategies:</p> <ul style="list-style-type: none"> - CRC will consider the needs of international students when designing the timetable structure. - Placements in Outdoor Ed will be kept for international students. - Two ESOL classes will be available to support literacy development. - Japanese and Chinese teacher aides will provide language and cultural support. - Continued support and development of the Hawkes Bay International Students group - Senior Science and Maths subjects will be offered to cater for international students (Physics, Chemistry, Calculus, Statistics). | <ul style="list-style-type: none"> - International student targets met. | <p>International Director.</p> <p>International Dean</p> <p>International Homestay Co-ordinator.</p> |
| <p>Teaching and learning will be enhanced by E-Learning which improves student outcomes enabled by, facilitated by, enhanced by and supported through the smart use of ICTs.</p> <p>The use of digital tools will be integrated into teaching and learning.</p> <p>NAG 1</p> | <p>Theory/Research/Readings which drives the following actions/strategies: VLN, e-learning matrix, TKI</p> <p>Govt priorities which link to the following actions/strategies: e-learning, N4L</p> <ul style="list-style-type: none"> - Development of ICT skills and knowledge, which will lead to further student engagement and achievement. - Information and Communications Technology (ICT) media will be integrated into curriculum planning. | <ul style="list-style-type: none"> - Improved student engagement - Improved student attendance - Variety of effective pedagogy seen | <p>SLT</p> |

| | | | |
|--|--|--|---|
| <p>Opportunities are provided for students to participate and excel in sporting and cultural performance.</p> | <p>Theory/Research/Readings which drives the following actions/strategies: Kia Eke Panuku, CACTUS, Pasifika Education Plan</p> <p>Govt priorities which link to the following actions/strategies: NZC – KC Participating and Contributing, Relating to Others</p> <ul style="list-style-type: none"> - One fee to cover all sports - Head of Sport to lead the promotion and delivery of a comprehensive sports programme. - Encouragement of teacher involvement in extra-curricular activities. - Actions associated with the Sport strategic plan will be implemented. - Head of Performing Arts to promote student performances in Kapa Haka, Music, Drama and Dance. | <ul style="list-style-type: none"> - Actions associated with the Sport strategic plan will be implemented. - More lunch time activities available - School production - Bands - Performances at assembly - Kapa Haka - House performance competitions | <p>SLT Head of Sport Sports Co-ordinator Sports Leaders. HOL Performing Arts.</p> |
|--|--|--|---|

| Responsive relationships | | | |
|--|--|---|--|
| OBJECTIVE | DEVELOPMENTAL STRATEGIES | OUTCOMES (2020) Including measureable indicators which can be reported on | DRIVERS / RESPONSIBILITY |
| <p>Our learning structures will support meaningful relationships between students and teachers/staff. These will be based on the principles and values of Culturally Responsive and Relational Pedagogy and Restorative Practice.</p> <p>NAG 1 NAG 5</p> | <p>Theory/Research/Readings which drives the following actions/strategies: Te Kotahitanga, Ka Hikitia, Restorative Practice (Margaret Thorsbourne), Middle School Theory, Brainwave Trust, ERO reports (Well Being for Success)</p> <p>Govt priorities which link to the following actions/strategies: PB4L</p> <ul style="list-style-type: none"> - Students in the middle school will spend the majority of their time within their hub with a focus on gaining foundation skills and 'learning how to learn' strategies. - The CRfRP professional development team will be focused on supporting teachers through the observation, feedback and co-construction cycle. The support will focus on implementing the 'Effective Teaching Profile' - Ongoing review and development of strategies and programmes within 'Student Support Services'. These will include; the lunch club, Manaakitanga, Whanau Ora, Attendance, Health Services. - Restorative Practice will be evident across all relationships in the school. This will involve the continued support of the RTR. - Implementation of PB4L behaviour expectations and lesson plans. This will include planning and delivery lesson plans associated with the AAA Matrix. - Further implementation of Circles to support relationship building. | <ul style="list-style-type: none"> - Māori student engagement improves. Evidence will be collected using the CRfRP student voice, student evaluations, Retention and Attendance statistics. - Evidence of Manakitanga and Mana Motuhake will increase through the observation, feedback cycle. - Reklationships and behaviour improves as a result of both restorative and PB4L interventions. - Identified students will be supported by SST's in class as funding allows for behaviour and learning support. - Identified students will have adapted programmes in TWO to support learning eg study/Correspondence. - Identified students will have IEP's support from RTLB/SLS/ORRS/Teacher of Deaf/assisted technology etc. - Identified students will have behaviour plans/Careplans to assist them to manage/self-manage behaviour in order to learn. - Counselling and on-going emotional support for identified students with ASD/FAS etc to support them to continue learning in the mainstream. - Student attendance punctuality improves. | <p>SLT</p> <p>Curriculum Heads</p> <p>Head of Support Services/who coordinates interdisciplinary team.</p> <p>LSC</p> <p>PB4L Team</p> |

| | | | |
|---|--|---|--|
| | <ul style="list-style-type: none"> - Development of the new Learning Support Coordinator position to support students with extra needs. - Teachers involved in extra-curricular activities | | |
| <p>We will ensure that students' health, wellness and safety needs are recognised and met.</p> <p>NAG 5</p> | <p>Theory/Research/Readings which drives the following actions/strategies: BES reports (leadership), Ka Hikitia, restorative practice</p> <p>Govt priorities which link to the following actions/strategies: PB4L, Health & Safety Regulations, 'Well being for success'</p> <ul style="list-style-type: none"> - Time will be structured for music, sport and other specialist activities including support groups to address matters of mental and emotional health. - In order to meet student's health, wellness and safety needs an inclusive environment acknowledging and celebrating difference will be promoted: A pro-active approach to duty will be actioned and monitored; Health and safety considerations will be adhered to and monitored. Opportunities for seeking assistance for mental, emotional physical and spiritual wellbeing will be provided through the Support Services specifically but also through the development of an inclusive and collaborative school climate. - EOTC committee actions and polices | <ul style="list-style-type: none"> - Inter-disciplinary team of HSS/Nurse/RTLB/Guidance/SENCO/SWis meets weekly to meet health wellness and safety needs which includes working with CYFS/Police for abuse/Cafs for mental wellness/Napier Family Centre/Te Roopu A Iwi/ Dove/DAP team/Birthright/Drug and Alcohol Counselling agencies/SWis/TKH/NCHS/DAP team to meet these identified needs. - SWis has an early intervention service. - Physical and medical safety plans developed for identified students. - Careplan/behaviour plans developed with GSE and other relevant agencies such as CYFS/Strengthening Family/psychologists/ACC/MEdu to support students to stay at school. | <p>SLT Head of Student Support</p> <p>EOTC</p> |
| <p>We encourage and value the involvement of parents and whānau.</p> <p>NAG 2</p> | <p>Theory/Research/Readings which drives the following actions/strategies: BES reports, Ka Hikitia,</p> <p>Govt priorities which link to the following actions/strategies: Ka Hikitia, pasifika Education Plan</p> | <ul style="list-style-type: none"> - All who enter the school feel welcome and the overall impression of William Colenso College demonstrates we celebrate students' and the community's creativity and culture/s - Restorative Justice Meetings/Care-plan meetings/IEP's/ Strengthening Family meetings/sub-board meetings/Deans | <p>BOT, Principal and staff</p> |

| | | | |
|---|--|---|------------------|
| | <ul style="list-style-type: none"> - A whānau/family engagement strategy will be developed and implemented, with a focus on school engagement with whanau. - Taku Huarahi Ako learner pathway plans will be developed as an integral part of parent teacher meetings. These will be shared with parents through phone calls home, visits and parent/teacher/portfolio meetings. Parent's knowledge of their children and their visions and concerns for them will be shared. This will also include a discussion on how parents might assist their children. - An open door policy will operate. Parents are welcome at all times although, for safety reasons, all visitors, including parents and caregivers, must first report to the office on arrival. Every effort will be made to ensure an appropriate space is available for parents when they come to the school - Board of Trustee meetings will enable teachers to have opportunities to share their developments, via HOL reports. - Regular informative newsletters, detailing programmes and events, will be made available. Family/whānau days will be held. - Whānau participation actively planned for at all school functions: Sports events e.g., Athletics Whānau meetings, Leaders and scholarship meetings, Noho Marae, MFG to organise whānau hui , CACTUS - Connection with Pukemokimoki strengthened. | <p>meetings are based on collaborative relationships with parents to achieve good outcomes.</p> <ul style="list-style-type: none"> - Improved understanding between whānau/families and staff (evidence generated through parent and staff surveys). - Many informal/formal visits with whanau take place every day. - Improved student attendance | |
| <p>Enhance relationships in the community and Matariki Kahui Ako which foster student safety, engagement and achievement</p> | <p>Theory/Research/Readings which drives the following actions/strategies: Goal setting</p> <p>Govt priorities which link to the following actions/strategies: Vocational Pathways</p> | <p>Strengthened relationships with external agencies which support student engagement and achievement.</p> | <p>Principal</p> |

| | | | |
|--|--|--|---|
| | <p>Engage an extensive range of community organisations and relationships.</p> <p>Including: Ka Hao Te Rangatahi Te Roopu Iwi Pukemokimoki Marae Other local schools (both contributing and support schools) Local Police</p> <p>Commitment to the actions associated with the Matariki CoL</p> | <p>Relationships developed with up 40 businesses</p> | <p>Principal, across and within school teachers</p> |
|--|--|--|---|

WILLIAM COLENZO COLLEGE

NON-STRATEGIC ACTIVITIES

| AREA | GOAL | EXPECTED OUTCOMES | REFERENCE DOCUMENTS |
|---|---|---|--|
| PROPERTY PLANNING NAG 4 | To complete scheduled property management tasks for cyclical maintenance and capital works in accordance with approved plans. | Buildings effectively managed, | Property committee documents. 5YPP and 10YPP documents. |
| PERSONNEL MANAGEMENT NAG 3 | To ensure all staff are appraised against relevant professional standards as outlined in the Teachers Collective Contract, through a process of goal setting, teaching as inquiry, classroom observations, student feedback and personal reflection. Development of an on-line appraisal process. | All staff are actively involved in the appraisal process which develops teacher effectiveness. | Appraisal documents. |
| EQUAL EMPLOYMENT OPPORTUNITIES NAG 3 | To ensure all appointments are consistent with the Equal Employment opportunities policy. | EEO report is presented to the BOT. | EEO Policy |
| HEALTH AND SAFETY NAG 3 NAG 5 | Continued implementation of the Health & Safety procedures. | The college maintains and safe and healthy environment. Lock down and fire alarm procedures practised. | Health and Safety policies. Accident and injury register. |

