



Western Heights High School

Annual Plan 2010

driven by

**4WARD MANAGEMENT PLAN 2010 – 2014
(Replaces LEAP Management document)**

- 1. Recognising the uniqueness of individual learners*
- 2. Establishing positive relationships*
- 3. Fostering teacher knowledge of pedagogy*
- 4. Knowledge and delivery of curriculum*

(The school acknowledges the constant holistic and pedagogical support of Ngati Whakaue and the yearly financial assistance of the Ngati Whakaue Education Endowment)

GOAL 1: IMPROVING STUDENT ACHIEVEMENT

Strategic Goal	Focus Area	Strategies and Responsibility	Time	Evidence
<p>GOAL 1.1 To encourage pursuit of excellence</p> <ul style="list-style-type: none"> Academic excellence – curricular and co-curricular 	<p>1. UNDER FOCUS AREA 2. Establishing high expectations</p>	<p>Assure quality in teaching and learning</p> <p>Appropriate programmes are in place</p> <p>Collect and analyse regularly targeted achievement data in a timely fashion</p>		<ul style="list-style-type: none"> Department Quality Assurance Document (D-QAD) Teacher practice will reflect departmental curriculum planning and be cognisant of student data Self-Review, Appraisal, End-of-Year Department Reports Co-Construction Minutes Classroom Observation document, lesson planning Self-Evaluation, Student Survey Units of work to include diagnostic, formative and summative requirements, classroom observation document Classroom environment (eg student work on display), formative and summative results, classroom observation document (COD) NCEA, Te Kotahitanga data, ASTTLE, Kamar markbook to be updated regularly by classroom teachers. Classroom Teacher Audit Survey Ka Hikitia Every Department will have schemes of work and unit plans that reflect expected curriculum levels (HLA/HOD, TIC) and appropriate programmes in place for students with special needs as defined in NAG 1.6) Individual lessons will be planned and reflect the yearly course plan SNU, Wero, TRP (IAP), GATE, Te Akoranga Ka Hikitia Achievement data of Maori and Pacific Island students is collected and analysed Student data records maintained

Strategic Goal	Focus Area	Strategies and Responsibility	Time	Evidence
		<p>All students will set career and learning goals</p> <p>Provision will be made for Parents and caregivers to participate in the career planning process</p> <p>All staff will receive professional development to conduct effective career interviews</p>		<ul style="list-style-type: none"> • All students will have two career and academic pathway interviews per year, according to Leadership team schedule • All students will have career education plans which will be updated each year following the interview • Career pathway information will be logged on Kamar • Interview and career plan quantitative data included in monthly board reports according to board template • invitations issued prior to interviews taking place • the number of parents and caregivers involved in the interview process will increase • The number of staff involved in the interview process is increased
	<p>UNDER FOCUS AREA 2. Ensure the School Wide Behaviour Management Plan is discussed, used and understood by staff.</p> <p>UNDER FOCUS AREA 1. Actively involve the 'home domain' in student learning.</p>	<p>Ensure maximum attendance</p> <ol style="list-style-type: none"> 1. Throughout year, with emphasis in first four weeks, 'At Risk' students will be identified (Deans, SMT, Guidance, Community Liaison Counsellor-CLC) 2. Robust systems for attendance will be maintained 3. Network with attendance initiatives at local, regional and national level 4. Deans will address attendance issues at each level 	<p>Feb</p> <p>Feb - Nov</p>	<ul style="list-style-type: none"> • List produced by Form Teachers and passed on to Deans, SMT by March 6 • 'Attendance' will be a standing item on agenda of Deans' and SMT meetings. Mandatory attendance entries monitored • Monthly report to the BOT • Attendance records – subject/option registers and database. Deans' summary reports to SMT • SMS used to record communication with home. Regular reporting to SMT • Regular meetings of Attendance team (DP, TO, AO, CLC) • Maori and Pacific Island attendance rates will be a standing item at Attendance Committee meetings • Regular communication with outside agencies with regard to attendance (MOE, Police, CYFS et al) • Maori and Pacific Is student attendance rate will improve • Attendance will be in line with national averages according to MOE statistics • Home contact established early in Term 1.

Strategic Goal	Focus Area	Strategies and Responsibility	Time	Evidence/Indicators
	UNDER FOCUS AREA 4. Study and Examination Techniques	All students will receive tuition on Study 1. I/C Learning Support appointment 2. Provide incentives to attend Homework Study Centre (I/C Learning Support) 3. Mentoring	Mar – Nov Feb - Dec	<ul style="list-style-type: none"> • Report tabled at SMT meetings. • All students will receive study skills tuition (focus on external examination candidates) • Homework Centre register, award ceremonies, increased attendance, house points
	UNDER FOCUS AREA 2. Wider community participation encouraged with co-curricula activities	Community members will be encouraged to assist with coaching and management of teams (Sports and Arts Co-Ordinators)	Feb-Dec	<ul style="list-style-type: none"> • Code-related lists of parent/community assistants; support evening, co-curricular lunch • Recognition of coaches at co-curricular awards evening • Letters of thanks from the Principal • Ka Hikitia
	UNDER FOCUS AREA 4. Curriculum based EOTC is valued	EOTC activities will be supported 1. Organisation of school-wide sports events (PE Dept, Sports and Arts Co-Ordinators, SMT)	Feb/Mar All year	<ul style="list-style-type: none"> • BOT minutes • Events organised and staged • All EOTC procedures are followed
	UNDER FOCUS AREA 1. Participation in Cultural activities will be encouraged	A wide range of performing and visual arts activities will be provided 1. Assemblies will include cultural performances whenever possible (SMT, Arts Co-Ordinator, HLA - Arts)	All year	<ul style="list-style-type: none"> • Performances, exhibitions, written reports • Meetings with Drama, Singing, Bands, Kapa Haka

Strategic Goal	Focus Area	Strategies and Responsibility	Time	Evidence/Indicators
	<p>UNDER FOCUS AREA 1 & 2. Organise cultural sharing between different groups</p>	<p>Cultural diversity will be promoted</p> <ol style="list-style-type: none"> 1. Overseas student participation in assemblies (DIS) 2. International student exchange programmes accommodated 3. Encourage Pacific Island cultural activities 4. Promote dual heritage by providing opportunities for students to learn, for example pohiri/mihi, waiata, haka - experts Maori, HLA Arts 		<ul style="list-style-type: none"> • Participation at assemblies • Short term visits by overseas student groups and long term individual students • Heights Pasifika performances • Regular school performances and rehearsals • Te Iho • Ka Hikitia
<p>GOAL 1.3 To identify and minimize Barriers to Learning</p>	<p>UNDER FOCUS AREA 1. Recognising the uniqueness of individual learners</p>	<p>The uniqueness of individual learners will be recognised</p> <ol style="list-style-type: none"> 1. Provide for a range of learning styles/needs (CT, HLA/HOD, SMT, BOT) 2. Promote reflective teaching practice 3. Continuous improvement of school data systems and use (SMT, BOT, Heads of Learning) 4. Identify student prior learning to inform teaching planning and practice (CT, HLA/HOD, SMT) 5. At Risk students will be identified and monitored. Individual assistance will be given for time management and assignment skills(CT, Deans) 6. ICT – provide access to computer software and hardware to enhance learning opportunities for students 7. Use of diagnostic testing 8. Whakapapa students 9. Ensure data is used to understand individual students and to enhance learning 10. Actively involve the ‘home domain’ in student learning 11. Promote awareness of individual learning styles through professional development and reading 12. Planning will take cognisance of student prior learning and student voice 13. Provide culturally congruent teaching practices and learning environments 		<ul style="list-style-type: none"> • Student surveys and narratives, Classroom environment, formative and summative results, COD • Collegial hui, self evaluation, scheduled staff meetings, departmental meetings, co-construction minutes • Te Kotahitanga • Student data base; increased staff knowledge and use; • Identification of individual student achievement and needs • Student voice representative on Board of Trustees • Performance appraisal and student evaluation • asTTle and STAR testing, NCEA results, formative testing, results review • Ka Hikitia

GOAL 2: STRATEGIES FOR CURRICULUM, SUPPORT PROGRAMMES AND TEACHER DEVELOPMENT

Strategic Goal	Leap Focus Area	Strategies and Responsibility	Time	Evidence/Indicators
GOAL 2.1 To provide opportunities for all individuals to follow their areas of strength	UNDER FOCUS AREA 3 Fostering the enjoyment of learning	Foster an enthusiasm for learning 1. Foster an enthusiasm for learning & teaching and a passion for the subject area (CT, SCT, RTL, HLA/HOD, SMT) 2. Provide adequate resources for effective student engagement (HLA/HOD, SMT, BOT) 3. Recognise and promote examples of best practice in staff and students (CT, HLA/HOD, SMT, BOT, Deans) 4. Strategic plan 5. Select best “curriculum fit” 6. Establish career and pathway interview process	All year	<ul style="list-style-type: none"> • COD, formative and summative results, PD • COD, Physical environment – class, dept and school; • PD facilitation opportunities, assemblies, staff travel fellowship, (report back) • Term 1 results review, classroom teacher audit surveys • Recognition of achievement • Interviews conducted • HLA meeting minutes • Ka Hikitia
GOAL 2.2 Literacy and Numeracy improvement will remain a focus	UNDER FOCUS AREA 3 & 4. Development of literacy and numeracy skills	Develop high literacy and numeracy skills 1a Literacy support across the curriculum 1b Numeracy support across the curriculum 2 Appointment of literacy co-ordinator 3. Year 12/13 students will be supported to reach University entrance numeracy and literacy requirements (Deans, SMT, Careers advisor) 4. ASTTLE testing results will inform teaching practice across curriculum(HLA/HOD,CT,WM) 5. Provide classroom support through teacher aides 6. Maintain home rooms for Year 9 and 10 as appropriate		<ul style="list-style-type: none"> • Specialist reading assistance will be available to students in mainstream Yr 9 & 10 classes • Targeted numeracy strategies • PD • Milestone Reports – Te Manako • Asttle data
GOAL 2.3 Students will be given holistic support 1 Students will be given personal support		7. Students will be encouraged to complete Year 13 (Level Deans/SMT/Careers) 8. All students will receive individual guidance on career and learning pathways (SMT, Deans, FT, Careers advisor) 9. Provision of social support (Peer Support, Student Council, Student Support Centre, Pastoral and Guidance network) 10. Teacher to be a role model in personal and professional standards of behaviour and dress (HLA/HOD, SMT, Deans)		<ul style="list-style-type: none"> • Attendance Records • Career and Academic pathway interviews • Whole school Career Education Plan

Strategic Goal	Leap Focus Area	Strategies and Responsibility	Time	Evidence/Indicators
<p>GOAL 2.4 Professional Development and ‘Best Practice’ Teaching Strategies will be fostered</p>	<p>UNDER FOCUS AREA 3. Knowledge and delivery of curriculum</p>	<p>Develop, maintain and deliver up-to-date curriculum</p> <ol style="list-style-type: none"> 1. Develop and maintain up-to-date knowledge in curriculum areas (CT, HLA/HOD, PD Co-Ord.) 2. Appraise effective curriculum delivery and assessment (HLA/HOD, Line Managers) 3. Ensure a full and clear understanding of assessment requirements and deadlines is communicated to students and parents (Principals Nominee, HLA/HOD, CT) 4. Ensure frequent, clear and accurate feedback to students (CT) 5. Co-construction meetings to foster best practice 6. Te Manako model integrated into classroom practice and planning 7. Implementing new Curriculum and Marautanga 8. Individual lessons will be planned and reflect the yearly course plan 9. Assessment requirements and course outlines will be communicated to students and caregivers 10. Courses will be reviewed regularly according to the self-review cycle 11. Teacher reflection will be constant 		<ul style="list-style-type: none"> • Staff Meetings, PD Data, Course outlines • COD; student survey; Performance Management document; diagnostic, formative and summative results, Te Kotahitanga • Curriculum documents; Te Panui; letters home, website access • Interim and formal reports • Student access to current results • Minutes of co-construction meetings • Departmental Schemes and Unit Plans • Ka Hikitia

GOAL 3: STRATEGIES FOR PERSONNEL, PROCESSES AND SYSTEMS

Strategic Goal	Focus Area	Strategies and Responsibility	Time	Evidence/Indicators
GOAL 3.1 Attract and retain high quality staff		Attract and retain high quality staff <ol style="list-style-type: none"> 1. Ensure all internal vacancies are advertised (VTP) 2. Ensure new staff are allocated 'buddies' 3. Maintain a database of extra involvement of staff – to be compiled by Sports Co-ordinator 4. Provide an Induction Programme for new staff (JG) 5. Provide a 2-year programme for Year 1 & 2 teachers leading to Registration (KM, SCT, HW,RTLB) and practising certificates 6. Ensure Performance Management Appraisals are carried out (Line Managers) 7. Review fixed-term Management Unit and MMA allocations (VTP/SMT) 8. Acknowledge individual achievements of staff 	Feb/ Mar Nov	<ul style="list-style-type: none"> • Posted on Staffroom board, memos and/or Gazette/newspaper • Report to SMT • Completed database • Report to SMT • Appraisal documents, CODs, Teacher Surveys • Appraisal documents • Feedback to staff; BOT & SMT minutes • Awards and rewards (eg travel fellowships) • Quality Assurance Document • Manual for new staff/relievers
	UNDER FOCUS AREA 3. Fostering improved teacher pedagogy	Continuously improve teacher pedagogy <ol style="list-style-type: none"> 1. Provide expert input for school-wide and Departmental Professional Development to effect annual goals (HLA/HOD, KM, WM, SMT) 2. Professional development will be targeted 3. Up to date professional reading material will be made available to staff 4. Staff will be familiar with current educational theory and practice 5. A variety of discursive/teaching strategies will be used, and observed and appraised through co-construction 6. Provide culturally congruent teaching practices and learning environments 7. Planning will take cognisance of student prior learning 8. Teachers will maximise effective use of learning time 9. Formative assessment will be integral 		<ul style="list-style-type: none"> • Scheduled school-wide and Departmental PD; regular TK observations and co-construction hui; well-resourced Staff Library • Observations and self-review • Quality Assurance Document • Ka Hikitia
		Regularly review and update procedural policies	Feb	<ul style="list-style-type: none"> • Charter

GOAL 3.2				
Review and Update Policies and Procedures		<ol style="list-style-type: none"> 1. Strategic direction of the school is documented and in a timely manner (BOT) 2. Review and update all procedural policies according to self-review schedule (SMT/staff) 3. Ensure BOT Policy implementation (SMT, BOT) 		<ul style="list-style-type: none"> • SMT and staff involved in Policy writing/review; staff awareness of Policies; all Policies available on website. • Report to BOT, SMT, HLA/HODs • Report tabled • Report to BOT
Strategic Goal	Focus Area	Strategies and Responsibility	Time	Evidence/Indicators
		<ol style="list-style-type: none"> 4. Continue cycle of self review (BOT) 5. Produce Principal's Annual Report to BOT (VTP) 6. QAD file 		<ul style="list-style-type: none"> • Community consultation - Survey parent/community annually • Quality Assurance Document
GOAL 3.3 Sound Financial Management		Ensure and maintain sound financial management <ol style="list-style-type: none"> 1. Ensure all financial activities are according to budget (HELA/HDC/VTP) 2. Departmental Heads and Principal will receive monthly reports on state of finances (VTP) 3. Seek financial support for programmes from the MOE and other providers(VTP) 4. Maintain sound accounting practices for international students (Accounts/VTP) 		<ul style="list-style-type: none"> • HELAs/Heads of derived curriculum areas present subject budgets to VTP • Special programme budgets • Budgets will be met • Monthly Reports • Milestone Reports; applications made • Database • Governance manual • Quality Assurance Document
GOAL 3.4 OSH Regulations will be adhered to	UNDER FOCUS AREA 2. OSH Regulations will be adhered to	Provide a safe environment <ol style="list-style-type: none"> 1. Maintain and monitor a Hazards Register (Health & Safety Committee) 2. Identify, isolate and minimize known hazards (Health & Safety Committee) 		<ul style="list-style-type: none"> • Hazards Register • Health and Safety Committee Minutes • Quality Assurance Document
		Self Review Cycle		
		Compliance		
MOE initiatives and Projects: Secondary Literacy Project, Ka Hikitia (2008-2012), Te Kotahitanga (2004- 2010)				

Key:
BOT

Board of Trustees

COD	Classroom Observation Document
CT	Class Teacher
FT	Form Teacher
HOD	Head of Department
HLA	Head of Learning Area
RTL	Resource Teacher: Learning and Behaviour
SCT	Specialist Classroom Teacher
SMT	Senior Management Team
HDC	Head of Derived Curriculum

Targets 2010

- Reading and numeracy for over 90% of Year 9 and 10 levels will improve (AsTTle data)
- Over 90% of Year 12 students will have gained UE literacy/numeracy prior to commencement of external examinations
- Course and career interviews will be conducted across all year levels twice a year

APPENDIX - I



4WARD MANAGEMENT PLAN

2010 - 2014

Western Heights High School

4WARD MANAGEMENT PLAN

2010-2014

(Replaces LEAP Management document)

4WARD Plan

A 5-year strategy for Western Heights High School 2010-2014

Promoting the ideal Western Heights High School Graduate

Does all that follows promote the ideal graduate?

KEY GOAL FOR 2010

**Is to continue to improve student engagement/student learning
and raise achievement through effective teaching practices.**

Effective learning
+
Effective relationships
=
Effective school

FOCUS AREAS:

5. *Recognising the uniqueness of individual learners*
6. *Establishing positive relationships*
7. *Fostering teacher knowledge of pedagogy*
8. *Knowledge and delivery of curriculum*

To achieve these effective practices, the Leadership Team will, within its capabilities:

- Ensure professional development is driven by student engagement, annual targets and the new curriculum
- Ensure systems across the school are known and understood by all teachers and students
- Ensure teacher support structures are known and in place
- Promote curriculum achievements of our students
- Ensure data is used to enhance learning
- Promote best practice
- Support student engagement and learning with adequate resourcing

FOCUS AREA 1 – RECOGNISING THE UNIQUENESS OF INDIVIDUAL LEARNERS

Action plan:

1. Whakapapa students
2. Ensure data is used to understand individual students and to enhance learning
3. Actively involve the 'home domain' in student learning
4. Promote awareness of individual learning styles through professional development and reading
5. Planning will take cognisance of student prior learning and student voice
6. Provide culturally congruent teaching practices and learning environments

FOCUS AREA 2 - ESTABLISHING POSITIVE RELATIONSHIPS

Action plan:

1. Ensure the School Wide Behaviour Management Plan is discussed, used and understood by staff
2. Ensure teacher support structures will be known and in place
3. Classroom rules and procedures are established at the start of the year
4. Core values of the school will be promoted
5. Achievements will be acknowledged and positive behaviours rewarded
6. Foster enjoyment of learning
7. Establishing high expectations
8. Restorative practices will be used

FOCUS AREA 3 - FOSTERING IMPROVED TEACHING PEDAGOGY

Action plan:

1. Professional development will be targeted
2. Up to date professional reading material will be made available to staff
3. Staff will be familiar with current educational theory and practice
4. A variety of discursive/teaching strategies will be used, and observed and appraised through co-construction
5. Provide culturally congruent teaching practices and learning environments
6. Planning will take cognisance of student prior learning
7. Teachers will maximise effective use of learning time

8. Formative assessment will be integral

FOCUS AREA 4 - KNOWLEDGE AND DELIVERY OF CURRICULUM

Action Plan:

1. All teachers will maintain and develop up to date knowledge in their respective curriculum areas
2. Individual lessons will be planned and reflect the yearly course plan
3. Teachers will have a clear understanding of assessment criteria in their subject area
4. Teachers will clearly communicate success criteria to students
5. Feedback to students will be frequent, clear and accurate
6. Assessment requirements and course outlines will be communicated to students and caregivers
7. Courses will be reviewed regularly according to the self-review cycle
8. Teacher reflection will be constant