

WAITAKERE COLLEGE ANNUAL PLAN FOR 2017

The future for Waitakere College

We aim to become the school of choice for students and teachers within and beyond our zone. We will be known as a school which offers challenging, innovative and future-focused programmes to raise the levels of achievement for a diverse student population. Our graduates will be recognised as thinkers, contributors and participants in the local, national and global community. Our teachers will be recognised as highly effective practitioners who have the commitment and skills to make a difference for our students.

The vision is expressed in the three strands of the school logo, as well as the names of the three houses, Aroha (love), Manawanui (perseverance) and Maturanga (knowledge).

These strands weave together to illustrate what our school aims to achieve for our young people during their time at Waitakere College, so that they leave as successful graduates fully prepared for the next phase of their lives.

Achievement For All

This vision is reflected in the school motto: Achievement For All. For this to occur, we need teachers with the skills and passion to personalise the learning so that each student is able to achieve to their full potential. We aim to maintain the Waitakere Way – with a focus on learning in a caring and respectful environment as the vital pre-condition for the vision to become a reality.

Strategic Goals 2017 - 2019

Our overarching strategic goals set out the vision. Our annual plan each year aims to move us closer to the goals, with a focus on those areas where we need to make the greatest difference. This is closely linked with implementing the New Zealand Curriculum.

WAITAKERE COLLEGE ANNUAL PLAN FOR 2017

Developing confident connected actively involved lifelong learners	New Zealand Curriculum links High expectations Using language, symbols & texts Learning to learn Excellence Thinking Treaty of Waitangi Cultural diversity Community engagement Inclusion Future focus	Strategic goals 1. Raising academic achievement for all students through differentiated learning in order to provide successful future pathways. a) To improve the levels of literacy and numeracy of students from the beginning of Year 9 to the end of Year 10. b) To increase the levels of achievement in NCEA. c) To offer enhanced provision and guidance towards worthwhile vocational pathways. d) To enhance provisions for gifted and talented students. e) To accelerate success for Maori students. f) To accelerate success for Pasifika students. g) To continue to support refugee students' successful integration into Waitakere College and into New Zealand. h) To continue to support students with special needs through inclusive education and successful transition into the community.	The Waitakere Way: Learning, Caring and respect
	Actively involved Excellence Community engagement	2. Improving attendance ➤ To improve levels of attendance as a vital prerequisite for raising student achievement.	
	Effective pedagogy Teaching as inquiry Integrity Treaty of Waitangi Cultural diversity Thinking Learning to learn Encouraging reflective thought and action Coherence Key competencies Future focus	3. Enhancing teaching Building staff capacity to enhance lifelong learning and implement the key competencies. a) To embed the use of restorative practice for all to enhance the relationships in the learning environment and within the College community. b) To carry out Year 3 of our second 3 year plan, implementing the effective use of best practice e-learning to enhance student achievement, with the main focus on implementing BYOD (Bring your own device) in Years 12-13, continuing and enhancing the Yr 9-11 BYOD programme. c) To support all teachers to achieve the standards set in the Waitakere College effective teacher profile (ETP) and the Education Council's Practising Teacher Criteria through the Professional Learning Programme. In 2017 this will be informed by the COL Literacy focus as well as the school focus on Deep Learning, e-Learning and Poutama (the Waitakere College Responsive Pedagogy programme). d) To continually reflect on, evaluate and redesign learning programmes to ensure they are engaging, relevant, challenging and differentiated to meet the needs of all of our students in accordance with the NZ Curriculum, NCEA and Vocational Pathways.	
	High expectations Inclusion Community engagement Future focus	4. Building Student capacity ● To develop and begin to implement a 3 year plan to build voice, agency and leadership at all levels.	
	Community engagement Treaty of Waitangi Integrity Learning to learn	5. Connecting with community in order to enhance achievement a) To enhance dialogue with parents and whanau focused on student achievement. b) To participate in the Waitakere Community of Learners (a cluster of local primary, intermediate and secondary schools) in order to raise achievement for priority learners.	

*Poutama – The Waitakere College Culturally Responsive Pedagogy programme

PRIORITY 1 RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING IN ORDER TO PROVIDE SUCCESSFUL FUTURE PATHWAYS a) To improve the levels of literacy and numeracy of students from the beginning of Year 9 to the end of Year 10.		
Targets 2017	Tasks 2017	Person Responsible
<p>We strive to ensure our students attain the key competency of understanding language, symbols and texts. Students with good levels of literacy and numeracy gain confidence and the ability to make connections as learners. These targets give us a snapshot of where our students are at key points, but we recognise they are an imperfect tool and do not reflect the full picture of a student's achievement. In 2015 we moved to using PAT (progressive achievement tests) from NZCER instead of AsTTle Reading, so 2015 data has provided the base-line for future target setting.</p> <p>a) Reading Comprehension The school-wide goal for Reading Comprehension at Year 9 and 10 is for Waitakere College Year 9 and 10 cohort to maintain or improve their stanine ratings between pre and post tests in relation to the National reference sample. (Stanines: 1,2,3 (low) 4,5,6 (most) 7,8,9 (high) PAT tests are norm-referenced, so if students progress at a normal rate their raw score would improve but the stanine rating in relation to the national sample would probably be the same.</p> <p>b) Numeracy The school-wide goal for Mathematics at Year 9 and 10 is for Waitakere College Year 9 and 10 cohort to maintain or improve their stanine ratings between pre and post tests in relation to the National reference sample.</p> <p>In order to achieve this goal for all students, we aim to:</p> <ul style="list-style-type: none"> ● Focus on the need for differentiated teaching and learning for every class ● Encourage teachers to create deep authentic learning experiences where reading, writing and mathematics are embedded and meaningful to students. ● Introduce a new Academic Literacy programme to accelerate progress for students with high learning needs ● Narrow and eventually close the gaps between Maori, Pasifika and NZ European. <p>c) These targets will be pursued and reviewed in the context of Te Kahui Ako o Waitakere (Waitakere Community of Learners(COL), including:</p> <ul style="list-style-type: none"> ● Specific targets set for Maori and Pasifika learners in Yrs 9-10 ● In-school COL positions for teachers focused on literacy, mathematics and culturally responsive pedagogies ● Professional Learning and Development (PLD) across the COL on literacy, mathematics and culturally responsive pedagogies, as well as more in-depth within school PLD on literacy and numeracy/ mathematics. ● Working more closely with other schools in the COL , sharing data and best practice. See Priority 4 b) Waitakere Community of Learners for details 	<p>Reading Comprehension Data gathering for Reading vocabulary, comprehension will occur in 2017 as follows:</p> <ul style="list-style-type: none"> ● PAT testing for all Year 9 and 10 students.(by mid term 1) ● Term 4 PAT testing for years 9 & 10 <p>Teachers are supported in the weekly professional development cycle to analyse PAT data, select strategies to address specific learning needs and set goals for Yr 9 & 10 students.</p> <p>Mathematics The Maths Dept leadership team and teachers will continue to explore new approaches to building students' confidence and mastery of maths vocabulary and concepts, with the aim of engaging students in Maths Years 9 to 13.</p> <p>Writing Year 9 & 10 English teachers will continue to implement a CAT (Common assessment test) based on selected elements of AsTTle Writing to gather diagnostic information and to use it formatively with follow-up teaching and assessment in order to develop student's writing skills. This will be tailored to individual groups and may not always be comparable across the whole cohort.</p> <p>BYOD provides new opportunities Now that we are in our third year of BYOD in Year 9 with the programme extended to all levels, we will provide differentiated access to a range of online tools for developing literacy, numeracy and mathematical understandings.</p> <p>Meeting diverse needs through differentiation <u>All teachers have a part to play</u> The Professional Learning Programme in 2017 will have a major focus on improving literacies across the curriculum, working alongside the external PLD provider Alison Davis. The Mathematics department will also work with the external PLD providers Drs Roberta and Jodie Hunter from Massey University on culturally responsive pedagogy and developing mathematical communities of inquiry. Both these initiatives stem from our collaboration in the Te Kahui Ako o Waitakere (Waitakere Community of Learners).</p> <p><u>Deep Learning</u> The Professional Learning programme will continue to explore approaches where literacy and numeracy is embedded in 'deep learning' experiences.</p> <p><u>Academic Literacy</u> 9. A new Academic Literacy programme will provide targeted support to accelerate the learning of students with low levels of literacy.</p> <p><u>Culturally responsive teaching for Maori and Pasifika students</u> 10. Post test data is analysed to identify the extent to which the gap between Pasifika, Maori and NZ European has been closed and to establish which groups need special attention within each cohort. 11. Teachers are challenged and supported to identify and use culturally responsive approaches to teaching as part of the professional learning programme.</p>	<p>Sa, Mg, Ws, Cl Sa, Ba, Mg, Ws, PLT</p> <p>Sa, Ws, Cl, Maths thrs</p> <p>Sa, Sy Y 9-10Engtchrs</p> <p>Sa, Dv, Literacy Ldrs,</p> <p>Sa, Dv, Ba, PLT</p> <p>Sa, Mg, Co Sa, Ba, PLT</p>

PRIORITY 1
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING IN ORDER TO PROVIDE SUCCESSFUL FUTURE PATHWAYS
b) To increase the levels of achievement in NCEA.

<p>Waitakere College goals for 2017 are listed below:</p> <p>Year 11 Literacy & Numeracy The percentage of Year 11 students to achieve the Level 1 literacy and numeracy criteria is at least 90% for:</p> <ul style="list-style-type: none"> > All students > Maori students > Pasifika students <p>NCEA Level 1, 2 & 3; University Entrance The percentage of students gaining NCEA L1, L2, L3 & University Entrance is at or above the Decile 3 average for:</p> <ul style="list-style-type: none"> > All students > Maori students > Pasifika students <p>Merit and Excellence Endorsements To maintain or improve the proportion of each cohort gaining excellence and merit endorsements at Levels 1,2 and 3 for:</p> <ul style="list-style-type: none"> > All students > Maori students > Pasifika students <p>Leaving qualifications All students will have at least NCEA level 1 as a leaving qualification; but the major focus will be on increasing the percentages leaving with at least NCEA Level 2. <u>At least Level 2</u> The 2017 targets for leavers with at least Level 2 are:</p> <ul style="list-style-type: none"> > All students – 80% (BES 85% by 2017) 2015 79% 2014 74% 2013 58% > Maori – 80% (Ka Hikitia 85% by 2017) 2015 68.7% 2014 62.5% 2013 41.6% > Pasifika – 80% (PEP 85% by 2017) 2015 71.4% 2014 80% 2013 52.2% <p><u>University Entrance</u> The 2017 targets for leavers with UE are:</p> <ul style="list-style-type: none"> > All students – 35% 2015 26.6% 2014 36% 2013 28; 2012 28% > Maori – 25% (Ka Hikitia on par with non-Maori by 2017) 2015 12.5% 2014 21.9% 2013 8.6% > Pasifika – 25% (PEP at least parity with non-Pasifika by 2017) 2015 16.6% 2014 24% 2013 16.7% 	<ul style="list-style-type: none"> ● All Departments will review the Level 1-3 programmes and make changes identified from review of 2016 and from analysis of 2016 results. The review will be reported on to the Principal and Line Manager. ● Curriculum leaders will complete mid-year reviews of attainment in internal NCEA standards in Terms 2 and 3 and report progress to the senior managers. ● Teachers will contribute to regular forecasts for identification of target students. ● Year 11, 12 and 13 students will have their progress monitored and targeted students will receive individual mentoring through the school's Monitoring & Mentoring programme. ● The progress of Maori and Pasifika students will be tracked, with target students identified for focused academic counselling within the Monitoring and Mentoring programme. ● Year 13 UE candidates will receive support and mentoring. ● The senior deans and Academic team will work with Tutor Class teachers to implement a coherent program of goal setting and study preparation in Tutor Class time and assemblies. ● Raise the profile and importance of high levels of achievement through the recognition of promotion of Merit and Excellence success throughout the year. The targeted student groups will be extended to some mid-band Year 11 classes with potential to gain higher level grades. ● Develop with Curriculum Leaders a system for co-ordinating and promoting scholarship entries. ● Parent/student/teacher conferences will be held in Term 2 and aim to raise achievement through improved understanding and collaboration. ● The Homework Centre (3.05 Hive) will operate every week with a range of teachers including English, Maths Science, ICT and other subjects. ● Holiday tutorials for success will be offered, with special focus on target students and those identified as falling behind. ● Summer School for Success will be organised in October to provide opportunities for identified target students to complete qualifications before the holiday. 	<p>SLT Curriculum Leaders</p> <p>CT, Ta</p> <p>TA CT</p> <p>TA, CT</p> <p>CT, PA, TA</p> <p>CT, TA, FN, PA, FG</p> <p>CT Ta</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>TA, CT</p>
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**PRIORITY 1
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING IN ORDER TO PROVIDE SUCCESSFUL FUTURE PATHWAYS**

c) *To offer enhanced provision and guidance towards worthwhile vocational pathways.*

Identifying Future Pathways

- Enhance the programme of Pathways education to guide students into identifying suitable future pathways and vocational pathways.
- Increase parent and whanau inclusion in course and pathway selection
- Develop a plan for providing Year 10 and 11 students with increased opportunities to experience tertiary courses and workplaces.

Tracking Outcomes and identifying needs

- Year 12 students courses will be monitored to ensure they align with identified vocational pathways
- Build on the use of achievement tracking systems to identify Year 12 students in need of additional relevant programs to attain Level 2 NCEA

Youth Guarantee

- Build on the Gateway and Retail programmes as important pathways for students.
- Embed the Pathways West program in the school as part of AWVA and Senior College.
- Consolidate the Engineering and Hospitality Trades Academies (AWVA)
- Establish the Automotive and Building Trades Academies (AWVA)
- Trial new courses for the Year 12 and 13 students most at risk of not attaining Level 2.

- Develop a three year plan, to be initiated in 2017, to increase student and parent awareness and use of the Vocational Pathways in course and career selection.

Provide professional development to Year 10 SOS and Year 12 and 13 Tutor Class teachers on Vocational Pathways

- Conduct CSI interviews for Year 11 in Term 3.

- Extend the use of the Bulls-Eye careers program with Years 11 and 12.
- Begin the first year of the three year contract to implement the Careers Navigator (Dingle Foundation) programs of career mentoring and career exposure focussed on Year 11.

- Better track the destinations of leavers in Year 12 and before the end of Year 13.

- Track Year 12 and 13 NCEA progress for students who have not attained Level 1 and 2 respectively.

- Students at risk of not achieving Level 2 will be considered for additional programs such as FITT

- Extend Gateway to 160 students.
- Continue the Engineering, Automotive, Building, Hospitality and Mechatronics academies under AWVA and continue to develop Senior College as a collective initiative between four West Auckland schools and UNITEC.
- Explore opportunities to expand and redevelop the Hospitality Vocational Program to give authentic commercial and tertiary experience.
- Implement the new EE2E Engineering Vocational Pathway
- Develop the Sport and Recreation Vocational Pathway with inclusion of industry based FITT program and with further development of the Level 3 Sports and Recreation course through MIT
- Extend the Medical Science Academy into Year 13 to open pathways for Pasifika students into the health professions.
- Provide Chemistry 302 and Biology 202 courses as a vocational alternatives to current Level 2 and 3 Science courses.

SZ GS CT
TA FN FG
PA CR

SZ GS CT
FG

SZ GS
CT TA SZ
GS FN

PA TA

CR MS

CR
CR CT

CR Si CT
MS BR

CT, CJ

CJ PY

**PRIORITY 1
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING IN ORDER TO PROVIDE SUCCESSFUL FUTURE PATHWAYS**

d) To enhance the provisions for gifted and talented students

<p>The strength of the Shine programme should be the ability to look after the needs of our most able students through: supported accelerated learning, compacting the curriculum, inquiry based learning following strengths and passions of students, mentoring and coaching and effective careers advice. The focus for 2017 will be:</p> <p>Challenge for enrichment classes</p> <p>a) Embedding cross-curricular planning and exploring deep authentic learning to develop a genuinely challenging learning environment for the 9A, 9S and 10A, 10S enrichment classes.</p> <p>b) Implementing E-Learning in the context of BYOD to enhance the development of higher order thinking skills.</p> <p>c) Ensuring that gifted and talented Maori and Pasifika students are identified and encouraged to succeed within the Shine programme.</p> <p>d) Facilitating acceleration where appropriate for individuals on a case by case basis.</p> <p>Expanding staff understanding and skills</p> <p>e) Developing staff understanding of differentiation and extension strategies as well as e-learning and how to create deep authentic learning experiences, where students create new knowledge.</p> <p>Contributing school links</p> <p>f) Enhancing links with contributing schools by offering enrichment opportunities for their students as part of our COL focus on more effective transition between schools.</p> <p>Transition into senior school and beyond</p> <p>g) Ongoing academic mentoring to ensure motivation remains high as enrichment students transition into the senior school.</p> <p>h) Extending student awareness of future career possibilities and pathways which will broaden their horizons.</p> <p>Acknowledging gifts and talents</p> <p>i) Existing provisions for identifying, developing and acknowledging gifts and talents in sports, arts, culture and service as well as in academic areas will be enhanced by our new three year plan for developing student voice, agency and leadership.</p>	<p>During 2017</p> <ul style="list-style-type: none"> The Shine Enrichment for Excellence Co-ordinator will lead the teachers of 9A, 9S, 10S & 10A in planning the Shine programme, including the direct teaching of thinking skills, challenging cross-curricular units of work and authentic tasks, with exploration of the 21st century fluencies including global citizenship and community service. Shine teachers will have ongoing opportunities for collaboration through the professional learning and meeting cycles, with a focus on growing their teaching practice. Shine teachers will be supported to use e-learning effectively to enhance higher order thinking skills in the context of BYOD. Shine students will develop a Shine showcase for student work as well as communicating news about aspects of the programme. Culturally responsive approaches to identifying and developing the gifts and talents of Maori and Pasifika students will be explored in order to ensure their successful retention within the programme. The Professional Learning programme will include exploration of deep authentic learning tasks, an ongoing focus on the explicit teaching of higher order thinking skills and e-learning strategies as well as cultural responsiveness and differentiation strategies. <p>Enrichment activities will be included in the programme of contacts with contributing schools.</p> <p>Shine assemblies will be included in the assembly cycle each term.</p> <p>The Year 11-12 Shine home groups and Yr 13 Shine students will receive ongoing academic mentoring focused on aiming for excellence.</p> <p>Previous Shine enrichment students still have access to the G&T Coordinator; teachers are expected to use Blooms' and other taxonomies and explicitly outline how to go about achieving merits and excellences; individuals may study at a higher level where appropriate.</p> <p>Explicit focus on raising or maintaining excellence and merit achievements at all levels to better than decile; support for scholarship candidates.</p> <p>The Shine Coordinator in consultation with Careers staff will ensure students have access to appropriately challenging careers related experiences.</p> <p>Sportfit data shows higher levels of participation in sport.</p> <p>Current wide range of artistic and cultural activities continues with high levels of participation.</p> <p>Opportunities for students to become involved in service continue with high levels of participation.</p> <p>Opportunities for students to participate in competitions, leadership events and other challenges</p> <p>Growing leadership capabilities through deep learning experiences and through training for specific roles.</p> <p>Individual achievement in all areas of giftedness is acknowledged via assemblies, publications and awards.</p> <p>See Priority 4 Developing student voice, agency and leadership for more about the 3 year plan.</p>	<p>Ro, Mk, Shine tchrs</p> <p>Ro, Sa, Ba PLT Dv, Ro, Sa, Ba, PLT</p> <p>Ro, Poutama</p> <p>Ba, PLT, Ro, Mk, Shine tchrs</p> <p>Ct Ct, Ro</p> <p>Mk, Ro, Shine tchrs</p> <p>Ro, Sz</p> <p>Fn, Sports Coord Ba, many staff Bd Ro, Mk, Shine tchrs, Exec Sm, Ro, SLT</p>
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PRIORITY 1
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING IN ORDER TO PROVIDE SUCCESSFUL FUTURE PATHWAYS
e) to accelerate the success of Maori

<p>Enhancing teaching</p> <p>a) Implement the Poutama programme school-wide, with a focus on relational pedagogy in order to raise the achievement of Maori students(See Priority 5)</p> <p>b) Develop staff knowledge of how to accelerate literacy and numeracy learning through culturally responsive pedagogies and deep learning contexts.</p> <p>c) Focus on the Ka Hikitia targets and the school’s strategic goals in order to foreground the need to raise Maori achievement.</p> <p>Evidence based practice</p> <p>d) Continue to gather, analyse and reflect on data about the presence, engagement and achievement of Maori students.</p> <p>e) Outcomes for Maori students will demonstrate an increase in student engagement along with improved levels of achievement, as well as improved attendance and retention and a reduction in stand-downs and suspensions for Maori students. Specific targets for Maori achievement will be guided by the national targets set out in the Ministry of Education’s Ka Hikitia document 2013-17.</p> <p>2017 Targets for Maori</p> <p>f) <i>Attendance: at least 95%</i></p> <p>g) <i>Retention: improved at all levels; at least 50% to Yr 13 in 2017</i> <i>(53% 2015 40.4% 2014; 37% 2013)</i></p> <p>h) <i>Achievement</i> <i>Literacy & Numeracy(Ka Hikitia 85% at or above Nat Standard in literacy and numeracy by 2017)</i> <i>PAT Reading Comprehension - Yr 9 & 10 to maintain or improve their stanine ratings between pre and post tests in relation to the National reference sample, closing gap with NZ European</i> <i>AsTTle goals now removed</i> <u>NCEA</u> <i>L1 Literacy & Numeracy 90% 2015 Lit 88.4% Num 84.1% 2014 Lit 95.4% Num 93.8%</i> <i>L1,2,3, UE At least Decile 3 mean (Maori)</i> <i>Increasing % of Maori attaining Merit and Excellence endorsements at L1,2,3</i> <u>School leavers</u> by end of 2016 <i>L2 80% (Ka Hikitia 85% by end of 2017) 2015 68.7% 2014 62.5% 2013 41.6%</i> <i>UE 25% (Ka Hikitia - on a par with non-Maori by 2017) 2015 12.5% 2014 22% 2013 8.3%</i></p>	<ul style="list-style-type: none"> The Board will allocate funds to continue the Poutama facilitator staffing and programme. The Professional Learning programme will include the principles of Maori potential, Ako, Identity, language and culture. The Professional Learning and Poutama programmes will be aligned with the goals of Te Kahui Ako o Waitakere (Waitakere Community of Learners) with a focus on embedding the learning of literacy and numeracy in deep learning contexts and using culturally responsive pedagogies. Staff will be made fully aware of the Ka Hikitia outcomes for secondary education and of our shared responsibility for working towards these goals. <ul style="list-style-type: none"> All Maori students have strong literacy, numeracy and language skills All Maori students achieve at least NCEA Level 2 or an equivalent qualification The following data about Maori students will be gathered and analysed by the school: PAT Reading Comprehension, NCEA data, attendance and retention, stand-downs, suspensions and exclusions. Data gathered will be reflected on with urgency within the school and measured against the national goals set out in Ka Hikitia 2013-17 and its successor which we anticipate will appear during 2017. 	<p>Sm Ba, PLT, Performance reviewers Sa, Mg, Co, Ct, Pl, Bd,</p> <p>Sm, SLT, Komiti Maori, staff</p> <p>MR SA GC</p>
<p>Target groups of Maori students</p> <p>i) Continue to identify target groups of Maori students for mentoring in order to improve literacy levels and NCEA outcomes and to develop leadership capabilities.</p>	<ul style="list-style-type: none"> Year 9 and 10 Maori students with reading or number well below the national mean will receive tailored support to accelerate their progress through the additional Academic Literacy classes. The progress of Year 11, 12 and 13 Maori students will be tracked and they will receive focused academic counselling, with special mentoring for identified target students. (Te Haerenga) Support for Maori UE candidates through Great Potential at Year 13. Development of a Year 12-13 student leadership roopu to assist in the support of achievement of all Maori students 	<p>TA PA CT PA CT TN Kti Maori SA CT</p>

<p>Recognition through whanau, te reo and tikanga</p> <ul style="list-style-type: none"> j) Embed the use of Te Wero, the Badge of Success, to provide an opportunity for Maori students across the school to achieve success in a Maori context. k) Work in partnership with students, teachers and whanau to ensure the Wharewananga fulfils its stated purpose. l) Opportunities will be taken to weave Te Reo me ona tikanga into the culture of the school. <p>Building links with whanau</p> <ul style="list-style-type: none"> m) The school will continue to explore new ways of building a partnership with Maori students' families n) Maori student achievement will be publicly celebrated. o) The Board is committed to ensuring Maori participation on the Board of Trustees. 	<ul style="list-style-type: none"> ● Continue to develop a program to further promote tikanga Maori across the whole school and to better allow Maori students to achieve success as maori (Te Wero; Badges of Success, whare visits, Matariki, Maori language week, haka). ● Assemblies will be held for all Maori students, using the whareniui as a base. ● The Whare Komiti will meet twice a year to make recommendations about the development and use and the kaupapa of the whareniui towards achieving its stated purpose: <ul style="list-style-type: none"> ➢ To create a gathering place which provides a sense of spiritual identity and belonging for Maori students, staff and whanau ➢ To make the whare ako a centre for enhancing the learning and achievement of Maori students with whanau support ➢ To enhance the learning of students of all other cultures within the school community. ● Te Reo Maori will continue to be offered and opportunities taken to make Tikanga Maori part of the school's processes will be taken e.g. powhiri, school haka and karakia; signage, support of kapahaka; culturally responsive teaching practices. ● The College will endeavour to apply the Ka Hikitia principles of the Treaty of Waitangi and of productive partnerships in building relationships with whanau and the Maori community. ● In consultation with Komiti Maori and the student leadership roopu to develop a plan to increase whanau involvement in the college and to make whanau feel welcome. ● A celebration of Maori student achievement will be held later in the year. <p>Report annually on ethnic composition of Board in relation to ethnic make-up of student population; seek ways to encourage Maori participation in Board elections.</p>	<p>Kti Maori</p> <p>BOT</p> <p>SLT</p> <p>BOT SLT</p> <p>Kti Maori SLT</p> <p>SLT</p>
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**PRIORITY 1
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS
THROUGH DIFFERENTIATED LEARNING IN ORDER TO PROVIDE SUCCESSFUL FUTURE PATHWAYS**

f) To accelerate the success of Pasifika students

<p>Enhancing teaching</p> <p>a) Implement the Waitakere College Effective Teacher profile as above in order to develop a culture of best practice including differentiated learning. This is intended to enable teachers to better meet the needs of all students including Pasifika students.</p> <p>b) Develop staff knowledge of how to accelerate literacy and numeracy learning through culturally responsive pedagogies and deep learning contexts..</p> <p>c) Focus on the Pasifika Education Plan targets and the school's strategic goals with a view to raising Pasifika achievement.</p> <p>Evidence based practice</p> <p>d) Gather, analyse and reflect on data about Pasifika student achievement as above.</p> <p>e) Outcomes for Pasifika students will demonstrate an increase in student engagement along with improved levels of achievement, as well as improved attendance and retention and a reduction in stand-downs and suspensions for Pasifika students. Specific targets for Pasifika achievement will be guided by the national targets set out in the Ministry of Education's Pasifika Education Plan 2013-17. <i>Note: Pasifika attendance and retention is generally good so no need for special targets.</i></p> <p>2017 Targets for Pasifika</p> <p>f) <i>Achievement</i> <i>Literacy & Numeracy(PEP 85% at or above Nat Standard in literacy and numeracy by 2017)</i> <i>PAT Reading Comprehension - Yr 9 & 10 to maintain or improve their stanine ratings between pre and post tests in relation to the National reference sample, closing gap with NZ European</i> NCEA <i>L1 Literacy & Numeracy 90% (PEP 95% by 2017)</i> 2015 Lit 93.9% Num 92.9 2014 Lit 89.9% Num 95.5% <i>L1,2,3, UE 50-% (partic. based) At least Decile 3 mean (Pasifika)</i> <i>Merit & excellence; increasing % of Pasifika attaining Merit and excellence endorsements at L1,2,3</i> <i>School leavers by end of 2016</i> <i>L2 80% (PEP 85% by 2017) 2015 71.4% 2014 80% 2013 52%;</i> <i>UE 25% (PEP at parity with non-Pasifika by 2017) 2015 16.6% 2014 24% 2013 16.7%</i></p> <p>Target groups of Pasifika students</p> <p>g) Continue to identify target groups of Pasifika students for mentoring in order to improve NCEA outcomes.</p> <p>Recognition of Pasifika cultures</p> <p>h) The Samoan language will be offered and opportunities taken to encourage recognition of Pasifika cultures</p> <p>Building links with aiga</p> <p>i) The school will continue to explore new ways of building a partnership with Pasifika students' families.</p> <p>j) Pasifika student achievement will be publicly celebrated .</p> <p>k) The Board will continue to encourage Pasifika participation on the Board of Trustees.</p>	<p>The following data about Pasifika students will be gathered and analysed by the school: AsTTle Reading, writing and numeracy, PAT, NCEA data, attendance and retention data, stand-downs, suspensions and exclusions.</p> <ul style="list-style-type: none"> Data gathered will be reflected on with urgency within the school and measured against the national goals set out in the Pasifika Education Plan (PEP) 2013-2017 and its successor which we anticipate will appear during 2017, as we evaluate the impact of our actions and make plans for the future. The Professional Learning programme will be aligned with the goals of Te Kahui Ako o Waitakere (Waitakere Community of Learners) with a focus on embedding the learning of literacy and numeracy in deep learning contexts and using culturally responsive pedagogies. Staff will be made fully aware of the PEP focus for secondary education (accelerating literacy and numeracy achievement and gaining NCEA Level 2 and of our shared responsibility for working towards these goals. <ul style="list-style-type: none"> Pasifika learners excel in literacy and make effective study choices that lead towards worthwhile qualifications Pasifika school leavers are academically and socially equipped to achieve their goals for further education, training and/or employment Pasifika parents, families and communities engage with schools in supporting their children's learning. Year 9 Pasifika students reading below the national mean will receive additional support in literacy, through detailed data analysis, peer tutoring and a reading programme for students. The progress of Year 11, 12 and 13 Pasifika students will be tracked with special mentoring for identified target students. Samoan will continue to be offered as a subject and opportunities taken to include Pasifika cultures (e.g. support of Pasifika culture groups for Polyfest, Pasifika food during Arts and Culture week In consultation with Komiti Pasifika, opportunities to make aiga feel welcome will be created within a range of school events such as Year 9 welcome BBQ; parent-student-teacher conferences, fia fia night, termly fono. Continue to run and support the Pasifika Medical Science academy to foster high levels of involvement and success in sciences. A celebration of Pasifika student achievement will be held each year. Report annually on ethnic composition of Board in relation to ethnic make-up of student population; seek ways to encourage Pasifika participation in Board elections. 	<p>Sa, Ct, Fn,</p> <p>Sm, SLT , Komiti Pasifika staff</p> <p>Sa, Gc, Mr</p> <p>Ct, Ta, Kti Pasifika, Tutor tchrs</p> <p>Sm, Ct, Sa, Ta, Kti Pasifika</p> <p>SLT, Sa, Ct, Kti Pasifika BOT Ct, Cj</p> <p>Kti Pasifika SLT</p>
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PRIORITY 1 RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING IN ORDER TO PROVIDE SUCCESSFUL FUTURE PATHWAYS a) To continue to support refugee students' successful integration into Waitakere College and New Zealand.		
<p>The programme of support for refugee students will continue under the guidance of the Refugee Coordinator.</p> <p>The outcomes expected for refugee students are:</p> <p>a) Improved enrolment, KAMAR information and orientation procedures</p> <p>b) Improved liaison with families</p> <p>c) Better identification of students' needs, programme placement and monitoring of progress</p> <p>d) Positive academic progress</p> <p>e) Improved long term prospects</p> <p>f) More effective communication with mainstream teachers to promote mutual understanding and support within the school.</p>	<ul style="list-style-type: none"> ➤ All new refugee students will be identified and interviewed in order to establish a clear understanding of their needs so that an IEP can be prepared for each ➤ Each new refugee student will be linked with a trained kiwi buddy on arrival to provide peer support and friendship. The kiwi buddy scheme provides support for refugees as well as other new students from overseas. ➤ The weekly homework centre (3.05 hive) staffed by English, Maths Science and ICT teachers will operate from early in term 1. ➤ The professional learning programme will include a focus on culturally responsive teaching. ➤ Refugee students and their families will be given individual information about opportunities for help with homework and study, including intensive catch up IT skills to enable refugee students to access e-learning ➤ A series of school visits will be arranged to give refugee families a chance to meet key staff and find out about how the school can support their children's education ➤ refugee students will be targeted by the Careers Department for particular assistance ➤ the progress of refugee students will be monitored and reported to the Refugee Coordinator. <p>Reports will be prepared for the Ministry of Education in July and December as required.</p>	<p>Th</p> <p>Th, Sa</p> <p>Th, Sa, tchrs</p> <p>Dv, PLT</p> <p>Th</p> <p>Th</p> <p>Th, Careers</p> <p>Th, Sa</p>

**PRIORITY 1
RAISING ACADEMIC ACHIEVEMENT FOR ALL STUDENTS THROUGH DIFFERENTIATED LEARNING IN ORDER TO PROVIDE SUCCESSFUL FUTURE PATHWAYS**

h) To continue to support students with special needs through inclusive education and successful transition into the community.

<p>1. The College will continue to provide an inclusive learning environment within the College where all students have fair access to quality education.</p> <p>2. The programme of support for ORRS funded students with special needs will continue under the guidance of the Inclusion Support Centre HOD and staff.</p> <p>The outcomes expected for ISC students are:</p> <p>a) Effective liaison with families b) Identification of students' needs, programme placement and monitoring of progress c) Improved long term prospects due to successful transition programme d) Greater mutual understanding and support within the school.</p> <p>3. The programme of support for special educational needs beyond the Inclusion Support Centre will be overseen and coordinated by the SENCO Team.</p> <p>4. The Board will be well informed about how the Special Education Grant is used to support special needs within the College.</p>	<ul style="list-style-type: none"> ● The Special Needs Policy and Special Needs Register are in place and will be fully implemented, with twice yearly reports to the Board of Trustees Special Needs Sub-Committee. ● All special needs students within the ISC will be individually assessed and an appropriate IEP developed in consultation with parents/ therapists/ teaching staff. ● Parents will be encouraged to communicate with ISC staff on a regular basis. ● ISC teachers will be supported to undertake professional development as necessary to ensure the individual needs of the students are met. ● Opportunities will be identified for ISC students to take part in the wider school community. ● External transition providers will be utilised to ensure a successful transition to the community. <ul style="list-style-type: none"> ● The SENCO team will report twice yearly to the Board of Trustees Special Needs Sub-Committee. ● The Principal will report annually to the Board on the allocation of the SEG grant. 	<p>Sa, By, Mp</p> <p>Mp, ISC staff</p> <p>Sa, By</p>
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**PRIORITY 2
IMPROVING ATTENDANCE**

To improve levels of attendance as a vital prerequisite for raising levels of achievement

<p>Targets for improving attendance</p> <p>a) To improve overall attendance levels while also targeting 'hard core' non-attenders. The general daily attendance rate will be at least 95% of the total student population. Specific efforts will be made to raise the attendance rate for all students and specifically Maori to at least 95% in 2017 and to maintain that level thereafter.</p> <p>b) To continue to meet the MOE audit standards and thereby maintain approval of the use of the electronic form of attendance recording in the Student Management System.</p> <p>c) To continue to use an Early Notification System (ENS) to build stronger links between caregivers and school in addressing attendance issues; targeting of 'at risk' students and improving the accuracy and frequency of caregiver contact.</p> <p>Consolidating pastoral structure</p> <p>d) The horizontal tutor groups will be supported to fulfil the intention of a carefully targeted approach to Pastoral Care.</p> <p>e) The Pastoral Care Team will undertake an annual review and engage in professional learning and strategic planning to ensure clarity of purpose and processes in their role of supporting teachers and students</p> <p>f) The emphasis in 2017 will continue to be on reinforcing and emphasising the critical role of the Tutor Group teacher as the 'first provider' of Pastoral Care; especially in regard to monitoring of attendance, goal setting and academic performance.</p> <p>Processes for monitoring attendance</p> <p>g) A clear process will be in place from Day 1 to ensure close monitoring of attendance, early identification of poor attendance patterns and early intervention during Term 1 in order to establish good attendance habits as an essential part of self-management.</p> <p>h) Attendance will be closely monitored by subject teachers and individual absences followed up on a daily basis by Tutor Group teachers and Youth Workers; supported by Year Level Deans, Student Records and Senior Management, as well as external agencies.</p> <p>i) The attendance of previously high-level absentees, especially those not promoted or provisionally promoted, will be monitored carefully and regularly with early notification and intervention.</p> <p>Performance review</p> <p>j) The performance review system will monitor teachers' effectiveness in carrying out their roles as primary providers of high levels of Pastoral Care; particularly as Tutor Group teachers, but also as Subject Teachers; in both roles, meeting the expectations of providing accurate and timely data in the attendance system and actively monitoring attendance and academic performance.</p>	<p>Self-review against the targets</p> <ul style="list-style-type: none"> Attendance data will be collated each week for Tutor Group teachers and school-wide each Term; it will be reported back to staff with a view to targeting and remedying problems. The BOT will receive a report for each term covering the daily attendance rate and a breakdown by year level, ethnicity and gender in order to evaluate progress towards targets. <p>In-school monitoring</p> <p>Recording:</p> <ul style="list-style-type: none"> Improve data entry to 100% Period 1 plus 100% daily subject rolls. Improved clearance of 'unsubmitted rolls' with a 'weekly deadline' and follow-up with defaulters. Regular (weekly) updating of attendance records by Tutor Group teachers. <p>Early response:</p> <ul style="list-style-type: none"> Improve early parent/caregiver contact – on first day of absence wherever possible.(monitor) Early notification and referral of concerns to school-based contact people and external agencies ENS system utilised for targeted groups of 'at risk' students and contact details updated <p>Monitoring:</p> <ul style="list-style-type: none"> Weekly completion of T Gp attendance summaries by T Gp teachers ; Tuesday Year Level mtgs are the focus for the referral of absentees and identifying target students. Identifying patterns of concern by checking and reporting patterned absence. Tutor group awareness via graphs of their performance with a 'competition' element Year Level Deans to target at risk non attendance with goal setting/rewards based action checkpoints. Providing data based summaries on regular basis as adjunct to T Gp monitoring. Notifying parents of concerns at early and regular checkpoints. <p>Role of Pastoral Care Team (PCT)</p> <ul style="list-style-type: none"> The PCT will re-clarify their roles and prepare an action plan to be in place at the beginning of Term 1 2017, to be reviewed and revised each term. Deans will take a role in the development of the Pastoral Care skills of Tutor Group teachers and Subject Teachers, supported by HODs. <p>Performance management</p> <ul style="list-style-type: none"> Tutor group and subject teachers will be reminded that keeping accurate records of student attendance is part of their performance review. Deans will visit all Tutor groups, to check that Tutor group teachers are meeting expectations of their role, including their responsibility for closely monitoring attendance. This will be reported to HODs, etc, responsible for Perf. Appraisal. The performance review of Deans and Senior Managers will include their responsibilities with regard to attendance. <p>MOE systems</p> <ul style="list-style-type: none"> The school will participate in MOE attendance audits, meeting all prior requirements and addressing any follow-up issues with urgency. 	<p>Student records, Fn</p> <p>Fn, Deans, T Gp tchrs, Youth workers, Student Records</p> <p>Sm, Fn, PCT</p> <p>Fn, Deans</p> <p>Fn, PCT, StudentRcds T Gp tchrs</p>
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PRIORITY 3
ENHANCING TEACHING: Building staff capacity to enhance lifelong learning and implement the key competencies

a) **To embed the use of restorative practice for all to enhance the relationships in the learning environment and within the College community.**

<p>This goal recognises the importance of relationships, especially those between the teacher and the student. Effective teaching and learning depends on this relationship and the teacher’s ability to motivate the students.</p> <p>It is also important that adults in the school community model the skills for building and sustaining positive relationships and use restorative practices for resolving conflicts.</p> <p>The College has been committed to restorative practice for some time, with relevant professional development for pastoral staff . However, this goal aims to ensure it is used more consistently and effectively by all staff, as part of our school-wide focus on building positive relationships.</p> <p>The focus in 2017 will be:</p>		FN, PCT
<ul style="list-style-type: none"> ● Embedding the use of restorative practice to enhance the relationships in the learning environment and within the College community. ● Enhancing the professional learning programme by including support staff as well as teachers to enhance their understanding and skills for restorative practice. ● Being more explicit about Restorative Practice and increasingly involving students so that they develop the understanding and life skills to participate effectively in RP. ● Extend understanding of what it means to be a Restorative Practice School to parents and caregivers ● Embedding the principles and processes for restorative practice arising from teacher/ student relationships as well as between students, between staff and in the wider school community. 	<ul style="list-style-type: none"> ● The Professional Learning programme will include planned opportunities to refresh and upskill teachers on the rationale and skills for RP. ● All new staff will receive training on Restorative Practices as part of their induction within their first term in the school. ● All support staff will receive RP training, especially those who have high levels of contact with students. 	FN, DV,PLT
<ul style="list-style-type: none"> ● Gathering data to give some indication of the use of restorative practices and changes in the ways teachers and support staff manage potential conflict with students 	<ul style="list-style-type: none"> ● An ongoing programme of communication is in place by the end of Term 1 to explain what RP is, the reasons for using it and how we do it. ● Students learn about RP within the junior Health programme. ● Deans and SLT members share restorative practice documents and explain RP procedures to students and parents/whanau as RP situations arise. ● Information about restorative practices is included in enrolment material and on web-site. 	FN, PCT, SLT, Student Records

PRIORITY 3
ENHANCING TEACHING: Building staff capacity to enhance lifelong learning and implement the key competencies

b) To carry out Year 3 of our second 3 year plan, implementing the effective use of best practice e-learning to enhance student achievement, with the main focus on implementing BYOD (Bring your own device) in Years 12-13 , continuing and enhancing the Yr 9-11 BYOD programme.

This goal recognises the value of e-learning as a tool to support effective teaching and learning, enabling students to become thinkers and lifelong learners.

The focus in 2017 will be:

- Implementing the third year of compulsory BYOD (Bring your own device) for Years 9-11, and expanding to Years 12-13. Note; this is the third year of the second 3 year plan to integrate best practice e-learning into our professional learning and teaching programmes)
- Second year of NZQA combined with BYOD at Year 11
- Continuing to develop staff technical capacity to use hardware, software, and new media in our Google-centric environment in ways which support the school's strategic goals to raise student achievement.
- Continuing to explore ways to integrate e-learning to support our goal of improving literacies (in particular reading, writing and digital literacy) through differentiation. The aim of this will be to maximise NCEA achievement, especially for Maori and Pasifika.
- Continued strategic review of e-learning and BYOD as the programme develops.
- Implementing and continuing to review the current 3 year plan for progressive implementation of BYOD throughout the College..
- Further focus on development of Digital Citizenship programme.

- The implementation of the E-Learning plan and BYOD will be led by the Director of E-learning, Lee Devenish, working closely with Deputy Principal Shona Smith, Business Manager Kath Kemp & E-Leaders, PLT, SLT and staff.
- Review and modify procedures to meet NZQA guidelines for digital delivery of internal assessment and moderation.
- Preparation for future digital delivery of external assessment
- The professional learning component of the plan will be guided by the Director of E-learning and the E-learning team in consultation with the PLT , including differentiated e-learning strategies to develop students' skills, particularly in reading, writing and digital literacy.
- Staff confidence and skills levels will be surveyed periodically to ascertain progress and identify new learning needs.
- The plan for ongoing review of e-learning and BYOD will be continued with data gathered from: staff and students at least twice in the year;
- Opportunities will be taken for communication and feedback from our parent / whanau community. (eg BYOD evening, open evening, fono and hui)
- The 3 year plan for BYOD Years 9-13 is in place and will remain under review

This will include:

- Ongoing research into equity issues, infrastructure, implications for pedagogy, professional learning needs, approaches taken by other schools
- early advice to parents about devices, with a range of options for payment
- professional learning for teachers throughout 2017 and beyond
- developing staff and student understandings of digital citizenship
- review of relevant policies and practices.

Dv,Sa, Kk,
SLT, PLT, E-
leaders

Dv, Sa, Ct,
Wh, PLT

Dv

Dv, Sa

Dv,Sa, SLT,
PLT

PRIORITY 3

ENHANCING TEACHING : Building staff capacity to enhance lifelong learning and implement the key competencies

c) To support all teachers to achieve the standards set in the Waitakere College effective teacher profile (ETP) and the Education Council's Practising Teacher Criteria through the Professional Learning Programme. In 2017 this will be informed by the COL Literacy focus as well as the school focus on Deep Learning, e-Learning and Poutama (the Waitakere College Responsive Pedagogy programme).

Consolidating the Effective Teacher Model

- a) Refresh the Waitakere College Effective Teacher Profile (ETP) in order to develop a rich culture of best practice pedagogy which reflects the NZ Curriculum and the Practising Teacher Criteria and is consistent with Poutama*.
- b) All teachers will be made aware that they are expected to strive towards achieving the standards set out in the ETP.
- c) Explore the implications of the ERO School Evaluation Indicators alongside the Practising Teacher Criteria (PTC) ,Ka Hikitia, Pasifika Education Plan (PEP) and our Waitakere Community of Learner goals in order to accelerate Maori success as Maori and have five out of five Pasifika students engaging and achieving in education.

Professional learning

- d) A weekly professional development cycle for all teachers will continue on Wednesday mornings, supplemented by Teacher Only Days.
- d) The professional learning plan for 2017 aim to create a coherent overview of professional development which enables teachers to implement the ETP, develop students as lifelong learners and fulfil their responsibilities such as curriculum leadership. In 2017 the programme will be coordinated with the goals of Te Kahui Ako o Waitakere (Waitakere Community of Learners), with the main focus on literacy (school-wide) and Numeracy (PLD for the Mathematics department) underpinned by culturally responsive pedagogy.

The aim will be to accelerate progress in literacy and numeracy, especially for Maori and Pasifika.

This will be framed within the context of teaching as inquiry, with a continued focus on deep learning, recognising the opportunities afforded by BYOD.

- e) All teachers will undertake an inquiry based on a soundly developed model and focusing on accelerating the achievement of Maori and Pasifika learners.
- f) Poutama* will be an integral part of the Waitakere College professional learning plan, as our approach to growing teacher capacity around culturally responsive pedagogies.

Performance review

- g) The performance review system will encourage teachers to reflect on their practice and inquire into their impact on student achievement in relation to the effective teacher profile and the school's strategic plan; it will also enable teachers to gather evidence for the Practising Teacher Criteria.

- Staff confidence and skills levels will be surveyed periodically to ascertain progress and identify new learning needs.
- The ETP profile will be refreshed through alignment with the Practising Teacher Criteria (PTC) and the ERO School Evaluation Indicators and will continue to inform the professional learning cycle and underpin the performance review process.
- The Professional Learning programme will aim to develop teachers' understanding of how to apply the principles of Maori potential, ako, identity, language and culture to their teaching practice.
- The professional learning plan for each term will be led by the Leader of Professional Learning and developed in consultation with the Professional Learning Team (PLT) with staff input.
- A soundly based plan will be in place from the end of 2016 for professional learning in literacy (for all teachers) and for Developing Communities of Mathematical Inquiry (for Mathematics teachers).
- It is understood that the focus on literacy and numeracy will be most effective if it is framed within rich, authentic contexts which have meaning for students and are connected with their lives and the real world - hence the continued focus on deep learning.
- The professional learning programme will include an early focus on refining and building deeper understanding of our teaching as inquiry model , to be linked with COL goals and focused on accelerating the achievement of Maori and Pasifika. Teachers' inquiries will be shared in their community of practice several times during the year and discussed with their performance reviewer.
- Poutama positions will be funded through Te Kahui Ako o Waitakere (the Waitakere Community of Learners) in recognition of its important contribution to the professional learning of teachers to enable them to enhance the educational success of Maori and develop culturally responsive pedagogies.
- A Poutama Facilitator /COL Within Schools teacher will be a member of the Professional Learning Team and will contribute their insights to the development of culturally responsive teaching approaches.
- All teachers will be observed over a three year cycle as part of the Poutama* process of professional development which provides ongoing coaching in relational pedagogy to improve classroom practice; the Board expects that all teachers will be part of this process.
- Poutama Facilitators/COL Culturally Responsive teachers will work with all new teachers to support their specific goals around culturally responsive pedagogy.
- Acknowledged high implementers of culturally responsive pedagogies may be observed with a Poutama lens at least once every three years , in order to allow more in-depth support for those who need it more.
- The COL/Poutama Facilitators will continue to participate in relevant external professional development.
- The performance review process will be in place from term 1, processes will be monitored and the annual cycle will be completed for each teacher.

Sa, Dv, PLT, Poutama

Sa, Dv, PLT

Sm,Sa,Dv Poutama staff

Dv

Sa

PRIORITY 3
ENHANCING TEACHING: Building staff capacity to enhance lifelong learning and implement the key competencies

d) To continually reflect on, evaluate and redesign learning programmes to ensure they are engaging, relevant, challenging and differentiated to meet the needs of all of our students in accordance with the NZ Curriculum, NCEA and Vocational Pathways.

Developing more engaging, relevant, challenging and differentiated junior programmes

- a) Keeping all junior programmes under review.
- b) Reinforcing the importance of the explicit teaching of literacy and thinking skills for gaining merit and excellence in NCEA.
- c) Exploring how to incorporate both e-learning and deep- learning into learning programs at all levels

Implementing NCEA

- d) In 2017 Departments will be analysing 2016 results, asking hard questions, exploring new approaches and where necessary making changes to course design at Levels 1-3 so that every course offers students a positive pathway with significant opportunities for success.

Enhancing vocational pathways

Consolidating the model for curriculum area review

- e) Enabling reflective evaluation of achievement in NCEA be classroom teachers and Curriculum Leaders.
- f) Reporting of all department areas to the Board of Trustees

- Initiatives will be developed in each Department to support Deep Learning strategies.
- Department meetings will be scheduled on a fortnightly basis to ensure time for teachers to collaborate on implementing BYOD and literacy initiatives in the context of deep learning and consideration will be given to this within the planning of the Professional Learning Programme.
- Implications for courses in 2017 will be explored as information becomes available, to enable courses to be redesigned where necessary.
- Decisions on course changes for 2018 will be made in time for students and parents to make informed choices.
- Further review of the subject selection communication
- Teachers and HODs will be encouraged and funded to attend NZQA best practice moderation workshops as necessary.
- Vocational Pathways covered in detail as Strategic goal 1c
- Teachers are supplied with a template for reflecting on their own students' NCEA achievement, including their own indicator students and supply analysis to their Curriculum Leader (Internal end of Term 4/ External start of Term 1)
- By the end of term 4 of the previous year Curriculum Leaders are supplied with the model and time-frame for their curriculum area review.
- In Term 1, Week 1, whole staff, teachers and departments will analyse and reflect on results in order to identify quickly courses needing changes in design and delivery.
- During term 1 each Curriculum Leader will have a meeting with the Principal and their performance reviewer/line manager to discuss the review and refine goals for 2017.
- All Curriculum Areas will report to Board Curriculum Committee once during the year. according to a schedule.

Sa, Dv, Ct, Sm, Curriculum Leaders

Curriculum Lrs

Ct, Sz, Gs

Ct, Wh, Dv

Curriculum Ldrs

Ct Curric ldrs

PRIORITY 4

a) BUILDING STUDENT CAPACITY

To develop and begin to implement a three year plan to develop student voice, agency and leadership at all levels.

It is time for us to take a fresh look at how we ensure that every student is a confident, connected, actively involved, lifelong learner.

Specifically we aim to develop and begin to implement a three year plan to:

- increase the use of student voice at all levels - that is to enable students to have more say in what and how they learn , to give feedback and contribute ideas, knowing they will be valued, listened to and included in the process of decision making.
- increase student agency at all levels - that is, to move them from being passive to active learners and participants in and beyond the school community, asking questions, showing energy, initiative and resilience in the face of challenges and new situations, within and beyond the classroom.
- provide a coherent programme to grow leadership capabilities and opportunities at all levels - that is, to offer planned leadership opportunities from Years 9 to 13 along with an ongoing programme to develop the necessary dispositions and skills.

An initial 3 year plan will be in place by the end of term 1:

- To continue to develop staff awareness of the importance and power of student voice about their own learning within the context of our work on deep learning.
- To ensure that student voice is a routine part of all major school developments.
- To continue to develop staff awareness of the importance and power of student agency within the context of the NZ Curriculum and our work on deep learning.
- To increase the ways in which students can play a more active role in major school activities and initiatives and contribute to the wider community.
- To develop a planned programme / calendar of opportunities for a wide range of students at Years 9 to 13 to be involved in offering and leading service to the school or the wider community.

For example, leading assemblies, hui and and fono, assisting with organisation of parent and whanau events, running sports events, supporting culture groups, community projects.

- To investigate and develop a description of leadership capabilities and implement a programme to grow these both within deep learning experiences and through training for specific roles.

For example

- training prefects and captains of premier sports teams in public speaking and other expectations of the role;
- building the confidence of junior students to speak or perform at assemblies so that this becomes the norm;
- developing a leadership group of Year 12-13 Maori students to support the goals of Maori retention and whanau involvement.

**PRIORITY 5
CONNECTING WITH COMMUNITY IN ORDER TO ENHANCE ACHIEVEMENT**

a) To enhance dialogue with parents and whanau focused on student achievement.

Contact with Parents in general

a) The school will strive to build partnerships with parents by providing ongoing opportunities for contact.

b) Contact with parents about individual students

Contact with special groups

c) The school will continue to explore new ways of building a partnership with students' families.

This will include ways to involve parents from particular groups will continue, including:

- Maori
- Pasifika
- Refugees
- Shine enrichment
- Inclusion Support Centre

Celebrations of achievement

Contact with families of Year 8 students

Contact with alumni

- There will be a planned programme of events to involve parents, including:
 - Year 9 Parents' Welcome evening
 - Family:School conferences
 - Parents' evenings (including hui and fono)
 - Pathways evenings
 - CSI – Course selection interviews
 - NCEA information evenings
- Junior reports will provide weekly feedback for parents
- Parents will be contacted in the first two days about attendance concerns
- Parents will be contacted early by relevant staff about concerns.
- In consultation with Komiti Maori and Komiti Pasifika, opportunities to make whanau and aiga feel welcome will be created within a range of school events such as Year 9 welcome BBQ; parent-student-teacher conferences; special celebrations of achievement; hui in the whare wananga
- Refugee dinner, special Careers events for refugee families
- Shine enrichment celebration evening
- Involvement of parents in IEPs
- ISC Transition Provider evening (biennial)
- ISC Family planning evening (biennial)
- NCEA Achievers' Assemblies
- Junior and senior prizegivings
- Sports awards
- Arts and Cultural Awards
- Maori celebration
- Pasifika celebration
- Shine enrichment celebration
- Refugee celebration evening
- ISC celebration
- Services Academy passing out parade
- Open evening / Open Day
- Friendly, efficient enrolment procedures
- Contacts through contributing schools
- Develop the Waitakere College Foundation to facilitate more active links with alumni with ongoing opportunities for them to contribute to College life in a variety of ways.

**PRIORITY 4
CONNECTING WITH COMMUNITY IN ORDER TO ENHANCE ACHIEVEMENT**

b) To participate in Te Kahui Ako o Waitakere (Waitakere Community of Learners) - a cluster of local primary, intermediate and secondary schools, to raise achievement for priority learners .

Our vision is to create a community of schools in which learning is engaging, empowering and success-making for our diverse population, where no school and no student is left behind. We will forge links between primary, intermediate and secondary schools, to ensure that students' learning needs are met as they progress into the next level of education and to enable students, parents and whanau to see a clear pathway ahead. We will work in partnership with students, parents and whanau towards these goals.

We aim:

- to raise the achievement levels for our Maori and Pasifika students in Reading, Writing and Mathematics as measured against National Standards and agreed targets for Years 9-10;
- to increase the percentage of Maori and Pasifika leaving school with NCEA Level 2 or higher;
- to improve the retention of Maori students.

We will achieve this by working together on three important areas:

- culturally responsive pedagogies – where teachers understand how to work effectively with diverse groups of students;
- collaborative inquiry to identify and share best practice in working towards the targets for literacy, mathematics, NCEA Level 2+ and retention.
- More effective transition processes to support students as they move from primary and intermediate into secondary schools.

Schools involved:

Primary schools - Birdwood, Henderson North, Holy Cross, Pomaria, Ranui, St Paul's, Summerland, Western Heights

Intermediate: Henderson Intermediate

Secondary Schools: Liston, St Dominic's and Waitakere Colleges.

- Te Kahui Ako o Waitakere (the Waitakere Community of Learners) will be reviewed by the end of term 1, with a further term agreed, as per the initial Memorandum of agreement between the 12 schools involved.
- A soundly based plan will be in place from the end of 2016 for professional learning and development across the COL focused on literacy, numeracy and culturally responsive pedagogies, led by the Across Schools Team and supported by external PLD providers. This will include:
 - conferences for all teachers with COL positions
 - seminars for COL teachers around their focus areas of literacy, numeracy, culturally responsive pedagogies or NCEA L2+/Maori retention
 - an in-depth focus for each school on one of the three main focus areas
 - In the case of Waitakere College , the focus will be on Literacy (school-wide) and Numeracy (PLD for the Mathematics Dept).
- A sustainable model will be developed under the leadership of the Across Schools Data Leader for the collection, storage and analysis of student achievement data to enable us to assess progress over time and to inform our work towards the goals for accelerating student achievement.
- A cross- school calendar will be in place for the cluster to ensure that that cross-school events are coordinated and time is used productively.
- A plan will be developed to improve transition processes between primary, intermediate and secondary schools.
- COL Boards of Trustees will hold at least two combined hui during 2017.
- The COL Leader will coordinate the preparation of updates for staff and reports for Boards of Trustees to be supplied regularly through the year.
- Progress within the Community of Learners will be reported on in each school's annual analysis of variance.

SA, COL
Leadership
Group

SA, COL
Across Schools
Team

SA, COL
Across Schools
Team, COL
Leadership
Group
SA

SA, COL
Principals

OPERATIONAL MATTERS In addition to the strategic focus for 2017, the Board continues to plan for the following goals:

ESTABLISHING AND MAINTAINING A CLIMATE OF WELL BEING FOR ALL

It is important to establish and maintain a culture of well being for students and staff within the College as well as for parents, whanau and other members of the school community. This means our school values need to reflect our desired outcomes for student well being, be understood by all, modelled by the school leadership and staff and supported by the school's systems and procedures.

At its broadest, this encompasses everything we do in our roles as teachers, as colleagues, as students as employers and employees and as members of the community. This section focuses on two broad principles which should underpin these endeavours.

<p>Expressed Values</p> <ul style="list-style-type: none"> To develop and maintain a culture that is conducive to Learning. The school culture is defined as “how we do things in this school”. In regard to well being it would include: relationships (staff and student), manners, compliance with rules, attitude toward academic effort and similar. <p>Evaluation Indicators</p> <ul style="list-style-type: none"> There are two significant sections to this development of culture: the Waitakere Way and Restorative Practice. The implementation and application of these two concepts are significant indicators of Well being in this school. The Waitakere Way is defined above but covers primarily: <ul style="list-style-type: none"> Learning/Ako Respect/Tapu Caring/Manaakitanga. Restorative Practice is the way we manage relationships between staff and students as well as staff and staff and will expand in 2017 to include student to student relationships. <p>Health & Safety</p> <ul style="list-style-type: none"> To ensure that the culture, systems and practices of the College are compliant with legislative requirements and conducive to a climate of wellbeing. <p>Equity for students from low income families</p> <ul style="list-style-type: none"> To ensure that students from low income families are given equitable opportunities to become full members of the Waitakere College educational community and to achieve educational success. 	<p>Values in Action</p> <p>The values in action comes down to whether the Waitakere Way and Restorative Practice is widely understood and utilised by all members of our community</p> <p>Following extensive training of staff in both the application of the Waitakere Way over many years and of Restorative Practice over the past four years and the teaching of values expected via the Waitakere Way with students both of these are deeply embedded in our culture.</p> <p>Work yet to do in developing this climate of well being in 2017</p> <p>Students are at present the receivers of Restorative Practice but many do not understand the process themselves. The same holds true for our parents and caregivers.</p> <p>The next steps are:</p> <ul style="list-style-type: none"> Further embedding both the Waitakere Way and Restorative Practice Enabling them to become drivers and leaders in the school community through the three year plan to develop student voice, agency and leadership at all levels. <p>Health & Safety</p> <ul style="list-style-type: none"> All Health and Safety related policies and procedures have been reviewed by the end of 2016 in the light of new Health and Safety legislation. Ongoing review of policies and practices by SLT, BOT and Health & Safety Committee to build and maintain a culture in which health and safety considerations are the norm. <p>Equity for students from low income families</p> <ul style="list-style-type: none"> Hardship provisions are in place to enable students from low income families to access discreet assistance for uniform, stationery, trips, camps, NCEA fees etc. Loan devices are provided through the library for students whose families have not been able to provide devices under the BYOD policy. Opportunities continue to be explored with the 2020 Trust, local business sponsors, WC Foundation, and other funding distributors to provide ways in which more students can participate in all aspects of College life. 	<p>BOT, SM, SLT, All staff</p> <p>FN, PCT</p> <p>KK, SLT, Health & Safety Ctee</p> <p>FN, SLT</p> <p>DV, KK</p> <p>KK, SM</p>
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BUILDING A PROFESSIONAL TEAM

It is important to work on the building of a strong and relatively stable professional team of teachers and support staff. This includes: the supportive induction of new staff, training and upskilling of middle managers, embedding the Poutama model of professional development and sharpening the effectiveness of the performance management system in the context of the school's strategic goals, the NZ Curriculum and the Practising Teacher Criteria.

Building a Professional Team

- Building capacity and strength in the new leadership team in a year with significant changes
- Maintaining and improving our current induction and support procedures for new staff, including introduction to the school, culture and goals as well as more practical matters

Professional Learning

- Working with the Professional Learning team to bring together different strands of professional learning within the school.
- Accessing externally provided PLD through the COL to address the school's strategic goals.
- Professional learning based on COL goals of literacy (school-wide) and Numeracy (PLD for the Mathematics department) underpinned by culturally responsive pedagogy. The aim will be to accelerate progress in literacy and numeracy, especially for Maori and Pasifika.
- This will be framed within the context of teaching as inquiry, with a continued focus on deep learning, recognising the opportunities afforded by BYOD.
- Embedding the use of restorative practice to enhance relationships in the learning environment and within the school community.
- Implementing Yr 3 of the 2nd 3 year plan to integrate best practice e-learning into our professional teaching and learning programme, which now extends through Year 9-13.
- Implementing Poutama professional development alongside Community of Learners
- Offering professional learning on culturally responsive teaching approaches. (including *Maori potential, ako, identity, language and culture*.)
- Ongoing access to subject expertise to support effective implementation of NCEA and Vocational Pathways.

Mentoring Beginning and new Teachers

- Continuing to scrutinise and develop the provisionally registered teacher induction programme to better meet national requirements
- Ensuring that all new teachers receive thorough support and induction in a year with a significant number of new staff
- Continuing professional learning and support for mentor teachers

Practising Teacher Criteria

- Continuing to enrich staff understanding and skills for implementing the Practising Teacher Criteria.

Monitoring the Performance Management process to ensure:

- a strong focus on effective teaching and learning and management practices which support this
- coherence with the Practising Teacher Criteria.

Continuing and where possible enhancing good employer practices.

- Regular SLT meetings and involvement in strategic review.
- Extended induction programme occurs for all new staff, including opportunities for them to give feedback so as to improve future processes.

- The PLT includes staff with relevant roles e.g. Poutama, COL Literacy/ Numeracy, Specialist Classroom teacher, Gifted/Talented and E-Learning Coordinators and has involvement in planning and delivering a coherent programme of professional development based on the NZ Curriculum and supporting the school's strategic intent.

- Professional learning is linked to needs identified in 2016 reviews and addresses strategic goals.

- See Priority 3a Restorative practices

- See Priority 3b E-Learning

- See Priority 3d Poutama
- See Priority 1e Accelerating Success for Maori

- See Priority 1b NCEA and 1c Vocational Pathways

- SCT continues programme of induction and support for Year 1 teachers
- All PCTs and mentors are given guidance and oversight to ensure a record is kept of the mentoring and induction programme.
- The programme of support, oversight and professional learning for mentor teachers continues.

- Continuing to align induction, professional learning and performance review with registration evidence gathering processes for all staff.

- Performance review cycle documentation and processes remain under review in order to ensure that they are consistent with the revised Waitakere College Effective Teacher Profile (ETP) and the Practising Teacher Criteria.
- Personnel policies are current and compliant with legislative requirements and good employer practices are adhered to; staff feedback is sought, reflected on and where possible acted on by senior management.

Sm, Sa,
Exec
Sa, Dv

Sm, Sa, Dv

INFRASTRUCTURAL GOALS TO SUPPORT THE OVER-ARCHING GOALS

MANAGING THE ENROLMENT SCHEME <i>The goal is to ensure that the roll stabilises at an optimum level in order to achieve stability in staffing and enable Board, Principal and staff to plan how to lift student achievement through best practice supported by effective management of people, resources and property.</i>		
Managing the Enrolment Scheme <ul style="list-style-type: none"> • Successful administration of enrolment scheme. • Analysing likely roll trends over the next 5 years, managing staffing and property and working with the Ministry of Education to ensure that we have the facilities necessary to cope with possible future roll growth • Positive and well focused marketing and recruitment 	<ul style="list-style-type: none"> • Update the enrolment scheme street list, inform public early of zone boundary and enrolment procedure • Manage staffing in order to minimise any impact of roll fluctuations. • Continue to refocus key messages • Continue to review and enhance publicity, prospectus, web-site and enrolment procedures • Enhance programme of contributing school contacts 	Sm, BOT, SLT, Tau, Front Office
PROPERTY MANAGEMENT <i>It will be important to implement the next phases of the 5 year property plan and the 10 year cyclical maintenance plans to ensure an enhanced learning environment.</i>		
Property Management <ul style="list-style-type: none"> • Implement Year 1 of current 5 Year Plan (2017 - 2022) • Ongoing implementation of rolling 10 year cyclical maintenance plan • Working with Project Manager to progress: GSE schoolwide projects (ISC Property Mods), Hall and Dance/ Drama / Performance facilities, demolition and rebuild of Woodwork and Engineering workshops, garaging and driveways, roofing and water tightness (especially Gym and B block), drainage and hard surfaces improvements. • Continuing to improve health & safety throughout the school, including training and signage • Continuing to improve the facilities for students and staff, especially Furniture and Fittings, flooring and window coverings, heating and ventilation. • Implement solution to fire and security alarm school-wide integration, and operational issues. • Develop our Security Camera surveillance system. • Develop a swipe card access security system 	<ul style="list-style-type: none"> • Regularly liaising with BOT Property Committee about Property and Grounds matters, and regularly review 5YA projects • Monitor cost of utilities operating costs, and develop solutions for controlling usage. <ul style="list-style-type: none"> • Continuing improvement of our Sports facilities • Continuing to make the school environment look and feel colourful and vibrant • Manage revenue generation from facilities hire, external funds/grants 	Kk, SM, SLT As above

VISION, STRATEGIC PLAN AND POLICY REVIEW

*The vision, strategic plan and annual plan are clearly articulated, understood within the school community and reported on.
Board policies are kept under ongoing review and regularly updated, both for compliance and to ensure that policies and practice reflect overall school goals.*

Vision, Strategic Plan and Policy Review

- Staff are well informed about the vision, strategic plan and annual plan through the staff manual and staff meetings.
- Students and parents are consulted and informed about the vision and strategic plan

- There is evidence that the school is taking steps to implement the strategic plan

- There is evidence of a planned, ongoing and strategic approach to review, with a plan for ensuring sustainable leadership of different areas.

- There is evidence of the cycles for policy revision and review of subject departments.

- The annual analysis of variance on 2016 is presented on time and in a useful form.

- Data is gathered to meet Ministry requirements for annual reporting on 2017.

- The updated strategic plan is published along with steps to implement it.
- Website and other school publications reflect and report on strategic plan
- Principal reflects strategic plan in public statements

- Professional learning programme supports staff in meeting the school's strategic intent.
- Tasks and measures in published plan are adhered to as much as possible.

- There is a calendar showing the ongoing strategic review process.
- Members of the senior leadership team are actively involved in ongoing review processes.
- The policy review process is clearly evident through BOT minutes and the publication of updated policies

- Curriculum Departments are reviewed annually, there is a 3 year cycle of Department meetings with BOT and special reviews are conducted of curriculum areas undergoing particular changes or challenges.

- 2016 Annual Report (Analysis of variance) is considered by BOT and reported to Ministry of Education by the dead-line.

Sa, Sm, SLT

Sa, Dv., PLT

Sm, BOT, SLT

Ct, HODs

Sa, Sm, SLT

<p>COMMUNITY CONSULTATION AND RELATIONSHIPS <i>In order to make Achievement for all a reality it is necessary to find ways of engaging the school and parent community with the school in positive and meaningful ways.</i></p>		
<p>Community Consultation</p> <ul style="list-style-type: none"> ● Consultations of parents and the school community occur as appropriate. ● The school explores creative and culturally appropriate ways of engaging parents and the community ● . Support and encourage parent participation through the BOT election process <p>Enhancing support for the College</p> <ul style="list-style-type: none"> ▪ Enhance relationships with businesses, and past students / staff, that will develop and sustain initiatives to break down barriers to opportunities for educational achievement. ▪ Maintain a positive and progressive reputation for the College, and keep profile high in the community, attracting support and contributions that enable student success. 	<ul style="list-style-type: none"> ● Consultation Ctee sets up appropriate forums to consult parent and student groups. ● BOT uses feedback from consultations to help inform future planning. ● Evidence of increased turnout in BOT election. <ul style="list-style-type: none"> ● Opportunities are taken to build and sustain supportive relationships between the College and local businesses and alumni. ● The profile and reputation of the College is closely monitored and a communications plan is in place. 	<p>BOT, Kk, Sm</p>
<p>INTERNATIONAL DEPARTMENT <i>It will be necessary to analyse trends in order to manage international student enrolment.</i></p>		
<p>International Department Strategic planning</p> <ul style="list-style-type: none"> ● Implement Year 2 of 3 year strategic plan covering 2016-2018 ● Develop new channels into existing markets as back up, and explore the potential of new markets that fit our offering. ● Develop comprehensive understanding of target markets appropriate for Waitakere College, and strategise accordingly ● Develop our offering as appropriate for various target markets, both short and long term stayers. ● Explore potential for outsourcing homestay to accommodate groups. ● Plan for increase in homestay and tuition fees 2018 <p>Academic and personal well being of students</p> <ul style="list-style-type: none"> ● Ensure we are compliant with Education Code 2016. ● Academic progress is closely monitored to ensure International Students have pathways to universities ● Student welfare at school is closely monitored ● Homestay monitoring as required by Education Code 2016. ● Insurance and Student Visas are kept current. ● Ensure orientation is ongoing and compliant with Education Code 2016. <p>Monitoring enrolments and budget</p> <ul style="list-style-type: none"> ● Closely monitor enrolments and if necessary modify budgets to take account of roll fluctuations. 	<ul style="list-style-type: none"> ● Updated marketing plan for 2016 – 2018 is in place by early Term 1 ● Plan is under ongoing annual review. <ul style="list-style-type: none"> ● Welfare and wellbeing of students discussed in termly meetings, ongoing conversation with students and weekly assembly meetings ● Termly interviews of students and twice yearly visits to homestays and ongoing regular conversation with students and homestays to ensure compliance with Education Code 2016 ● Records kept and visas and insurance updated /renewed as required <ul style="list-style-type: none"> ● Board is kept informed about student numbers and budget remains under ongoing review ● Continue to build on student numbers in 2016, and agency contact 	<p>Frances Thyberg, SM, KK</p> <p>Frances, TH</p> <p>Frances Thyberg, SM, KK</p>

INFRASTRUCTURE

Continue co-ordinated approach to ICT planning and budgeting

<p>Infrastructure</p> <ul style="list-style-type: none"> • Continue to seek ways to improve network management and reprographic system management. • Encourage more accountability and more online payments by parents; improve recoverables rate • Support teachers in fully utilising Google systems and educational apps and software programmes • Manage infrastructural implementation of BYOD plan until all year levels involved • Further utilise the features of KAMAR system, particularly in Accounts area • Phone system upgrade • Website upgrade • Continue to strengthen wi-fi network and its reliability 	<ul style="list-style-type: none"> • Continue working with New Era IT and Sharp for smooth operation of reprographics and ICT equipment. Review contracts as appropriate and timely. • Develop systems for distribution of resources in the internal Resource Centre, Computer labs and Library • Support use of digital presentation screens for classroom learning, and for digital signage and communication opportunities. • Work closely with E-Learning Director and ICT Ctee to ensure infrastructural and budgetary implications of E-Learning plan are anticipated and in place. <ul style="list-style-type: none"> • Explore further use of digital technologies for effective communication to parents, teachers and Students, replacing paper and postage where feasible for time and dollar efficiencies. • Network, and telecommunications plans reviewed to incorporate future needs. 	<p>Kk with Dv, ICT Ctee & New Era</p>
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FINANCIAL MANAGEMENT

There is evidence that Board, Principal and executive team have succeeded in bringing the initial budget deficit as close as possible to a zero deficit budget; and that prudent financial management enables the school to maximise income and minimise expenditure.

<p>Financial Management</p> <ul style="list-style-type: none"> • An approved budget is followed and refined regularly throughout the year in order to ensure that the initial budget deficit is reduced as close as possible to zero. • Finances are managed in such a way as to make further improvements in the school's financial situation throughout the year and hold expenditure wherever possible in order to achieve an outcome better than the approved budget. • Trends during 2017 are closely monitored in order to enable any necessary reviews to take place ahead of the 2018 budget. <ul style="list-style-type: none"> • Knowledge is shared between external accounts service, Accounts team, Senior Leadership team and BOT so that budget performance and rationale are transparent and easily followed. 	<ul style="list-style-type: none"> • Approved budget is in place from the beginning of 2017. • Budget is examined and refined in light of final figures for 2016 and later developments e.g. 1 March roll figures. • Audited accounts for 2017 show an operational result as close as possible to zero. • Executive team reports in a regular and timely manner to the BOT Finance Sub-Committee 	<p>SLT, BOT</p>
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