

WESTLAKE GIRLS HIGH SCHOOL

Charter 2015-2017



Every Westlake Girl is encouraged
to achieve personal excellence
in every endeavour
every day

Westlake Girls High School

Westlake Girls High School was formed in 1962 when Westlake High School (founded in 1958) was split into two separate schools. Westlake Girls remained on the original site in Taharoto Road and Westlake Boys moved to Forrest Hill Road, 500m metres away. The name of both schools derived from the location 'West of Lake Pupuke', a well-known North Shore geographical feature.

A Decile 9 school, Westlake Girls is New Zealand's largest girls' school attracting around 2250 students, including 200 FTTE foreign fee paying students. It is the only girls' school between Auckland city and Whangarei Girls' High School and demand to gain entry is high. 180 places were available to out of zone applicants in Year 9 this year.

Westlake Girls is recognised for high quality teaching and a well-developed culture of academic excellence. The School continues to improve on its external academic performance each year. NCEA endorsements are tracking above national outcomes for Decile 8-10 schools in L1, L2 and L3 and a record of 82 scholarships were gained, including 10 outstanding scholarships. These results reflect the commitment of all staff to the needs of all learners.

Westlake High Schools' Music programme is highly regarded nationally and globally. The Concert Band, Symphony Orchestra, Choralation Choir and Chamber Orchestra earned international awards at the Summa Cum Laude Youth Music Festival in Vienna, in 2014. These groups include Westlake Boys students.

World class sporting facilities, including two all-weather soccer turfs, an Olympic quality hockey turf and covered Tennis and Netball Courts, provide the opportunity to continually strengthen Sports Programmes and attract sporting talent in a number of key codes.

A new school uniform introduced at Years 9 and 12 in 2013 provides students with an updated image and identity. The old uniform will disappear completely at the end of 2015.

2015 upgrades to the Library and H Block in the first six months, and S Block later in the year, will improve learning spaces and address maintenance requirements.

The 2015-2017 Strategic Plan positions Westlake Girls High School as a leading state girls' school in New Zealand. The Principal and senior leaders work as an effective team, always focused on new actions and bringing fresh ideas and thinking to academic and cultural opportunities offered. The four strategic BOT goals provide an important compass and the whole school community looks to 2015 with optimism.

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Statements of intent

A Westlake Girl will aspire to

Achieve personal excellence through SMART goals
Be positive, inquire, develop confidence, empathy and resilience
Respect cultural diversity
Embrace change and behave in an honourable way
Participate in extracurricular activities
Make a positive contribution to school and community

A Westlake Teacher will

Establish high expectations for all learners
Inspire, engage and encourage all students to be successful learners
Model life-long learning
Respect cultural diversity, especially the needs of Maori and Pasifika
Embrace change and behave in an honourable way
Be honest, reflective and committed to best pedagogical practice
Be actively involved in the co-curricular life of the school

A Westlake Parent will

Encourage and support their daughter(s) in all aspects of learning
Embrace and champion the Westlake Girls vision and values
Support the school to provide the very best educational environment

Guiding principles and values

- **Excellence** – achieved through personal endeavour, inquiry, curiosity and creativity in curricular and extracurricular activities.
- **Leadership** – responsibility, self-awareness, respecting others, demonstrating empathy, celebrating ethnic and cultural diversity; humility, gratitude and independence.
- **Community engagement** - effective online communication, House spirit and competition, school pride, Whanau Group and Parents Forum, Alumni, community service, partnerships with local businesses and agencies.
- **Operational Quality** – continually streamlining systems and processes, increasing environmental sustainability, staff and student safety, improving daily operations and ensuring optimum efficiency.

Glossary of Terms

CAT	Common Assessment Task
CE	Curriculum Executive
DCG	Designated Care Giver
DP	Deputy Principal
EAP	English for Academic Purposes
EOTC	Education Outside the Classroom
ERO	Education Review Office
ESOL	English for speakers of Other Languages
FFP	Foreign Fee payer
FTE	Full time Equivalent
HOD	Head of Department
KPIs	Key Performance Indicators
LE	Learning Enhancement
LWOP	Leave Without Pay
LWP	Leave With Pay
MCAT	Maths Common Assessment Task
MOE	Ministry of Education
NZQA	New Zealand Qualifications Authority
NCEA	National Certificate of Education Achievement
OAG	Office of the Auditor General
RAMs	Risk Assessment & management Strategies
PI	Pacific Island
SAC	Special Assessment Conditions
SLT	Senior Leadership Team
SMS	Student Management Systems
TIC	Teacher in Charge

Strategic Goals 2015 – 2017

Goal 1 - EXCELLENCE

Staff and students aim for personal excellence in every endeavour

Objectives	Actions	Who
1.1 Embedding school culture of personal excellence	<ul style="list-style-type: none"> Excellence is promoted by SLT and BOT members. Excellence is acknowledged and rewarded in House Assemblies, on the Website and in eNewsletters Cohesive and innovative delivery of the curriculum addresses the needs of all students and enables them to aim for personal excellence School strengths in STEM, Music, Visual Arts and Sport are celebrated and role models / mentors in these disciplines sought Industry role models personally address students every year to demonstrate the benefits of endeavour and a focus on personal excellence in their field 	BOT, SLT, All staff, coaches etc Curriculum Exec SLT SLT /House Leaders Careers
1.2 Identification and response to individual learning needs	<ul style="list-style-type: none"> Learning profiles from contributing schools will inform the delivery of programmes for Years 9 and 10 IEPs and /or SMART goals are developed for every student from entry into the junior school. Students at risk of underachieving are individually supported Teachers aim to know students well and aim to differentiate teaching programmes to meet their needs Maori and Pasifika students are encouraged, mentored and actively supported in every way possible Students at risk of under achieving, or with special education needs, are identified early and fully supported to achieve International students (and residents for whom English is a second language) receive personalised support before integrating into mainstream classes as quickly as practicable 	Contributing schools, Yr 9 staff and Learning Enhancement Deans, Careers, HODs, Teachers HODs /TICs Maori and PI Mentors TIC Maori, teachers Leadership and Learning Enhancement Teams ESOL/ LE/ DP International
1.3 Effective and innovative teaching programmes are delivered to learners	<ul style="list-style-type: none"> High expectations are held for all staff and all students and their development is a priority and supported HODs /teachers actively explore innovative and cross curricular programme design and planning Appraisal is focused on teacher improvement and underpinned by action research (teacher as self-reflective practitioner) Professional development is linked to appraisal, staff needs and effectively employs best practice 	SLT HODs, TICs, staff Principal / DP Staff Principal /DP Staff

<p>1.4 Cohesive curriculum Years 7-13</p>	<ul style="list-style-type: none"> • Seamless pathways are achieved between contributing schools and WGHS. Information about content and structure of learning programmes is shared. • Curriculum Mapping facilitates cross-curricular planning and consistency with regular monitoring and reporting. 	<p>Learning Enhancement Team, HODs, TICs</p>
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Goal 2 - LEADERSHIP

An effective leadership culture underpins all that we do

Objectives	Actions	Who
<p>2.1 Leadership opportunities exist for staff and students</p>	<ul style="list-style-type: none"> • Encouragement, support, guidance and development for staff seeking advancement or leadership responsibility is promoted. • WGHS Staff Rewards and Recognition Scheme guides identification and the acknowledgement of high performing, professional and positive staff role models. • Students are provided opportunities to experience leadership in wide ranging disciplines from Year 9-13. • The Head and Deputy Head Prefect attend the annual AGSA Student Leadership Conference in Queensland, Australia. 	<p>HODs, staff and Leadership Team</p> <p>Principal/Associate</p> <p>DP Students</p> <p>Principal, DP Students</p>
<p>2.2 A professional leadership culture and a commitment to excellence in pedagogy is visible</p>	<ul style="list-style-type: none"> • Staff aim for personal excellence and demonstrate professionalism at all times. • Leadership Courses and Workshops will be available to staff from 2015. • Modelling of successful practice is acknowledged at Curriculum Executive, HOD and departmental meetings and reinforced in online communications • The specialist classroom teacher actively supports teachers to improve their pedagogy and practice • Team Leaders in eLearning promote eLearning goals and support staff and students 	<p>Principal /Associate</p> <p>Principal</p> <p>Principal/ Associate TIC eLearning /SCT</p> <p>SCT</p> <p>TIC ELearning</p>
<p>2.3 Review and reflect on the effectiveness of leaders</p>	<ul style="list-style-type: none"> • 360 degree appraisal methods are employed for the Principal, Associate, Deputies, AP, HODs and Deans 	<p>BOT, SLT, Deans, HODs</p>

Goal 3 – COMMUNITY ENGAGEMENT

Strong community links and partnerships impact positively on student achievement

Objectives	Actions	Who
3.1 Communication and partnering with the wider school community	<ul style="list-style-type: none"> Globally emailing parents: newsletters, notification of absences, reports, Parent Forum etc Parent Forum Chair works with the Principal to identify ways where PF can support the school Where appropriate, parents with expertise are invited to work with students eg Young Enterprise Scheme Staff will willingly contribute to the wider life of the school and share stories via THE VOICE 	<p>Leadership Team, Staff, BOT, Parent Forum</p> <p>PF Chair, Principal</p> <p>HODs</p> <p>All staff</p>
3.2 Maori and Pasifika community engagement	<ul style="list-style-type: none"> Maori and Pasifika student mentors monitor progress of students at risk of underachieving Maori and Pasifika parents are invited in, to engage with staff, through special events and festivities Whanau Group strengthens connections with Maori parents to support their daughters' learning Links with local Pasifika churches are developed Maori language week is a significant event in the school calendar 	<p>SLT, PI Mentors</p> <p>TIC Maori, Leadership Team, Mentors</p> <p>SLT, PI Mentors</p> <p>SLT, PI Mentors</p> <p>TIC Maori, Leadership Team, Mentors</p>
3.3 Westlake Alumni	<ul style="list-style-type: none"> Alumni co-ordinator manages data base of former students and keeps alumni informed via Facebook and the school website Alumni invited to speak to interested students on their career pathways 	<p>Alumni Coordinator, Careers Team</p>
3.4 Principal as Leading Educator	<ul style="list-style-type: none"> The Principal is a member of the Auckland SS Principals' Executive and offers expertise and a voice in regional issues The Principal engages in local and international school communities as the WGHS Ambassador – speaking, visiting and /or supporting key events The Principal mentors aspiring leaders at WGHS and outside the school through NZ Girls' Schools networks 	<p>Principal/ Associate Principal</p>
3.5 Principal as International Ambassador	<ul style="list-style-type: none"> The Principal engages with international agents and communities in Europe, Thailand, Korea and China The Principal represents the school at relevant events or conferences internationally 	<p>Principal / Associate</p>

Goal 4 – OPERATIONAL QUALITY

High quality and effective school operations support learning

Objectives	Actions	Who
4.1 Quality and sustainable policies, procedures and resources	<ul style="list-style-type: none"> • Transparent, environmentally sustainable policies and procedures are utilised in human and general resource management • Policies and procedures are regularly reviewed to ensure best practice and support learning • The Board, through the Principal, is a fair and reasonable employer • Health and safety audit recommendations will be worked through during 2015 with a 2016-2018 Health and Safety Plan developed that addresses relevant and reasonable issues of compliance. The most important issues will be addressed first. 	SLT & BOT SLT & BOT BOT Principal/SLT
4.2 Quality student services and support	<ul style="list-style-type: none"> • Services for students are of the highest quality possible and focused on their learning needs 	Leadership team, Deans, Careers
4.3 Quality facilities	<ul style="list-style-type: none"> • Continue roll out of eLearning capability • Upgrade stage one of library and complete BIP • Progress Events Centre to full working drawings • Plan for 2017 construction and completion • Appoint a BOT Fundraising Sub-committee • Investigate fundraising options for Whare Wananga and Sports Pavilion • Centralise funds from advertising revenue and determine how this fund is to be managed long term. • Maintenance of sporting facilities is factored into all planning and development 	BOT, Principal, Associate BOT BOT BOT Fundraising Sub-committee BOT Principal, Associate

WESTLAKE GIRLS HIGH SCHOOL

Annual Plan 2015



Goal 1: Excellence

1.1 Academic and personal excellence

1.1.1 Academic and personal excellence is encouraged and acknowledged

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Goal setting for excellence	Teachers, support staff and students will have personal, annual goals that focus their attention on achieving their best work	All staff and students
Culture of personal excellence	Academic and personal excellence are actively encouraged through a range of communications tools as well as in assemblies and in form time.	Form teachers Teachers, Junior Prefects
Celebrating and acknowledging high achievers, academic endeavour, personal commitment and success	THE VOICE, the WGHS Website and Facebook entries highlight academic and personal excellence	Principal /SLT DPs/Deans/ LE staff
Key messages at assemblies, Open and Information Evenings	Westlake Girls is known to be a school that promotes academic and personal excellence at every opportunity	SLT/DPs/Deans
HODs/TICs leading personal excellence	HODs /TICs take every opportunity to acknowledge good work ethic and academic endeavour	HODs /TIC
Parent/teacher/student interviews	Striving for academic and personal excellence is reinforced at key events	Principal /SLT HODs /TICs

HOD and CE Meetings	Academic endeavour and personal excellence underpin meeting agendas which focus on incremental improvement each year. All staff are encouraged and supported to achieve their best work.	All Staff
Scholarship Programme and pathways	Scholarship pathways for able students.	Principal/Associate HODs /TICs
Personalised Learning and monitoring students at risk or underachieving	I.E.P.s for students underachieving	HODs/ Deans/Learning Enhancement
International meetings	Targeted international student orientation, induction and support promote excellence	HODs International Director, Manager, Dean
Self-reflection and review	All staff and students will take time out during the year to reflect on progress made and make any necessary adjustments	All staff /students

1.1.2 Empowering Maori / Pasifika students: culturally, academically and in leadership

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Whanau Group Connecting with families	The Whanau Group will meet at least three times each year, to provide opportunities for parents to meet key staff and to input into school programmes and initiatives.	DP / AP overseeing Maori students, DP Curriculum, Maori Mentor, TIC Maori, LE team
Maori and Pasifika Programmes	Targeted support from Maori and Pasifika mentors with oversight from key SLT members, LE team (I.E.Ps) to extend to personal and leadership development for students and better PD for staff. Engagement in learning and encouragement to celebrate their culture	Principal/ SLT /All HODs SLT / Maori and PI mentors TIC Maori
Community Links to Maori educational opportunities	Accessing positive role models, celebrating cultural activities and participating in regional events Use Awataha Marae as a resource for tikanga Offering assistance with goal setting to ensure pathways to future careers remain open	Maori and PI mentors Librarian, TIC Maori
Staff PD	Through staff professional development of Ka Hikitia and strategies raising Maori and Pasifika numeracy and literacy in Years 9 & 10.	SLT /TIC Maori
Homework Centre	Homework Centres with technology and library books in Maori and Pasifika languages.	Librarian, TIC Maori
Tikanga Maori and curriculum planning	Schemes demonstrate our commitment under Treaty of Waitangi. Cross-curricular links adhere to N.Z.C and Maori and PI progress is regularly reported to BOT	DP Curriculum, DP Staff, All HODs and TICs
Maori /PI Reporting		Principal /Associate

1.1.3 Targeting individual learning needs: academic & pastoral

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Prior learning abilities and student profiles	Information in CM profiles (entry data, PAT's, MidYis and intermediate recommendations), must be used in planning programmes to address the needs of every student.	HODs /TICs/ Teachers LE Team (I.E.Ps)
Tracking students	Monitoring students at risk of underachieving is essential to ensure they receive the support and guidance required.	Learning Enhancement Team /Teachers/ Deans
Students at risk of failing to achieve at expected levels	Specific support will be provided as soon as practicable to students identified with special /behavioural needs, or at risk of failing to enable them to fully engage in learning. Effective links with families is desirable.	Learning Enhancement Team /Teachers/ Deans

1.2 Positive, professional and engaging learning environment

1.2.1 Reflective practices to improve teaching and learning

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Annual appraisal	Curriculum, planning and appraisal include a reflective dimension to improve pedagogy	SLT /HODs /teachers
Student goal setting	Students set SMART goals and reflect on personal progress in academic and school pursuits	Form teachers SLT /HODs/TICs
Reflection is part of planning	SLT reporting to Principal and Principal to BOT includes self-reflection against KPIs	Principal /Associate

1.2.2 Innovative and engaging pedagogy

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Staff PD	PD in 2015 will focus on Tikanga Maori, Teaching as Inquiry, Students at risk of poor outcomes, Curriculum mapping and Scholarship Pathways and preparedness	DP Staff Principal/SLT
Improving pedagogy	Pedagogical processes are adopted that focus on learners' needs	HODs /staff Principal

1.2.3 Professionalism and positive learning environment

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Professionalism	Staff are treated as professionals and adhere to the WGHS dress code relevant to their role	SLT / All staff

Positive working environment	A positive learning environment is evident where staff and students feel supported and able to do their best work	Principal /Associate/ SLT HODs/ TICs/ Deans/Staff
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1.3 Raising sporting participation and achievement

1.3.1 Benefits of student and staff participation in physical activity		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Staff briefing Website Assemblies	Benefits of participating in sport are promoted Promote good nutrition. Increase participation in sport from 60% in 2014 to 75% in 2015	Co- Directors of Sport Sports and PE staff
Staff involved in sport	Increase % of staff as managers of sports teams, to enable wide range of student opportunities and to strengthen knowledge of and connection with students.	Principal /Associate, Sports Director, all teachers (part and full time on pro rata basis)
House sporting competitions and 'have a go' days	Participation in House competitions is promoted to increase exercise and build school spirit. Have a go days (Staff v students) are held each term.	PE and Health Staff

1.3.2. Quality of team sporting experiences and outcomes		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Operations Plans	Operations Plans are available for major sports code: Basketball, Football, Hockey, Netball, Rowing, Tennis, Volleyball and Waterpolo	Co-Directors of Sport Sports Coordinators
Coach development	Coaches in all key sports will be identified and supported through local sports networks and associations. Coaches can access information required at the right time, via the website. Information about fees and rules is correct, clear and adhered to.	Co-Directors of Sport Principal /Associate
Player development and key information	All players can access the right information about their sport at the right time, via the website. Information about fees and rules is clear and adhered to.	Director of Sport Principal /Associate
Regional/ national /international	Increase percentages of regional, national and international titles each year	Director of Sport, Coaches
Scholarships and Awards	High performers are identified for relevant scholarship and awards	Coaches, Director of Sport

Website, Facebook, ChannelSports Awards	Successes acknowledged in House assemblies, on the website, THE VOICE, local newspapers and at Sporting Excellence Awards.	Director of Sport/Principal
Hall of Fame	Data will be collated for a WGHS Sporting Hall of Fame, to be up to date by end of 2015.	Director of Sport /Principal

1.3.3 Emerging talent programmes, internal and external opportunities

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Cygnat Programme	CYGNAT programme expanded for Year 9 and 10s	Director of Sport
Career Pathways through Sport	Information is available for parents / students to link sport with the curriculum, to create career pathways for students eg umpiring and /or coaching	Sports and PE staff Careers Team Director of Sport
Sports Talent Programmes	Staff link into regional sporting organisations to maximise student support and identification for sport talent programmes	Director of Sport, Coaches and coaches of core sports

1.3.4 Celebrating and acknowledging sporting success

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
THE VOICE, website, Channel Magazine	Sporting successes are publically celebrated and acknowledged in a timely manner, using a variety of media.	Director of Sport /Principal /Associate
Community newspapers	Teams that win regional or national titles are acknowledged in staff briefing	Co- Directors of Sport
Annual Awards Evening	Sporting Excellence Awards to be reframed to reduce the cost, while celebrating the usual categories etc.	Co-Directors of Sport, Principal /Associate

1.4 Maximising cultural excellence and participation

1.4.1 Acknowledging and celebrating cultural achievements

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Assemblies THEVOICE Media	Participation and the benefits of cultural pursuits will be visible and actively encouraged from Year 9-13	HODs of Music, Dance, Drama, Arts, Maori /PI Mentors /SLT
WGHS involvement in external events	Cultural events are promoted, attended /supported and recognition of student achievement nationally and regionally	HODs SLT

Cultural/ Music Excellence	Music aims for top honours at choral / orchestral competitions and improves rankings in feeder Chamber Groups, Orchestras and Choir	HODs, SLT
Honours System is understood and promoted	High performers are identified for relevant scholarship and awards	Associate Principal/DP Students

Goal 2: Leadership

2.1 Growing leaders – staff and students

2.1.1 Leadership capacity is developed in students and staff		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
SLT Agenda	First agenda item: SLT Leadership Lens So that the SLT is focused first on strategy and then on general matters supporting school progress	Principal /Associate
Leadership resources	Professional reading and leadership articles are regularly circulated /emailed to interested staff	Principal
Curriculum Executive Agenda	First agenda item in Curriculum Executive = Strategic Leadership Lens to ensure a strategic focus before housekeeping issues.	Principal/SLT
Increasing leadership capacity	Self-responsibility, professionalism and increasing leadership capacity is consistently promoted in House Assemblies and staff briefings	SLT/HODs
Leadership workshops and PD	Potential leaders are identified and encouraged to develop necessary skills through PD each year. Opportunities will be provided for aspiring staff to 'follow a leader' internally or externally.	SLT /HODs
Student leadership pathways	Potential student leaders will be identified in junior years and encouraged to develop necessary skills through leadership opportunities each year.	DPs/House Leaders/ Form teachers

2.1.2 Career development and progression for staff		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Fixed term and permanent vacancies	Opportunities for advancement are advertised and promoted in a transparent and timely manner.	Principal/Associate
Leadership opportunities	Leadership opportunities for staff and students are promoted with accessible and transparent information about these.	House Leaders, Deans, Form teachers

2.1.3 Staff and parent input into school initiatives		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Consultation	Opportunities for staff and student voices are encouraged through focus groups and committees	Principal /SLT
Annual October Online Survey	Staff have the opportunity to share their thoughts and affect decision making and leadership direction for the following year.	Principal /SLT
December Online Survey	Year 13 parents are consulted and have the opportunity to feed into decision making and the future leadership direction of the school.	Principal /Associate
Maori / PI Survey biennially	Every alternate year in December a survey of either Maori or PI parents will be emailed, giving them the opportunity for feedback into the future direction of the school.	Principal /Associate

Goal 3: Community Engagement

3.1 Connecting with families and the wider community

3.1.1 Maori and Pasifika families feel connected to the school and support learning		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Whanau Group	Four meetings each year providing opportunities for greater parental involvement	DP /AP overseeing Maori and PI Mentors
Pasifika Education Plan	A focused plan will be developed specifically for Pasifika students ensuring families support their daughters goals and aspirations and that all students are supported and aspire to do their best	Principal / DP and AP overseeing Pasifika Mentors
3.1.1 All families feel connected to the school and to their daughter(s) experiences		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Connecting with families	Parents feel connected and understand their daughter's academic and personal goals	Principal /SLT/ HODs
Subject specific emails	Emails from an SLT member may be sent for subject specific communication eg Donations	Principal /SLT
THE VOICE	THE VOICE keeps parents informed fortnightly about events and achievements, with copies on the website	The Principal
Data analysis	Mail chimp data informs the design of newsletters to better meet audience needs	Data Administrators
House	House Newsletters offer a high quality format and	Associate / House Leaders

Newsletters	offer House specific profiling, results or events.	/Deans
Community involvement in school activities	Coaches/ mentors for sports teams and cultural groups are invited from the community	HODs, Director of Sport
Parent Forum	Parent Forum profiled in THE VOICE twice yearly	Chair PTA
PFA Roster	Rostered SLT members attend PTA meetings during the year	SLT

3.1.2 Connecting families with their daughter(s) academic progress

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Parent Portal	2015 KAMAR implementation will determine when a Parent Portal can be fully available.	Associate Principal

3.1.3 Staff involvement in extra-curricular life of the school

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Extracurricular	Principal oversees equitable distribution of staff involvement in extracurricular activities	Principal
New staff to the school	New staff are invited to oversee a team or group once they have joined the school	Principal

3.1.4 Alumni news, networks and partnerships

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Prizegiving speaker	Successful alumni address and share their stories	Alumni Coordinator
THE VOICE	THE VOICE features profiles of Alumni who visit the school	Principal
Graduation dinner speaker	A successful alumna is invited to address graduates and their parents each year	Principal /Alumni Coordinator
Alumni meetings	Held when appropriate each year	Principal /Alumni Coordinator

Goal 4: Operational Quality

4.1 Attracting and developing the very best staff

4.1.1 Quality Resource Management : HR Processes

WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Quality HR processes	Every aspect of recruitment, appointment, appraisal and PD is to the highest standard.	Principal /Associate
Professional Development Register	A Professional Development Register is closely linked to appraisal, school values and aims and reported to the Board in December each year	Principal /DP Staff
SLT Checklists	SLT and HOD checklists are used to focus on improving procedures, pedagogy and professional relationships with staff	SLT/HODs
SLT Map	SLT map emailed re who to approach for guidance/advice /professional leadership	Principal
E.A.P	The Employee Assistance Programme is promoted Exit interviews or discussion will be conducted by Principal / Associate Principal	Principal /Associate
Harassment Officers	Two Harassment Officers are available to staff with procedures and EAP support known and understood	Principal

4.2 Developing the very best facilities

4.1.2 Quality Resource Management : Financial, Property, Support Systems		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Asset Register	Asset Register is available and kept updated at all times	Principal /Property Manager
Health and Safety Plan 2016-2017	Health and Safety Checklist recommendations will be considered in 2015 and a Health and Safety Plan for 2016-2018 developed. A consultant will be employed to assist with this process that is reasonable, site specific and measurable.	Principal/ DP Operations/Property Manager
SMS	MUSAC to be replaced by KAMAR to provide optimum service for staff and parents	Principal /Associate Principal
Teaching Spaces Review	Teaching spaces are reviewed by Term Two to inform proposed future refits to maximise spaces	Associate Principal /Property Manager
Events Centre Project	Complete costing on Events Centre Project and prepare a timeline until 2017 expected commencement	BOT /OCTA/MOE
BIP Project	Completing BIP Programme: H Block, Science Block, G4 and the Library	Property Manager Principal

Whare Wananga	Pursue alternative funding avenues for completion of Whare Wananga	Principal /Fundraiser
Generating other income	Pursue funding for possible shortfall for Events Centre completion.	Principal /Fundraiser
Utilisation of sports facilities	Achieve full utilisation of sporting facilities to attract 10% increase in revenue.	Principal /Director of Sport

Charter Targets 2015

1. **Attendance** – Increase from 93% to 95% attendance across all five year levels. Increase attendance for Maori and Pacific Island students from 2014 rates (both 91%) to 92%.
2. **Numeracy Year 9** – Raise the pass rate of the Number (strategy) standard for the group of students with PAT 1 and 2 to 70% (65% in 2014). This will be measured by their progress made from their CAT in Term 2 and the Number assessment in the end of year examination.
3. **Literacy Year 9** – Increase focus on writing skills – paragraph writing and literature essay. This will be measured by the progress from their paragraph CAT in Term 1 and the literature essay in the end of year examinations.
4. **Numeracy Year 10** – 95% of students in Year 10 to achieve Number 1.1. Maori and Pasifika students also to meet this goal.
5. **Literacy Year 10** – 95% of students in Year 10 to achieve AS 1.10
6. **NCEA and University Entrance targets** – see table

All Students	2014 Provisional %	2015 Target %
Level 3 NCEA	86.4	88
University Entrance	77.5	80
Level 2 NCEA	93.4	95
Level 1 NCEA (Yr 11)	90.2	92
Level 1 Literacy (Yr 11)	93.5	98
Level 1 Numeracy (Yr 11)	94	97
Level 1 Literacy (Yr 12)	98.6	100
Level 1 Numeracy (Yr 12)	96.9	100
Level 1 Literacy (Yr 13)	99.3	100
Level 1 Numeracy (Yr 13)	99.0	100

Endorsement Targets

Certificate Endorsements	2014 Provisional %	2015 Target %
Level 3 Merit	37.9	40
Level 3 Excellence	19.8	22
Level 2 Merit	43.4	45
Level 2 Excellence	25.6	28
Level 1 Merit	45.1	46
Level 1 Excellence	33.5	38

Targets for Maori Students

Maori	2014 Provisional %	2015 Target %
Level 3 NCEA (<i>n=18</i>)	83.3	85
University Entrance (<i>n=18</i>)	77.8	80
Level 2 NCEA (<i>n=32</i>)	96.8	98
Level 1 NCEA (<i>n=30</i>)	86.2	90
Level 1 Literacy (<i>n=30</i>) Yr 11	96.7	98
Level 1 Numeracy (<i>n=30</i>) Yr 11	90	95

Targets for Pasifika Peoples

Pasifika	2014 Provisional %	2015 Target %
Level 3 NCEA (<i>n=31</i>)	66.7	75
University Entrance (<i>n=31</i>)	51.9	65
Level 2 NCEA (<i>n=28</i>)	75.0	85
Level 1 NCEA (<i>n=14</i>)	78.6	85
Level 1 Literacy (<i>n=14</i>) Yr 11	100	100
Level 1 Numeracy (<i>n=14</i>) Yr 11	85.7	90

NZ Scholarship Targets

Increase individual subject Scholarship passes from 82 in 2014 to 100 in 2015.

Increase Outstanding Scholarships from 10 in 2013 to 15 in 2015.