

WESTLAKE GIRLS HIGH SCHOOL

Charter 2016-2018



Each Westlake Girl
is encouraged and supported
to achieve personal excellence
in every endeavour
everyday

Westlake Girls High School

Westlake Girls High School was established in 1962 when the Westlake High School (founded 1958) split into two 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 these schools derived from their location 'West of Lake Pupuke', a North Shore geographical feature.

A Decile 9 school, Westlake Girls is New Zealand's largest state girls' school attracting around 2200 students, including 200 FTTE foreign fee paying students. It is the only girls' school between Auckland city and Whangarei Girls' High School.

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 NZ Scholarships gained place the school in the top ten NZ secondary schools.

Westlake High Schools' Music programme is known nationally and globally. The Concert Band, Symphony Orchestra, Choralation Choir and Chamber Orchestra have recently earned international awards at the Summa Cum Laude Youth Music Festival in Vienna. 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.

The school uniform provides students with an updated image and identity.

2015 upgrades to the Library, H Block painting of S Block, improved learning spaces and addressed many maintenance requirements.

The 2016-2018 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 2016 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

- **Personal excellence**

through personal endeavour, developing resilience, inquiry, curiosity and creativity in curricular and extracurricular activities.

- **Leadership development**

self-awareness, accepting responsibility, encouraging and /or serving others, demonstrating empathy, celebrating ethnic and cultural diversity; humility, gratitude and independence.

- **Community engagement**

effective, timely communication strategies; developing House and School spirit and healthy competition; engaging with parents through the Whanau Group and parents events; networking with Alumni, service to and partnerships with local businesses and local /national agencies.

- **Operational Quality**

continually improving systems and processes while focusing on health and wellbeing, increasing environmental sustainability, improving the learning environment to maximise engagement and achievement.

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 Classrooms
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 System
STEAM	Science, Technology, Engineering, The Arts and Mathematics
TIC	Teacher in Charge
SMART	Specific, Measurable, Attainable, Relevant, Time-Bound
IEP	Individual Education Programme

Strategic Goals 2016 – 2018

Goal 1 – PERSONAL EXCELLENCE		
Staff and students aim for personal excellence in every endeavour		
Objectives	Actions	Who
1.1 Strengthening culture of personal excellence and engagement	<ul style="list-style-type: none"> Personal excellence is promoted and aspired to Excellence is acknowledged and rewarded in House Assemblies, on the Website and in THE VOICE Innovative pedagogy engages students and enables them to aim for personal excellence School strengths in STEAM, Music and Sport are celebrated and role models / mentors sought Industry role models annually address students demonstrating resilience and the benefits of focusing on personal excellence in their field Health and Wellbeing surveys and initiatives mitigate concerns regarding student and staff workload 	BOT, SLT, All staff, coaches etc Curriculum Exec SLT /HODs SLT / Careers Principal/Associate
1.2 Identification and response to individual learning needs	<ul style="list-style-type: none"> Learning profiles from contributing schools are reviewed to inform appropriate IEPs and class placement in Years 9/10 Maori and Pasifika students are encouraged, mentored and actively supported to achieve their goals Students with special education needs are identified early and supported to achieve Students for whom English is a second language receive support before joining mainstream classes 	Contributing schools, LE and Maths /Deans HODs /TICs Maori and PI Mentors TIC Maori, teachers Learning Enhancement Careers Team
1.3 Innovative and engaging programmes with cross - curricular strands	<ul style="list-style-type: none"> High expectations are held for all students and their engagement and achievement is a priority Teachers engage in innovative and cross curricular programme design and planning Appraisal focuses on teacher improvement and is underpinned by action research (teacher as self-reflective practitioner) Professional development links to appraisal, staff needs 	SLT / HODs HODs, TICs, staff Principal / DP Staff Principal /DP Staff
1.4 Cohesive curriculum Years 7-13	<ul style="list-style-type: none"> Links with contributing schools and WGHS are strong. Information about content and structure of learning programmes is shared. Curriculum Mapping facilitates cross-curricular planning and consistency with regular monitoring and reporting. 	Learning Enhancement Team, HODs, TICs HODs /TICs/ Staff

Goal 2 – LEADERSHIP DEVELOPMENT

A strong leadership culture underpins daily actions

Objectives	Actions	Who
2.1 Leadership opportunities and career development for staff and students	<ul style="list-style-type: none"> • WGHS Leadership Programme offers encouragement, support, guidance and development for staff seeking advancement or leadership responsibility. • WGHS Staff Rewards and Recognition Scheme enables identification and acknowledgement of high performing, positive staff role models. • Student leadership /scholarship opportunities are promoted in wide ranging disciplines from Year 9-13. • Annually, Head Prefect and Deputy Head Prefect attend AGSA Student Leadership Conference in Queensland • School based Prefect Training is held annually 	<p>Leadership Team</p> <p>Principal/Associate</p> <p>DP Students</p> <p>Principal, DP Students</p> <p>DP Students</p>
2.2 Innovative and pedagogical leadership	<ul style="list-style-type: none"> • Leaders in pedagogy and innovation are identified and actively engage at Curriculum Executive, HOD and departmental meetings • The specialist classroom teacher actively supports teachers to improve their personal pedagogy and innovative practice • Team Leaders in eLearning promote innovative eLearning goals and support staff and students 	<p>Principal /Associate</p> <p>DP Staff /Appraisal</p> <p>Associate /DP Academic TIC ELearning</p>
2.3 Effectiveness of leaders	<ul style="list-style-type: none"> • 360 degree appraisal methods employed for the Principal, Associate, Deputies, AP, HODs and Deans 	<p>BOT / Principal</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"> Parent Portal, global emails, THE VOICE, website informs school community in a timely manner Where appropriate, parents with expertise are invited to work with students eg Young Enterprise Scheme Staff contribute to the wider life of the school and share stories via THE VOICE, YEARBOOK 	Leadership Team, Staff, BOT, Parent Forum PF Chair, Principal HODs
3.2 Maori and Pasifika community engagement	<ul style="list-style-type: none"> Maori and Pasifika mentors monitor progress of Maori and Pasifika 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 Pasifika churches are active and strong Maori language week is a significant annual event 	SLT, Maori & PI Mentors TIC Maori, Leadership Team, Mentors SLT, Maori Mentors SLT, PI Mentors TIC Maori, Leadership Team, Mentors
3.3 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 	Alumni Coordinator, Careers Team
3.4 Principal as Leading Educator	<ul style="list-style-type: none"> The Principal is on 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 	Principal/ Associate Principal
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 	Principal / Associate

Goal 4 – OPERATIONAL QUALITY

High quality and effective operations facilitate optimum learning

Objectives	Actions	Who
4.1 Quality and sustainable policies, procedures and resources	<ul style="list-style-type: none"> • Transparent, environmentally safe and sustainable policies and procedures in human and all resource management • Policies and procedures are regularly reviewed to ensure best practice • The Board is a fair and reasonable employer • Health and Safety Audit recommendations inform the 2016-2018 Health and Safety Plan. 	SLT & BOT SLT & BOT BOT Principal/SLT
4.2 Quality student support and services	<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 and a safe learning environment	<ul style="list-style-type: none"> • Plan for 2018 Events Centre completion • Appoint BOT Fundraising Sub-committee • Centralise funds from advertising revenue and determine how this fund is to be managed long term. 	BOT, Principal / Associate Fundraising Sub-committee Principal /Associate

WESTLAKE GIRLS HIGH SCHOOL

Annual Plan for 2016



Goal 1: Personal Excellence

1.1 Academic and personal excellence

1.1.1 Key messages to develop a school-wide culture of personal excellence

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Managing workload	Staff and students set goals to achieve their best work, work smart and stay healthy	All staff and students
Academic and personal excellence	Academic / personal excellence encouraged in House and year level assemblies and at form time.	Form teachers, House Captains, Junior Prefects
Acknowledging effort, endeavour and personal commitment and success	THE VOICE, the Website and Facebook celebrate academic endeavour and commitment to personal excellence	Principal /Associate DPs/Deans/ LE staff
Classrooms	Personal excellence is a key message	All staff
HOD Meetings	Meeting agendas focus on incremental improvements each year.	Principal /Associate/DP Academic
External Marketing and communications	Westlake Girls is known for promoting and supporting academic and personal excellence	Principal/Associate/SLT HODs /TICs
STEAM pathways	STEAM pathways for Y9/Y10 explored	Associate/ Curriculum Development Committee
Personalised Learning and monitoring	I.E.P.s for students with special education needs or who are underachieving	HOD Learning Enhancement

International student orientation	Targeted international student orientation, induction and support promote excellence	DP International, Deans
Term One 'round table reviews' with Principal /Associate	Academic progress for previous year is analysed and presented by HOD to Principal, Associate, SLT I/C dept.	Associate Principal

1.1.2 Maori / Pasifika engagement: culturally, academically and in leadership

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Whanau Group	The Whanau Group meets three times each year, providing opportunities for parents to meet key staff and have input into initiatives.	DP / AP overseeing Maori, DP Curriculum, Maori Mentor, TIC Maori
Maori and Pasifika Programmes	Targeted support from key SLT members, LE team (I.E.Ps) on leadership development, engagement in learning and encouragement to celebrate their culture	Principal/ SLT /HODs Maori / PI mentors TIC Maori
Links to Maori educational opportunities	Positive role models share cultural knowledge and engage students in activities and regional events	Maori mentors TIC Maori
Curriculum commitment to Treaty	Ka Hikitia and PEP strategies raise Maori and Pasifika achievement. Schemes demonstrate commitment under Treaty. Links adhere to N.Z.C	DP and AP overseeing Maori and Pasifika /TIC Maori/HOD
BOT Reporting	Maori and PI progress is regularly reported to BOT	Principal
Homework Centre	Homework Centres with technology and library books in Maori and Pasifika languages.	Librarian, TIC Maori

1.1.3 Identification of (support for) individual learning needs

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Prior learning and student profiles	Entry data and school recommendations are used to develop programmes, supporting the needs of every student.	HODs /TICs/ Teachers LE Team (I.E.Ps)
Tracking students at risk	Monitor students at risk to ensure support given.	Learning Enhancement Team /Teachers/ Deans
Students who underachieve	Specific support is provided as soon as practicable to students identified with special /behavioural needs, or risk failing to engage in learning. Effective links with families are encouraged /sought.	Learning Enhancement Team /Teachers/ Deans

1.2 Encouraging, inclusive and safe learning environment

1.2.1 Reflective practices		
WHAT	EXPECTED OUTCOMES /WHEN	RESPONSIBILITY
Annual appraisals	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
Cross curricular planning review	Assess recent shared google doc technologies vis a vis curriculum mapping to determine priorities	Associate Principal

1.2.2 Innovative and engaging pedagogy		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Staff PD Foci	Tikanga Maori, Teaching as Inquiry, Write That Essay, STEAM pathways in Y9 and Y10	Principal/Associate
Improving pedagogy	Pedagogical processes are adapted to focus on learners' needs	HODs

1.2.3 Learning environment		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Safety	Staff take personal responsibility for their own and others safety. Staff know and adhere to WGHS expectations and requirements as outlined in the Health and Safety Manual	All staff
Inclusive environment	An Inclusive learning environment is evident where staff and students feel supported and able to do their best work	SLT /All staff

1.3 Raising sporting participation and achievement

1.3.1 Benefits of student and staff physical wellbeing		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Staff briefing Website Assemblies	Benefits of sport and exercise and good nutrition are promoted. Participation in sport moves from 65% in 2015 to 75% in 2016	Director of Sport Sports / PE staff
House 'have a go' days each term	Participation is promoted to increase exercise and build spirit.	PE and Health Staff

1.3.2 Quality team sporting experiences and outcomes

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Operations Plans	Operations Plans are posted on the website for major codes: Basketball, Football, Hockey, Netball, Rowing, Tennis, Volleyball and Waterpolo	Director of Sport Sports Coordinators
Developing coaches	Coaches will be identified and supported through local sports networks and associations and can access information at the right time, via the website. Information about fees and rules is correct, clear and adhered to.	Director 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
Sporting titles	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, Channel, Awards	Successes acknowledged in House assemblies, on the website, THE VOICE, local newspapers and at Sporting Excellence Awards.	Director of Sport/Principal

1.3.3 Emerging talent programmes, internal and external opportunities

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Cygnets Programme	CYGNETS programme is very successful and attracts new students	Director of Sport/Cygnets Manager
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 of core sports

1.3.4 Celebrating and acknowledging sporting success

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

1.4 Maximising cultural excellence and participation

1.4.1 Acknowledgment, celebration and cultural engagement

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Assemblies THE VOICE	Participation and the benefits of cultural engagement is visible and encouraged 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 student achievement nationally and regionally is recognised	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	High performers identified for relevant scholarship and awards	Associate Principal/DP Students

Goal 2: Leadership development

2.1 Growing leaders – staff and students

2.1.1 Leadership development of students and staff

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
SLT Meetings	First agenda item: Leadership Lens SLT focused on strategy then general matters	Principal /Associate

Leadership resources	Professional reading and leadership articles are regularly circulated to any interested staff	Principal/Associate
Curriculum Executive Agenda	First agenda item in Curriculum Executive = Strategic Leadership Lens to ensure a strategic focus before housekeeping issues.	Principal/SLT
Leadership Programme	Leadership Programme opportunities are frequently promoted	Principal
Leadership 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	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 School leadership direction

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Opportunities	Leadership opportunities for staff and students available through groups and committees	Principal /SLT
Biennial Survey	Staff can share feedback and influence the decision making, leadership the strategic direction.	Principal /SLT
Online Surveys	Parents have the opportunity to share feedback about the future direction of the school.	Principal /Associate
Maori / PI Survey biennially	Every alternate year in December a survey of Maori or PI parents is emailed, providing an opportunity for feedback into future school direction	Principal /Associate

Goal 3: Community Engagement

3.1 Connecting with families and the wider community

3.1.1 Engaging families to support learning

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Whanau Group	Three 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
Technology Showcase	Provides opportunities for parental involvement in technology outcomes	HOD Technology and TIC Fabric
Cultural events	Events provide opportunities for greater community engagement with school and involvement in Chinese, Korean, Bollywood, Maori and Pasifika festivities	DP International
Drama and Music events	Concerts and productions provide opportunities for students to share talents and skills with the wider community	HOD Music, TIC Drama
Parent Evenings	Year 9 Parents, NCEA , course planning and tertiary information evenings	Principal, Associate, SLT, Deans, Form Teachers, Careers, Learning Enhancement

3.1.2 Communicating with the wider school community

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Parent Portal on KAMAR	Parents report feeling connected regarding their daughter's academic and personal goals	Associate Principal /HODs
Specific emails	Emails are sent for subject specific communication eg School Ball	Principal /Associate/SLT
THE VOICE	Online information for families re school news	Principal
House Newsletters	House Newsletters offer a high quality format and offer House specific profiling, results or events.	Associate / House Leaders /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 PF

3.1.3 Staff involvement in extra-curricular activities		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Staff involvement in sport	Principal oversees equitable distribution of staff involvement in extracurricular activities	Principal
New staff	New staff identified to manage a team or group after joining Westlake Girls High School	Principal
3.1.4 Alumni news, networks and partnerships		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Prize giving speakers	Successful alumni address and share their stories	Alumni Coordinator
THE VOICE	THE VOICE features profiles of Alumni who visit the school of who attend international events	Principal
Graduation speakers	A successful alumna is invited to address graduates and parents each year	Principal /Alumni Coordinator
Alumni events	Key events strategically held each year	Principal /Alumni Coordinator

Goal 4: Operational Quality

4.1 Attracting and developing quality staff

4.1.1 Quality HR Processes		
WHAT	EXPECTED OUTCOMES	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	Principal/ HOD LE

Exit interviews	Interviews or discussions with Principal or 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 quality facilities

4.1.2 Quality Resources: Financial, Property, Support Systems

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Health and Safety Plan 2016-2018	Health and Safety Checklist Audit completed by Securo early 2016 with Health and Safety Plan 2016-2018 developed. Securo ensures our process is reasonable, appropriate and timely.	Principal/DP Operations/Property Manager
Events Centre Timeline and Budget	Prepare financial models and a timeline for 2018 expected commencement	BOT /OCTA/MOE
BIP Project	Completing BIP Programme: H Block, Science Block, G4 and the Library	Property Manager Principal
Fundraising Committee	Committee explores funding for Whare Wananga and any shortfall for Events Centre.	Principal /Fundraiser
Sports facilities	Achieve full utilisation of sporting facilities.	Principal /Director of Sport
Asset register	Available and kept updated at all times	Property Manager

Charter Targets 2016

Attendance – We aim to increase to 94% (from 93% in 2015) across five year levels for whole school and to 92% for Maori and Pacific Island students (from 90% in 2015).

Numeracy Year 9 - We aim to monitor student progress more personally and measure progress of Year 9 students using the curriculum level as an indicator. We will quantify the curriculum level of each student at the start of the year using entrance test data and comparing it to the curriculum level attained by the student at the end of year, obtained through the school examination result. During the year to monitor progress and provide support for improvement, we will collect data on the curriculum level through CAT tasks. We can observe progress over different strands.

Literacy Year 9 – We will continue our focus on writing skills – paragraph writing and the literature essay. This will be measured by progress from paragraph CAT at the beginning of Term 2 and the

literature essay in the end of year examinations. The target is for the percentage of students attaining Achieved or higher to be the same, or higher, for both assessments. This links to our school wide focus on “Write that Essay”.

Numeracy Year 10 – Year 10 students sit two internally assessed standards: AS91026 Apply numeric reasoning in solving problems (4 credits) and AS91035 Investigate a given multivariate data set using the statistical enquiry cycle (4 credits). In 2015, 93.5% of students passed at least one standard. In 2016, we aim to increase by two percentage points to 95%.

Literacy Year 10 – We will maintain our focus on writing skills – specifically on essays. This will be measured by progress from Literature Essay responses at the beginning of Term 2 and the essay Response to Text in end of year examinations. The target is for the percentage of students attaining Achieved or higher to be the same or higher for both assessments. This links to the school wide development focus on Dr. Ian Hunter’s “Write that Essay” programme.

NCEA and University Entrance targets

All Students	2015 Provisional %	2016 Target %
Level 3 NCEA	87.9	90
University Entrance	81.7	83
Level 2 NCEA	94.0	95
Level 1 NCEA (Yr 11)	91.4	93
Level 1 Literacy (Yr 11)	94.4	96
Level 1 Numeracy (Yr 11)	94.2	96
Level 1 Literacy (Yr 12)	97.9	100
Level 1 Numeracy (Yr 12)	98.4	100
Level 1 Literacy (Yr 13)	100	100
Level 1 Numeracy (Yr 13)	99.8	100

Endorsement Targets

Certificate Endorsements	2015 Provisional %	2016 Target %
Level 3 Merit	46.5	47
Level 3 Excellence	17.4	20
Level 2 Merit	41.9	43
Level 2 Excellence	24.4	26
Level 1 Merit	43.1	45
Level 1 Excellence	38.3	40

Targets for Maori Students

Maori	2015 Provisional %	2016 Target %
Level 3 NCEA (<i>n=23</i>)	72.4	90
University Entrance (<i>n=20</i>)	69.0	83
Level 2 NCEA (<i>n=38</i>)	89.7	95
Level 1 NCEA (<i>n=28</i>)	87.2	95
Level 1 Literacy (<i>n=28</i>) Yr 11	95.1	95

Level 1 Numeracy (<i>n=28</i>) Yr 11	87.8	95
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Targets for Pasifika students

Pasifika	2015 Provisional %	2016 Target %
Level 3 NCEA (<i>n=10</i>)	53.8	90
University Entrance (<i>n=10</i>)	38.5	83
Level 2 NCEA (<i>n=16</i>)	91.7	95
Level 1 NCEA (<i>n=16</i>)	100	93
Level 1 Literacy (<i>n=16</i>) Yr 11	100	96
Level 1 Numeracy (<i>n=16</i>) Yr 11	100	96

NZ Scholarship Targets

We aim to increase individual Subject Scholarship passes from 74 in 2015 to 85 in 2016.