

WESTLAKE GIRLS HIGH SCHOOL

# Charter 2017-2019



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 girls' school attracting around 2100 students, including 260 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 NZ secondary schools.

Westlake High Schools' Music programme is known nationally and globally. All groups achieve top awards in national and regional competitions. Many of 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.

The 2017-2019 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 2017 with optimism.

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# Statements of intent

## A Westlake Girl will aspire to

Achieve personal excellence

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
SCT	Specialist Classroom Teacher
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 2017 – 2019

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"> <li>Personal excellence is promoted and aspired to</li> <li>Excellence is acknowledged and rewarded in House Assemblies, on the Website and in <i>The Voice</i></li> <li>Innovative pedagogy engages students and enables them to aim for personal excellence</li> <li>Curriculum commitment to the Treaty</li> <li>School strengths in STEAM, Music and Sport are celebrated and role models / mentors sought</li> <li>Industry role models annually address students demonstrating resilience and the benefits of focusing on personal excellence in their field</li> <li>Health and Wellbeing surveys and initiatives mitigate concerns regarding student and staff workload</li> </ul>	BOT, SLT, All staff, coaches etc Principal, House Leaders, Sports Director, HODs Curriculum Exec Principal, all teachers SLT / Careers SLT, HODs, SLT, careers Principal, Wellbeing team
1.2 Identification and response to individual learning needs	<ul style="list-style-type: none"> <li>Learning profiles of students from contributing schools are reviewed to inform appropriate IEPs and class placement in Years 9/10</li> <li>Maori and Pasifika students are encouraged, mentored and actively supported to achieve their goals</li> <li>Students with special education needs are identified early and supported to achieve</li> <li>ESOL students are assessed for correct class placement</li> </ul>	Contributing schools, LE and Maths /Deans Maori and PI Mentors TIC Maori, teachers LE, Careers Team, Deans, Teachers International Team and ESOL
1.3 Innovative and engaging programmes with cross - curricular strands	<ul style="list-style-type: none"> <li>High expectations are held for all students and their engagement and achievement is a priority</li> <li>Teachers engage in innovative and cross curricular programme design and planning</li> <li>Appraisal focuses on teacher improvement and is underpinned by inquiry and reflection</li> <li>Professional development links to appraisal, staff needs</li> </ul>	SLT / HODs HODs, TICs, STEAM Team, teachers Principal / DP Staff Principal /DP Staff

	<ul style="list-style-type: none"> <li>Digital Fluency is incorporated in all learning programmes</li> <li>Links with contributing schools and WGHS are strong. Information about content and structure of learning programmes is shared.</li> <li>Cross-curricular planning and collaboration strengthens links between learning areas</li> </ul>	SLT, E-Learning Facilitators, Teachers LE Team, HODs, TICs  HODs /TICs/ Staff
1.4 Raising sporting Participation and Achievement	<ul style="list-style-type: none"> <li>Promoting student and staff physical well-being</li> <li>Quality team sporting experiences and outcomes</li> <li>Emerging talent programmes, internal and external opportunities</li> <li>Celebrating and acknowledging sporting success</li> </ul>	Principal, SLT  Director of Sport, Principal, Associate  Director of Sport, Cygnet Manager  Director of Sport, Principal, Marketing/Comms Manager

1.5 Raising cultural Participation and Achievement	<ul style="list-style-type: none"> <li>Providing and promoting cultural opportunities and achievement</li> <li>Acknowledging and celebrating cultural engagement</li> </ul>	HODs/TICS of Music, Dance, Drama, Arts, Maori, PI Mentors, SLT  As above plus Principal, Marketing/Comms Manager
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## 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"> <li>WGHS Leadership Programme offers encouragement, support, guidance and development for staff seeking advancement or leadership responsibility.</li> <li>WGHS Staff Rewards and Recognition Scheme enables identification and acknowledgement of high performing, positive staff role models.</li> <li>Student leadership /scholarship opportunities are promoted in wide ranging disciplines from Year 9-13.</li> <li>Annually, Head Prefect and Deputy Head Prefect attend AGSA Student Leadership Conference in Queensland</li> <li>Annually, Student Trustee on BOT attends NZSTA Training</li> <li>School based Prefect Training is held annually</li> </ul>	Leadership Team. CIRCLE Programme coordinator  Principal/Associate  DP Students  Principal, DP Students  BOT, Principal  DP Students



2.2 Innovative and pedagogical leadership	<ul style="list-style-type: none"> <li>Leaders in pedagogy and innovation are identified and actively engage at Curriculum Executive, HOD and departmental meetings</li> <li>The specialist classroom teacher actively supports teachers to improve their personal pedagogy and innovative practice</li> <li>Team Leaders in eLearning promote innovative eLearning goals and support staff and students</li> </ul>	Principal /Associate, HODs, STEAM coordinator  DP Staff Dev /Appraisal  Associate /DP Academic TIC ELearning
2.3 Effectiveness of leaders	<ul style="list-style-type: none"> <li>Appraisal methods such as 360 degree employed for the Principal, Associate, Deputies, AP, HODs and Deans</li> </ul>	BOT, Principal, Associate

### 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"> <li>Parent Portal, global emails, <i>The Voice</i>, website, Electronic Board informs school and wider community in a timely manner</li> <li>School App is developed</li> <li>Where appropriate, parents with expertise are invited to work with students eg Young Enterprise Scheme</li> <li>Staff contribute to the wider life of the school and share stories via <i>The Voice</i>, Yearbook, Channel Magazine</li> <li>Formation of Pupuke Community of Learning with 8 other local schools progresses</li> </ul>	Leadership Team, Staff, BOT, AV/IT Manager, Marketing/Comms Manager  Associate, Market/Comms, AV/IT Managers  Principal, HODs  All Staff, Marketing/Comms  Principal/Associate
3.2 Maori and Pasifika community engagement	<ul style="list-style-type: none"> <li>Maori and Pasifika mentors monitor progress of Maori and Pasifika students</li> <li>Evenings are held for Maori and Pasifika parents to provide NCEA and career information and celebrate student success</li> </ul>	SLT, Maori & PI Mentors  TIC Maori, Leadership Team, Mentors, careers
3.3 Alumni	<ul style="list-style-type: none"> <li>Alumni co-ordinator manages data base of former students and keeps alumni informed via Facebook and the school website</li> <li>Key Alumni Events held each year</li> <li>Alumni invited to speak to interested students on their career pathways</li> </ul>	Alumni Coordinator, Careers Team  Alumni Coordinator and committee  Alumni Coordinator and Careers Team

## 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"> <li>• Transparent, environmentally safe and sustainable policies and procedures in human and resource management</li> <li>• Policies and procedures are regularly reviewed to ensure best practice</li> <li>• The Board is a fair and reasonable employer</li> <li>• Centralise funds from advertising revenue and determine how this fund is to be managed long term.</li> </ul>	SLT & BOT  SLT & BOT  BOT  Principal /Associate
4.2 Quality student support and services	<ul style="list-style-type: none"> <li>• Services for students are of the highest quality possible and focused on their learning needs</li> </ul>	All staff
4.3 Quality facilities and a safe learning environment	<ul style="list-style-type: none"> <li>• Plan for 2019 Events Centre completion</li> <li>• Health and Safety practices provide highest level of protection from hazards and risks for all persons on site</li> <li>• Annual Staff training is completed and new staff orientation is mandatory</li> <li>• Communication of Health and Safety issues or concerns are made promptly</li> </ul>	BOT, Principal / Assoc, Property Manager  Principal, Property Manager and Team, All staff  Property Manager, SCT  Property Manager, All Staff

# WESTLAKE GIRLS HIGH SCHOOL

## Annual Plan for 2017



### Goal 1: Personal Excellence

#### 1.1 Strengthening a culture of personal excellence and engagement

##### 1.1.1 Fostering a school-wide culture of personal excellence

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Academic and personal excellence	Academic / personal excellence encouraged and celebrated in House and year level assemblies and at form time.	Form teachers, House Captains, Junior Prefects
Acknowledging effort, endeavour and personal commitment and success	<i>The Voice</i> , the Website and Facebook celebrate academic endeavour and commitment to personal excellence	Principal, Associate, DPs, Deans, LE, Marketing/Comms
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, Marketing/Comms
STEAM pathways	STEAM pathways for Y9 refined and Y10 planning underway	Associate, DPs, STEAM group
Personalised Learning and monitoring	I.E.P.s for students with special education needs or who are underachieving	HOD LE, SENCO, Deans
International student orientation	Targeted international student orientation, induction and support promotes excellence	International Team
Terms 1 & 2 'round table reviews' with Principal & Associate	Academic results for previous year are analysed and presented by HOD to Principal, Associate, SLT overseeing dept. Summary reported to BOT	Principal, Associate, HODs & TICs

<b>1.1.2 Maori / Pasifika engagement: culturally, academically and in leadership</b>		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Curriculum commitment to Treaty	Ka Hikitia strategies are embraced. Schemes demonstrate commitment under Treaty. Our bicultural heritage is celebrated. Maori language use and correct pronunciation encouraged	Principal/ SLT /HODs TIC Maori
Links to Maori educational opportunities	Targeted support from key SLT members, LE team (I.E.Ps) on leadership development, engagement in learning and encouragement to celebrate their culture. Positive role models share cultural knowledge and engage students in activities and regional events	Maori and PI mentors TIC Maori, Careers team, LE dept
Maori and Pasifika Evenings	Three evenings are held each year, providing opportunities for parents to meet key staff and have input into initiatives.	DP & AP overseeing Maori, Maori and PI Mentors, TIC Maori
BOT Reporting	Maori and PI progress is regularly reported to BOT	Principal
Pasifika Homework Centre	Homework Centre provide technology and library promotes books in Pasifika languages.	Librarian, PI Mentors

## 1.2 Identification of and support for individual learning needs

<b>1.2.1 Using Data to support learning</b>		
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)
Students at risk of not achieving	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. Students tracked and mentored	LE Team, Deans, Teachers

<b>1.2.2 Reflective practices to support individual learning</b>		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Annual appraisals	Curriculum, planning and appraisal include a reflective dimension to improve pedagogy	SLT /HODs /teachers
Student goal setting	Students set goals and reflect on personal progress in academic and school pursuits	Form teachers SLT /HODs/TICs
Curricular planning	Schemes of Work are dynamic, reviewed and refined regularly and reflect effective pedagogies	SLT, HODs, TICs and teaching staff

## 1.3 Innovative and engaging pedagogy

1.3.1 Innovative and cross-curricular Programmes		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Staff PD Foci	Tikanga Maori, Teaching as Inquiry, Digital fluency	Principal, Associate, DP PD, HOD Maori
Improving pedagogy	Pedagogical processes are adapted to focus on learners' needs, STEAM pathways in Y9 and Y10	HODs, STEAM group
Digital Fluency	BYOD across whole school implementation. Increased digital fluency as a result of innovative use of technology. Pilot Trials of digital assessment undertaken	SLT, HODs, E-Learning facilitators, Teachers

1.3.2 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 and policies	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

## 1.4 Raising sporting participation and achievement

1.4.1 Promoting student and staff physical wellbeing		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Importance of physical wellbeing promoted	Participation is promoted to increase exercise and build spirit, eg House 'have a go day' for students, Yoga for staff. Improved participation in physical exercise for both staff and students	SLT, Director of Sport Sports / PE staff

1.4.2 Quality team sporting experiences and outcomes		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Developing coaches	Coaches will be identified and supported through local sports networks and associations.	Director of Sport Principal, Associate
Player development and key information	Improved performance of players will be observed as a result of coaching and training in their preferred sport. All players can access the relevant information about their sport.	Director of Sport Principal, Associate

1.4.3 Emerging talent programmes, internal and external opportunities		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Cygnets Programme	CYGNETS continues to attract talented students to the programme	Director of Sport, Cygnets Manager

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
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#### 1.4.4 Celebrating and acknowledging sporting success

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Sporting excellence	Sporting successes are publically celebrated and acknowledged in a timely manner, using a variety of media, e.g. <i>The Voice</i> , Electronic Board, Channel, North Shore Times	Director of Sport, Principal, Associate, Marketing/Comms Manager
WGHS involvement in external events	Sporting events are promoted, attended/supported and students' achievements are recognised regionally and nationally	Director of Sport, staff
Scholarships and Awards	High performers are identified for relevant scholarship and awards	Director of Sport, Principal, Associate, Careers Team

## 1.5 Raising cultural participation and achievement

#### 1.5.1 Providing and promoting cultural opportunities and achievement

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
WGHS involvement in external events	Cultural events are promoted, attended /supported and recognition of student achievement nationally and regionally	HODs of Music, Dance, Drama, Arts, Maori /PI Mentors /SLT, Marketing/Comms manager
Cultural/ Music Excellence	Music aims for top honours at choral / orchestral competitions and improves rankings in feeder Chamber Groups, Orchestras and Choir	HODs Music, Musical Directors

#### 1.5.2 Acknowledging and celebrating cultural engagement

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Assemblies, staff briefings, THE VOICE	Participation and the benefits of cultural engagement are visible and encouraged Year 9-13	HODs of Music, Dance, Drama, Arts, Maori /PI Mentors /SLT
Honours Awards	High performers identified for relevant scholarship and awards	HODs SLT, Careers

## 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, DPs, HODs
Curriculum Executive Agenda	First agenda item in Curriculum Executive = Leadership Lens to ensure a strategic focus	Principal, Associate
Leadership PD	Potential leaders are identified and encouraged to develop necessary skills through PD each year. CIRCLE programme continues	SLT, CIRCLE group
Student leadership pathways	Potential student leaders will be identified in junior years and encouraged to develop necessary skills through leadership opportunities.	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

### 2.2 Innovative and pedagogical leadership

#### 2.2.1 Fostering innovation

WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
PLD groups	Lead teachers run sessions during 'late start' Thursdays each month thus growing their own leadership and building capacity in others	DP Staff Development, PLD Leaders, teachers
Digital Fluency	BYOD programme is now across the whole school. Blended e-learning programmes enhance student engagement. WGHS Blog Site provides tips for teachers and builds e-learning confidence for students and teachers. Student Help Desk assists students and teachers with technical support	DP & E-Learning Lead teacher, facilitators and SCT, Librarian, Tech Wizards

## 2.3 Effectiveness of Leaders

2.3.1 Appraisal and Feedback		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Appraisal Methods	Using a variety of tools and feedback loops to provide senior leaders, HODs, Deans with data to further develop their leadership	Principal, Associate

## Goal 3: Community Engagement

### 3.1 Communicating and partnering with the wider community

3.1.1 Engaging families to support learning		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Parent Evenings	Provide opportunities for parents to attend a variety of information evenings (e.g. Year 9 Parents, NCEA information, course planning and tertiary information evenings, report evenings) in order to be well informed of their daughters' progress	Principal, Associate, SLT, Deans, Form Teachers, Careers, LE
Drama, Cultural and Music events	Concerts and productions provide opportunities for students to share talents and skills with the wider community. Events provide opportunities for greater community engagement with school and involvement in Chinese, Korean, Bollywood, Maori and Pasifika festivities	HOD Music, TIC Drama, HOD Maori, Pasifika mentors, International prefects
Curriculum based events and activities	Provide opportunities for parents to attend curriculum based performances and events to share and celebrate student achievement. E.g Music recitals, Dance showcase, Art and Technology evenings, Mathex, Robotics etc.	HOD, TICs, Marketing/Comms
All Activities	Staff provide information on various activities through various media such as <i>The Voice</i> , Channel Magazine, Website, Yearbook	Staff, Marketing/Comms

3.1.2 Linking with neighbouring schools and the wider community		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Community of Learning	Pupuke Community of Learning is formed with 8 other schools	Principal, Associate
Links with feeder schools	Meetings with feeder schools provide improved understanding of programmes and learner profiles	Principal, Associate, LE team, HODs/TICs English and Mathematics
Community involvement in school activities	Coaches/ mentors for sports teams and cultural groups are invited from the community	HODs, Director of Sport



<b>3.1.3 Improving communication channels</b>		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Parent Portal	KAMAR Parent Portal is easily accessible and provides parents with timely information on attendance, NCEA achievement and reports. Provides availability for online payment for trips etc	DP Assessment, Data Manager
School App	School App is developed to provide up to date information on school notices, sporting, cultural and music events	Associate Principal, AV/IT Manager
School Website	Improved school website will provide improved functionality	Associate Principal, AV/IT Manager
Specific emails	Emails are sent for subject specific communication eg School Ball, House emails	Principal, Associate, SLT, Marketing/Comms
<i>The Voice</i>	Online information for families re school news	Principal, Marketing/Comms

## 3.2 Maori and Pasifika community engagement

<b>3.2.1 Strengthening links with whanau and Pasifika families</b>		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Mentoring programmes	Maori and Pasifika students seen each term or on a needs basis. Progress monitored and encouragement given to build confidence and self-efficacy	SLT, careers and mentors
Whanau and Fono evenings	Maori and Pasifika parents will feel more informed about their students' progress and opportunities provided at WGHS. Qualifications and university pathways information will keep parents up to date on current programmes	SLT, careers, universities and mentors

## 3.3. Strengthening links with Alumni

<b>3.3.1 Alumni news, networks and partnerships</b>		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Prize giving speakers	Successful alumni address and share their stories	Alumni Coordinator
Alumni Newsletters	Email, Facebook groups feature profiles of Alumni who visit the school of who attend international events	Principal, Alumni Coordinator
Leavers Function	A successful alumna is invited to address Year 13 leavers and parents each year. Leavers' function provides an opportunity for all Year 13 students to celebrate their time at WGHS	Principal, Alumni Coordinator
Alumni events	Westlake School 60 <sup>th</sup> Reunion Year Group events held in March 2017	Principal, Alumni Coordinator
Sharing stories	Alumni invited to lunchtime meetings to share their educational and career progress	Alumni coordinator and Careers team

## Goal 4: Operational Quality

### 4.1 Quality and sustainable policies, procedures and resources

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 each year	Principal /DP Staff
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 Quality student support and services

4.2.1 Supporting student needs		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Health Centre	Efficient service keeps students in class and at school where possible	LE, Nurses
Accuracy of data	Student KAMAR app provides up to date information on NCEA	Data manager, teachers
Canteen	Provides healthy option for lunches and snacks	Principal, property manager, canteen company

### 4.3 Quality facilities and a safe learning environment

4.3.1 Improving facilities and safety		
WHAT	EXPECTED OUTCOMES	RESPONSIBILITY
Health and Safety	Health and Safety meetings held regularly and reports made to BOT for each meeting. Regular staff training completed	Principal/DP Operations/Property
Events Centre Timeline and Budget	Prepare financial models and a timeline for 2018-19 expected commencement. Planning continues	BOT, OCTA, MOE, Athfield Architects, Finance, Property
Property Projects	5YA projects continue	Property Manager, Principal
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 2017

1. **Attendance** – Increase from 92% to 94% attendance across all five year levels. Increase attendance for Maori and Pacific Island students from 2016 rates (both 90%) to 92%

2. **Numeracy**

**Numeracy Year 10** – Year 10 students will sit the following two internally assessed standards.

AS91026 Apply numeric reasoning in solving problems (4 credits)

AS91035 Investigate a given multivariate data set using the statistical enquiry cycle (4 credits)

In 2016 we met the target of 95% of students passed at least one of the standards with 95.75%.

In 2017 we would like to maintain this goal of 95% as well as at least 70% of students gaining Merit or above.

We also aim for 80% gaining both standards.

**Numeracy Year 9**

In order to prepare our students for the internal standards at Year 10 we need to support students to gain a good basic knowledge of Number and Statistics standards.

In 2016 37% students was working at curriculum Level 4 or below for Number and 32% for Statistics. We would aim to reduce these percentage by about 10% in 2017, and thus aim for at most 25% of students working at curriculum 4 or below in Number and Statistics by the end of the year.

3. **Literacy**

**Literacy Year 9 & 10** - Continue with the focus on writing skills – paragraph writing and literature essay. This will be measured by the progress from their literature essay/paragraph CAT in Term 2 and the literature essay in the end of year examinations. Over the year students will be guided from writing paragraphs to full essays. The target is for the percentage of students who attain Achieved or higher to be the same or higher for both assessments. This ties in to the school focus on the “Write that essay” programme.

4. **Promoting wellbeing through co-curricular activities**

In 2017 we aim to encourage 100% students to participate in an extra-curricular activity. Westlake Girls offers a large number of co-curricular activities across a variety of different areas. The emphasis is on participation in activities to encourage emotional and physical wellbeing. This will allow students to have a sense of belonging and connection to school and enable them to be included, involved, engaged and make positive contributions.

5. **NCEA and University Entrance targets**

All Students	2016 Provisional %	2017 Target %
Level 3 NCEA	91.6	92
University Entrance	85.0	86
Level 2 NCEA	96.7	97
Level 1 NCEA (Yr 11)	90.2	93
Level 1 Literacy (Yr 11)	94.8	96
Level 1 Numeracy (Yr 11)	98.0	99
Level 1 Literacy (Yr 12)	99.6	100
Level 1 Numeracy (Yr 12)	99.6	100
Level 1 Literacy (Yr 13)	100	100
Level 1 Numeracy (Yr 13)	100	100

## Endorsement Targets

Certificate Endorsements	2016 Provisional %	2017 Target %
Level 3 Merit	39	45
Level 3 Excellence	18.8	20
Level 2 Merit	43.9	44
Level 2 Excellence	25.5	26
Level 1 Merit	49.9	45
Level 1 Excellence	33.5	40

## Targets for Maori Students

Maori	2016 Provisional %	2017 Target %
Level 3 NCEA ( <i>n=36</i> )	85.0	90
University Entrance ( <i>n=36</i> )	80.0	85
Level 2 NCEA ( <i>n=29</i> )	94.4	96
Level 1 NCEA ( <i>n=21</i> )	96.6	97
Level 1 Literacy ( <i>n=21</i> ) Yr 11	97	100
Level 1 Numeracy ( <i>n=21</i> ) Yr 11	97	100

## Targets for Pasifika students

Pasifika	2016 Provisional %	2017 Target %
Level 3 NCEA ( <i>n=16</i> )	81.8	94
University Entrance ( <i>n=16</i> )	80.0	82
Level 2 NCEA ( <i>n=17</i> )	94.7	88
Level 1 NCEA ( <i>n=20</i> )	82.4	93
Level 1 Literacy ( <i>n=20</i> ) Yr 11	100	100
Level 1 Numeracy ( <i>n=20</i> ) Yr 11	94	100

## NZ Scholarship Targets

Increase individual scholarship passes from 58 in 2016 to 68 in 2017