

2018 Charter

William Colenso College

Te Kāreti o Wiremu Koroneho



Aspire, Act, Achieve

Wawatatia, Mahia, Ekea

Preparing students for success in a learning environment which values their contribution as individuals and celebrates diversity.



School Values

Manaakitanga – (Respect) – This value is expressed in the college by behaviour that supports positive relationships between individuals and all those in the college community. We will seek to treat people with dignity through supportive and productive relationships.

Rangatiratanga – (Leadership)- This value is expressed throughout the college by the promotion of positive leadership attributes. These include honesty, integrity, accountability and acting ethically. The college will enhance leadership potential of all students, staff and wider community members by providing opportunities to take on leadership roles.

Whanaungatanga – (Belonging) – This value is expressed throughout the college by recognising that every individual contributes to the wider school community. The college will provide an environment that supports assistance, nurturing, guidance and direction to all.

Hirangatanga – (Striving for Excellence) – This value is expressed in the college through the recognition of the individual giving their very best toward any task or relationship they have. Value will be placed on recognising excellence as being derived from effort, perseverance and performance.

Rereketanga – (Diversity)- This value is expressed in the college through the valuing of our differing cultures, languages and heritages. We will seek to provide a range of opportunities and experiences that support our differing cultures, languages and heritages.

Matatautanga – (Learning) – This is a core value of the College that is expressed through the facilitation of learning experiences that are real and relevant and include inquiry and innovative activities which develop learning how to learn skills.

Kaitiakitanga – (Sustainability) - This is a value the college will promote through the delivery of learning programmes in a manner that increases awareness and value of the environment through practice that conserves renewable and non renewable resources.

Description of William Colenso College

William Colenso College is a state co-educational secondary school for years 7 – 13+ students. The 1st February 2018 roll was 400 students (made up of 358 regular students, 30 international students and 40 students from the Teen Parent Unit).

The students of William Colenso College are drawn from Napier and surrounding areas with a majority coming from the central Napier suburbs of; Marewa, Napier South, Onekawa, Maraenui and Pirimai.

Teenage Parent Unit & ECE

Vision Statement

To provide a quality, educational institution, for the continuing education of young parents, or those about to become parents. A place where they can learn, in a safe and caring environment, with experienced and committed teachers.

Mission Statement

To provide a facility where young parents have the opportunity to complete or enhance their secondary education.

Aim

The aim of HB TPU is to break the cycle of benefit dependency and improve the life opportunities of both the young parent and their children. If young mothers are able to return into the education system they can develop the life skills, and gain the qualifications that will enhance their self esteem and future prospects for themselves, for their children and ultimately for society.

Special Character of TPU

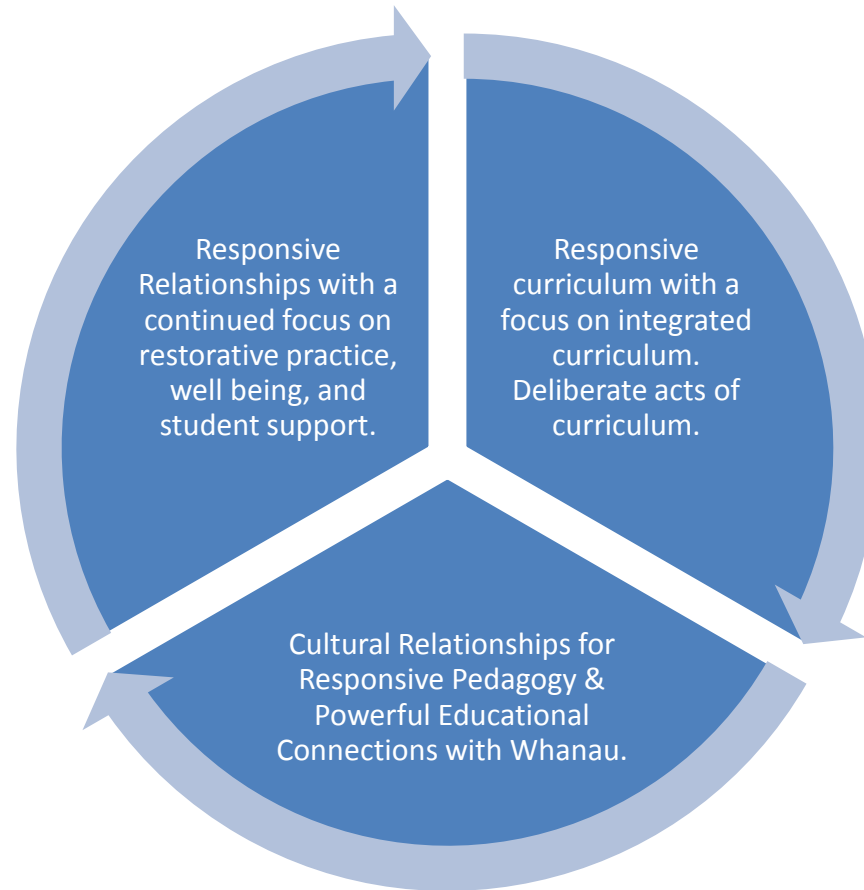
The Hawke's Bay Teen Parent Unit is a facility for young parents or those about to become parents, to have a second chance to continue their education, in a safe caring environment. It is an attached unit to the host secondary school William Colenso College. Teen parent units provide specifically tailored educational support to overcome the barriers to learning for young parents.

It was originally opened in January 2000 and is situated on the grounds of William Colenso College, Arnold Street, Napier. The funding is through the Ministry of Education. The unit is open to all students and their families who were, or are teenage parents and have had their basic formal education interrupted due to pregnancy and the birth of a child. The unit has a maximum roll of 40 students. The unit is funded as a decile one school and staffed on a 1–10 ratio.

The four key GOALS of the Strategic Plan (2016 – 18) are:			
Responsive Outcomes For All Learners	Responsive Systems and Processes	Responsive Learning Opportunities	Responsive Relationships
Focus values: Whanaungatanga – (Belonging) Manaakitanga – Respect Hirangatanga – Striving for Excellence			
SUB GOALS			
<p>All students to leave school with the well-developed skills of literacy and numeracy, to enable them to pursue their chosen pathways.</p> <p>All Māori students have the opportunity to achieve success as Māori.</p> <p>Ensure all learners engage in learning that meets their individual needs/pathways and encourages success. Learners include (but not limited to); mainstream students, teen parents, staff.</p>	<p>Student achievement data used to inform teaching and learning programmes.</p> <p>High quality financial, property and resource management procedures maintained.</p> <p>Effective self-review informs practice across the school.</p>	<p>All our students to be equipped with 'learning how to learn' skills, and enable them to become self-directed learners, and ready for work or further study.</p> <p>All students will be provided with real and relevant curriculum challenges, through a cross-curricular focus.</p> <p>International students will be provided with opportunities that meet and exceed their learning expectations.</p> <p>Teaching and learning will be enhanced by E-Learning which improves student outcomes enabled by, facilitated by, enhanced by and supported through the smart use of ICTs.</p> <p>Opportunities are provided for students to participate and excel in a wide range of sporting and cultural performance.</p>	<p>Our learning structures will support meaningful relationships between students and teachers/staff. These will be based on the principles and values of Culturally Responsive and Relational Pedagogy and Restorative Practice.</p> <p>We will ensure that students', whanau and staff health, wellness and safety needs are recognised and met.</p> <p>We encourage and value the involvement of parents and whānau.</p> <p>Enhance relationships in the community and Matariki Kahui Ako which foster student safety, engagement and achievement</p>
Measures/Evidence			
<p>Improved Student Achievement</p> <ul style="list-style-type: none"> - NCEA - Numeracy - Literacy - Progressions - National Standards - Individual learning plans for extension students. - IEP's for learning and behaviour students - Academic mentoring 	<p>Effective use of achievement data</p> <ul style="list-style-type: none"> - Learning progressions - National Standards/STAR - E-asTTle - NCEA <p>Financial Management</p> <ul style="list-style-type: none"> - Sustainable equity & working capital <p>Self-Review</p> <ul style="list-style-type: none"> - Implementation of effective self-review - Effective performance review for staff - Consistent and professional reporting to the BOT. 	<ul style="list-style-type: none"> - Responsive implementation of the NZC - Improved use of E-Learning - Positive outcomes from enrichment days - Students undertake goal setting and review of goals throughout the year according to set protocols. - Sport and Cultural participation 	<p>Improved Engagement</p> <ul style="list-style-type: none"> - Positive student survey data - Improved retention - Reduced suspensions & exclusions - Increased parental/whanau involvement and feedback - Improved punctuality/attendance - Positive teacher survey data - High level discursive teaching practice - Improved student behaviour outcomes evident through PB4L data
Links to school evaluation and self-review			

WILLIAM COLENZO COLLEGE ANNUAL PLAN 2018

DEVELOPMENTAL AREAS FROM STRATEGIC PLAN



Responsive Outcomes For All Students			
SUB-GOAL	DEVELOPMENTAL STRATEGIES	OUTCOMES (2018) Including measureable indicators which can be reported on	DRIVERS / RESPONSIBILITY
<p>All students to leave school with the well-developed skills of literacy and numeracy, to enable them to pursue their chosen pathways.</p> <p>(Another term for foundation skills is functional. The minimum leavers benchmark for these are NCEA level 1 Literacy and Numeracy requirements)</p> <p>NAG 1 NAG 2</p>	<p>Theory/Research/Readings which drives the following actions/strategies: BES reports (reciprocal teaching, logbooks), effective literacy Strategies, Te Taiako, Te Kotahitanga, Kia Eke Panuku, Ka Hikitia, ELLP, LLP, Effective Literacy Strategies</p> <p>Govt priorities which link to the following actions/strategies: NZC, National Standards, Maori Achievement, Special Needs, Pasifika, 85% NCEA Level Two student achievement</p> <ul style="list-style-type: none"> - All students in years 7 – 9 will be assessed and receive targeted help. (This will be based on contributing school profiles and nationally recognised and referenced assessments). - Achievement 'benchmarks' will be established in literacy and numeracy and all students will be assessed against these (Assessment activities will be of a high standard, moderated and will provide measures against national curriculum objectives and progressions). This will occur after the Feb STAR assessment in years 7 – 9 and e-asTTle in years 7 – 10. - School-wide literacy/language and numeracy strategies will be established to ensure consistent programming and common expectation. These will be used to guide all teachers and students in planning outcomes in broad study areas. - Charter targets set based on an analysis of 2017 data and 2018 entry assessment data. - Senior students achievement in literacy and Numeracy will be tracked throughout the year. Where students are failing to meet their NCEA requirements support programmes will be implemented. Functional literacy strategies will be imbedded into practice. 	<ul style="list-style-type: none"> - Year 7 and 8 students will make accelerated progress in relation to the Learning Progressions. - All middle school students progress will be measured through value added evidence (progressions, STAR, e-asTTle) - Student achievement in NCEA improves. - 	<p>Head of Middle School</p> <p>Head of Senior School</p> <p>Senior Deans</p> <p>All Teachers</p> <p>ESOL committee</p>

	<ul style="list-style-type: none"> - Literacy professional development will be provided to support the development of smart tools (graphic organisers). - Year 10 Pasifika students requiring ESOL support will be entered into the senior ESOL classes for extra support. - ESOL committee strategies will be maintained and enhanced. - Foundation literacy and numeracy programmes strengthened. 		
<p>All Māori students have the opportunity to achieve success as Māori.</p> <p>NAG 1 NAG 2</p> <p>NEG 2, 9, 10</p>	<p>Theory/Research/Readings which drives the following actions/strategies: Te Taiako, Te Kotahitanga (Bishop and Berryman), Ka Hikitia, Effective Literacy Strategies</p> <p>Govt priorities which link to the following actions/strategies: NZC, National Standards, Maori Achievement, 85% NCEA Level Two student achievement, Building on Success</p> <ul style="list-style-type: none"> - To acknowledge the unique place of Māori within our community, we will promote Te Reo Māori by ensuring Te Reo courses are available at all levels; maintaining and supporting an active Māori Cultural Group; encouraging the active support and involvement of the local Māori community in the life of the school; and encouraging students to understand and respect the different cultures which make up New Zealand society. - Māori student achievement targets set at all levels in the school structure, from individual teachers to the Board of Trustees (Charter Targets). - Tracking Māori student achievement throughout the year. - Continued development of Middle School Literacy and Maths programmes. - The teacher professional development team is focused on supporting transformational change in the classroom. This is based around strengthening the implementation of the 'effective Teaching profile' and evidence of implementation. Kia Eke Panuku Lead Team. 	<ul style="list-style-type: none"> - Māori student achievement improves. Evidence will be gathered from NCEA data, asTTle and STAR data in the Middle School, Attendance data. - Targeted programmes for Maori are maintained and grown. These include; Māori Performing Arts, Te Reo Māori, Whakairo, noho marae - Teacher effectiveness improves using the 'Effective Teacher Profile'. Evidence will be collected from appraisal and data collected through Te Kotahitanga and Kia Eke Panuku. - Māori Focus Group further develops programmes which support Māori student engagement and achievement. Evidence will include; increased participation in Kapa Haka, growth in the House Competition, increased use of the Whare for learning 	<p>Principal Heads of Senior and Middle School HOLs.</p> <p>Kia Eke Panuku Lead Team and all teaching staff.</p> <p>Māori Focus Group</p>

	<ul style="list-style-type: none"> - Māori Focus Group to lead school wide development programmes. - Provide a wide range of curriculum opportunities which enable Māori students to engage with their own prior knowledge and cultural backgrounds (ie. Whakairo, Marae noho, MPA) 		
<p>Ensure all learners engage in learning that meets their individual needs/pathways and encourages success. Learners include (but not limited to); mainstream students, teen parents, staff.</p> <p>NAG 1</p>	<p>Theory/Research/Readings which drives the following actions/strategies: Te Kotahitanga, Ka Hikitia, Vocational Pathways</p> <p>Govt priorities which link to the following actions/strategies: NZC, Maori Achievement, Special Needs, Pasifika, 85% NCEA Level Two student achievement</p> <ul style="list-style-type: none"> - All students will participate in individual goal setting. This will support the collection of better information/having conversations with students about areas of student interest and potential pathways. - All students will have their individual learning needs identified through strategic assessment (e-asttle, star, progressions etc). - Gathering 'student voice' to help determine what is offered through the curriculum. - Ensure students have robust academic courses. - Gifted students are identified and supported through an individualised learning programme. - Broad range of subjects offered utilising the new NZC and the opportunities available with NCEA and the NZQA Framework. - Continue to implement the pathways programmes ie. Hospitality, trades academy. - Multi- Level classes, available at senior level - STAR/Gateway courses. - Curriculum Review Committee to ensure future planning meets the needs of students. - Student Support Committee-IEP's, Careplans + referrals to outside agencies (youth transition etc) 	<ul style="list-style-type: none"> - All students are supported by teachers to set learning goals. - Academic Mentoring programme developed and implemented. - Students having a pathway to focus on and are developing skills necessary for their pathways - Learning is engrained - Less need for extrinsic rewards - Responsive curriculum developed 	<p>Head of Middle School</p> <p>Head Senior School</p> <p>CRC</p> <p>Careers Committee</p>

	<ul style="list-style-type: none">- Portfolio evenings supporting info sharing (pathways) with Whanau- National standards encourage parents to take an active part in supporting children's learning and to meet their individual needs.- Compulsory Outdoor Education programme for years 7 – 9.- Yr 7-9 homerooms- International students needs are catered for through multi-level classes, specific curriculum and teachers who have the skill and ability to cater for their needs.		
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Responsive Systems and Processes			
SUB-GOAL	DEVELOPMENTAL STRATEGIES	OUTCOMES (2018)	DRIVERS / RESPONSIBILITY
<p>Student achievement data used to inform teaching and learning programmes.</p> <p>NAG 1 NAG 2 NAG 8</p>	<p>Include:</p> <ul style="list-style-type: none"> - Theory which drives the action/strategy Govt priority or plan which it links to <p>Theory/Research/Readings which drives the following actions/strategies: BES reports, John Hattie, teaching as Inquiry</p> <p>Govt priorities which link to the following actions/strategies: NZC, National Standards, Maori Achievement, Special Needs, Pasifika, 85% NCEA Level Two student achievement</p> <ul style="list-style-type: none"> - Data Protocols will be followed, which will provide direction for staff on the following aspects of data – why? (purpose of the data), What? (what data do we collect to inform practice), Where? (stored), Who? (collect, store, analyse), When? (collected etc), Barriers. These are located in S:\William Colenso College\Link to AREA Data - Continued development of progressions and measurements across all curriculum areas. This will enable students to develop a clearer understanding of the next step in their learning. Evidence generated through the progressions will provide teachers with information with which to adapt programmes to meet the needs of individual students and groups. Evidence will also be used to develop strategies and goals at HOL and SLT co-construction meetings. - Investigate staff professional development to assist with the following assessment practices; National Standards, E-asTTle, NCEA re-alignment. - Student Achievement data will be utilised at a range of co-construction meetings to inform Maori student progress and identify gaps which need to be addressed (classroom, HOL, SLT). 	<p>Including measureable indicators which can be reported on</p> <ul style="list-style-type: none"> - Data Protocols developed and implemented, resulting in improved access to data. - Teachers use student achievement data to inform their practice. - HOL's set targets and adapt their programmes based on data - Data analysis processes are further strengthened using Progressions. - Progressions implemented and the resulting data is used in; department meetings, co-construction meetings. This will aid in informing future direction and planning. - HOL and SLT reporting to the BOT is consistent and useful for board planning. - Student attendance improves 	<p>Principal</p> <p>Head of Senior School</p> <p>Head MS HOL'S</p>

	<ul style="list-style-type: none"> - Attendance data analysed and strategies put in place to address groups and individuals not attending school 		
<p>High quality financial, property and resource management procedures maintained.</p> <p>NAG 4</p>	<ul style="list-style-type: none"> - Budget developed which reflects real income and expenditure. - Annual Accounts created in an accurate and timely fashion. - Senior School budget process is transparent and reflects real cost of running each course. - Financial procedures communicated to staff at the beginning of the year and reminded throughout the year. - Capital expenditure budget up-dated and followed. 	<ul style="list-style-type: none"> - Annual Accounts produce a sustainable surplus. - HOLs are able to monitor their expenditure through the Education Services website. 	<p>CFO (Chris Moore) Principal</p> <p>Head of SS</p> <p>Phil Kay</p>
<p>Board utilises informative self-review processes.</p> <p>NAG 2</p>	<p>Theory/Research/Readings which drives the following actions/strategies:</p> <p>Govt priorities which link to the following actions/strategies:</p> <ul style="list-style-type: none"> - Strategic plan developed and followed. - Self-review plan implemented. - Self-review strengthened through SLT 'Leadership self-review meetings'. - On-going review of SLT responsibilities in relation to the Strategic Plan. 		<p>BOT Principal</p>

Responsive Learning Opportunities			
SUB-GOALS	DEVELOPMENTAL STRATEGIES	OUTCOMES (2018) Including measureable indicators which can be reported on	DRIVERS / RESPONSIBILITY
<p>All our students to be equipped with 'learning how to learn' skills, and enable them to become self-directed learners, and ready for work or further study.</p> <p>Focused on developing the Key Competencies</p> <p>T – Thinking R – Relating to others U – Using symbols and text M- Managing self P – Participating and contributing</p> <p>NAG 1</p>	<p>Theory/Research/Readings which drives the following actions/strategies: BES reports, Te Taiako, Ka Hikitia, ELLP, LLP, Effective Literacy Strategies</p> <p>Govt priorities which link to the following actions/strategies: NZC, National Standards, Maori Achievement, Special Needs, Pasifika, PB4L</p> <ul style="list-style-type: none"> - Students will be encouraged to take a growing responsibility for their own learning. Goal setting will take place at the start of the year, and be reviewed throughout the year. Parents will be involved in goal setting through; portfolio evening and parent teacher interviews, phone calls and visits. - There will be a focus on developing these skills through the following pedagogical strategies; feed-forward, feedback, co-operative learning, inquiry learning. - Diagnostic teaching will be used along with modelling and 'scaffolding'. Students will be encouraged to learn through their mistakes and to always consider what they might do differently next time. - Students will be helped to assess (express, explore, draw on, investigate) their prior knowledge and skill level so that they are aware of their progress. - Development of student digital citizenship. This will be developed through; teacher modelling, promote student leadership opportunities, teachers highlighting guidelines to assist students. 	<ul style="list-style-type: none"> - Students will be making decisions based on goals they have set at the beginning of the year and reviewed on an on-going basis. - Goals will be SMART goals and related to developing the key competencies. - Increase in discursive teaching practice, with a focus on feed-forward and feedback through Kia Eke Panuku process. This will be supported by the development of HOL's skills in undertaking these observations followed by critical conversations. - Students develop the skills of digital citizenship (ie. Aware of the permanency of the online environment, digital safety, digital responsibility, IT literate). - Settled classes as students and staff are able to resolve behavioural issues in a more restorative way (supported by restorative systems within the school). - Students will value their personal best and recognise the importance of effort. - Students will understand what the impact of their decisions and choices has on those around them, in both behaviour and learning. 	<p>Head of Senior School MSCD</p> <p>Kia Eke Panuku Facilitators</p> <p>All staff</p>

	<ul style="list-style-type: none"> - Students will be encouraged to recognise the importance of effort and work towards their personal best will be fostered in performances and by sharing demonstrations and displays of finished work at assemblies, in the classroom and with parents/whānau (ie. portfolios). - Using restorative practice to ensure students learn to understand how their behaviour has impacted on themselves and others. 		
<p>All students will be provided with real and relevant curriculum challenges, through a cross-curricular focus.</p> <p>NAG 1</p>	<p>Theory/Research/Readings which drives the following actions/strategies: Te Kotahitanga, NZC, NCEA, Sheena Cameron, Alison Davies, Kath Murdoch</p> <p>Govt priorities which link to the following actions/strategies: Level 2 Achievement Targets, Vocational Pathways, National Standards</p> <ul style="list-style-type: none"> - Middle School teachers will collaboratively plan a range of in-depth studies to cover the 'big ideas'/concepts of the New Zealand Curriculum Framework. Some themes may involve groups completing different tasks to contribute to a class presentation/display/demonstration - Teachers will assess against the Qualifications Framework (NCEA) to ensure students' work earns appropriate and relevant credits on the framework - The professional development team (Kia Eke Panuku facilitators) will help in ensuring learning is relevant for Māori students and their cultural background - Further develop the pathways curriculum through the CRC. - Utilise more student voice to support students to take charge of their own learning. - Further development of the careers plan to incorporate more exposure to careers and pathways. Develop the Year 11 Industry Exposure plan. 	<ul style="list-style-type: none"> - More engaged learners - Students choose subjects that are relevant for their individual futures - Improved NCEA results - Accelerated learning evident in the Middle School - More students leave school with Level 2 NCEA - Improved attendance - Improved self-management - NCEA endorsements 	<p>Head of Senior School</p> <p>CDMS</p>

	<ul style="list-style-type: none"> - Utilisation of student assessment data and student goal setting to design appropriate courses and place students in the most appropriate course. - Development of student, school and business connections. This will enable students to be exposed to wide range of employment opportunities and work places. Employ a co-ordinator to develop and implement the programme. 	<ul style="list-style-type: none"> - Relationships developed with up to 40 local employers 	Principal & EV
<p>International students will be provided with opportunities that meet and exceed their learning expectations.</p> <p>(enhancing our domestic students learning opportunities)</p>	<p>Theory/Research/Readings which drives the following actions/strategies: ERO, student voice</p> <p>Govt priorities which link to the following actions/strategies:</p> <ul style="list-style-type: none"> - CRC will consider the needs of international students when designing the timetable structure. - Placements in Outdoor Ed and Hospitality will be kept for international students. - Two ESOL classes will be available to support literacy development. - Japanese and Chinese teacher aides will provide language and cultural support. - Continued support and development of the Hawkes Bay International Students group - Senior Science and Maths subjects will be offered to cater for international students (Physics, Chemistry, Calculus, Statistics). 	<ul style="list-style-type: none"> - International student targets met. 	International Director
Teaching and learning will be enhanced by E-	<p>Theory/Research/Readings which drives the following actions/strategies: VLN, e-learning matrix, TKI</p>	<ul style="list-style-type: none"> - Improved student engagement - Improved student attendance - Variety of effective pedagogy seen 	E-Learning Committee

<p>Learning which improves student outcomes enabled by, facilitated by, enhanced by and supported through the smart use of ICTs.</p> <p>The use of digital tools will be integrated into teaching and learning.</p> <p>NAG 1</p>	<p>Govt priorities which link to the following actions/strategies: e-learning, N4L</p> <ul style="list-style-type: none"> - Development of ICT skills and knowledge, which will lead to further student engagement and achievement. Teachers and students will expand the use of ICT in their curriculum delivery and learning utilising professional development from the ICT Cluster. - Information and Communications Technology (ICT) media will be integrated into curriculum planning. - Wireless rolled out into the remainder of the school. - Development of the google platform for learning - Development of 21st Century pedagogy - Development of the Year 9 Innovative Learning environment 		Principal
<p>Opportunities are provided for students to participate and excel in sporting and cultural performance.</p>	<p>Theory/Research/Readings which drives the following actions/strategies: Kia Eke Panuku, CACTUS, Pasifika Education Plan</p> <p>Govt priorities which link to the following actions/strategies: NZC – KC Participating and Contributing, Relating to Others</p> <ul style="list-style-type: none"> - One fee to cover all sports - Head of Sport to lead the promotion and delivery of a comprehensive sports programme. - Encouragement of teacher involvement in extra-curricular activities. - Actions associated with the Sport strategic plan will be implemented. - Heads of Performing Arts to promote production and other Music, Drama and Dance performances. 	<ul style="list-style-type: none"> - Actions associated with the Sport strategic plan will be implemented. - More lunch time activities available - School production - Bands - Performances at assembly - Kapa Haka - House performance competitions 	Head of Sport Sports Co-ordinator Sports Leaders

Responsive relationships			
OBJECTIVE	DEVELOPMENTAL STRATEGIES	OUTCOMES (2018) Including measureable indicators which can be reported on	DRIVERS / RESPONSIBILITY
<p>Our learning structures will support meaningful relationships between students and teachers/staff. These will be based on the principles and values of Culturally Responsive and Relational Pedagogy and Restorative Practice.</p> <p>NAG 1 NAG 5</p>	<p>Theory/Research/Readings which drives the following actions/strategies: Te Kotahitanga, Ka Hikitia, Restorative Practice (Margaret Thorsbourne), Middle School Theory, Brainwave Trust, ERO reports (Well Being for Success)</p> <p>Govt priorities which link to the following actions/strategies: PB4L</p> <ul style="list-style-type: none"> - Students in the middle school will spend the majority of their time with their home room teacher with the focus on gaining foundation skills and 'learning how to learn' strategies. - The professional development team (KEP facilitators) will be focused on supporting teachers through the observation, feedback and co-construction cycle. The support will focus on implementing the 'Effective Teaching Profile' - Development of strategies and programmes within 'Student Support Services'. These will include; the lunch club, PCC/Manaakitanga, Whanau Ora/SLC, Attendance, Health Services. - Restorative Practice will be evident across all relationships in the school. This will involve the continued support of the RTR. - Implementation of PB4L behaviour expectations and lesson plans. This will include planning and delivery lesson plans associated with the AAA Matrix. - Teachers involved in extra-curricular activities 	<ul style="list-style-type: none"> - Māori student engagement improves. Evidence will be collected using the 'Kia Eke Panuku student voice, student evaluations, Retention and Attendance statistics. - Evidence of Manakitanga and Mana Motuhake will increase through the observation, feedback cycle. - Improved behaviour in assembly and other targeted areas of the AAA Matrix. - Identified students will be supported by SST's in class as funding allows for behaviour and learning support. - Identified students will have adapted programmes in TWO to support learning eg YAS/study/Correspondence. - Identified students will have IEP's support from RTLB/SLS/ORRS/Teacher of Deaf/assisted technology etc. - Identified students will have behaviour plans/Careplans to assist them to manage/self-manage behaviour in order to learn. - Counselling and on-going emotional support for identified students with ASD/FAS etc to support them to continue learning in the mainstream. - Identified students will be referred for DAP/CAFS assessments - Student attendance punctuality improves. 	<p>SLT</p> <p>HOL's</p> <p>Head of Support Services/who coordinates interdisciplinary team</p> <p>PB4L Team</p>

<p>We will ensure that students' health, wellness and safety needs are recognised and met.</p> <p>NAG 5</p>	<p>Theory/Research/Readings which drives the following actions/strategies: BES reports (Leadership), Ka Hikitia, restorative practice</p> <p>Govt priorities which link to the following actions/strategies: PB4L, Health & Safety Regulations, 'Well being for success'</p> <ul style="list-style-type: none"> - Time will be structured for music, sport and other specialist activities including support groups to address matters of mental and emotional health. - In order to meet student's health, wellness and safety needs an inclusive environment acknowledging and celebrating difference will be promoted: A pro-active approach to duty will be actioned and monitored; Health and safety considerations will be adhered to and monitored. Opportunities for seeking assistance for mental, emotional physical and spiritual wellbeing will be provided through the Support Services specifically but also through the development of an inclusive and collaborative school climate. - EOTC committee actions and polices 	<ul style="list-style-type: none"> - Inter-disciplinary team of HSS/Nurse/RTLB/Guidance/SENCO/SWIs meets weekly to meet health wellness and safety needs which includes working with CYFS/Police for abuse/Cafs for mental wellness/Napier Family Centre/Te Roopu A Iwi/ Dove/DAP team/Birthright/Drug and Alcohol Counselling agencies/SWIs/TKH/NCHS/DAP team to meet these identified needs. - HBDHB has a full time nurse and part-time Dr service in the Support Centre whose service has produced extensive outcomes- 309 students had cases opened in 2010 which included: HEADS assessments for all year 9's/immunisation programmes/sexual health support/chronic illness support/head lice/skin assessment and wound management/child protection/head lice assessment. From these 249 referrals made to other health providers. - SWIs has an early intervention service. - Physical and medical safety plans developed for identified students. - Careplan/behaviour plans developed with GSE and other relevant agencies such as CYFS/Strengthening Family/psychologists/ACC/MEdu to support students to stay at school. 	<p>Head of Student Support will coordinate/guidance SENCO/RTLB's/health team/SWIS</p> <p>EOTC</p>
<p>We encourage and value the involvement of parents and whānau.</p>	<p>Theory/Research/Readings which drives the following actions/strategies: BES reports, Ka Hikitia,</p> <p>Govt priorities which link to the following actions/strategies: Ka Hikitia, pasifika Education Plan</p>	<ul style="list-style-type: none"> - All who enter the school feel welcome and the overall impression of William Colenso College demonstrates we celebrate students' and the community's creativity and culture/s 	<p>BOT, Principal and staff</p>

<p>NAG 2</p>	<ul style="list-style-type: none"> - A whanau/family engagement strategy will be developed and implemented, with a focus on school engagement with whanau. - At the beginning of the year, as an integral part of parent teacher meetings, goals for students will be negotiated between teacher and students. These will be shared with parents through phone calls home, visits and parent/teacher/portfolio meetings. Parent's knowledge of their children and their visions and concerns for them will be shared. This will also include a discussion on how parents might assist their children. - Co-construct systems for staff to engage with whanau and their home, including: <ul style="list-style-type: none"> o Through PD opportunities share key readings and research to show the impact of taking the learning into the home. (chapter 7 leadership BES, ASCD magazine, module 8 (whanau engagement) & 9 (smart tools) Te Kotahitanga. o Regular sharing assemblies will celebrate student performances and achievements. When broad studies are concluded the work will be shared with parents/whānau. - An open door policy will operate. Parents are welcome at all times although, for safety reasons, all visitors, including parents and caregivers, must first report to the office on arrival. Every effort will be made to ensure an appropriate space is available for parents when they come to the school - Board of Trustee meetings will enable teachers to have opportunities to share their developments, via HOL reports. - Regular informative newsletters, detailing programmes and events, will be made available. Family/whānau days will be held. - Further development of the KAMAR portal to facilitate communication with home. 	<ul style="list-style-type: none"> - Restorative Justice Meetings/Care-plan meetings/IEP's/ Strengthening Family meetings/sub-board meetings/Deans meetings are based on collaborative relationships with parents to achieve good outcomes. - Improved understanding between whanau/families and staff (evidence generated through parent and staff surveys). - Many informal/formal visits with whanau take place every day. - Improved student attendance 	
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	<ul style="list-style-type: none"> - Whanau participation actively planned for at all school functions: Sports events – Athletics, Waka Ama, Rugby Parent teacher events – MS BBQ, SS Leaders and scholarship meetings. Noho Marae MFG to organise whanau hui Carla to engage families around attendance CACTUS - Home liaison person also brokers meetings with whanau. 		
Enhance relationships in the community and Matariki CoL which foster student safety, engagement and achievement	<p>Theory/Research/Readings which drives the following actions/strategies: Goal setting</p> <p>Govt priorities which link to the following actions/strategies: Vocational Pathways</p> <p>Engage an extensive range of community organisations and relationships.</p> <p>Including: Ka Hao Te Rangatahi Te Roopu Iwi Pukemokimoki Marae Other local schools (both contributing and support schools) Local Police</p> <p>Development of student, school and business connections. This will enable students to be exposed to wide range of employment opportunities and work places.</p> <p>Commitment to the actions associated with the Matariki CoL</p>	<p>Strengthened relationships with external agencies which support student engagement and achievement.</p> <p>Relationships developed with up 40 businesses</p>	<p>Principal SLT</p> <p>Principal Virginia Engels</p> <p>Principal, across and within school teachers</p>

WILLIAM COLENZO COLLEGE BOARD PRIORITIES 2018

ISSUE	STRATEGIC DIRECTION	ACTIONS	RESPONSIBLE	TIME FRAME	RESOURCES
Improving school engagement with whanau/families to support learning and achievement	We encourage and value the involvement of parents and whānau .	<ul style="list-style-type: none"> - Academic Mentoring. - Targeted whanau engagement through the university trip group and kappa haka. Whanau hui in May. 	Principal BOT		
Improving student attendance	<p>Ensure all learners engage in learning that meets their individual needs/pathways and encourages success.</p> <p>Enhance relationships in the community which foster student safety, engagement and achievement</p>	<ul style="list-style-type: none"> - Development of targets and associated action plan 	Principal Principal and BOT	2018	
Principal's appraisal	Effective self-review processes informs practice across the school.	<p>Development of a new principals appraisal process.</p> <p>Engage with an external appraiser.</p>	BOT Chair	June	

WILLIAM COLENZO COLLEGE

2018 ANNUAL PLAN

NON STRATEGIC ACTIVITIES

AREA	GOAL	EXPECTED OUTCOMES	REFERENCE DOCUMENTS
PROPERTY PLANNING NAG 4	To complete scheduled property management tasks for cyclical maintenance and capital works in accordance with approved plans.	Buildings effectively managed,	Property committee documents. 5YPP and 10YPP documents.
PROFESSIONAL DEVELOPMENT	To involve all staff in effective PD based on the 2018 PD plan.	Staff professional practice and motivation improves as a result of ongoing training and development. Staff/student relationships improve. Maori student engagement and connectedness improves. Improved teaching practice. Integrated curriculum plan developed and implemented.	PD planning documents. Appraisal documents. Department and Middle School reports. Student Achievement Data.

PERSONNEL MANAGEMENT NAG 3	To ensure all staff are appraised against new PCT's and relevant professional standards as outlined in the Teachers Collective Contract, through a process of goal setting, teaching as inquiry, classroom observations, student feedback and personal reflection. Development of an on-line appraisal process.	All staff are actively involved in the appraisal process which develops teacher effectiveness.	Appraisal documents.
EQUAL EMPLOYMENT OPPORTUNITIES NAG 3	To ensure all appointments are consistent with the Equal Employment opportunities policy.	EEO report is presented to the BOT.	EEO Policy
HEALTH AND SAFETY NAG 3 NAG 5	Continued implement the Health & Safety procedures in light of the new Act.	The college maintains and safe and healthy environment. Lock down and fire alarm procedures practised.	Health and Safety policies. Accident and injury register.