

The Charter

Whangaroa College Charter 2023 – 2024

‘TO WISDOM WITH HONOUR’

AIM

To enable all learners to achieve Wisdom with Honour.

MISSION STATEMENT

Building confident global citizens that strive for excellence

VALUES

Whangaroa College acknowledges and upholds the values of Whakamana i te tangata (respect), Kawea ake te mana (responsibility), Mā te ngākau ū (commitment), and Kia manawaroa (perseverance). Tikanga Maori is incorporated throughout these values. By following these values, the College aims to ensure all learners are equipped with the skills to achieve their full potential and positively contribute to society.

Introduction

Whangaroa College is a special place with an exciting learning community, a learning community that has a passion to ensure your child receives the best possible education to reach their full potential.

Furthermore, we ensure students develop a broad range of skills that will benefit them as they move into the real world. We have an unrelenting focus on academic, social and personal achievement as this has the potential to unlock a plethora of pathways for students to explore. In addition, having a range of foci provides students with an ability to access the wider curriculum with confidence. We also provide opportunities to ensure a life-balance through participation in sports, the arts, and culture. The College is well equipped to cater for academic, sporting and cultural needs. Whangaroa College is an NZQA accredited provider of both conventional and non-conventional school subjects.

Whangaroa College is a Year 7–13 state co-educational school set in peaceful surroundings on SH10 in Kaero. It sits in a valley bounded by the Kaero River, Pohue

Pa, Maungaemiemi, Whakarara and Taratara maunga. Ngati Kahu and Ngapuhi are tangata whenua.

Our school structure is designed to spread leadership and responsibility across the school. This layered leadership structure does away with the hierarchical model and endeavours to work on a more democratic leadership style. The design allows our students to be at the forefront of our thinking and works alongside our new curriculum which we started in 2018 and are continually adapting.

ERO (2018) states “several wide-ranging initiatives are being implemented in 2018. This includes the new curriculum design and school leadership structure. These are critical changes strategically designed to better meet students’ learning and well-being requirements and to drive initiatives.” Furthermore, “the school curriculum is now much better aligned with the principles, values and key competencies of the New Zealand curriculum. It is also underpinned by culturally responsive and inclusive teaching practices. The curriculum is now more learner centred and research informed” (ERO, 2018).

At the core of our new curriculum is an emphasis on literacy and numeracy. All students from Years 7-13 are required to take English and Mathematics, with literacy and numeracy skills embedded across all other learning areas, especially our Pod and Integrated Learning system. The Pod system has integrated subject areas and focuses on a thematic approach so students have access to all the areas they need. We individualise student learning giving consideration to areas of interest aimed at their ability level.

History

Whangaroa College has had a long history of excellent sporting, cultural and academic success. The Board of Trustees and the Principal continue to work together to ensure their children have access to the best educational opportunities available.

The school provides a safe and positive learning environment where success and high standards are encouraged and expected. We are in the 9th year of our Vocational Pathways Programme (VPP) which has been a response to community and student voice. The VPP is designed to provide students with opportunities that lead into the workforce while still achieving NCEA outcomes at Levels 1, 2 & 3.

We continue to follow and strengthen our Positive Behaviour for Learning (PB4L) kaupapa. It’s not about changing the students; it’s about changing the environment, systems and practices we have in place to support students to make positive behaviour choices at home, around the school, inside the classroom and with their learning.

Community Engagement

Community engagement and consultation is an integral part of the school as the consultation process helps inform the direction of the school for the future. In 2017 the College introduced a Whanau Focus Group made up from valuable members of

our community. They have a passion to see the students of Whangaroa College meet with educational and social success while working closely alongside the staff of Whangaroa College. Their contributions are welcome, valued, and appreciated. If you would like to be involved with the Whanau Focus Group please get in touch with the main office.

Success as Maori

It is important that our Maori students are succeeding as Maori and they are proud of their culture and heritage. The relationships with our community enables whanau, friends and family to support the school in many areas including but not limited to: Sports, Kapa haka, the Arts, Music, Culture, and our project based learning environments.

Whangaroa College will continue to provide an emphasis on 'Te Tiriti o Waitangi' responsibilities and the unique position of Maori in New Zealand society. Currently all Yr 7-10 students study Te Reo Maori as a compulsory subject and all students from Yr 11-13 may choose Te Reo Maori as an NCEA subject. Tikanga Maori and Maori Performing Arts are core classes for all junior students. Taha Maori is integrated through, waiata, mihi, kapa haka, powhiri and karakia. The school will continue to provide all full time students with the opportunity to undertake courses of learning in Te Reo Maori at the request of parents/caregivers.

Equity

We work hard to ensure that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to each student achieving their educational potential and that all will reach at least a basic minimal level of achievement.

In addition, we ensure our students who require Learning Support have their learning needs met within the resources available to the school. The RTLB continues to have direct involvement through training staff to test and implement Learning Support strategies for low and reluctant learners. In 2018, we introduced a Director of Wellbeing to ensure the needs of these students are identified, monitored, evaluated and addressed.

Literacy and Numeracy

Whangaroa College understands the importance of the essential skills of literacy and numeracy for success. We build students' ability to read, write, and understand information, and master working with numbers to make informed decisions and communicate effectively.

Please make comments on any aspect of the Charter by attending consultation meetings signalled throughout the school year or by writing to the school.

Whangaroa College Strategic Plan 2023

	Initiatives	NELPs
<p>Goal 1</p> <p>Community engagement</p>	<p>1a. Whānau connection- Teachers, students, parents working together</p> <p>1b. Graduate profile through te whare tapa whā and Haora, using all community stakeholders in creating <i>the graduate profile</i></p> <p>1c. Creation of community events, building community networks to support all ākonga</p> <p>1d. Align the goals and aspirations of the school with those of the whānau, hāpu and iwi.</p>	<p>Objective 1: Learners at the centre- Learners with their whānau are at the centre of education</p> <p>Priority 1- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Priority 2- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Priority 5- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
<p>Goal 2</p> <p>Teaching and Learning</p>	<p>2a. Learning through real world opportunities learning life skills and understand the relationship with curriculum subjects</p> <p>2b. Learning through the community- Whangaroatanga</p> <p>2c. Students seeing themselves in their future as positive, successful and meaningful in their chosen vocation</p> <p>2d. Learning on/about/through the Marae as a central place of knowledge and understanding of Whakapapa- mātauranga Māori</p> <p>2e. Kaiako and staff, through the Professional Growth Cycle, will set goals that increase their capacity and support their ability teach students to fulfill their potential</p>	<p>Objective 2: Barrier-free access- Great education opportunities and outcomes are within reach for every learner</p> <p>Priority 3- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Priority 4- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Objective 3: Quality teaching and leadership- Quality teaching and leadership make the difference for learners and their whānau</p> <p>Priority 5- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>

		<p>Priority 6- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Objective 4: Future of learning and work- Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>Priority 7- Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p>
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		<p>Priority 7- Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p>
<p>Goal 3</p> <p>PB4L</p>	<p>3a. Increased knowledge, understanding and use of PB4L by all stakeholders</p> <p>3b. A focus on building Whanaungatanga, Manaakitanga and Rangatiratanga with students, teachers, whanau and community</p> <p>3c. Establish reciprocal relationships through role modelling</p>	<p>Priority 1- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Priority 2- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Priority 5- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>
<p>Goal 4</p> <p>Kaitiakitanga</p>	<p>4a. An obligation to care for our environment</p> <p>4b. Protecting and looking after our community</p> <p>4c. Guardianship of our natural world</p>	<p>Priority 2- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Priority 5- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>

Whangaroa College Annual Plan 2023 Directors Report

NELPs	Actions	Indicators of progress	Measurable outcomes
<p>Objective 1: Learners at the centre- Learners with their whānau are at the centre of education</p> <p>Priority 1- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Priority 2- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Priority 5- Meaningfully incorporate te reo Māori and tikanga Māori into the</p>	<p>Whanau and the community can have an understanding of PB4L and restorative practices</p> <p>Survey whanau during Academic Counseling in Term 2/3 around their understanding of PB4L and restorative practice.</p> <p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying. Use information to reduce these behaviors</p> <p>SET data PB4L will indicate values displayed in classrooms and other areas. Staff and Student voices are collected.</p> <p>Communicate school expectations to whānau and students, reinforce messaging with signage around the school.</p> <p>Continue to strengthen the use of te reo Māori me tikangā Māori throughout the school</p>	<p>Student engagement plan</p>	<p><i>Survey results</i></p> <p><i>Communication streams</i></p> <p><i>To be heard, seen and felt throughout the school</i></p>

everyday life of the place of learning			
<p>Objective 2: Barrier-free access- Great education opportunities and outcomes are within reach for every learner</p> <p>Priority 3- Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p> <p>Priority 4- Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy</p> <p>Objective 3: Quality teaching and leadership- Quality teaching and leadership make the difference for learners and their whānau</p> <p>Priority 5- Meaningfully</p>	<p>Remedial Programs - Literacy and Numeracy Continue to develop the plan to support students who are below or well below the expected level of the curriculum, so that they can access the in class learning from Year 7 to Year 13.</p> <p>The skills and strategies will be shared with classroom teachers so that they can integrate them into their everyday learning.</p> <p>DWB/Lead Teacher will work with the RTLB to implement and resource a numeracy remedial program.</p> <p>Develop a PLD plan to ensure opportunities are available for staff to enhance their teaching practice</p> <p>Continue to strengthen our localised curriculum with whānau, industries and community</p> <p>Continue to strengthen the use of te reo Māori me tikangā Māori throughout the school</p> <p>Develop a PLD plan to ensure opportunities are available for staff to enhance their teaching practice</p>	<p>Curriculum plan</p> <p>Tracking and data analysis.</p> <p>Evidence in teacher planning and delivery</p> <p>PLD plan</p> <p>Localised curriculum plan</p>	<p>Probe, Running Records, eAsttle, OTJ, IKAN, GLOSS, NCEA assessments.</p> <p>Data analysis Value added data</p> <p>Student engagement</p>

<p>incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Priority 6- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Objective 4: Future of learning and work- Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>Priority 7- Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Career pathways are created with all learners and monitored to ensure students are engaged in curriculum areas to support their individual pathways.</p> <p>Career pathways are created with all learners and monitored to ensure students are engaged in curriculum areas to support their individual pathways.</p>		
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<p>Objective 2: Barrier-free access- Great education opportunities and outcomes are within reach for every learner</p>	<p>Create a safe and inclusive culture throughout the school community</p> <p>Alternative education programs based</p>	<p>Careers plan</p>	<p>Student career pathways</p>
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<p>Priority 3- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Priority 4- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Objective 3: Quality teaching and leadership- Quality teaching and leadership make the difference for learners and their whānau</p> <p>Priority 5- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Priority 6- Develop staff to strengthen</p>	<p>around waka ama, music and seasons of growth <u>proposal</u> by Ngati Kahu, based in Whangaroa and/or Kaitaia developed specifically for WHC - DWB</p> <p>Support learners to see the connection between what they are learning and the world of work</p> <p>Reach out to whānau, kaumatua and kuia on best practice to embrace tikangā māori</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Support learners to see the connection between what they are learning and the world of work</p>	<p>Wellbeing plan</p> <p>Localised curriculum plan</p> <p>Careers plan</p>	
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<p>teaching, leadership and learner support capability across the education workforce</p> <p>Objective 4: Future of learning and work- Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>Priority 7- Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work</p>			
<p>Priority 1- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Priority 2- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver</p>	<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including</p>	<p>Wellbeing plan, policies and procedures</p>	

<p>education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Priority 5- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p> <p>Continue to strengthen the use of te reo Māori me tikangā Māori throughout the school</p>		
<p>Priority 2- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Priority 5- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgment</p> <p>Use te mita o ngāpuhi me Te Tai Tokerau</p> <p>Utilise te Kahui Ako to access learning resources, and pūrākau connected to the whenua.</p>	<p>PLD plan</p>	

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Analysis of Variance Reporting



School Name:	Whangaroa College		School Number:	004																				
Strategic Aim:	To raise the achievement of all students (especially Maori) across all curriculum areas, especially numeracy and literacy, by having effective teachers who are committed, knowledgeable, skilful, caring, creative and valued.																							
Annual Aim:	Accelerate student achievement in reading, writing and maths. Every student will show accelerated progress over the year.																							
Targets:	<p>Junior Each cohort group will accelerate at least 2 sub-levels in reading, writing and maths. 85% of students will accelerate at least 2 sub-levels in reading, writing and maths - for students here for at least 3 terms of the year. All students will have 85% or higher attendance. All students who are working well below and below will have access to additional support programmes to improve their literacy and numeracy skills.</p> <p>Senior The students at level 1, 2, and 3 that have been identified as not 'on track' to achieving NCEA level will achieve NCEA level that they are working towards by the end of the year. Level 1 students gain 80 credits at level one Level 2 students gain 60 credits at level 2 and or 80 credits at level 1 Level 3 students gain 60 credits at level 3 and or 60 credits at level 2 For all students who are at Whangaroa College for at least 3 terms</p>																							
Baseline Data:	<table border="1"> <tr> <td colspan="2">Year 7 Reading</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Start 2022</td> <td>8</td> <td>2</td> <td>6</td> <td>8</td> </tr> <tr> <td></td> <td>Well Below</td> <td>Below</td> <td>At</td> <td>Above</td> </tr> <tr> <td>End 2022</td> <td>14</td> <td>2</td> <td>0</td> <td>6</td> </tr> </table>				Year 7 Reading					Start 2022	8	2	6	8		Well Below	Below	At	Above	End 2022	14	2	0	6
Year 7 Reading																								
Start 2022	8	2	6	8																				
	Well Below	Below	At	Above																				
End 2022	14	2	0	6																				

	Year 7 Reading Maori			
	Start 2022	8	2	5
		Well Below	Below	At
	End 2022	14	1	0
	Year 7 Writing			
	Start 2022	5	7	4
		Well Below	Below	At
	End 2022	4	3	4
	Year 7 Writing Maori			
	Start 2022	5	7	3
		Well Below	Below	At
	End 2022	4	3	0
	Year 7 Mathematics			
	Start 2022	11	4	6
		Well Below	Below	At
	End 2022	16	3	1

Year 7 Mathematics Maori				
Start 2022	11	4	5	1
	Well Below	Below	At	Above
End 2022	16	3	1	2

Year 8 Reading				
Start 2022	5	5	2	4
	Well Below	Below	At	Above
End 2022	7	5	3	0

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Year 8 Reading Maori				
Start 2022	4	5	2	2
	Well Below	Below	At	Above
End 2022	7	4	2	0

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Year 8 Writing				
Start 2022	16	0	2	0
	Well Below	Below	At	Above
End 2022	11	2	4	0

Year 8 Writing Maori				
Start 2022	15	0	1	0
	Well Below	Below	At	Above
End 2022	11	1	2	0
Year 8 Mathematics				
Start 2022	12	4	1	1
	Well Below	Below	At	Above
End 2022	11	0	2	1
Year 8 Mathematics Maori				
Start 2022	11	3	1	1
	Well Below	Below	At	Above
End 2022	15	3	1	1
Year 9 Reading				
Start 2022	4	8	3	6
	Well Below	Below	At	Above
End 2022	15	2	2	1

	Year 9 Reading Maori				
	Start 2022	3	8	3	3
		Well Below	Below	At	Above
	End 2022	15	0	1	0
	Year 9 Writing				
	Start 2022	19	1	2	1
		Well Below	Below	At	Above
	End 2022	14	4	0	2
	Year 9 Writing Maori				
	Start 2022	18	0	1	0
		Well Below	Below	At	Above
	End 2022	13	2	0	1
	Year 9 Mathematics				
	Start 2022	12	3	4	3
		Well Below	Below	At	Above
	End 2022	13	3	1	4

	Year 9 Mathematics Maori				
	Start 2022	12	2	4	1
		Well Below	Below	At	Above
	End 2022	13	3	1	1
	Year 10 Reading				
	Start 2022	5	8	2	3
		Well Below	Below	At	Above
	End 2022	5	9	0	1
	Year 10 Reading Maori				
	Start 2022	4	8	1	3
		Well Below	Below	At	Above
	End 2022	5	9	0	1
	Year 10 Writing				
	Start 2022	13	1	0	0
		Well Below	Below	At	Above
	End 2022	15	0	1	0

Year 10 Writing Maori				
Start 2022	12	1	0	0
	Well Below	Below	At	Above
End 2022	14	0	1	0
Year 10 Mathematics				
Start 2022	16	1	0	0
	Well Below	Below	At	Above
End 2022	10	3	2	1
Year 10 Mathematics Maori				
Start 2022	16	0	0	0
	Well Below	Below	At	Above
End 2022	9	3	2	1

Attendance data	2020	2021	2022						
Year 7	85.40%	83.80%	70.64%						
Year 7 Maori	84.90%	82.35%	69.80%						
Year 8	81.90%	82.40%	68.5%						
Year 8 Maori	80.68%	78.84%	75%						
Year 9	77.70%	70.10%	70.55%						
Year 9 Maori	75.32%	67.88%	71.2%						
Year 10	71.70%	74.60%	64.33%						
Year 10 Maori	70.15%	74.51%	62.23%						

	Year Level	Attendance	Ethnicity	Achieved NCEA Level	UE	Pathway 2022
Student A	11	77	Maori	YES		Whangaroa College 2023
Student B	11	49	Maori	NO		Whangaroa College 2023
Student C	11	67	Maori	NO		Moved out of region T3
Student D	11	67	Maori	NO		Whangaroa College 2023
Student E	11	80	NZE	YES		Whangaroa College 2023
Student F	11	69	Maori	NO		Whangaroa College 2023
Student G	11	43	Maori	NO		Whangaroa College 2023
Student H	11	32	Maori	NO		Low attendance then left

	Student I	11	74	Maori	YES	Whangaroa College 2023
	Student J	11	82	Maori	YES	Whangaroa College 2023
	Student K	11	77	Maori	YES	Whangaroa College 2023
	Student L	11		Maori	NO	Working wanted a gap year
	Student M	11	76	Maori	YES	Transferred to another school
	Student N	11	48	Maori	NO	Moved out of region
	Student O	11	80	Maori	YES	Whangaroa College 2023
	Student P	11	49	Maori	NO	Left
	Student Q	11	77	Maori	YES	Unsure of where-about
	Student R	11	79	Maori	YES	Whangaroa College 2023
	Student S	11		Maori	NO	Whangaroa College 2023
	Student T	11	68	Maori	YES	Whangaroa College 2023
	Student U	11	43	Maori	NO	Whangaroa College 2023
	Student V	11	71	Maori	NO	Whangaroa College 2023
	Student W	11	85	Maori	YES	Whangaroa College 2023
	Student X	11	70	Maori	NO	Whangaroa College 2023
	Student Y	11	74	Maori	YES	Whangaroa

						College 2023
	Student Z	11	25	Maori	NO	Whangaroa College 2023
	Student AA	11	78	NZE	YES	Whangaroa College 2023
	Student AB	11	82	NZE	YES	Whangaroa College 2023
	Student AC	11	25	Maori	YES	Left unsure of destination
	Year 12					
	Student A	12	44	NZE	YES	Gap year until university. Gained L3
	Student B	12	66	Maori	YES	Whangaroa College 2023
	Student C	12	77	Maori	NO	Left school end of T3
	Student D	12		Maori	NO	Apprenticeship
	Student E	12	70	NZE	YES	Whangaroa College 2023
	Student F	12	74	Maori	YES	May return
	Student A	13	62	Maori	NO	Whangaroa College 2023
	Student B	13	42	Maori	YES	Employment
	Student C	13	61	Maori	YES	Employment
	Student D	13		Maori	NO	Employment
	Student E	13	38	Maori	NO	Left the area
	Student F	13	53	Maori	YES	

Overall Data									
	2015	2016	2017	2018		2019	2020	2021	2022
Level 1	52.90 %	48.50 %	50%	27.30 %		52.63 %	70%	52.94%	51.72%
Level 2	77.30 %	65.20 %	61.10%	69.20 %		66.20 %	66.70%	55.6%	71.4%
Level 3	20%	50%	41.20%	28.60 %		57.14 %	80%	66.66%	83.5%
UE	0%						20%	22.22%	0%
Literacy				54.50 %		47.40 %	70%	52.94%	73.5%
Numeracy				27.30 %		73.70 %	80%	82.35%	64.7%
Maori Data									
	2015	2016	2017	2018		2019	2020	2021	2022
Level 1	51.70 %	48.40 %	53.30%	30.00 %		43.75 %	66.66%	53.84%	36.7%
Level 2	75.00 %	66.70 %	57.10%	70.00 %		66.70 %	66.70%	55.6%	40%
Level 3	22.20 %	42.90 %	42.90%	20.00 %		50.00 %	75%	62.50%	50%
UE	0%						25%	25%	0%
Literacy							66.66%	53.8%	76.7%
Numeracy							77.8%%	76.9%	66.7%
Certificate Endorsement	Merit								
	2018	2019	2020	2021	2022				
Level 1	0%	6.25%	0%	11.7%	3%				
Level 2	23.0%	16.6%	12.50%	0%	16.66 %				
Level 3	0%	0%	20%	0%	0%				

Attendance					
Level 1	2018	2019	2020	2021	2022
Overall attendance	81.50 %	80.51 %	68.30 %	65.80 %	65%
Maori Boys	65.70 %	78.80 %	50.40 %	78.37 %	63.70 %
Maori Girls	82.00 %	74.60 %	74.21 %	59.05 %	42%
Level 2					
Overall attendance	79.20 %	79.40 %	76.90 %	71.90 %	65%
Maori Boys	74%	88.80 %	79.96 %	69.90 %	53%
Maori Girls	76.70 %	73.20 %	72.68 %	72.62 %	67%
Level 3					
Overall attendance	65.10 %	90.20 %	74.10 %	77.40 %	57%
Maori Boys	64.48 %	94.90 %	NA	61.76 %	NA
Maori Girls	NA	88.30 %	62.66 %	74.70 %	57%

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p><u>Junior School</u></p> <ul style="list-style-type: none"> Continued integrated learning across all curriculum areas. Teacher professional development focus on Numeracy and Literacy Leaders Learning support programmes - Rainbow Reading (low readers) Implemented STEPS to help very low-level students in junior school. Continued to differentiate student learning with smaller class sizes and more self-directed learning. Building Tuakana/Teina relationships. PLD to increase understanding of the implementation of literacy and numeracy across the curriculum. PLD on Assessment for Learning and progressions Continued to build teacher capacity around effective pedagogy in the classroom. Continued to build on sharing learning strategies across all learning environments. 	<p><u>Year 7 students:</u></p> <ul style="list-style-type: none"> By the end of 2022; <ul style="list-style-type: none"> 13% of Year 7 students are At or Above their curriculum level in Maths. 45% of Year 7 students are At or Above their curriculum level in Writing. 27% Year 7 students are At or Above their curriculum level in Reading. <p><u>Year 8 students:</u></p> <ul style="list-style-type: none"> By the end of 2022 <ul style="list-style-type: none"> 2.1% of Year 8 students are At or Above their curriculum level in Maths. 18% of Year 8 students are At or Above their curriculum level in Writing. 2% of Year 8 students are At or Above their curriculum level in Reading. <p><u>Year 9 students:</u></p> <ul style="list-style-type: none"> By the end of 2022; <ul style="list-style-type: none"> 23 % of Year 9 students are At or Above their curriculum level in Maths. 10% of Year 9 students are At or Above their curriculum level in Writing. 15% of Year 9 students are At or Above their curriculum level in Reading. <p><u>Year 10 students:</u></p> <ul style="list-style-type: none"> By the end of 2022; <ul style="list-style-type: none"> 20% of Year 10 students are At or Above their curriculum level in Maths. 6.6% of Year 10 students are At or Above their curriculum level in Writing. 26.6% of Year 10 students are At or Above their curriculum level in Reading. <p>A lot of work was done around values education, Positive Behaviour for Learning (PB4L) and building the hauora of the students. Covid 19 continued to have an impact on teaching in learning in 2022.</p>	<ul style="list-style-type: none"> The transient nature of our school continues to have an impact as mentioned previously. the impact of Covid on attendance and the ability to teach and learn Students were identified and strategies put in place for them. Some courses were not completed throughout the year due to Covid. This unfortunately had a detrimental effect for some students. Constant messages were conveyed to students about the schools expectations around learning and the values and what they mean. Messages were given to the community about our targets and how we were tracking towards these during PSTs. The Director of Student Engagement provided multiple opportunities for staff to learn about being an effective academic counsellor. Students were shown tracking and developing planners from the semester planners that teachers had provided. Students could keep up to date with how many credits they had and what assessments they had to complete and when they would occur. 	<ul style="list-style-type: none"> In 2023 there is an increased emphasis on preparing our teachers for new curriculum and to increase teacher capacity to provide more literacy and numeracy rich programmes, especially in our PODs. The literacy and numeracy leaders continue to lead out on making it a whole school approach to literacy and numeracy rather than teachers seeing it as the English and Mathematics teacher's responsibility. In 2023 an even greater emphasis will be placed on raising student achievement levels in Numeracy and Literacy. The numeracy leader has a good understanding of what is needed to develop numeracy skills from Year 7 onwards. The new Literacy Leader brings very strong skills in the area of junior literacy which will move students forward with support from other experienced teachers in the junior school This creates more robust learning opportunities in Reading, Writing and

<p>Senior School</p>	<p><i>Students and teachers who succumbed to Covid or long Covid or were required to be away from school as household contacts. Students were often faced with relievers in the majority of their classes and teachers were required to use non-contacts to relieve in classes. It was not unusual for 40 to 50 per cent of the teaching staff to be absent. The removal of the requirement for household contacts to self-isolate helped to stabilise teaching and learning in the latter part of 2022.</i></p> <p><u>Senior Students:</u> One year 11 student achieved NCEA level 3 and one year 11 student achieved NCEA level 2.</p> <p><u>Year 11 students:</u> Overall Achievement decrease 17% Maori Achievement decrease 12.82%</p>	<ul style="list-style-type: none"> • <i>There is still plenty of refinement that needs to take place to perfect the Pod-based learning system. Pods continue to have 12 45-minute periods and morning senior options have 6 45-minute periods.</i> • <i>PD was provided around integration and curriculum design. All staff were given a chance to voice opinions and ideas.</i> • <i>Students were reclassified where necessary and courses designed so students are placed at the correct level. Students are offered the opportunity to complete credits at level 1, 2 and 3 in our senior classes as they are all mixed level.</i> • <i>Students and their parents/caregivers chose their year's program at PSTs at the beginning of the year. Students received and discussed the knowledge required to select a course best suited to their path.</i> 	<p><i>Maths which can be aligned across the school.</i></p> <ul style="list-style-type: none"> • <i>Junior school students continued to be offered subjects that align to the pods rather than a pod based timetable to help broaden what we are able to offer within the junior school.</i> • <i>The trends shown in the writing and Mathematics statistics have shown a need for the development of the plan to be further developed for 2023. This will ensure that we improve teacher practice. By providing stability to staff they can refine skills in areas so they become more confident. It will also create a pathway with progressions so that students are able to be accelerated and have developed the skills needed from years 7 to 13. Stability will also be provided for teachers with staff placed in subjects for consecutive years so they can build on skills and knowledge. This was agreed upon at the start of 2022.</i> • <i>Supportive tuakana/teina relationships are continuing to be encouraged through integrated learning classes.</i> • <i>The new DSE is devising a process to enable a</i>
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<ul style="list-style-type: none"> Identify those students at risk of not achieving the corresponding NCEA level in 2021 then develop and implement appropriate individual student support plans. Continued development of the whanau classes and teachers for academic counselling purposes. Students received academic counselling with monitoring of credits attempted and gained. Encouraged and facilitated planning across subject areas where possible with the development of assessments that can work across subjects. Students who do not meet subject prerequisites do not move on in that subject until they have been achieved. This process to be carried out during enrolment. Continue to develop Academic /Vocational pathways programmes so students can choose academic or vocational pathways to achieve Level 2/3. Higher engagement and more informed course selections should result Maintained The Academic Counselling /PST programme Continued with academic and workplace subject choices in Literacy and Numeracy. Students were offered literacy and numeracy standards within other pods and mods where appropriate. 	<p><u>Year 12 students:</u></p> <p>Achievement decrease of 11.1% Maori Achievement decrease of 11.1%</p> <p><u>Year 13 students:</u></p> <p>Achievement decrease 13.34% Maori Achievement decrease 12.5%</p> <p><u>UE</u></p> <p>Overall Achievement increase 2.22% Maori Achievement no change</p> <p><u>Literacy</u></p> <p>Decrease of 17.06%</p> <p><u>Numeracy</u></p> <p>Increase of 2.35%</p> <p>Whangaroa College understands the importance of the essential skills of literacy and numeracy for success. We build students' ability to read, write, and understand information, and master working with numbers to make informed decisions and communicate effectively.</p> <ul style="list-style-type: none"> A negative impact on Year 11 students to be able to achieve Level One was the setting of the course credits requirements for options to 8 for 6 periods classes and 16 for pods. Consequently, most students were offered 80 credits in total, the required number for Level One. The majority of students who achieved level One were offered in excess of the stated number of credits. 		<p>more effective and efficient process to support or students to increase attendance</p> <ul style="list-style-type: none"> Continue to use data to inform our choices around students' levels and those who are our at-risk students. 3 days of PSTs at the beginning of the year with students needing whanau to attend in order to enrol. This led to the highest parent teacher student engagement in discussions concerning teaching, learning and goal setting for some years. Whanau will continue to be consulted more consistently concerning their child's progress. Use of co-construction meetings to analyse data as a whole staff so every teacher can differentiate learning for our students. Change to our timetable structure for senior students. Pods to shift from 10 periods a week to 12 has continued. This enables student's further opportunities to gain credits within POD learning time. They were always designed to have twice the amount of class time as Mods to enable integration of senior subjects within each pod.
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			<ul style="list-style-type: none"> • <i>PLD for Hols of Pods to help with collaboration and integration of subjects.</i> • <i>PLD for numeracy and literacy from in-school specialists and outside providers (NZAMT, NMA, Asttle)</i> • <i>In 2023 the changes made to the enrolment process to ensure students are being placed in the correct level for each option.has been continued. It also ensures they know the expectations of being at school. They also receive a tour of the school. These take place every two weeks.</i> • <i>All students in the school were required to have a PST before being able to enrol at the start of the year. It had a great effect on the number of whanau who turned up to support students in their return to school.</i> • <i>All senior subjects are to offer a pathway to university (14 credits UE approved) for students who wish to achieve UE. Literacy and Numeracy to be included where possible to all senior courses.</i> • <i>Attendance data used in real-time to inform whanau each day if their student is at school. The potential of the new SMS is still being explored..</i>
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			<p>There will also be updates sent home during each term informing the whanau of the current attendance rate of their student.</p> <ul style="list-style-type: none"> Review of staffing and where staff best fit within different subjects. Meeting of all staff to discuss decisions relating to what subjects they are able to teach. Staff did make changes to the Senior options program at the end of 2022 for 2023, to meet the requirements of staff changes and as a way of continuing to develop the effectiveness of the Pods.
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Planning for next year:

- Continue to develop and strengthen the Literacy Leader and Numeracy Leader roles.
- Continue to have a school paid Teacher Aide as this is an important resource.
- Continued development of supportive tuakana/teina relationships is encouraged through integrated learning classes.
- Continued PB4L learning.
- Targeted MOE PLD around collaborative planning & teaching, and assessment practice.
- Specific PD to strengthen teachers abilities in numeracy and literacy.
- Use of data is key to tailoring programmes to enable students to progress – data available and evaluated by staff during co-construction meetings.

Targets - It's important to maintain the same target and build on our strategies to achieve this.

Junior

- Each cohort group will accelerate at least 2 sub-levels in reading, writing and maths.
- 85% of students will accelerate at least 2 sub-levels in reading, writing and maths - for students here for the year.
- All students who are working well below and below will have access to additional support programmes to improve their literacy and numeracy skills.

Senior

- The students at level 1, 2, and 3 that have been identified as not 'on track' to achieving NCEA level will achieve NCEA level that they are working towards by the end of the year.
- Level 1 students gain 80 credits at level one.
- Level 2 students gain 60 credits at level 2 and or 80 credits at level 1.
- Level 3 students gain 60 credits at level 3 and or 60 credits at level 2.
- All students wanting to attain University Entrance will achieve this in 2023 for all students who are at Whangaroa College for at least 3 terms
- All students will have 85% or higher attendance.

- A wellbeing target has been set - our PB4L set data should remain above 90% this covers all students at the school.

Additional Goals

- All students who are working well below and below will have access to additional support programmes to improve their literacy and numeracy skills.

Targets and Planning 2023

Strategic Aim:	To raise the achievement of all students (especially Maori) across all curriculum areas, especially numeracy and literacy, by having effective teachers who are committed, knowledgeable, skilful, caring, creative and valued.
Annual Aim:	Accelerate student achievement in reading, writing and maths. Every student will show accelerated progress over the year.
Targets:	<p>Junior</p> <p>Each cohort group will accelerate at least 2 sub-levels in reading, writing and maths. 85% of students will accelerate at least 2 sub-levels in reading, writing and maths - for students here for at least 3 terms of the year. All students will have 85% or higher attendance. All students who are working well below and below will have access to additional support programmes to improve their literacy and numeracy skills.</p> <p>Senior</p> <p>The students at level 1, 2, and 3 that have been identified as not 'on track' to achieving NCEA level will achieve NCEA level that they are working towards by the end of the year. Level 1 students gain 80 credits at level one Level 2 students gain 60 credits at level 2 and or 80 credits at level 1 Level 3 students gain 60 credits at level 3 and or 60 credits at level 2 For all students who are at Whangaroa College for at least 3 terms</p>
Baseline Data:	Data will be gathered from our junior testing program from term 4 2022 as well as term 1 testing in 2023. NCEA data will be used from our Kamar and NZQA records. Students who require additional support will be identified.

Student Numbers:	2023
	Year 7 23
	Year 8 27
	Year 9 23
	Year 10 25
	Year 11 22
	Year 12 22
	Year 13 4
	Total 146

When:	What:	Who:	Indicators of Progress:
Term 1 - 4	Identify students and develop learning plans for at risk students using co-construction meetings	Director of Teaching and Learning	Learning plans are developed and students who need extra support are offered it in a timely manner.
Term 1 - 4	Supportive tuakana/teina relationships are encouraged through integrated learning classes. Our targets for wellbeing in the school are to continue to achieve the high PB4L set data score this coupled with targeted learning around Whangaroatanga	Director of Student Engagement	Data is tracked using our templates to determine house points for students. Students with the most house points are rewarded. Students also receive certificates helping to support the positive learning environment within all classes.
Term 1 - 4	Using our data systems to monitor students' progress to towards achievement targets	Director of Teaching and Learning	Data used during co-construction meetings. Students showing progress towards goals. Targets set for students each term. Assessment calendar developed so students can track progress.
Twice a year	Regularly meet with whanau in PST meetings to discuss student progress and individual learning needs or plans.	Director of Operations, Whanau Teachers, and Student.	Students and whanau know and understand the current level and progress of the student. Support is offered where possible to help students to achieve their potential.
Term 1 - 4	Attendance data used in real time to inform whanau each day if their student is at school. It is also displayed on the parent portal on PCschoools and reported on during PSTs.	Director of Student Engagement	Student attendance data improves each term. Students identified as being at risk due to attendance are identified and conversation with whanau takes place.
Term 1 - 4	PLD for numeracy and literacy from in school specialists and outside providers	Numeracy and Literacy leaders	Staff are aware of the impact of improving practice and this leads to improved outcomes for our learners.
Term 1 - 4	Provide PLD for whanau teachers to enable them to effectively monitor and motivate students. PLD for Hols of Pods to help with collaboration and integration of subjects.	Director of Teaching and Learning, Director of Operations.	PLD sessions run by DTL to support staff on data access, analysis, and planning so students can be supported on a regular basis each week. Time set aside for Heads of Learning so they are able to plan collaboratively with teaching groups and also provide support where necessary. DTL supports HoL in this space.