

# BULLER HIGH SCHOOL Te Kura Tuarua o Kawatiri



## Part 1

# SCHOOL CHARTER And Annual Plan 2018

## The School Vision

Ready for the challenges of tomorrow.

*The purpose of a school charter is to establish the mission, aims, objectives, directions, and targets of the Board that will give effect to the Government's National Education Guidelines and the National Education Priorities.*

## Table of Contents

	<i>Page No.</i>
<b><i>Strategic Plan 2016 – 2020</i></b>	<b>3</b>
<b><i>Governance</i></b>	<b>5</b>
<b><i>Management</i></b>	<b>5</b>
<b><i>The School and its Community</i></b>	<b>5</b>
<b><i>National Education Guidelines</i></b>	<b>8</b>
<b><i>National Education Goals</i></b>	<b>9</b>
<b><i>Cultural Diversity</i></b>	<b>11</b>
<b><i>Consultation Process – examples</i></b>	<b>12</b>
<b><i>BHS Annual Plan 2018</i></b>	<b>15</b>

## **Buller High School Strategic Plan 2016 – 2020**

**Our Vision:** Ready for the challenges of tomorrow

**Our Mission:** To meet future challenges by raising expectations through quality education and experiences in an environment that allows everyone to be their best

**Our Goal:** Striving for Excellence through High Expectations

**Our Values and Behaviours:** Our strategic values are supported by the 4 R's, the school values of:

<p><b>Relationships: (Whanaungatanga)</b></p> <ul style="list-style-type: none"> <li>➤ with your Friends</li> <li>➤ with Boys/Girls</li> <li>➤ with your Teachers</li> <li>➤ with your Community</li> <li>➤ with your Family</li> </ul>	<p><b>Respect: (Manaakitanga)</b></p> <ul style="list-style-type: none"> <li>➤ for your Environment</li> <li>➤ for your Family</li> <li>➤ for your Friends</li> <li>➤ for your Teachers</li> <li>➤ for yourself</li> </ul>
<p><b>Responsibility: (Kawenga)</b></p> <ul style="list-style-type: none"> <li>➤ for your Behaviour</li> <li>➤ for your Learning</li> <li>➤ for your Environment</li> <li>➤ for your Property</li> </ul>	<p><b>Resilience is: (Manahau)</b></p> <ul style="list-style-type: none"> <li>➤ ability to bounce back</li> <li>➤ building confidence</li> <li>➤ adapting to change</li> <li>➤ showing strength</li> <li>➤ work well under stress</li> </ul>

Through PB4L we are strengthening our values and promoting the good behaviours that lead to better learning. The focus is on student self-management and restorative practices.

## **Buller High School Strategic Plan – 2016 -20**

**Our motto:** *Tibi seris, tibi metis - as you sow, so shall you reap*

**Our Vision:** 'Ready for the challenges of tomorrow'

**Our goal:** Striving for Excellence through High Expectations.

**We value: the four 'Rs':**

- Respect (Manaakitanga)
- Relationships (Whanaungatanga)

- Responsibility (Kawenga)
- Resilience (Manahau)

**Our Strategic Priorities for the next 3-5 years – student achievement and wellbeing are at the centre of everything we do.**

1. Students (Rangatahi)	2. Teachers (Kaiako)	3. Environment (Te Ao Mārama)
<p><i>“Raising student achievement informs all aspects of decision-making within the school.”</i></p> <p><b>1.1 Student achievement</b></p> <ul style="list-style-type: none"> <li>• Student achievement meets and exceeds national achievement rates, including merit and excellence endorsements.</li> <li>• High levels of student engagement and attendance are achieved through a vibrant curriculum and extra-curricula activities.</li> <li>• Transitions between primary school and BHS, and between BHS and life beyond BHS ensure success for our students.</li> </ul> <p><b>1.2 Diverse learning needs</b></p> <ul style="list-style-type: none"> <li>• A plan is developed and implemented to improve outcomes and achievement of Māori students, and which enables Māori students to achieve as Māori.</li> <li>• Students with special learning and behavioural needs are identified and targeted programmes are developed and implemented to meet their needs.</li> <li>• At-risk and gifted and talented students are identified and strategies are used to engage them and ensure that they achieve to the best of their ability.</li> </ul>	<p><i>“Our teachers are valued and supported to meet the learning needs of all students.”</i></p> <p><b>2.1 Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Pedagogical practice throughout the school reflects current good practice, including the use of a differentiated curriculum.</li> <li>• The appraisal process supports continuous improvement of pedagogical practice within the school.</li> <li>• Qualitative and quantitative data is used to lift student achievement and engagement.</li> </ul> <p><b>2.2 Professional learning and development</b></p> <ul style="list-style-type: none"> <li>• Teachers regularly undertake PLD that aligns with strategic priorities.</li> <li>• There is innovation in accessing PLD opportunities that overcomes geographical isolation.</li> <li>• All staff regularly receive PLD on Tikanga Māori and Te Tiriti O Waitangi.</li> <li>• PLD ensures diverse learning needs are provided for.</li> </ul> <p><b>2.3 Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>• The wellbeing of teachers and staff is recognised as being critical to their performance.</li> </ul>	<p><i>“The school is a safe and welcoming place that is an enabler of student achievement and wellbeing.”</i></p> <p><b>3.1 Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>• The wellbeing of students is recognised as critical to their ability to achieve to their full potential.</li> <li>• Teaching and learning practices emphasising building positive and sustainable relationships.</li> <li>• Inclusiveness is valued in all aspects of school life.</li> </ul> <p><b>3.2 Culture</b></p> <ul style="list-style-type: none"> <li>• The school culture is one of continual reflection, learning and improvement.</li> <li>• Tikanga Māori is celebrated and embedded within the school.</li> </ul> <p><b>3.3 Communication</b></p> <ul style="list-style-type: none"> <li>• The role of whanau, families and caregivers in raising student achievement is recognised. They are assisted to contribute to their children’s learning through high quality communication between home and school.</li> </ul> <p><b>3.4 Infrastructure</b></p> <ul style="list-style-type: none"> <li>• BHS aims to provide an Innovative Learning Environment to support student achievement.</li> <li>• The school’s organisational structure and management practices support student achievement, wellbeing and the strategic priorities of the school.</li> <li>• ICT is well integrated within the school to support all aspects of learning and the business of the school.</li> </ul>

## Governance

The Board of Trustees is entrusted to work on behalf of the School's stakeholders<sup>1</sup> and emphasises strategic leadership rather than administrative detail through setting the Charter, strategic goals and policy<sup>2</sup> framework. The Board ensures compliance with legal and policy requirements whilst enhancing student achievement through supporting teaching and learning as its focus.

## Management

The Board delegates all authority and accountability for the day-to-day operational organisation<sup>3</sup> of the school to the Principal.

Education Act 1989, Section 75 and 76

The legal responsibility of Boards of Trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's Board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals –

- (1) A school's Principal is the Board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
  - (a) Shall comply with the Board's general policy directions; and
  - (b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

s.65 A Board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

## The School and its Community

Buller High School is a modern co-educational Secondary School with a roll of about 320 full time and 10 part-time students, serving the town of Westport and the surrounding district. The School provides a general education for students in Year 9 and above, following the National Curriculum Guidelines, and working towards the full implementation of the Revised Curriculum, within a safe and secure environment. Students are encouraged to value teaching and learning, to develop independent learning skills and good study habits, to improve skills of judgement, communication and problem solving, and to take pride in personal achievement. They are also expected to follow The Buller High School Way; a code of behaviour based on the premise that we are all responsible for our own actions and that we are all responsible to see that the rights of every other person in the School are protected. The document has been revised to take into account the restorative approach which is part of the PB4L philosophy. The focus remains on self-management and the school values of Respect, Resilience, Relationships and Responsibility.

<sup>1</sup> Stakeholders: Students, Staff, Parents/Caregivers, and the wider community.

<sup>2</sup> Policy: Statement of intent for Board and staff to work within; not negotiable; set by the Board; reviewed triennially.

<sup>3</sup> Procedures: Rules & processes for day-to-day implementation of policy; developed and reviewed by staff.

The town of Westport and the Buller district have a long history in the mining industry (although this industry continued to struggle in 2018) and links with these industries did offer students career opportunities both within and outside the Buller. The school has a relationship with one of the new partners within this industry and continues to use other local industry and business to provide career and training pathways whilst at school and on leaving school.

The School provides a specialist Technology Education programme for approximately 170 Year 7 & 8 students drawn from the district's four contributing Primary schools (Granity, St. Canice's, Westport North, and Westport South schools) and an Alternative Education Programme, run by the school for up to 7 students.

Buller High School's Annual Plan promotes increased emphasis on endorsement in NCEA, a focus on boys' achievement and an investigation into the participation of students in the external NCEA exams.

The School has an extensive pastoral care system to provide support and guidance to all students. The Pastoral Network, co-ordinated by the House Deans, is based on a House System that seeks to provide a tūrangawaewae (a place to stand with confidence), for all students throughout their time at School. Each House class has a mentor teacher (House Teacher) who is responsible for the overall guidance and welfare of students in that House class. At the head of each House is a Dean who assists the House Teachers with the pastoral care of their class. The school has also had a Māori Dean and Year 13 Dean in addition to the house deans to provide additional support for our Māori and year 13 students. The Head of Student Services provides guidance support for all students and specific support of ORR's students and others with specific learning needs.

The School is proud of its reputation in The Arts, Technology, Sport and Outdoor Education. The School's sporting involvement and the School's musical and dramatic productions, have brought staff, community, students and parents together drawing on talented sports people, actors and backstage crew. The school is proud of the cultural diversity it supports as evidenced by the Bollywood group established in 2015, coming runner-up in the nationals in 2016 and becoming the Buller TrustPower Community Supreme Winner in 2016. This diversity continues to be embedded in 2017.

The School curriculum is reviewed annually in Term 2. New courses and flexible learning pathways are continually investigated to meet student needs. Students are encouraged to achieve credits towards National Certificates in Educational Achievement. The School has consolidated links with universities, Tai Poutini Polytechnic and other tertiary education providers, with both distance learning and on-campus outpost courses. Opportunities through video conference courses continue to be explored as a way to provide enhanced learning opportunities. The school also established links with the Trades Academy in 2012 which continues to develop and grow. Through the Trades Academy Hospitality, Child Care, Agriculture, Engineering, Outdoor Education and Level 3 Hospitality are being offered. In 2017. The school has now become accredited to assess Hospitality at this level.

Student achievement is valued and recognised, and the pursuit of personal excellence is strongly encouraged. The School is constantly assessing and evaluating the effectiveness of its teaching programmes and seeks to benchmark itself against national levels rather than decile related levels.

The school maintains a positive physical environment with regular refurbishment and maintenance of buildings and facilities to ensure that they remain a positive and attractive learning environment. The School library, hall and performing arts area have been upgraded and provide top quality learning spaces. Following the rationalisation of the pool in 2012, a new outdoor learning and recreation space was created. In 2017 this has been developed further to

include outdoor chess and draughts sets. In 2015 a major refurbishment was approved by the ministry in order to make the school wheelchair friendly. This project was completed in 2016. The physical environment remains a top priority for the board and management for 2018.

The school culture is fostered and strengthened through the House/Whanau system and competition for the House Shield. This is given effect through for example, swimming and athletic sports days, cross country, termly competitions and leadership by prefects and peer support leaders. The house system also provides the tool for a strong pastoral care approach, including a reward structure for positive behaviour; this has had an impact in the achievement of these students as well. The organisation of the House structure at school assists us in developing strong relationships between students, parents, House Teachers and Deans. The annual year 9 camps (reviewed in 2017) are used to develop these relationships and also provide another platform for the Peer Support Team to work with these students.

The **Positive Behaviour for Learning (PB4L) programme** continues to support the work around our pastoral system. Focussing on self -management and incorporating the 4 R's. The BHS Way reflects this continuing development. In 2018 the focus will continue to be on developing staff skills in restorative mini-chats as we build on strengthening relationships and restoring positive relationships.

The School's communication strategy includes regular communication with parents through reports, a regular school newsletter which is distributed to contributing schools, the Mayor and local media, School sponsors, and local agencies such as Citizens Advice and Information Centre. The annual Satisfaction Survey gives parents the opportunity to feedback on aspects of our school. We also have updated our website, School-Links and developed a facebook page to further improve our communication with parents. In 2017 a Communications Team including students will be set up to expand our communication capacity. This has led to the introduction of a student driven school newspaper. There are frequent articles in the news media on School happenings and achievements, and promotion visits to contributing primary schools to foster relationships. Communication with local Maori continues to be a challenge, the school appointed a new Assistant Principal in 2017 who has the knowledge and skill to take a leadership role in this area. This has already included a senior leadership team and board chair to our local marae in Arahura. The school also has appointed two kaumatua representing Ngati Apa and Ngati Wae Wae. They support us where possible at Prize-givings. This role will be reviewed in 2018 as we work more with Ngati Wae Wae and Ngai Tahu.

The Board and Staff are committed through the School Charter and strategic planning to a process of continuous improvement and the School Goal for 2018 remains the same as we continue to strive for excellence.

**STRIVING FOR EXCELLENCE**



**Through High Expectations**

## National Education Guidelines

- The National Education Guidelines are defined by **Section 60A** of the **Education Act 1989**
- The National Education Guidelines have **five components**:

### 1 National Education Goals

- (i) statements of desirable achievements by the school system, or by an element of the school system; and
- (ii) statements of government policy objectives for the school system:

### 2 Foundation curriculum policy statements

Statements of policy concerning teaching, learning, and assessment that are made for the purposes of underpinning and giving direction to –

- (i) The way in which curriculum and assessment responsibilities are to be managed in schools:
- (ii) National curriculum statements and locally developed curriculum:

### 3 National curriculum statements

Statements of –

- (i) The areas of knowledge and understanding to be covered by students; and
- (ii) The skills to be developed by students; and
- (iii) Desirable levels of knowledge, understanding, and skill, to be achieved by students, during the years of schooling):

### 4 National Standards

These are standards, in regard to matters such as literacy and numeracy that are applicable to all students of a particular age or in a particular year of schooling.

### 5 National Administration Guidelines (NAGs)

Guidelines relating to school administration and which may (without limitation)

- (i) set out statements of desirable codes or principles of conduct or administration for specified kinds or descriptions of person or body, including guidelines for the purposes of section 61:
- (ii) set out requirements relating to planning and reporting including –
- (iii) communicate the Government's policy objectives:
- (iv) set out transitional provisions for the purposes of national administration guidelines.

## **National Education Goals**

Buller High School recognizes the Government's National Education Goals (NEG's):

### **NEG 1**

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

### **NEG 2**

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

### **NEG 3**

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

### **NEG 4**

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

### **NEG 5**

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

### **NEG 6**

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

### **NEG 7**

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

### **NEG 8**

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

### **NEG 9**

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

### **NEG 10**

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

## National Education Priorities

These have been set out by government and form the basis of the current NAG 1 and 2.

### They are:

- Develop and implement teaching and learning programmes to provide all students in years 9 - 10 opportunities to achieve for success in all areas of the National Curriculum
- Through a range of assessment practices gather information that can be used to evaluate the progress and achievement of students with particular emphasis on literacy and numeracy.
- Through the collection of sound student achievement data identify groups of students with particular needs (who are not achieving, at risk of not achieving, have special needs) and aspects of the curriculum that require attention
- Using this data develop teaching and learning strategies to address the needs of identified students from above and aspects of the curriculum identified
- Consulting with the Māori community to develop plans and targets for improving the achievement of Māori students
- Provide Career guidance from year 9 upwards with special emphasis on those students who are at risk or unprepared for the transition to the workplace or further study
- Reporting to students and parents on the achievement of individual students and to the school's community on the achievement of students as a whole. Also reporting on identified groups within these priorities (currently NAG 2)
- Provision of a safe physical and emotional learning environment (currently in NAG 5)

School planning will be based very much on how these priorities might be addressed beginning with analysis of their current situation using evaluative and review data, identifying the variable factors in lifting achievement and establishing priorities for setting of targets.

The Annual Report will provide details of the progress made towards meeting the 2017 annual targets. This is a useful tool, along with findings of self-reviews, for planning the 2018 annual targets which are listed in this document.

The school integrates the National Educational Goals and National Education Priorities at Governance and Operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and numeracy are recognized as curriculum priorities in years 9 & 10, (see strategic goals). Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes. Career education is integrated into our Years 9 & 10 programmes as discrete modules in our Social Sciences and Health programmes and will be introduced as specific modules for senior students to add to the careers programme already in place, through the work of our Careers Team, and by NZQA courses in the senior school.

## Cultural Diversity

Buller High School acknowledges the unique status of Māori as Tangata Whenua - First Nation Peoples - through the signing of Te Tiriti o Waitangi in 1840. With its signing a partnership unlike any other in Aotearoa was formed

### Goal

“Me takakawe i ngā tumanako ki te tihi o te matauranga”  
*Striving for excellence through high expectations*

When developing policies and practices for the school every endeavour is made to reflect New Zealand’s Cultural diversity and the unique position of the Māori culture.

In particular, the Board recognises Ngāi Tahu and Ngāti Apa kit e Rā Tō as having mana whenua status in Kawatiri. The Board also recognises the importance of Te Kete o Aoraki, the Memorandum of Understanding between Ngai Tahu and the Ministry of Education.



The Board takes all reasonable steps to provide programmes in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language). The Board is committed to further enhancing the educational opportunities for our Māori students in an environment that values them as Māori.

### Procedural Information

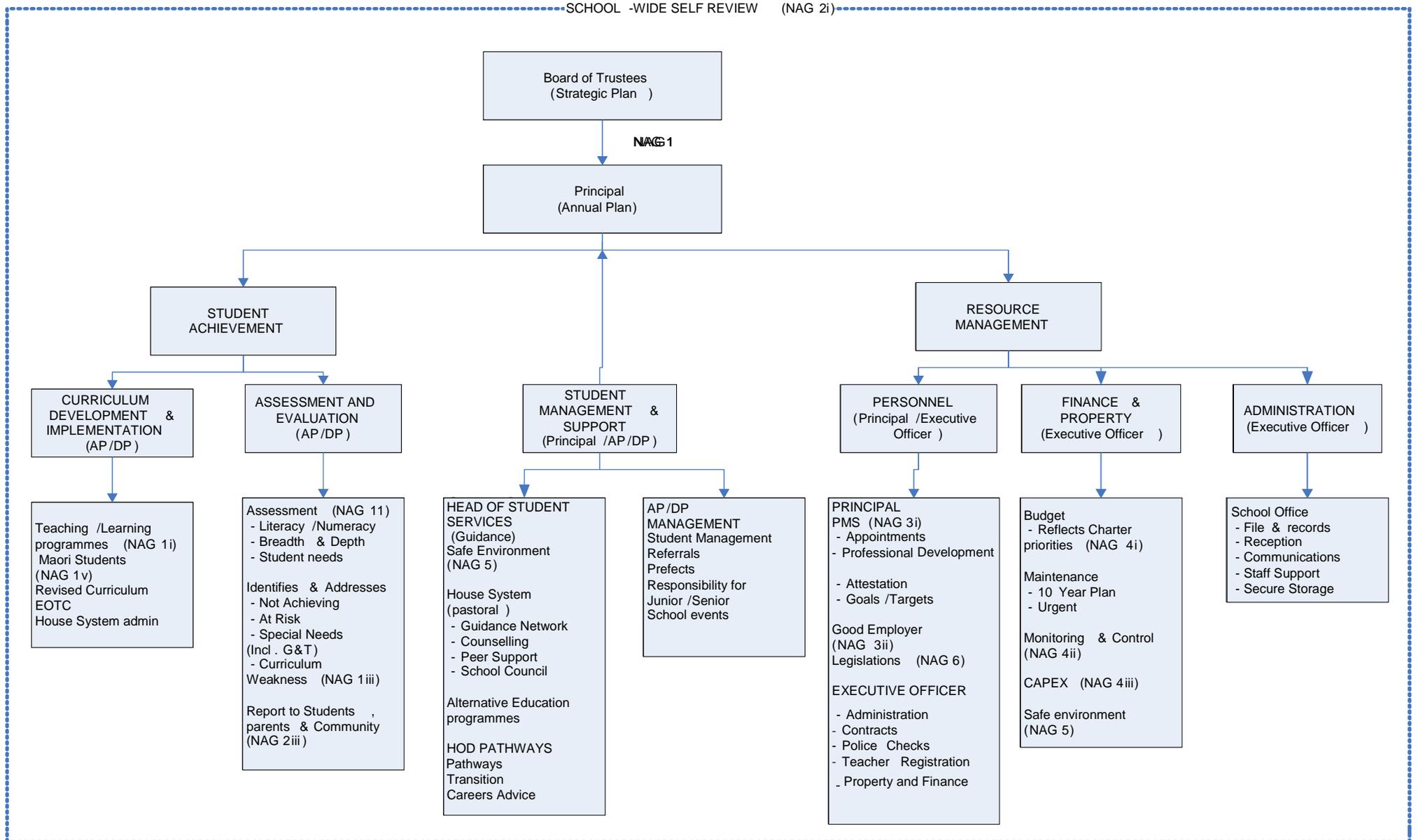
The planning year for the Board will be from 1 January to 31 December. The updated charter will be lodged with the Ministry of Education by the March 1 and annual report will be lodged with the Ministry of Education by May 31.

**The Regular Consultation Process and Timeline**

	<b>TYPES OF CONSULTATION</b>	<b>DATE</b>
1	<p><b><u>Consultation</u></b></p> <p>Annual Satisfaction Survey (For 2017 we used Survey Monkey to give all parents the opportunity to respond – 72 responses)</p> <p>Consultation with students through School Council</p> <p>Annual SATIS Survey with Year 9 students</p> <p>Local Māori families and iwi hui – we have two Kaumatua (Ngati Apa and Ngati Wae Wae) and used them to discuss school protocols in 2017. We have since met with the Ngai Tahu Education Coordinator (Kaitoko Mātauranga) Shanita Mason to develop a broader communication platform. In 2018, the Ngati Wae Wae Education Strategy will be released after consultation. Local Māori consultation will be a key component of our 2018 Communications Plan led by our Assistant Principal.</p> <p><b>Community:</b> Appraisal of Principal – parents, staff and community input. In 2017 a full 360 Survey was conducted by an external agency as a central core of this appraisal.</p>	<p>Term Three holidays each year</p> <p>Monthly</p> <p>Term 1 each year</p> <p>Termly meetings - these could be incorporated into a school event or held independently</p> <p>Occurs as negotiated with the external appraiser. This has been completed for 2017 for the Principal. The Principal Appraisal and Performance Management agreement will be formulated over the first school month of 2018.</p>
2	<p>Sexuality Education biennially put out for public consultation. Parents are sent information regarding what is currently being offered and given the opportunity to feedback in writing and/or face to face reading the programme and its content. The Physical Education and Health Department have the opportunity to respond to any feedback given. This is done bi-annually</p>	<p>Consultation completed with the community August 2017, This is due again this year in 2019</p>

3	<p><b><u>School Publications</u></b>  Newsletters, available on Website and email</p> <p>School Website (upgraded for 2016)</p> <p>Facebook page (new in 2015)</p> <p>School Links is increasingly used to communicate with parents</p> <p>A school Newspaper was created by a student media team in 2017. This provided a student perspective and voice within the school. This media group is now established and will continue in 2018.</p> <p>Meetings with staff re annual target review and possible focus areas for the following year (appraisal feedback from staff used)</p>	<p>2-3 weekly,</p> <p>Updated regularly, newsletters recorded. School stories published. New format finalised by the end of term 1 2016</p> <p>Updated on a regular basis</p> <p>Termly</p> <p>Term 3 - 4, each year and finalised at the beginning of term 1 each year along with the PLD plan</p>
4	<p>Environmental information sought eg, demographics, school happenings. This is done through communication with the community and the business sectors of our town.</p> <p>The MOE also provides useful information regarding demographics.</p>	<p>Every Board Meeting through Principal's report</p>
5	<p>Annual Targets formulated after consultation with staff then finalised early term 1 of new year with the Board. The consultation uses assessment information as a guide (NCEA national assessment is only made available in February of each year)</p>	<p>October – February 2018</p> <p>First Board meeting, February 12 Term 1 2018</p>
6	<p><b><u>School Charter and Strategic Plan</u></b>  Publish strategic plan, and charter, send to MOE. (annual)</p> <p>Implement it, and report on progress to the community and the Ministry of Education through the newsletter, website and newspaper</p> <p>Report to the Board on annual targets each term. The reporting of the annual targets by the HODS is instrumental in the construction of this report. The NCEA progress report is broken down into gender and ethnicity</p> <p>Regular updates for staff</p>	<p>Charter sent 1 March 2018</p> <ol style="list-style-type: none"> <li>1. Regularly through Newsletters,</li> <li>2. Each term to the Board</li> <li>3. In annual report, due in May</li> <li>4. Regular updates with staff and the basis of PLD throughout the year</li> </ol> <p>Once per term</p> <p>Once per term</p>

The following diagram shows the structure of School Operations and its relationship to the National Administration Guidelines



## **BHS Annual Plan 2018**

**School Goal: “*Striving towards Excellence through High Expectations*”**

### **Background:**

1. Each year, SMT, and Board determine the strategic targets for the school, based on indicators such as:
  - a. The last ERO (2017) reports and recommendations
  - b. Student achievement data (NCEA, Literacy and Numeracy, Māori achievement, Gender achievement, Junior Achievement Data, Entrance data) - See 2017 Analysis of Variance data
  - c. Appraisal feedback and feed forward from staff (collected at the end of 2017) and discussed with staff prior to goals being finalised
  - d. Staff meetings and workshops held throughout the year
  - e. Identification of pedagogical development needs based on quality of student work and the teaching/learning observed
  - f. Previous annual targets
  - g. New identified strategic directions
2. HODs report on these targets each term, using student achievement data. The Principal collates the data into a termly report for the Board.
3. Resources, processes, professional development programme etc are reviewed and allocated in accordance with the information gleaned from the reports. External PLD will be requested as necessary either as a school or a COL.
4. The following annual targets for 2018 have been identified and the strategies to be used as we work towards them.

**Introduction:**

The School's 2018 Annual Plan and targeted strategies outlining the direction the school wishes to head were drawn up by the Board, the Principal and senior leadership team, in consultation with Heads of Department and staff to address the recommendations of ERO, the needs of our community and for the benefit of our students. The School's 2018 Annual Plan and targeted strategies were based on the need to continue to embed the good practices being developed and the findings from self-review during 2017.

**Property:**

There are no new planned major developments, and the Board's focus is now on ensuring the school's property is maintained to its current high standard, within the constraints of the operations grant and rising costs. Future property development will be driven by the school's vision statement "Ready for the Challenges of Tomorrow", and this will mean scoping the school's future IT needs, a revised ICT plan in order to position the school to take advantage of the new technologies that will further enhance teaching and learning. In 2011 Buller High School registered an interest in upgrading the ICT network under the Ministries School Network Upgrade Project (SNUP) and consequently in 2012 we received the subsidised upgrade. In late 2013 the school signed up for ultrafast broadband, we have now also signed up for N4L. The wireless upgrade has now also been completed. In 2017 we were part of a ministry serverless trial with PCMedia. This was completed, the aim being to reduce the cost of ICT infrastructure by using the cloud-based technologies. Further development is planned for this year as we move forward in the digital technology space.

A wheelchair access project was initiated in 2015 and completed in late 2016. This caters for a wheelchair bound students, staff and our community

**Personnel:**

The particular personnel focus for each year is reflected in the annual targets. For 2018, this focus is on the need to enhance Māori achievement and cultural awareness of staff and students and improve engagement. In addition to its usual high expectations for new teaching appointees, the Board will continue to seek, recruit and engage positive Māori role models to assist in the strategic goal of improving Māori achievement. This is difficult as there are not many suitable candidates applying for roles at the school. The Professional Development Plan reflects that teaching and learning will remain the focus. A focus on Māori achievement and further developing Literacy and Numeracy Strategies for staff will take place in 2018 as this remains a key issue in relation to achievement.

**Please Note**

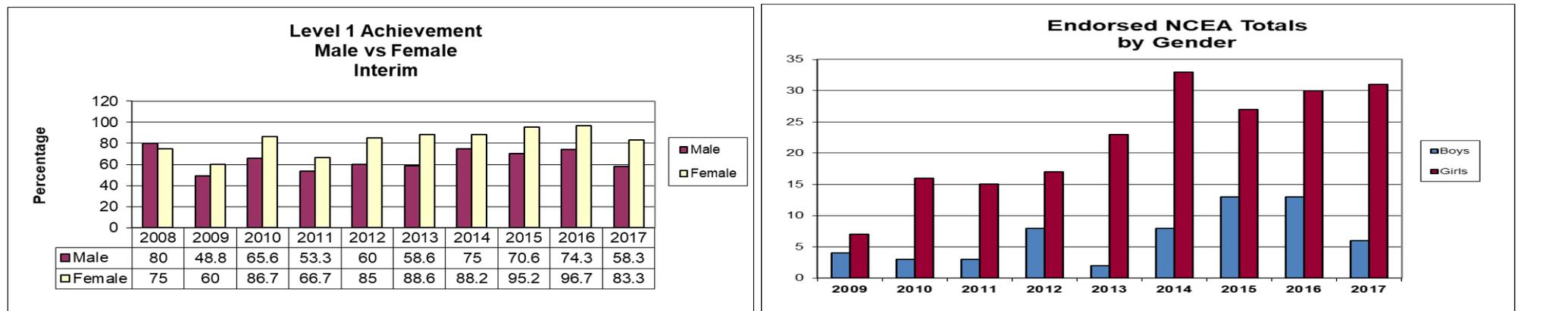
The Board of Trustees undertook a full review of the Strategic Plan in 2015 to set the direction for the next 3 – 5 years for our school. A full consultation to canvas the needs of our community, whanau, partners, staff, students and local iwi in order to provide the best educational opportunities for the students of the Buller took place. The annual Satisfaction Survey was again used to provide input for our 2018 annual plan.

**Goal One: Boys Achievement**

**Strategic Priority One “Raising student achievement informs all aspects of decision- making within the school.”**  
**1.1 Student Achievement**

**2018 Annual Targets:**  
 1. NCEA Level One achievement for Males will increase to 77.5% in 2018 (74.3% in 2016, 58.3% in 2017)  
 2. Male endorsed pass rates: At least 15 males will achieve Endorsed (Merit or Excellence) NCEA pass in 2018 (13 in 2015, 2016, only 6 in 2017)

**Baseline Data:**



Actions to achieve target	Led by	Resourcing	Time frame	Measurement/Reporting
The COL In-school teacher’s will identify boys at risk of not achieving Numeracy and Literacy and support these students	COL Boys Coordinator, COL Literacy/Numeracy Coordinator	Time to support the COL staff members to work with these students	Students identified in term 1 and supported up until the end of Term 3	Measured through Literacy and Numeracy pass rates at Level 1
Establish a mentor programme to support at risk boys. The aim will be to improve learning outcomes and retention	COL Boys Coordinator, Deputy Principal	Time to allow the mentors to be established	Group of at risk boys identified Term 1 and supported for the whole year	Improved NCEA results for these students and overall plus better retention of our boys
Investigate what other NZ schools do to engage and support boys’ achievement. Using the ministry to support the identification process	Principal, Boys COL Coordinator	Possible school visits and research around what is working	Ongoing throughout the year	Finding presented to staff, strategies that we could put into action for 2019 identified
Teacher PL group focus teaching inquiry around improving boys’ achievement	Teachers	Time provided for groups to work together on the inquiry	Throughout the year	Improved focus on the keys to improving boys’ achievement

## Goal Two: Quality NCEA Achievement – Endorsed achievement

Strategic Priority One *“Raising student achievement informs all aspects of decision-making within the school.”*

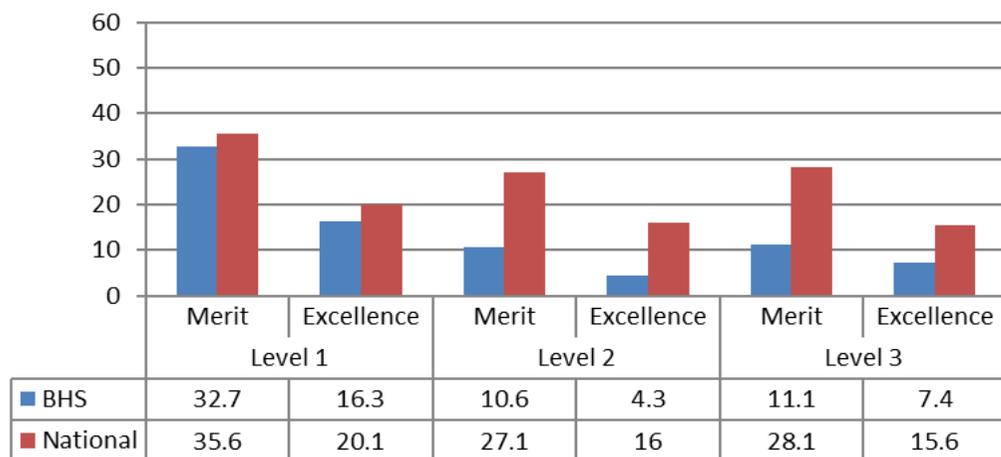
### 1.1 Student Achievement

#### 2018 Annual Targets:

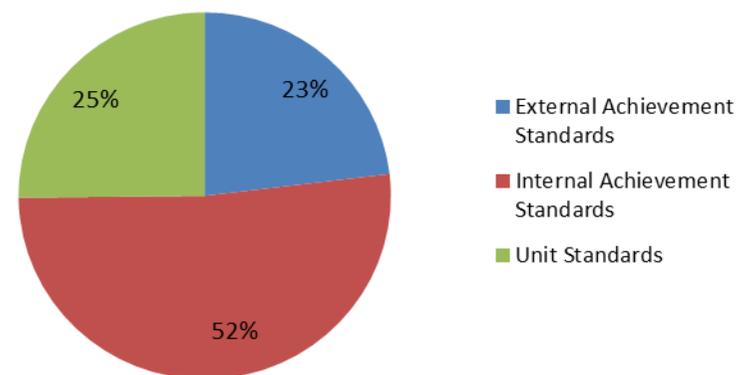
1. NCEA Level Two Endorsed pass rates will improve from 14.9% to 25% in 2018
2. NCEA Level Three Endorsed pass rates will improve from 18.5% to at least 25% in 2018

#### Baseline Data:

### Quality of Achievement 2017



### Total Results 2017



Note: 25% of our assessment for 2017 was in unit Standards. There is no opportunity for endorsed grades for these standards. 53.1% of these standards were sat by Boys, 46.9% by Girls.

Actions to achieve target	Led by	Resourcing	Time frame	Measurement/Reporting
Further develop the career and pathway advice programme for Y13 students to clarify expectations by providers *Plus see external targets	Careers Team	Time to meet with Year 13 students individually External tertiary provider visits.	Throughout the year – ongoing	Individual monitoring by careers team and students Tracking of NCEA achievement data to the board on a termly basis
Target the 2017 Level 1 endorsed students and monitor their progress Provide ongoing mentoring and support	HOD Pathways	Done as part of the NCEA monitoring	Throughout the year – ongoing	Increased Endorsement rates at Level Two

## Goal Three: Māori NCEA achievement and quality achievement

**Strategic Priority One “Raising student achievement informs all aspects of decision-making within the school.”**

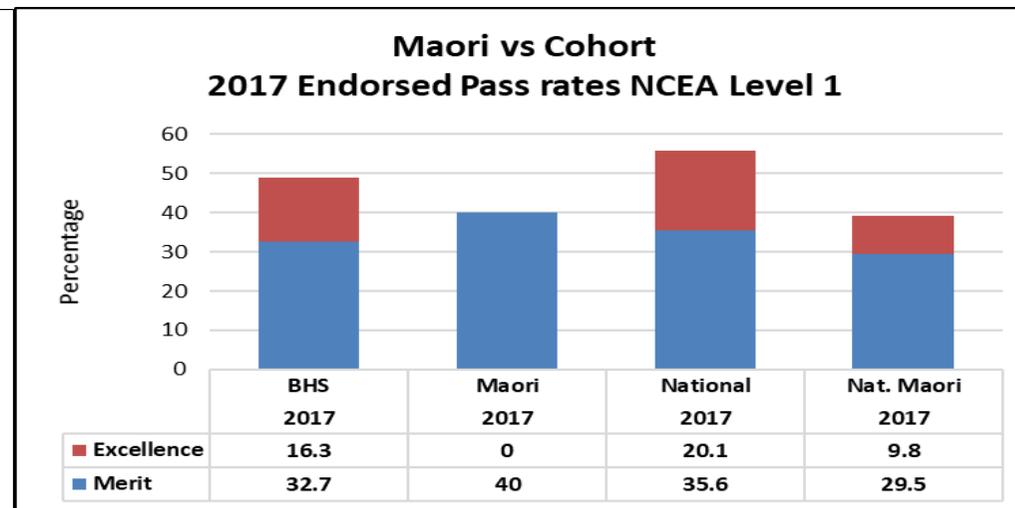
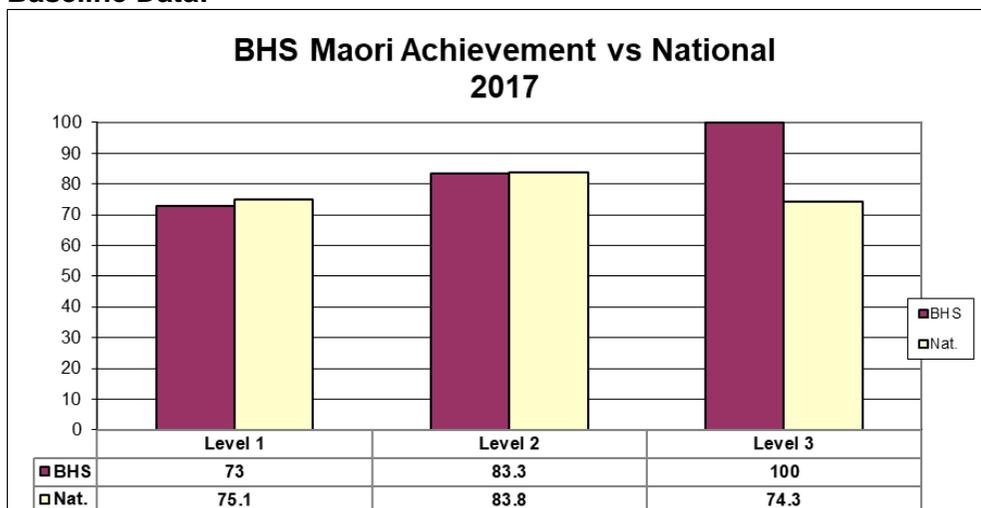
### 1.2 Diverse learning needs

**2018 Annual Targets:**

**1. NCEA Level One Māori pass rates will increase from 73% to 80% in 2018**

**2. NCEA Level One Māori Endorsed rates will at least match the cohort (2017: Cohort 49% endorsed, Māori 40% endorsed)**

**Baseline Data:**



<b>Actions to achieve target</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>	<b>Measurement/Reporting</b>
<p>Māori students will continue to have the opportunity to engage in:</p> <ul style="list-style-type: none"> <li>• Wananga in Arahura</li> <li>• Kapa haka</li> <li>• Manu korero</li> </ul>	Assistant Principal HOD Māori Tihou Weepu	Travel cost for wananga including teacher time Possible contribution to the wananga Two hours per week for kapa haka	Wananga 3 times in 2018 Kapa haka twice per week,	Measured through student feedback (student voice), Tihou Weepu report and quality of kapa haka performance and engagement
Māori students will have regular counselling and support. Identified at risk students will be monitored and supported	Assistant Principal Māori Dean, HOD Pathways	Time – Māori Dean allocation	Throughout the year, monitored and provided culturally appropriate support if needed	Māori Deans Termly report and NCEA achievement data reported to the board each term
Teachers are provided the opportunity to improve their understanding of the cultural competencies and Māori context	Education Council External provider	Two Teacher Only Days 1. Education Council – Cultural competencies 2. External provider (yet to be sourced)	Term 1  Term 2	Improved understanding of effective pedagogy for our Māori students.

## Goal Four: level One Boys Literacy and Numeracy Achievement

Strategic Priority One *“Raising student achievement informs all aspects of decision- making within the school.”*

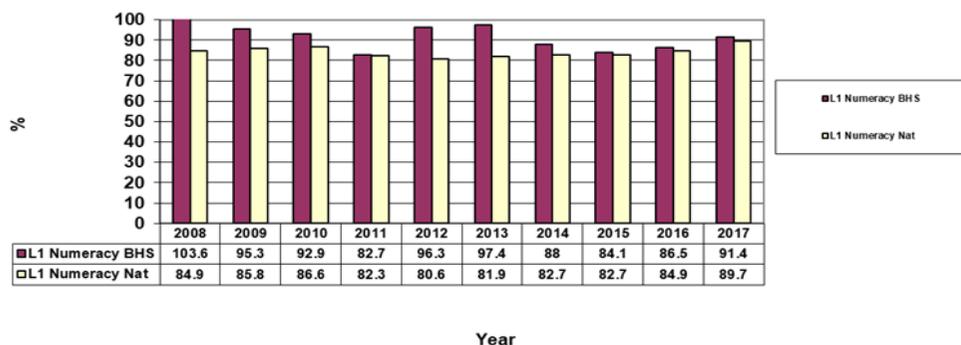
### 1.1 Student Achievement

2018 Annual Targets:

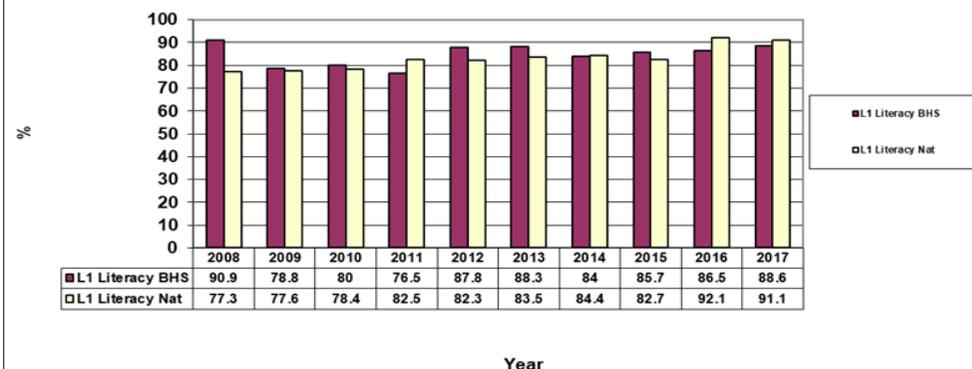
1. At least 90% students will achieve Level One Numeracy and Literacy (Literacy 88.6% and Numeracy 91.4% in 2017)
2. At least 85% of boys will achieve Numeracy and Literacy at Level 1 (Numeracy and Literacy 78.6% in 2017)

Baseline Data:

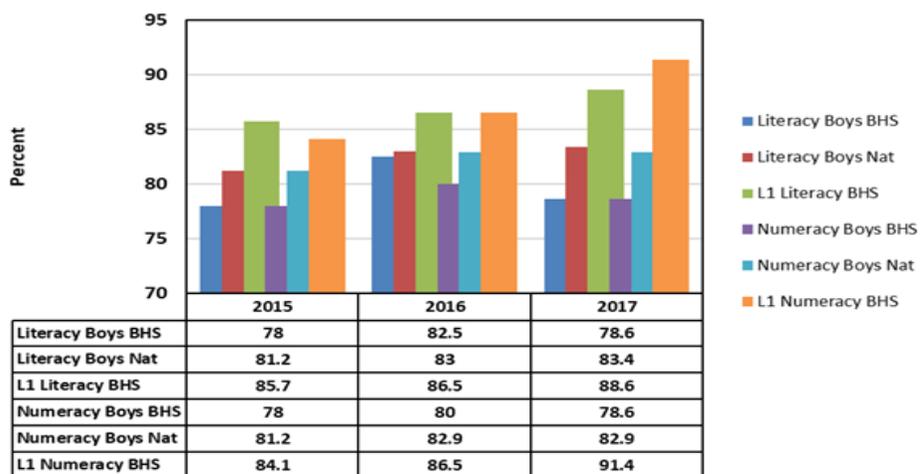
Level One Numeracy  
2017 Results - Interim



Level One Literacy  
2017 Results - Interim



Level 1 Literacy and Numeracy



Achievement in Literacy and Numeracy is the key to ongoing academic success in NCEA. They are also essential skills to a successful life beyond school.

This is why we are placing renewed emphasis in this area. Overall Literacy and Numeracy pass rates are improving

<b>Actions to achieve target</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>	<b>Measurement/Reporting</b>
Share with staff research around developing literacy skills with students	COL Literacy/Numeracy Coordinator	Two hours per week equivalent for COL work and presentations to staff	Each Staff meeting (3 per term) and other opportunities (workshops, TOD's)	Staff satisfaction feedback. Staff volunteers to provide workshops
Workshop with staff Literacy strategies that would develop the skills for all learners, with a particular emphasis on boys in partnership with the Boys coordinator. Develop a resource bank to support staff with this.	COL Literacy/Numeracy Coordinator and COL Boys coordinator	Time to develop workshop material (see above)  Staff training and workshops to share and demonstrate resources.  Online resource bank for Literacy strategies	Workshops once per term. Possible PLD to support COL position  Ongoing readings and support throughout the year	Termly reports to the board outlining Literacy/Numeracy achievement
Ongoing monitoring and support of At Risk students in Year 11	HOD Pathways COL Literacy/Numeracy Coordinator and COL Boys coordinator	Regular meetings held to monitor progress and identify target students Time to support these students achieve what is required	All year, although aiming to complete this work by the end of Term 3	Final achievement statistics for Literacy and Numeracy  Reported to the board on a termly basis.

## Goal Five: External NCEA Achievement

Strategic Priority One *“Raising student achievement informs all aspects of decision-making within the school.”*

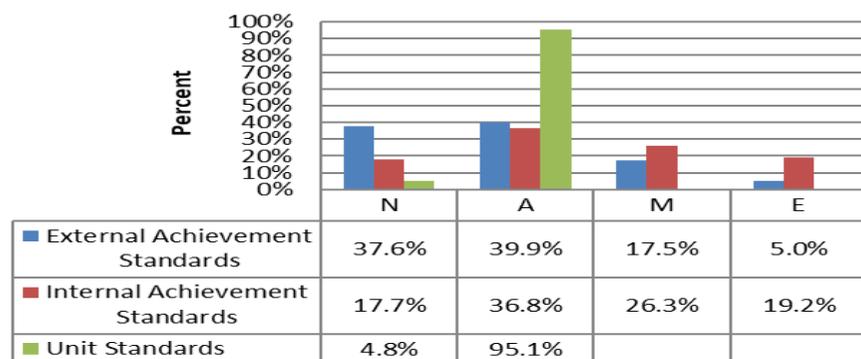
### 1.1 Student Achievement

#### 2016 Annual Targets:

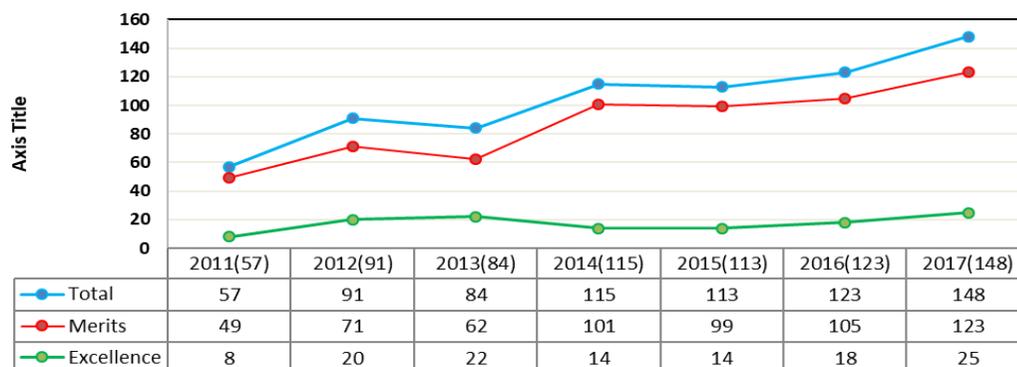
- External NCEA results
  - External NCEA pass rates will improve to at least 70% (56.6% in 2015, 65.9% in 2016, 62.4% in 2017)
  - At least 30% of external standards sat will be at an endorsed level (19.7% in 2015, 27.8% in 2016, 22.5% in 2017)

#### Baseline Data:

#### Internal vs External AS 2017



#### BHS Subject Endorsements



Actions to achieve target	Led by	Resourcing	Time frame	Measurement/Reporting
Teachers will continue to emphasise subject endorsements and the external component required. Discussing with students' progress on a regular basis <i>How to study – programme investigated to support student learning</i>	HOD's HOD Pathways  Careers Team	PLD for teachers to support curriculum delivery for externals. Support for HOD Pathways around providing current achievement data for departments	Curriculum PLD in Terms 1 – 3 in the lead up to external exams  Set up of monitoring spreadsheet in Term one and updated regularly  Time set aside to work with students to support study habits	Principal through termly NCEA progress reports to the board  Number of students gaining subject endorsements for 2018
Further work with students led by BOT student Rep. and Academic Leader will be used to explore the next steps to improve external pass rates. (Build on improvements achieved in 2017)	Principal, student Rep. BOT, Prefects	Time to meet student groups, provide external support and training (Reading for students)	Term one meeting with careers team to establish plan for the year.  Strategies further developed following student voice and feedback	Measured through NCEA external success in 2018
Departments will look at their programmes and review with the principal	HOD's	Possible staff development around standards	Term 1 initially in meeting with the principal	Measured through NCEA external success in 2018