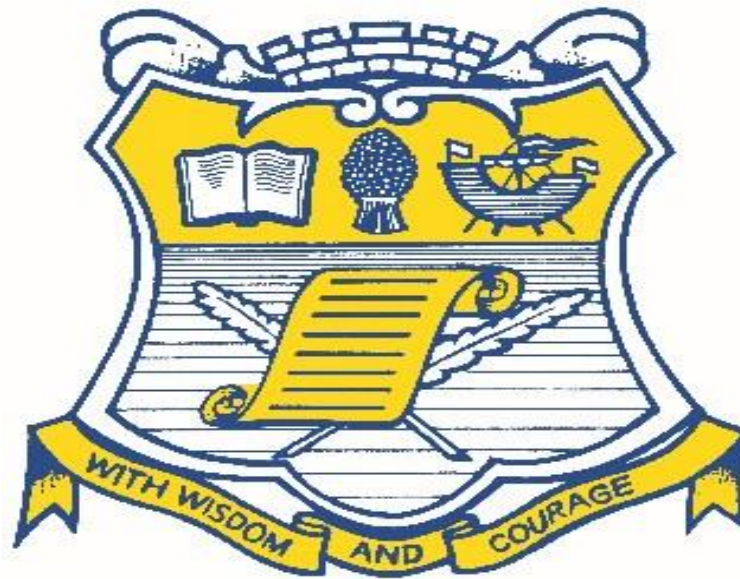


WAIRARAPA COLLEGE

Charter and Strategic Plan



2016 – 2019

WAIRARAPA COLLEGE CHARTER AND STRATEGIC PLAN 2016-2019

INTRODUCTION TO OUR SCHOOL

Wairarapa College was established in 1923. It is a secondary school with rich traditions and which works closely with its community to provide an excellent education to a diverse range of students.

Wairarapa College is situated in an attractive and expansive setting and includes a small farm and co-ed boarding hostel. The Wairarapa region area has undergone a transition from being a farming based region with the addition of manufacturing and service businesses as well as commuting residents from Wellington. Throughout this transition, Wairarapa College has maintained its position as the leading secondary education provider in the region.

Wairarapa College prides itself on its long and proud sporting, cultural and academic history. The current slogans our students live their school lives by are: **Learn with Purpose, Engage with Pride, Act with Respect and Dare to Succeed.** These underpin our drive to be a high achieving school with a strong tradition, operating in a modern context.

We have a significant point of difference in the wider region through College House which is the only co-ed boarding hostel south of Palmerston North as well as the home farm and additional leased land providing an opportunity for students to gain hand-on agricultural training.

The Board, currently represented by a Commissioner, and the teaching staff have a positive relationship and work together to maintain a family atmosphere in which all students are encouraged to recognise and celebrate differences and be innovative in the way they think and act.

NATIONAL EDUCATION GOALS AND NATIONAL ADMINISTRATION GUIDELINES

Wairarapa College is committed to fulfilling the intentions of the National Education Goals and the requirements of the National Administration Guidelines. It will achieve this through an up to date policy framework and a series of processes and systems including orientation, strategic meetings and plans covering communication with stakeholders, risk management and accountability.

Our commitment to inclusiveness and the pursuit of achievement for all students including Maori, Pasifika, Asian students and those from other ethnicities is the basis for all decision-making.

CULTURAL DIVERSITY

We are an increasingly diverse school. Although the majority of our students are of NZ European descent, 24% are Māori and we have increasing representations of Pasifika and Asian populations in our community.

We are proud that our school is a multicultural reflection of our community. Our Māori community reflects our two local iwi – Ngati Kahungunu and Rangitane o Wairarapa. We aim to build constructive relationships with these two iwi, centred around our collective aspirations for our rangatahi.

We acknowledge our responsibilities under the Treaty of Waitangi to the tangata whenua. We have a Te Reo me Tikanga Maori professional development focus, which encourages the development of Nga Tikanga throughout the school and develops the staff's competence in Te Reo Maori. In more recent years the College has been part of the Kia Eke Panuku Professional Development programme which builds on the research undertaken as part of the Te Kotahitanga Project. The school has been evolving its vision of culturally responsive and relational pedagogy.

A culturally responsive and relational pedagogy is currently understood to be contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences.

Teaching and learning roles are interdependent, fluid and dynamic; students and teachers are able to learn with and from other learners (ako). Feedback and feed forward provides learners with specific information about what has been done well and what needs to be done to improve.

The success of all of our learners in a context which celebrates who they are and what they bring to our school and to the classroom continues to be a keystone for development.



Wairarapa College Strategic Overview 2017

Vision

A thriving, student-centred learning environment, educating students for their future

Values

Wisdom and Courage

Guiding principles

- Learn with purpose
- Engage with pride
- Act with respect
- Dare to succeed

ACHIEVEMENT TARGETS 2017:

GOAL 2: A high level of engagement and achievement at Year 9

GOAL 3: Guidance and support systems that help *all* students to enjoy College and achieve

GOAL 4: Māori Students who are engaged and supported, enjoying success as Māori

NCEA: YEARS 11-13

LEVEL 1: Overall: 85% Maaori: 80%

LEVEL 2: Overall: 85% Maaori: 80%

LEVEL 3: Overall: 75% Maaori: 70%

YEARS 9/10

YEAR 9: Overall: 80 % achieving at or above expected curriculum level

Maaori: 80 % achieving at or above expected curriculum level



WAIRARAPA COLLEGE
with wisdom and courage

Wairarapa College Strategic Plan 2017 - 2019

<p>Thriving Engaging with pride Daring to Succeed</p>	<p>Student Centred Acting with Respect</p>	<p>Future Focussed Learning with Purpose</p>
<p><i>NAG 1</i></p> <p>GOAL 1: A timetable and curriculum that supports all students to succeed and which is underpinned by a model of effective pedagogy. NCEA: YEARS 11-13 Authentic Learning Contexts Explore integrating subject contexts with the overlap of curriculum objectives Explore a Wednesday Work Exp/ Gateway Day for classes to reinforce content and work on projects. Consider ways of recognising learning outside of class Review impact on learning of extra curricula activities that take students out of class – how do we cater for this? Ensure that the structure of curriculum supports success</p> <p>Plans for key curriculum development areas such as Agriculture/Horticulture and Sport Explore UDL as a focus for future development Essential Skills?</p>	<p><i>NAG 5</i></p> <p>GOAL 3: Guidance and support systems that help <i>all</i> students to enjoy College and achieve</p> <p>Student Centred Pastoral systems</p> <p>Continue to develop PB4L across the school Review the roles of the Deans: Behaviour management or monitoring and planning for at risk students Explore the possibility of a homeroom type system (for boys) Review of how we monitor and mentor at risk students to put stronger systems in place</p> <p>GOAL 4: Māori Students who are engaged and supported, enjoying success as Māori Revitalise Kapa Haka at Waicol Develop a Whanau group proposal and consult with staff and community Involve parents and whanau more /communicate better Appoint a Maaori liaison person or Dean.</p>	<p><i>NAG 2, NAG 3, NAG 4, NAG 5, NAG 8</i></p> <p>GOAL 5: A school that is open to learning and which actively inquires into its own practice</p> <p>Develop a system of school wide self review and reporting Shift focus on data from measuring to planning Data available and shared.</p> <p>GOAL 6: Guidance and support for students as they move through College that create pathways through and beyond school Identify at risk students earlier Trial KAMAR system of immediate feedback Student transition from year to year in relation to readiness?</p> <p>Co-ordinator to oversee student programmes where IEP's are offered alongside school out of school activities</p>

Assessment that supports learning

Review the number of subjects required for all students at L1 and L2

Reduce the number of credits offered.

Review credit vs time load for students on alternate pathways – out of school

Need to look at review of reporting as well. Not all Year 9's are working at Level 4 and Year 10's at Level 5 (RTL support initiative)

Overall:

Develop a current model of and expectations around effective pedagogy at Waicol

Visit other schools to experience different models of effective pedagogy and curriculum and timetable delivery.

Foster and build Teaching as Inquiry as central to this

GOAL 2: A high level of engagement and achievement at Year 9

An inquiry into Year 9 engagement - what it looks like and how can it be assessed (Me and My School Survey)

Review Year 9 banding – to ensure that students are placed correctly

Develop and build on our current goal setting systems

Improve communication with feeder schools

Hostel:

Plan for induction of new Year 9 students to Poto-College House

Set achievement goals for all students and develop Prep to support these

Develop coaching skills of House parents

Develop clear communication about student

achievement between College and Hostel: Appoint a

Hostel:

Develop activities to encourage College House Spirit

Develop weekend events to encourage parent and family engagement with Poto-College House

Develop the use of KAMAR student profiles and Learning Plans

GOAL 7: A school which is future focussed and responsive to the opportunities and challenges of the future

Develop curriculum and pedagogy which is open to learning

Develop all staff to be open to learning and ensure that they are well supported to achieve the College's vision

Ensure buildings and resourcing which are well managed, future ready and flexible

Hostel:

Develop a plan for the on going development of Poto-College House

Develop learning plans as part of the academic record for each Hostel student

<p>staff member to be College House academic liaison (1FTU) Develop an achievement booklet for students to record goals and communication between teachers and College House</p>		
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