



Senior Leadership Team Annual Report 2019

Self Review

Monthly reports to the board by the Senior Leadership Team align with our Strategic Plan, focusing on the work being undertaken on the Annual Plan. This ensures trustees receive regular updates about how we are working towards goals and the progress being made. For the past two years this report has been written by the Senior Leadership Team in a collaborative manner with David taking responsibility for Goal 1 - Excellent Student Attainment, Hannibal then Denise responsible for Goal 2 - Positive Culture of Learning, and Janette covering Goal 3 – Innovative Learning Environment and Administration. Initially this collaborative approach was implemented because Janette had the Waimate Community of Learning Lead role for two days a week and Kellie, then David had the role of Acting Principal for that time. We have found this increased collaboration to be a very effective way of working.

This report includes the following sections:

Education Review Office Report

Annual Plan 2018 end of year review and evaluation

Our Journey – Improvement in Action

Waimate Community of Learning

The data and reports that have been analysed and evaluated for the purposes of this report include:

- 2019 WHS ERO report
- Analysis of Variance
- PISA Report
- Student Survey Data
- Teaching and School Practices Survey
- MOE Student Leaver Data
- Feedback from staff and parents on various occasions

Copies of these specific surveys and reports are available should people wish to sight the original data to dig deeper for themselves.

Education Review Office Report

In term 4 2018 the ERO team visited our school to carry out their three yearly review of our school. This report should be read in its entirety as it identifies a number of areas of good practice. We are aware that we received considerable positive feedback from reviewers when they were carrying out the review but this became lost through the peer review process.

We need to further build on our strengths while also identifying ways to work on their identified next steps.

Going forward our ERO report identified the key strengths of the school for sustained improvement and future learner success, that the school can draw on existing strengths. These are:

- “Clearly articulated strategic and annual planning
- An evident focus on student-led learning and wellbeing
- A collaborative approach to providing support for students requiring pastoral and learning support.”

Next steps - for sustained improvement and future learning success, priorities for further development are in:

- “Refining assessment practices in Years 7 to 10
- Analysing collated assessment information to identify student progress and achievement in relation to curriculum expectations
- The effective use of evaluation processes and practices to inform planning and decision making.”

Work on developing these suggestions has been included in our Annual Plan for 2019.

Annual Plan 2018 end of year review and evaluation

Waimate High School is committed to ensuring a strong culture of learning throughout the school

Strategic Initiative 1 Excellent Student Attainment All learners of Waimate High School are actively engaged and achieve individual excellence through a full and balanced curriculum that responds to individual needs and values and is underpinned by the NZC and national priorities. This will focus on growing and developing our learners.		
Goals	What actions	Progress
1.1 Review, refine and further develop implementation of our curriculum delivery to ensure all students are attaining to their highest level.	<ul style="list-style-type: none"> • Investigate other models of full curriculum change at years 9 and 10 in action. <ul style="list-style-type: none"> -Including visiting other schools in person and remotely - including a range of staff and students. - Carry out readings with staff via PLD. - Identify how the Key Competencies can be further integrated into Teaching and Learning programmes. • Follow the Fleming model for management of change • Survey staff, students and parents as to their opinions on full curriculum changes at years 9 and 10. Ensuring we get full range of responses • Consult and work with key stakeholders and community on change • Investigate other models of senior curriculum delivery later in the year 	This has been a focus for the curriculum development group. Key Competencies not yet focused on by this group . Survey -next step for curriculum development group. Anne and Denise visited Hokitika and Kaikoura 13 and 14 Sept. Visits to other schools were useful – decision to focus on our context and identify needs through survey of students and staff. Main learning – schools need to respond to their specific context as no one model can be applied into another setting. Year 9 and 10 options are a two year rotation and surveying students to identify areas for inclusion eg financial literacy
1.2 Systems for tracking and monitoring student achievement and progress are refined to ensure all are fully functional	<ul style="list-style-type: none"> • Review and refine the senior tracking documentation/sheet. • Timeline of tracking and monitoring identifying what, when and who • Learning Teams Inquiry further linked to Appraisal and the new Professional Standards • Departments: target student identification, tracking and monitoring process 	Senior tracking through One Note took place Department meetings start with 3 questions and pre-completed reflections on target students Learning Team Inquiry linked to appraisal – Evaluation: needs more robust monitoring and accountability. Need to review links between OneNote appraisal and Learning Teams. Anne, Denise and Julie lead Learning Teams and are to be commended on their leadership here

<p>1.3 Staff receive professional learning and development that is responsive to their needs and enabling of student centred best practice teaching.</p>	<ul style="list-style-type: none"> • Clarify and consolidate our shared vision and constantly revisit this - identifying how all the cogs work together to drive us forward. • Identify readings for staff • Carry out PLD around Cultural competencies and the Treaty Waitangi • Integrate Cultural Competencies into Appraisal documentation • Staff and students learn appropriate Waiata for occasions • Support around supporting staff help lower students access the curriculum better • Consolidate the focus around developing writing across the school and SOLO as our common language for all. • Develop year plan of school wide professional learning and make this part of the PD plan for 2018. • Provide learning support for leadership of HODs. 	<p>PLD planning occurring for each term based on common themes of literacy and SOLO.</p> <p>PLD readings from R Bishop.</p> <p>Manu Tiria our compulsory waiata in House Choir competition.</p> <p>Students to lead waiata in assemblies each week</p> <p>Sessions on differentiation and UDL. Sharing practice in Learning Team report backs</p> <p>Ongoing focus on SOLO to be fully imbedded and an expectation.</p> <p>Cultural competencies in PLD with staff</p> <p>Being discussed by SC AP/DPs. Individual PD available to new HOD's.</p> <p>Suggest PLG for HODs to support leadership development in 2019</p> <p>Modified meeting schedule trialled for term 4 with positive feedback from staff. Further developed for 2019 in response to feedback.</p>
<p>Monitoring: how are we going? Checkpoints along the way?</p> <p>Milestone checkpoints for curriculum development – regular group sessions and DP appraisal</p> <p>RELA three weekly checkpoints for tracking and monitoring senior student progress yes</p> <p>RELA check on progress procedures being implemented by each department yes</p> <p>Department Plan reports to the board yes</p> <p>NCEA Department reports to the board yes</p>		
<p>Resourcing: how much money and time is needed?</p> <p>PD budget for HOD leadership support</p> <p>Travel and accommodation for investigating curriculum models.</p>		

Evaluation of progress on Excellent Student Attainment

Our Analysis of Variance Summary

Year 7 and 8 Reading, Writing and Mathematics: Looking at the Year 8 cohort of students who were in Year 7 in 2017 and comparing them to the overall data at the end of year 8, increases were achieved in writing and mathematics, and a slight decrease in reading.

Year 9 and 10 literacy: Our target students made good progress. Overall pleasing improvements in writing but a drop was identified in reading data.

Year 9 and 10 numeracy: Year 9 cohort is progressing positively with a decrease of students in stanine 1 to 3 (lowest band). Year 10 the overall mean is slightly lower than the national mean. This is pleasing data for this cohort considering that 40% tested in band D for Midyis numeracy in Year 9.

NCEA: Over the past three years our data for students leaving with NCEA level 2 or better has consistently tracked upwards.

Our Year 11, 12 and 13 target students made good progress with most of them reaching their specific goals.

School Leaver Data: this data has recently been released by the Ministry of Education

School leavers with NCEA level 1 or above at Waimate High School

2016 – 86.7%

2017 – 83%

2018 – 88.6%

for 2018 we are at the overall New Zealand statistics

School leavers with NCEA level 2 or above at Waimate High School

2016 - 66.7%

2017 - 70.2%

2018 - 82.9%

for 2018 we are lightly above the overall New Zealand statistics

School leavers with NCEA level 3 or above at Waimate High School

2016 – 22.2%

2017 – 29.8%

2018 – 25.7%

for 2018 we are below the overall New Zealand statistics.

This reflects the nature of our students where a higher proportion of our students leave at the end of year 12 to either go into employment, apprenticeships or employment.

The present economic situation in the farming industry means that there are employment opportunities available for school leavers.

Next steps:

- Continue to focus on writing in Learning Teams to ensure we embed the good practice developed from the ALL (Accelerated Learning in Literacy) programme, to continued improvement in writing across the curriculum.
- Participate in Mathematics professional learning programme with our Community of Learning.
- Trial implementation of DEAR (Drop Everything And Read) to encourage reading for pleasure and improved skills
- Continue our focus on SOLO taxonomy to embed implementation across all curriculum areas.
- Engage fully in the COL Maths PLD. This will involve all of our maths teachers Years 7 to 10.
- Implement Learning Journals in all year 9 and 10 Maths classes
- Further develop our Learning Teams in Years 7 to 10 to ensure these are highly effective through three weekly meeting
- Implement Learning Teams for Years 11, 12 and 13 who meet every three weeks to enable closer monitoring of our target students and collaboration of teachers.
- Implement PLD with staff to develop assessment for learning procedures linking with SOLO and feedback.

Strategic Initiative 2 Positive Culture of Learning

Waimate High School will develop and maintain a positive culture of learning so all learners can achieve excellent attainment.

This will focus on developing collaborating and unifying relationships across all levels of our community.

Goals	What actions	Progress
<p>2.1 Continue to refine and progress Pastoral care for all learners, with an approach to a holistic view and celebrating success.</p>	<ul style="list-style-type: none"> • Wellbeing data analysed and shared with staff • LA program modified and carried out using new resourcing package • Overview of direction of LAs regularly shared with all staff • New Diary for students sourced and in place • Develop the understanding of Restorative Practices for all learners • Implement signage that have a bilingual focus for areas • Further develop the BIG A reward system • Investigate further ways to use KAMAR for communication, tracking and conferencing • Implement where appropriate programs to support positive relationships eg. Loves Me Not program and Enlightenment Education programs, white ribbon, positive approach to bullying and cybersafety • Postcards system is functioning • PB4L team re-established and carrying out matrix work • Aoraki Development career work further carried out and student feedback gained to identify high priority areas. 	<p>Analysed and shared with some staff at this stage completed LA planning to make connections to curriculum to make it more responsive to the diverse needs of students at all year levels.</p> <p>Feedback from staff that students from 9-13 do not use the diary although 7/8 students are using it. LAs to discuss how best to use the diaries.</p> <p>Staff using RP to support students identify the impact their behaviour has on others</p> <p>Signage under development. Art posters and murals painted by students</p> <p>PB4L are currently meeting twice per term</p> <p>KAMAR to be used more for academic conferencing, LA sharing info with caregivers, to build information about students each year and logging pastoral matters.</p> <p>Loves Me Not, Attitude, Sex Wise so far this year- review of effectiveness resulted in decision to provide these alternate years to ensure all students experience the learning opportunity</p> <p>Postcards are happening, feedback from staff actioned -completed</p> <p>PB4L team meeting -completed</p> <p>Speakers to level assemblies -completed and will continue to be implemented in response to positive feedback from students.</p>

<p>2.2 Engage with our wider community to develop relationships that are mutually beneficial.</p>	<ul style="list-style-type: none"> • Create an overview of what we are currently doing with staff via PLD • Carry out a SWAT to identify next steps via PLD implement these • Investigate various ways to create greater positive PR • Identify how we can promote and grow the Arts and where the community can be involved • Carry out a consultation with our Whanau around what their vision for young people is eg. graduate profiles - Year 10 and Year 13 	<p>Informing in newsletters - completed</p> <p>Community engagement - completed and reported to Board of Trustees</p> <p>Social media group investigating PR - completed</p> <p>Musical Production, Art classes visiting in community, Kapa Haka performance uniform- still ongoing. 2019 ShowQuest involves approximately 60 students</p> <p>COL focus on this, consultation huis ongoing</p>
<p>2.3 Further review and develop our implementation of cultural competencies.</p>	<ul style="list-style-type: none"> • Identify readings for staff • Carry out PLD around cultural competencies and the Treaty of Waitangi • Integrate Cultural Competencies into Appraisal documentation • Further promote, encourage and support our Kapa Haka group eg. competitive at Flava, perform more within school • Staff and students learn appropriate Waiata for occasions • Introduce maori waiata and eventually Haka as the 'compulsory' section of House Choir • Use Powhiri for welcoming all students into the school • Look at various languages weeks and how we can introduce these • Carry out COL Maori Consultation and use this feedback to identify and carry out next steps. 	<p>Two readings so far and a video – this work is an ongoing journey</p> <p>PLD term 3 and 4- PLD into 2019 is still needed around building knowledge and expertise so staff are demonstrating the use of cultural competencies in their teaching practise and leadership roles.</p> <p>COL Maori hui term 3- completed</p> <p>Staff song and waiata, students compulsory waiata and choice songs. Waiata each assembly</p> <p>Maori language week term 3- completed</p>
<p>2.4 Collaborate and combine fully in the Waimate Community of Learning initiative</p>	<ul style="list-style-type: none"> • Look at how the Across Schools Teacher can support us with particular reference to struggling learners, strategies, resources • Align our school overarching PLD focus with that of the COL. • Identify ways we can all come together and work effectively 	<p>Across COL Teachers held PLD session- needing clarity from COL teachers about the learning focus within the COL- making meaningful and practical connections so our practise flourishes within the COL's kaupapa</p> <p>Alignment with COL on Maths, Digital Technology and Wellbeing focus for 2019</p> <p>Writing focus for Learning Teams and PLD - completed</p>

	<ul style="list-style-type: none"> Identify ways to meet the needs of our secondary teachers through interactions with other secondary schools 	<p>PaCT presentation - completed</p> <p>Moderation practices - completed</p> <p>Needs to happen – we continue to look for opportunities for our teachers to link with teachers in other schools</p>
<p>Monitoring: how are we going? Checkpoints along the way?</p> <p>Pastoral action plan will carry out monitoring.</p> <p>Regular check on progress termly and identification of next step</p> <p>More focused PLD around Culturally Responsive and Relational Pedagogy, Introduction of the Critical Contexts for Change and Mauri Ora- connecting evidence to Appraisal, Inquiry and Teaching Practice- aim for 2019 starting Term 1</p>		
<p>Resourcing: how much money and time is</p> <p>Allocate PLD funds to Greg and Rich to come and work with staff, students and community – ideally term 1- completed</p> <p>Funding for Enlightenment Education program (yr 9 = 33; yr 10 = 39; yr 11 = 30 x45 = \$4600) , Cybersafety (\$750,00 per day + GST + travel and accommodation – can try split with another school – could be a good COL initiative) and SPEC (approx. \$2000.00)</p> <p>Signage costings. Badges for Big A system costings</p>		

Evaluation of Progress on Positive Culture of Learning

Student Survey Analysis

This survey was carried out by 181 respondents during the last week of term 1, 2019 and by running similar questions over the last three years we are able to make useful comparisons to identify progress

Do most of your teachers explain your learning by telling you Learning Outcomes:.

- All and mostly 2017 58% 2018 69% 2019 74.4%

Do most of your teachers explain and clarify your learning by explaining success criteria:

- All and mostly 2017 57% 2018 61.5% 2019 66%

Students' understanding of SOLO

- Good, very good and excellent understanding 2017 67.9% 2018 79.7% 2019 73.6%
Student responses indicate that they are aware of the benefits of SOLO.

Learning Advisories:

Do you feel your Learning Advisor supports and helps you with your learning and progress?

- Yes 2017 78% 2018 88.3% 2019 66.9%

Do you feel your Learning Advisor knows things about you that show they care about your success?

- Yes 2019 78%

Due to a change in wording we are unable to make a comparison with previous years

Attitudes to learning:

How would you describe your attitude towards your own learning?

- Positive and very positive 66.2% average 27.2%

Bullying:

Do you feel comfortable reporting bullying?

- 2017 Yes 63.5% 2018 Yes 71.8% 2019 Yes 47.5% maybe 40.3%
This change in wording of responses to include maybe means that comparison with previous years is limited.

Students' reasons for not reporting bullying include:

- Not wanting to tell on others and being a nark
- Repercussions for themselves and for the bully

Have you bullied someone this year?

- Yes 2017 29.4% 2018 17.2% 2019 13%

Types of bullying:

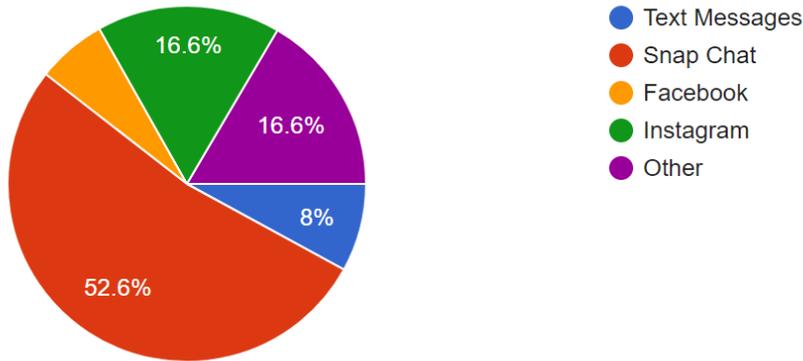
2019 two types of bullying that students considered to be the biggest issues in our school are spreading rumours, and mental/emotional bullying (name calling and swearing towards others)

2019 three types of bullying with the highest number of students indicating 'not an issue at all' were physical, cyber and racist.

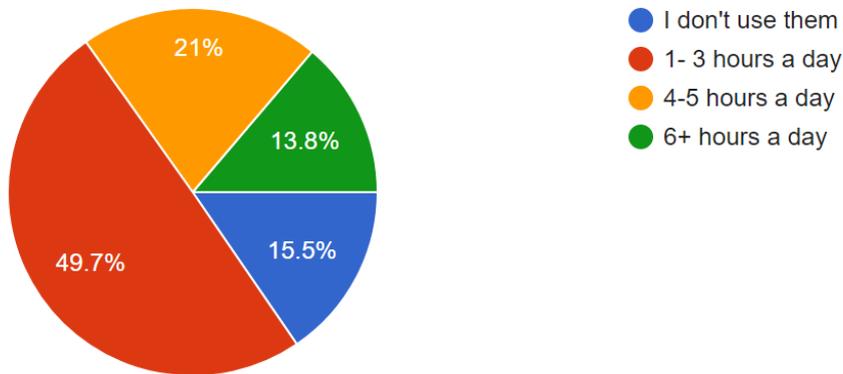
These patterns are similar to previous years.

Social media usage:

2019 Social media platforms students use most



How often students are on social media platforms.



This student survey is presently being considered by RELA and the Pastoral Team who will identify further actions in response to this data.

Attendance data

End of term 1	2014	87%			
	2015	91%	End of year	2015	84.7%
	2016	92.9%		2016	87.2%
	2017	91.4%		2017	90.7%
	2018	94.1%		2018	91.6%
	2019	94.7%			

Bearing in mind that the whole year data includes the winter months when sickness is more prevalent.

A noticeable trend has been an increase in the number of families choosing to take their children out of school to go on overseas trips. This trend is not unique to our school.

ROCK ON continues to provide good support for the Year 7 to 10 students whose attendance dips below 85%.

Our school procedures and messages about the importance of attendance continue to have a positive effect with our attendance statistics continuing to trend in an upwards direction.

Next steps:

- Maintain our PLD focus on implementation of SOLO taxonomy
- Review our present model for the planning and organisation of the LA curriculum. 2019 has seen a shift to shared leadership and responsibility for the LA programme across all the LA teachers and student data would indicate that this may not be working as well.
- In response to staff concerns about social media issues, we have scheduled student seminars with John Parsons to give advice on safe use of social media.
- Appointment of our COL Within School Teacher April 2019 will involve planning for implementation of wellbeing strategies with staff (in the first instance)
- Pastoral Team carry out review of where in the school we teach anti-bullying messages and positive education and identify further strategies and actions for us to take. Continue with our focus on bullying with deliberate teaching.
- LAs to run anti-bullying activities during Bully Free Week

PISA Data Analysis

Information about PISA

Not all research is equal

The Programme for International Student Assessment (PISA) is an international research programme that runs every 3 years around the world. It is a collaborative effort by global experts in education, assessment, questionnaires and cross-cultural measurement.

PISA can be understood as an independent health check for our education system. PISA is designed to provide OECD member countries with crucial data for evidence-informed national decision making. Quality standards are set by the OECD, an inter-government organisation committed to 'better policies for better lives'.

PISA provides countries with a rich source of information on links between system, school, home factors and student achievement, attitudes and wellbeing. We can also compare our performance on these indicators over time and, where appropriate, get a sense of how we compare to other countries.

What PISA assesses

The PISA test assesses 15-year-old students, nearing the end of their compulsory education. The test is designed to evaluate how well education systems have helped students develop the cumulative skills and knowledge they will need after they finish school, for success and informed citizenship in the modern world.

Some key areas of focus are whether students can think like a scientist, reason like a mathematician and distinguish between good and bad arguments in written texts. These are competences for making sense of the world, solving problems and making informed decisions, and are foundational for lifelong learning.

Students also complete a detailed context questionnaire. This gathers important details about students' backgrounds, experiences, attitudes, opinions and learning strategies.

In term 4 2018 a sample of our fifteen year old students carried out the PISA assessment and their data has been made available to us, along with national data for comparison purposes.

The following is the analysis of the PISA data by our teachers:

The original PISA report is available if you want to dig deeper.

General: Summary of data:

Belonging and attendance	Sense of belonging is about normal. 'I feel safe at school' and 'other students seem to like me' was around 10% less than the NZ national average. The more 'negative' questions on this graph, we had a higher % than the national average. The most concerning was 'I feel lonely at school'. Absence - slightly higher for late to school, dramatically higher in whole school day skipped and some classes.
Bullying	Very concerning data. Unrecognised bullying or misinterpretation of the definition of bullying. This is an area we need to look at.
Resilience	Our students are saying that they are more resilient than the national average. Their attitude towards failure is more positive. They have less concern about failure - could be both a good and bad thing.

Goals and motivation	Only 40% of our students said that their goal is to learn as much as possible. The NZ average is only 50%. Slightly less % than norm to understand the content of the classes. The % of students wanting to completely master the content in their classes is higher than the national average. 30% of students have a fixed mindset. Our students' motivation levels to try hard to get into uni is slightly less than the mean. But our averages are more than national norm for trying hard in school is important and that trying hard at school will get them a good job.
Reasons for studying (or not)	'My parents think studying is important' - 68% (about 15% more than norm). This shows that parents are a contributing factor.
Home	Parental support for students is a lot higher than national average - especially in 'encourage me to be confident'.
Which results affirm our expectations? Which surprise?	Surprised that we have a number of students that don't feel safe at school. Parental support indicated does not reflect the level of parent engagement at our school functions. Bullying seems to be an issue that comes up quite a bit but the statistics here are very strong.
Are our students appropriately motivated and confident in their own abilities?	There are still a number of students that have a fixed mindset. The overall feel is that there is a lack in self. Students are less motivated to learn, and are driven by their parents rather than by themselves.
What issues or opportunities has this data raised?	Bullying - do they fully understand the definition of it and we need to know what exactly is happening. Give students a voice to express their concerns? Attendance is also a concern.
What are the next steps?	Looking at bullying within the school. Building students' motivation levels, driving themselves. Looking at Growth vs Fixed mindset. Encourage parents to attend school functions.

Global Competencies: Summary of data:

Diversity and other cultures	Our students have indicated that they respect other cultures and backgrounds however, their interest in other cultures and religions is really low. Our students say they value diversity higher than the national average, however, their interest is lower than the national average.
Cross-cultural communication	Our students feel that they listen to people's native language that is different from theirs but the way they verbalise it is lower than the national average. Students lack empathy.
School experiences	We are teaching them about different cultures, conflict and resolving the conflict but they have indicated that they choose not to discuss these in small groups or with their peers. However, this is around the national average for New Zealand. Our students' results are well above the national average for solving conflicts this could be due to our restorative practices.

Knowledge	Our knowledge around climate change is well below the national average but on par for refugees and global economy. This could highlight that we need to discuss climate change across classes. Our students' awareness of global issues is higher than the national average.
Involvement	Our students' involvement in environmental activities is very low but so is the national average. They have a high sense of responsibility for global issues but maybe don't have control over these to make a change.
Other groups	Our students have positive beliefs about immigration this could be due to the high level of immigrants at this school. They also believe that the teachers at WHS are not racist and are inclusive.
Which results affirm our expectations? Which surprise?	Surprised that they have a high level of awareness of global issues as it is not seen by teachers from the students' behaviour as they cannot be empathetic at times. Most of these results affirm what we see from the students' behaviours.
How well are we developing our students' attitudes towards diversity, other people and cultures?	We try to role model empathy as a whole 'staff' unit. Considering that they are not interested in other cultures they believe they value diversity.
Are our students appropriately engaged in global issues and pro-environmental behaviours?	For the age of these students we believe their responses are appropriate. There is a lack of opportunities in our community to participate in these environmental activities.
What issues or opportunities has this data raised?	We need to teach the students about climate change. Continue to develop our empathy and understanding of other cultures.
What are the next steps?	Use this data to inform our LA and Social Science curriculum. Use data to inform House assemblies.

ICT : Summary of data:

Interest and autonomy	Our students don't appear to "lose" time as much as PISA average. Nor do they get as frustrated if they can't connect as the PISA average does. In all the questions in this section our students show as more autonomous than the PISA average, particularly with problem solving on how to use devices (25% higher).
Access and lessons	For Science: teacher and student use was well above (20%) and well below for teacher use only. Similar for Mathematics but with more student only use. Similar for English, sports and SOS. For Te Reo didn't register for only teacher or only student. Our students receiving language other than english had skewed data due to the Distance Learning format for languages. Arts subjects matched the low digital averages for all students.

Internet use	<p>More in the 2-4 hours than PISA but less than the NZ national for 4-6, none of our students indicated that they had no access or no time.</p> <p>Outside of school we pretty much match except we had none who registered as no access or no time.</p> <p>On a typical weekend our students are using the internet 15% less than the PISA average.</p>
Uses at home	In all categories we are within 5% of the PISA averages, but are on twitter and facebook a little more, as is playing games, downloading media and accessing current events (12%).
Uses at school	WHS is up by at least 20% for using apps, loading websites, emailing, and browsing for school work. The intranet result is due to us not having a school intranet. We think they have muddled sharing work through google as part of the intranet or school website.
Which results affirm our expectations? Which surprise?:	<p>We were surprised by how autonomous our students felt they were for solving digital problems and how to use devices/programmes.</p> <p>Data showed that for the majority of our students did not use the internet as much as we supposed.</p> <p>Our students indicate that they are not “losing’ time while using their devices compared to other PISA data which is a surprise given how intense they can appear to be at times.</p>
What issues or opportunities has this data raised?	On the subject specific information there was nothing recorded for any of the technology areas.
What have we learned from this report to improve our students’ learning outcomes?	Keep on doing what we are doing, especially the inclusiveness of digital usage in lessons by both staff and students.
What are the next steps?	See above comment.

Reading: Summary of data

Attitudes and beliefs	<p>Our students are well below the international average for speaking about reading and reading being their favourite hobby. More than international average of our students believe reading is a waste of time.</p> <p>Overall our students believe they can read quite well and are fluent but then they say they have difficulty understanding texts or knowing what a good reader is.</p> <p>80% of WHS students are not reading for pleasure.</p>
Time and type	<p>Those who read, read mainly fiction</p> <p>Our top readers read a lot but our bottom half barely ever do</p>
Online reading	<p>More than the international average of our students spend their time chatting online</p> <p>When it comes to searching online our students are below the international average.</p> <p>WHS students are well below the international average, say they have not been taught how to decide whether websites are reliable or biased.</p>

Skills and tasks	We do reasonably well here, comparisons with other books is difficult as they do not have a wide range of books read.
Instruction	WHS students score above the international in all areas though there is an area to improve in making links across lessons
Teacher enthusiasm and student discipline	Student perceived enthusiasm, WHS students are above the international average for teacher enthusiasm about their subject though are less inspired. Overall WHS students believe there is a negative attitude toward English and there is a lack of discipline in English classes. This was felt to be unfair and unreflective by teachers
What kinds of readers are our students?	Reluctance in the extreme who read when required but not for pleasure or understanding, nor do they see any value in reading.
What have we learned from this report to improve our students' learning outcomes?	More enthusiasm in delivering course content. There is to be more modelling of reading done in classes to show what effective reading is.
What issues or opportunities has this data raised?	There are opportunities for more guided reading where students are required to engage more in the text and display their understanding.
What are the next steps?	By the time students get to high school their love/dislike of reading is hard to shift, therefore it is difficult to instil a love of reading when there is the perception of the lack of value in reading. A wider curriculum effort could be made to show effective reading so that the burden does not solely rest on the English department. Consider re-introduction of DEAR.

Work and further study : Summary of data:

Future plans and activities to learn more	Reflects demographics of our Community. Significant number of our students have a hands on, practical orientation. Parent role models may also be a factor. Our students tend not to go to Tertiary if they are unsure of what they want to do. They are afraid of student loans! They don't necessarily see further study as a way of determining what they want to do.
Career skills and career planning influences	Our Careers Programme - visiting speakers, Careers advice, Course counselling and LA input - is working for many of our students and students are acknowledging this. Tertiary visits and Career Expos help our students in their career planning. Not deprived of the experiences they need.
Student performance -With NZ average -With decile grouping and gender-of-school groupings -School level correlations	No statistically significant difference from the National average.
How well are our students studying for their future?	Ok but some need more support. Some are here and now focussed and can't see the big picture. Some tend to follow friendship groups and easy options and teachers they

	connect with. This can affect their pathway as they can get to Year 13 and haven't done the best subjects for their future.
What can we learn from this report to improve our students' learning outcomes?	Need to help students to find out about student financing and budgeting, student loans, grants etc.
What important issues or opportunities has this data raised?	See 1 above.
What are the next steps?	Waimate/Waitaki Work Ready Passport implementation.

Based on our analysis of the PISA data we have identified the following next steps:

- Continue to use the procedures we have in place to monitor and follow up on attendance of individuals to ensure optimal engagement (Pastoral)
- Week 3 term 2 – participate in the national Bully Free week, using the resources available. During this week we will reinforce the systems we have in place and use the prefects to deliver important messages (SLT)
- Obtain more detailed student voice about bullying and PB4L take responsibility for identifying and developing further strategies to address this issue (PB4L)
- Review our Learning Advisory curriculum and include growth and fixed mindset work with students (LAs)
- Further develop our use of social media for communicating with parents. Email and text parents reminders about parent evenings (SLT)
- Social Science Department to review PISA Global Competencies section and make recommendations that could be implemented within their curriculum (SS Department)
- Request that each Learning Advisory carries out a community/conservation project during term 3 (LAs)
- Continue to support our teachers to incorporate digital technologies in their classrooms through involvement with the DT professional learning group (COL)
- Carry out an audit of digital skills we want our school leavers to have, identify the gaps and where they need to be taught (RELA)
- Implement Drop Everything And Read -DEAR (RELA)
- Implement the Work Ready Passport to further support student transitions to work
- Continue to provide careers speakers and other careers information opportunities
- Continue to develop our relationships with employers in our community
- Link senior students with the Aoraki Development Mentoring programme

Brackets identify the groups who will take responsibility for ensuring this next step.

Strategic Initiative 3 Innovative Learning Environment

Waimate High School will develop and maintain an innovative learning environment so all learners can achieve excellent attainment.

Goals	Actions	Progress
<p>3.1 Develop confidence of all learners in using a range of digital technology platforms, to enable working within a variety of flexible, interactive and engaging learning environments, that aligns with development of key competencies and sound pedagogy.</p>	<ul style="list-style-type: none"> • Hold regular ICT Management Group meetings to oversee and manage this action plan. • Identify how we can support staff around ICT development • Identify staff who have specific ICT strengths and skills who can support others. • Schedule PLD opportunities for staff upskilling that includes a range of choices that focus on sound pedagogy. • Provide opportunities for cross curricular links • Provide opportunities for staff to find out what is already happening in our school • Explore the option of running a professional learning group across the COL using Mindlab support with a view to expanding our engaging blended learning environments. • Support development of the new Digital Technology curriculum • Use staff feedback to inform next steps for development of learner's key competencies in the digital world. • <i>Carry out audit of digital technology skills used in each department to identify what skills are taught where.</i> • <i>Consider developing a common language for digital technology/literacy across the curriculum</i> 	<p>ICT group lost focus – COL focus for 2019 and ICT group will have major role</p> <p>Staff needs reviewed and PLD some sessions held – evaluation – staff gave positive feedback and request more opportunities for ICT learning</p> <p>Some cross curricular links through collaborative department meetings and this will be a journey of ongoing development as departments work more closely together</p> <p>Seven staff successfully completed Mindlab postgraduate certificate in Digital and Collaborative Learning and 3 teachers from COL primary schools</p> <p>Implementation of Digital Technology curriculum COL focus 2019</p> <p>Audit has been done. We are looking at what aspects of digital literacy are “business as usual” and what are one off higher impact skills.</p> <p>Yet to happen</p>
<p>3.2 Our library use is maximized with a greater range of learning opportunities and effectively caters for all future learners.</p>	<ul style="list-style-type: none"> • Identify ways of further developing one side of the library initially as more of a ‘hub’ space. • Investigate and purchase some new furniture options for modernising and maximising the pedagogy of the environment desired. • Identify how curriculum trial delivery options could be tested in this environment. • Ensure a range of needs of learners is catered to in any design/furniture 	<p>National Library visited 26 July to support our consultation with staff and students on furniture needs and assist with planning. Their report provides a number of useful suggestions.</p> <p>Trialling different furniture arrangements in response to recommendations so gauge student preferences and usability.</p>

<p>3.3 Further develop the Farmlet to maximise learning opportunities in agriculture.</p>	<p>The following actions link with the Year 9 and 10 Agriculture modules:</p> <ul style="list-style-type: none"> • Carry out milling of the cedar trees • Complete the post and rail fence • Redevelop / rebuild the stock yard • Subdivide the paddocks • Carry out landscape development work 	<p>Trees milled</p> <p>Fence work done and further development will be an ongoing student led project</p>
<p>3.4 Investigate innovative opportunities and feasibility as they arise, ensuring that all property planning is aligned with effective pedagogy to achieve excellent student attainment.</p> <p>Property 5Year Plans are implemented.</p> <p>Specifically develop for 2018 the English area and the Careers area.</p>	<ul style="list-style-type: none"> • Ensure we use the model successfully used in the Year 7 and 8 area, for future environment development • Consult with staff both within the English environment and with staff fully so we are creating a flexible and agile learning spaces 	<p>Discussions with English staff held and planning underway</p> <p>Asbestos review carried out and awaiting report. This was an unexpected requirement before any further property work can proceed.</p> <p>English and Careers area property work did not proceed as this stage due to budget constraints</p>
<p>Monitoring: how are we going? Checkpoints along the way?</p> <p>Midyear and end of year report to the board on Farmlet development progress</p> <p>Progress reports to the board on library development and ICT</p>		
<p>Resourcing: how much money and time is needed?</p> <p>Farmlet – posts, wire and hardware approximately \$2000</p>		

Evaluation of progress on Innovative Learning Environment

Digital technology professional learning for staff is aligned with our COL focus. All non-maths teachers participate in this professional learning group that meet twice a term. One advantage of working in this way is that it involves our teachers working with some of the primary school teachers.

The National Library report has given us some good ideas for maximising the use of our library. More recent developments have included:

- Librarian completing an online digital literacy course
- Scanning the vertical file so it is available digitally
- Planning to move the library software to MUSAC Edge so the library catalogue will be available at home
- Librarian held meetings with HODs to ensure alignment of resourcing and this has resulted in increased use of the National Library
- Running competitions to promote use of the library

Unfortunately, due to budgeting, we have not been able to move forward on the purchase of new library furniture this year.

The Farmler Project has continued to grow as a student led project. More recent developments have included:

- Corriedale Stud Project is underway and has meant the need for the speeding up of stage one involving the subdivision of paddocks and improvement of pasture.
- The yards are now finished
- We will need to mill more timber in the future
- We need to find a solution to ensuring this project is not reliant on the incumbent Agriculture teacher and the project to be self sustaining
- The students participating in this project are very positive about their involvement. It provides a unique opportunity and alternate context for students to develop and show their abilities.

The asbestos report is now in hand and the higher risk areas have been addressed. This documentation is now in place for when we need it and we can move forward on property work.

Our Journey – Improvement in Action

	2016	2017	2018	2019
80 minute lessons Timetable change	80 minute lessons fully implemented Adjustment of interval and lunchtime 6 day timetable and zero days	Further adjustment of lunchtimes 2 week timetable – weeks A and B Year 9 & 10 Modules	2 week timetable – weeks A and B Year 9 & 10 Modules change in term layout from 2017	Minor adjustments to length of lunch time to meet PPTA requirements
Learning Advisories	<p>LA Lead Team met regularly to plan</p> <ul style="list-style-type: none"> - Consisted of person from each house - They would then meet with the LA's in their house around what needed done. <p>Year 7 & 8 weekly circle time Year 7 & 8 work on Mindset and Carol Dweck Brainology Program</p> <p>Introduction of Meet and Greet BBQ's Year 7-10</p> <p>Had John Parsons come in and work with all students, staff and community around Cyber Safety, awareness, knowledge etc.</p>	<p>LAs meet regularly for House huis + Lead person</p> <p>Introduction of Study Wananga for Seniors end of T3/T4</p> <p>KAMAR Portal introduced for students and Parents. LA's took parents through as part of conferencing</p> <p>Introduction of Level Assemblies and speakers in for exposing student to careers pathways and info and Year 10 Careers day</p> <p>Introduction of Class Circle/conferences for all year 9 & 10 classes at the start of year and regularly revisited</p> <p>Introduction of Diary and Wellbeing Program and resourcing</p>	<p>Lead Team meet regularly Meetings regularly held for House huis where all LA's come together and discuss next steps, planning, what's coming up</p> <p>Distributed leadership</p> <p>Introduction of the Interviews tab under Profile on KAMAR – sharing of goal setting and info around students.</p> <p>Career elective Module implemented in Term 3</p> <p>Continuation of Study Wananga for Seniors end of T3/T4</p> <p>Embedding of Level Assemblies and speakers in for exposing student to careers pathways and info X2 per term</p> <p>Introduction of Loves me Not Program – Year 12/13 and KOS and DARE in Year 7/8 (police in helping deliver)</p> <p>Restorative session with 'Greg and Rich' for all Students, staff, community</p> <p>New Diary style/type trialled to compare with 2017 version</p>	<p>Hold House meetings, two per term, to ensure all LA's having input into planning.</p> <p>Distributed leadership KAMAR integral to information sharing</p> <p>Career elective module in term 3 continuing</p> <p>Study wananga for seniors at end of term 3 and 4</p> <p>Two level assemblies scheduled per term</p> <p>One careers focus session per term</p> <p>Loves Me Not alternate years Y12 13 KOS and DARE for y 7 and 8 continue</p> <p>John Parsons – cybersafety term 2 Attitude presentations term 2</p> <p>Diary discontinued</p>

			<p>Exploration of KOS in LA year 9-13 With aim to be core focus in 2019 T2</p> <p>Mastering Behaviours resources purchased for use in 2019 as lessons for teaching around values and core topics</p>	<p>To be reviewed</p> <p>To be reviewed</p> <p>House points systems reviewed by LAs and modified with intention of being more transparent</p>
Target students	Introduction of Learning Team for each class y7-10 (teachers of class meet regularly and carry out a collaborative inquiry focus with focus on target student progress)	Learning Team for each class continued with the focus more prescribed around writing development and SOLO	<p>Learning Team for each year level involves core subject teachers plus LT for Tech and Arts</p> <p>Learning teams report to staff at PLD around their inquiry, learnings and progress.</p> <p>Increase checking and accountability</p>	<p>Learning Team meetings introduced for Yr 11,12 1nd 13. To increase collaboration of staff with senior target students.</p> <p>Continuing with writing focus and directed use of SOLO to allow students to be able to articulate about their learning.</p> <p>Whanau of all students emailed to explain Target student procedures and to encourage partnerships with home.</p>
ROCKON	<p>ROCKON implemented 2015 Monthly meetings with multiple agency involvement</p> <p>Implemented start of Year PANEL HUI for all students on case load</p> <p>Introduction of effort/attitude reports included attendance for each subject and year</p>	Fully implementing, monthly meetings	<p>Fully implementing, monthly meetings</p> <p>Moving to electronic uploads of letters sent to KAMAR so can be transferred in Student File Upload if any school changes occur.</p>	<p>Fully implementing monthly meetings.</p> <p>Opening up to include our COL schools as the need arises in the primary schools</p> <p>Electronic letters used more regularly through KAMAR</p>
PLD	<p>Wednesday mornings</p> <p>Planning 80 minute lessons</p> <p>Matrix and PAC</p> <p>Mindset work and understanding</p> <p>PAM HOOK PLD around SOLO</p> <p>Digital technology and innovative methods</p>	<p>Wednesday afternoons</p> <p>SOLO, Literacy, digital tech, maintaining RP, COL combined sessions</p> <p>COL ALL Program, PACT investigation</p> <p>Teaching Criteria Changes</p> <p>Microsoft 365 PLD</p>	<p>Wednesday afternoons</p> <p>SOLO, Literacy, Cultural Competencies, digital tech, Differentiation and UDL, maintaining RP</p> <p>COL ALL Program & PACT</p>	<p>Wednesday afternoons.</p> <p>Col syndicate meetings twice a term.</p> <p>SOLO, Assessment for Learning (AFL)</p>

			ONE NOTE and new Appraisal and LT systems	
Reporting	<p>Conferencing 3 weekly reports trialed – effort and attitude</p> <p>Move to KAMAR as new SMS</p> <p>All reporting completed electronically on KAMAR and made available – No paper handling anymore KAMAR Portal trialed at end of year for report posting</p> <p>Work with ‘ON YOUR MARKS” to develop customised report for our school based on needs.</p> <p>HOD reports to board annually and aligned with Annual Plan goals</p>	<p>Conferencing – using KAMAR to pull together info from subject teachers for LA conferencing Trial of estimated grades on KAMAR 2 weekly reports include effort and attitude, and achievement progress. New reporting Timeline trialed after consultation with staff Junior written Report moved to Mid Year to be more real time and informative (vs EOY)</p> <p>HOD reports include review and plan for current year</p>	<p>Two weekly reports continue 3 way conferencing Term 1 with LAs, term 3 LAs and subject teachers using KAMAR to pull together info from subject teachers for LA conferencing More regular use of estimated grades on KAMAR One set full written reports.</p> <p>Year 7&8 Mid year snapshot report – literacy/numeracy</p> <p>HOD reports use structured template; review of progress and plan for current year, plus midyear update. Two yearly cycle of responding to trustee questions</p>	<p>Two weekly reports continue 3 way conferencing with LAs term 1 and term 3 LAs and subject teachers (under review) Continue to refine our use of KAMAR and staff use for estimated grades</p> <p>One set of written reports</p> <p>Junior written reports re-formatted so that all departments are reporting on Curriculum levels and using language of SOLO.</p> <p>HOD reports to board continue on structured template HOD visits to board meeting on two yearly cycle continue</p>

Informed by:
Feedback from students, staff and parents

Wellbeing survey

Looking at other schools’ models, worked alongside ASHs via PLD and google hangouts

Readings and research visits of other schools – Hobsonville

Browns University work

Move to KAMAR as new SMS

Attendance data analysis

Informed by:
Feedback from students, staff and parents

Wellbeing survey

KAMAR conference PLD

Attendance data analysis

Wellbeing in Schools Guidelines (ERO)

Visits of other schools – Hornby, Rolleston College, primary in Cashmere

Informed by:
Feedback from students, staff and parents

Wellbeing survey

Bullying Snapshot survey

Bullying Prevention Guidelines

Teaching and School Practices survey

Attendance data analysis

Learning Team inquiries

Work with Mal from Otago Uni re Senior Student Tracking exploration and trial

Informed by:
Feedback from students, staff and parents

Wellbeing survey

Bullying Prevention Guidelines

Teaching and School Practices survey

Attendance data analysis

Learning Team inquiries

Work with Maths facilitators



Waimate Community of Learning

The Waimate Community of Learning continues to provide an excellent model for our seven schools to be working collaboratively in a highly effective manner.

Our inclusion in the ERO publication *Collaboration in Practice: Insights into Implementation* report speaks highly of our achievements. This case study was based on a rigorous review of our COL by ERO and included interviews with all groups of people. The two other COL to be included in this publications are Northcote and Otumoetai and it has been interesting to read the similarities in journeys, the frustrations and successes.

The publication is available to read at this link,

<https://www.ero.govt.nz/publications/collaboration-in-practice-insights-into-implementation/>

The following is an outline of our COL achievements over the last three years:

- Development of Stewardship Group structure with Policy Framework that has been reviewed and further developed
- Stewardship Annual Agenda in place and working well
- Appointment of CoL Lead re-appointment for a further year making a total of three years tenure which is completed at the end of June. Process for appointment of new COL Lead underway and on track for taking over the role on 1 July.
- Appointment of Across CoL Teacher and re-appointment for a further two years.
- Appointment of five Within School Teachers and contracts rolled over from one year to a further two years until the end of 2019.
- Appointment of replacement Within School Teacher following on from previous person taking promotion. The new role job description includes wellbeing and positive education component.
- CoL Syndicate Leaders meet at least twice a term for planning to ensure syndicate meetings are effective and useful for our teachers
- CoL Principals meet twice a term as Management Group. This has become a highly supportive group that is leading the planning and management our collaborative work.
- Establishment of syndicate structure that involves teachers working in syndicate groups across the Community of Learning. Syndicate meetings held in weeks 3 and 7 each term and all schools are planning around this to ensure teacher workloads are being managed.
- Analysis of curriculum level data used to identify priority areas for focus. This includes openly sharing the student achievement data of each school in a high trust manner.
- Data analysis informed decisions for strategic direction and our focus in 2019 on Maths, Digital Technology and wellbeing.

- Successful application for funding to enable us to run the Reading Together programme. This will be for New Entrant and ECE parents
- Three Reading Together parent sessions were held at the Waimate Public Library 2018 and further sessions are planned for term 2 2019. Writing across the curriculum is the focus for parent sessions in term 2 2018 and Mathematics sessions in term 3 2018. Further parent sessions are planned for terms 3 and 4 2019.
- Successful application for ALL writing (Accelerated Learning in Literacy) for a second year was successful for the COL to support our writing focus in 2018. This programme operates up to Year 8 so the ALL mentor worked with the ALL lead from each school while also supporting the teachers through our syndicate structure.
- Successful application for Maths PLD funding which enables two facilitators to work with our Syndicate Leaders, take syndicate sessions and also work with all Maths teachers individually in their classrooms.
- PaCT Progress and Consistency Tool is being implemented across our COL with the support of a facilitator in 2018. Individual schools continuing this work in 2019 with CoL schools supporting each other
- Our COL Expert Partner, Sue McDowall, was appointed from the list of approved providers. Sue is a senior researcher with NZCER (New Zealand Centre of Education Research) and she has recognised expertise in literacy teaching and learning, and experience working with school leaders and teachers. The Memorandum of Understanding has been signed for this working relationship. Sue has proved to be a useful critical friend, supporting high level analysis to identify COL and professional learning needs around lifting school capability to accelerate student achievement, particularly for priority learners and target students. Her work with us finished at the end of 2018
- A Maori hui have been held with whanau- two in 2017 and two in 2018. Further hui will be scheduled to enable us to continue these conversations.
- The Stewardship group has co-opted two places for iwi representation for Irai Weepu, the Ngai Tahu Education Advisor, and Wendy Heath our kaumatua.
- A Waimate Community of Learning Charter has been developed that encapsulates our vision, principles/ values, whakatauki, strategic and annual improvement plan, along with updated achievement challenges.
- COL boards training sessions with Tom Scollard on Governance Essentials, in 2017 and 2018, have proved to be useful for trustees. The 2018 seminar was attended by 33 trustees with at least three trustees from each board and for some schools all trustees were present. A further COL board training is scheduled for 26 June with Gigi Hollyer
- A COL newsletter has been sent out to all the COL teachers toward the end of each term updating them on our work and various media articles aim to ensure our wider community is informed.

- COL Principals participated in a two day retreat in term 4 2018 which included one day kick starting our Wellbeing journey and a further day reviewing our annual plan and developing our plan for 2019. This proved to be invaluable and will certainly be scheduled again for term 4 this year.
- COL funding of teachers to attend PLD seminars by other recommended providers in the areas of literacy and maths has been very useful, with teachers sharing their learnings with their syndicate
- COL Teacher Only Day at the beginning of 2019 school year to give focus to teacher wellbeing
- COL funding to enable attendance at leadership PLD opportunities. These include the Positive Education conference in 2019.
- Five COL people participating in the Christchurch based Kahui Ako Leadership Network Project with a focus on our future development as a COL (one day per term for 2019)