

042 Green Bay High School Charter 2018



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PART 1: INTRODUCTION

SCHOOL PROFILE AND PLANNING PROCESSES

Green Bay High School is a state co-educational years 9 to 13 secondary school, decile 8, with a growing school roll of about 1350 students. Located on the edge of the Waitakere Ranges, much of the hinterland of the school is native bush reserve and flows down to Auckland's west coast beaches and Manukau Harbour. It was built between 1972 and 1977 and is surrounded by attractive, park like grounds. The majority of students come from the suburbs of Titirangi, Green Bay and Glen Eden and the semi-rural and bush reserve areas of Laingholm and Huia. Community confidence in the school has grown in recent years, which has been reflected in an expanding roll. Because of roll growth pressures, the Board of Trustees was instructed to implement an enrolment zone in 2012.

Students achieve well in a school climate where they are respected and where there is focus on student progress and achievement. Our students are expected to focus on excellence, both in work and behaviour, and it is made absolutely clear to them that they are at school to learn. At the same time the school maintains a reputation for prioritising positive relationships between students and staff as fundamental to an effective learning environment. Student well-being is a priority that drives the guidance and pastoral care programmes in the school.

Academic performance of our students has been on an upward trend in recent years. The school is committed to the national qualification of NCEA which provides a range of qualification pathways, both academic and vocational. Such flexibility means we can meet the wide variety of learning needs of students in the most appropriate manner. There is a very strong focus on tracking individual progress of students and ensuring that each learner is supported to achieve to their potential.

The school house system provides opportunities for students to participate in the wider life of the school, developing key competencies in a context outside the classroom. This is also the case with our co-curricular programme. A full-time Sports Director ensures a wide range of opportunities to participate and compete across a variety of sports and Performing Arts – music, drama and dance – have an important place in the school's extra-curricular programme also.

All students in Year 9 to 12 wear a school uniform. Year 13 students are not required to wear uniform, unless they are representing the school.

The last few years has seen the school enter a new and exciting phase of development as the school buildings are upgraded to accommodate a 21st century curriculum. A 'state of the art' Science and Visual Arts block opened in 2006 and the Technology Centre underwent a significant renovation at the same time. The Administration and Student Services Centre were redeveloped in 2008. A new Performing Arts Centre was completed in 2010, in

partnership with the local community. A new classroom block completed in 2013 now houses Languages and the International Education Programme and also hosts our satellite class on behalf of Oaklynn Special School. The Mathematics teaching block was upgraded in 2014. The Gymnasium and sports facilities have been upgraded in the last year. The Board Property Plan targets progressive redevelopment to all school buildings, plant and grounds, and is due for a review in 2018.

Information and Communications Technology has been extensively improved and advanced to ensure that there is sufficient capacity to enhance student learning and increase administrative efficiency. The Board committed to a BYOD (Bring Your Own Device) strategy, commencing 2015 for all Year 9 students, which has now extended this year to Year 12 students.

The school is staffed by well-qualified professionals, focused on delivering robust, challenging programmes that prepare students to be the successful adults of the future. There is a strong professional development focus for all staff, centred on pedagogy that reflects "Teaching as Inquiry", a core element of the New Zealand Curriculum. There is an understanding that the underlying principles of all professional development include evidence based practice and cultural responsiveness. Such an approach ensures that national *and* local priorities for students are addressed.

The Board recognises the importance of its role in raising student achievement and that school planning must focus on improving the standard of all learners, especially those who require more support. The Board supports the Ministry of Education focus on priority learners – Maori, Pasifika and those with special education needs. Such a focus reflects the school's commitment to recognising that 'one size fits all' is not appropriate in terms of educating the adults of the future. Our school welcomes diversity and aims to provide opportunities for all learners to learn and achieve in an inclusive and supportive environment.

In particular, the school recognises the special place of Tikanga Maori and Te Reo Maori in the curriculum and is proud of the historic association with Te Kakariki Marae that was located in the school grounds. Te Kakariki was re-developed as a *Whare Akoranga*, or House of Learning, in 2013 to provide a modern learning environment with e-learning opportunities for Tikanga Maori. Students requesting instruction in Tikanga Maori and Te Reo Maori will be provided for, as far as is possible, within the school.

Following the 2013 Board of Trustees elections, the Board developed a new 5 year strategic plan for 2014 -18. The Board's strategic priorities are reviewed annually and this review informs the Annual Plan for the following year. The Annual Plan details how the strategic priorities of the Board will be operationalized in the year ahead, and includes specific initiatives designed to achieve these priorities. Specific targets are set for student achievement and these are the basis of monitoring and reporting to the Board by school leaders. This information is reported in the analysis of variance as part of the school's Annual Report.

In 2017, in response to changes in Ministry of Education policy, the school became part of Kōtuitui, a Community of Learning / Kāhui Ako. This is a collaborative partnership of 12 local schools, focused on building a shared approach to educational research and development to support the needs of learners in our local area. The details of this are outlined in the website: www.kotuitui.org.nz

The dates of the school planning year are from January to December, and the date by which a copy of the updated charter including student achievement targets will normally be lodged is March 1st each year.

MISSION, VALUES AND VISION

The Board of Trustees revised the mission, values and vision statements of the school as part of the 2013 charter revision process.

Our Mission:
Enabling Learning

Our Values:
Excellence~ Courage~ Respect~ Responsiveness

Our Vision:
Learning that is innovative, individualised and connected



PART 2: GREEN BAY HIGH SCHOOL STRATEGIC PLAN 2014-2018

STRATEGIC PLAN 2014-2018 OVERVIEW

Our Mission: Enabling Learning

Our Values: Excellence~ Courage~ Respect~ Responsiveness

Our Vision: Learning that is innovative, individualised and connected

Strategic Focus	More students learning and achieving	A strong culture of professional inquiry		School of choice for the community	
What will this look like by 2018?	<ul style="list-style-type: none"> ● All students leaving with a relevant qualification (L2 NCEA minimum) ● High levels of excellence in achievement ● Positive learning culture & environment ● All students have clear learning and achievement goals ● Priority learners identified and receiving strong support – <i>Ka Hikitia</i> ● Self-directed learning flourishing ● Broad curriculum choices linked to clear vocational pathways ● Quality sports and cultural programmes provide rich learning opportunities and experiences outside the classroom ● Students sought by universities, training providers and employers 	<ul style="list-style-type: none"> ● Professional expertise widely acknowledged as ‘best practice’ and leading edge ● Shared understanding of effective teaching and learning – <i>Ka Hikitia</i> ● Professional learning conversations common-place ● Inquiry-based strategies fundamental to professional learning ● Quality information accessible for all review and planning ● Effective e-learning pedagogy embedded in teaching practice ● Quality staff seek employment with the school 		<ul style="list-style-type: none"> ● A community school – inviting, friendly and respected ● School is the hub of the community ● Relationships between students, school and home are positive and constructive ● Good communication at all levels ● Modern, fresh, contemporary buildings provide a functional, flexible 21st century learning environment ● Bi-cultural dimension of school evident, supported and resilient – <i>Ka Hikitia</i> ● Strong learning and business partnerships with community ● Continued steady roll growth from inside the school zone 	
Key Strategies	<i>Curriculum Design, Assessment and Academic Counselling strongly aligned</i>	<i>Inquiry model informs all Professional Learning, Development and Appraisal</i>	<i>School values more strongly reflected in school-wide behaviour management system</i>	<i>Vision & resourcing for C21st Learning Environment clarified in Finance & Property Plan</i>	<i>Local, bi-cultural and global relationships strengthened and developed</i>

ANALYSIS OF VARIANCE 2017

General Introductory Comments and Explanations

As a secondary school our student achievement focus has been on NCEA results. The first priority of the Board's strategic plan is '**More students learning and achieving**' and the most robust metrics for annual target setting are the NCEA results. The targets were set for 2017 against roll based data. Roll based data measures achievement of students who are on the school roll on the July 1st return and is one of the a preferred measures of achievement for the Ministry of Education.

However, the NZQA Principal's Report (released at the end of January 2018) includes achievement data related to Alternative Education students in West Auckland, who appear on the Green Bay High School roll for funding purposes. These students do not attend the school, are not taught at Green Bay High School and have *no contact* with the school's pedagogy. As 'at risk' students their achievement levels are understandably lower than average and so the inclusion of their data skews the Year 11 and Year 12 pass rates down. Therefore, the Green Bay High School roll-based data does not show an accurate representation of the overall academic shift achieved by our own students. Whatever the rationale for the Ministry requiring that AE achievement data be reported as part of our own, the impact of this is to compromise our ability to perform trend analysis and report clearly to our community.

To address the problem outlined above, in the analysis of variance for 2017 two pass rate percentage numbers are provided in the following tables. The first number is the roll based pass rate *with the AE students removed*, giving the clearest picture of where the school is this year and relative to other years. The second bracketed number is the number that appears on the NZQA Principal's report; *it includes the AE students*, and is the number used in Ministry reporting. Because the Ministry has determined that AE students be included on roll based reports, we decided last year to set targets for 2017 using a combination of participation and roll based achievement statistics. In this way our targets would be more clearly and meaningfully linked to our planning for improved student outcomes.

That said, the practical and philosophical issues connected with using roll-based statistics to evaluate school progress has continued. This has led to devaluation of the reliability of the roll-based statistics to the point where they are no longer fit for purpose. Green Bay High School is a school where there are very small numbers of students not succeeding, and these students are well known to the academic counselling team and the Deans. Using the roll in July as the denominator for pass rates in December devalues the school's successes and undermines our ability to use the data to assess the outcome of school policy since it doesn't provide an accurate, dynamic picture of student outcomes throughout the year. Ergo, a student who leaves

between July and November still appears on the roll-based statistics, but the school has no contact with that student for instruction and assessment purposes, and the student has no connection with academic counselling or the Pastoral Team. The Ministry moved away from participation based data due to the ease with which evidence can be manipulated to reflect hollow improvement. Our school takes a highly professional, ethical and robust approach to data analysis. To that end, only participation data fits our need to carry out useful forensic analysis of NCEA student achievement for the purpose of informing our learning programmes. Our target setting for 2018 will reflect this.

GENERAL Student Achievement 2016 - 2017 Targets and Results - ROLL BASED

Academic Year Level Roll-based data %	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016 achievement: all GBHS Learners	87.8% (77% with AE)	84.1% (83% with AE)	74.9%	59.2%
2017 Target: all GBHS students counted on the J6 roll (c/w all NZ)	90%	90%	75%	62%
2017 achievement: all GBHS students counted on the J6 roll	85.3% (74.7% with AE)	93.3%	80.3%	61.1%
Decile 8 - 10 average	78.6%	81.1%	75%	63.9%
Commentary	<p>Student achievement Slightly lower than 2016. Challenging target not met. Significantly improvement on Decile average.</p> <p>There are a number of students who have left Green Bay High School but are still included in the denominator - the participation pass rate is 92%</p>	<p>Significant improvement on 2016 results. Exceeded challenging target. Exceeded Decile Average.</p>	<p>Significant improvement on 2016 results. Exceeded challenging target. Exceeded Decile Average.</p>	<p>UE statistics broadly in line with 2017 targets and Decile averages.</p>

MAORI Student Achievement 2016 - 2017 Targets and Results - ROLL BASED

Academic Year Level Roll-based data %	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016 ACHIEVEMENT: Maori Learners	82.3% (with AE 50%)	92% (with AE 76.5)	78.3%	60.9%
2017 TARGET: all Maori students counted on J6 roll at GBHS	90%	90%	75%	53.5%
2017 ACTUAL ACHIEVEMENT of Maori students counted on the J6 roll at GBHS c/w other NZ Maori	70% (with AE 39.2%)	96.8% (with AE 84.8 %)	60%	25%
DECILE 8 - 10 AVERAGE	74.4%	83.2%	71.8%	53.5%
COMMENTARY	Student achievement below 2016 results, targets and Decile average.	Student achievement exceeding 2016 achievement, decile average and 2017 charter target and decile average.	Student achievement below 2016 results, targets and Decile average.	Student achievement below 2016 results, targets and Decile average.

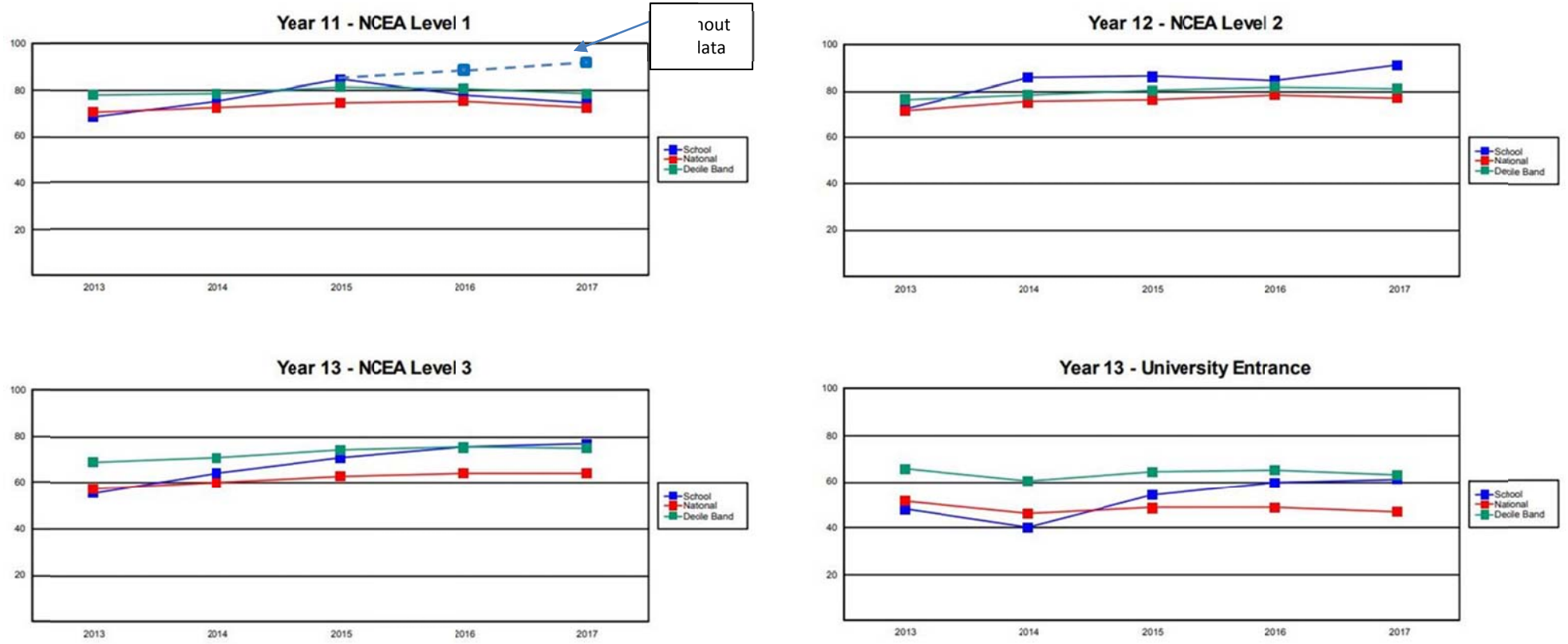
Analysis and evaluation of 2017 NCEA achievement data - GENERAL

Although the NCEA data for 2017 is still not confirmed, it provides initial information, sufficient for a high level analysis. In past years the final confirmed data has shown small increases in achievement levels across the board, as late assessment results are added.

In 2017 there was a continued upward trend in NCEA achievement, with levels of achievement generally reaching or exceeding our set targets. Clearly this is very encouraging, particularly since the 2016 and the 2017 data includes the A.E. information referred to earlier. At level 2 the outcomes for students are continuing to improve and we have long since moved past the Ministry of Education national targets. The Level 3 and University

Entrance results are also pleasing, with Level 3 results now well aligned to the decile benchmarks, and with University Entrance heading strongly in that direction. The following charts from the NZQA Principal's Report, as of January 2018, provide a more longitudinal picture of student achievement in NCEA over time.

Achievement in NCEA and UE 2013 – 2017: Green Bay High School (Roll-based) from NZQA Principal's Report



It is difficult to assess which specific strategies have contributed to this positive pattern. The evidence suggests that a continuing sharp focus in a number of key areas, building on the work of previous years, is the main reason. This was reflected in:

- Further development of data driven **identification of 'at risk' students**. Student achievement data has been made more accessible following the

appointment of an additional leader into the *senior* leadership team with strengths in data management and analysis, and the benefit of this has been significant. Timely, accurate achievement data is essential to our focus on students who need extra support through our through our ART strategies. Those strategies implemented in 2015 and 2016 were strengthened further in 2017 to provide even more targeted appropriate support and follow up during the year including:

- Individualised counselling and extra communications to family and whanau – especially in relation to use of the Homework Centre or Faculty based programmes.
- Term break programmes in additional learning with assessment – well attended.
- Retention of students during exam leave who were not sitting externals for an internal catch up programme – fewer students needed this additional support in 2017, *indicating a possible shift in student agency in terms of their own progress.*
- Continued strong support from the Supported Learning Department with **Special Assessment Conditions** being applied for successfully for an increased number of students. We had over 80 students in this category in 2016 and in 2017 there were over 100 identified. The approach of our team in this area continues to be regarded as a model of highly effective practice by our external education partners. It would be very helpful if this led to additional resourcing and it appears that there will be some slight increase for 2018 from funds re-allocated temporarily out of other Ministry programmes. If it is not available long-term, we will need to support the model by reducing budget allocation in other areas of the school.
- An even more intense focus on **subject and course selection** by students intending to follow a university pathway, ensuring they meet U.E. criteria. The Academic Counselling programme team and the Careers Department used the ‘Dream Catcher’ career planning tool again this year, but strengthened the conversations with students by using seniors for ‘peer support’ in this process. The priority is to continue building student understanding of the importance of structuring their learning programmes carefully.
- Faculties continue to review and restructure the courses on offer to provide more broadly-based learning programmes for students interested in non-UE pathways. Every specialist curriculum area is providing differentiated programmes, within subjects or as separate classes, and the new Bridging Programme for students with significant learning difficulties is now aligned along a full pathway through the school. The **school’s curriculum is increasingly broad and very inclusive**, so this is certainly impacting on the ability of students to find success.

Analysis and evaluation of 2017 NCEA achievement data - MAORI

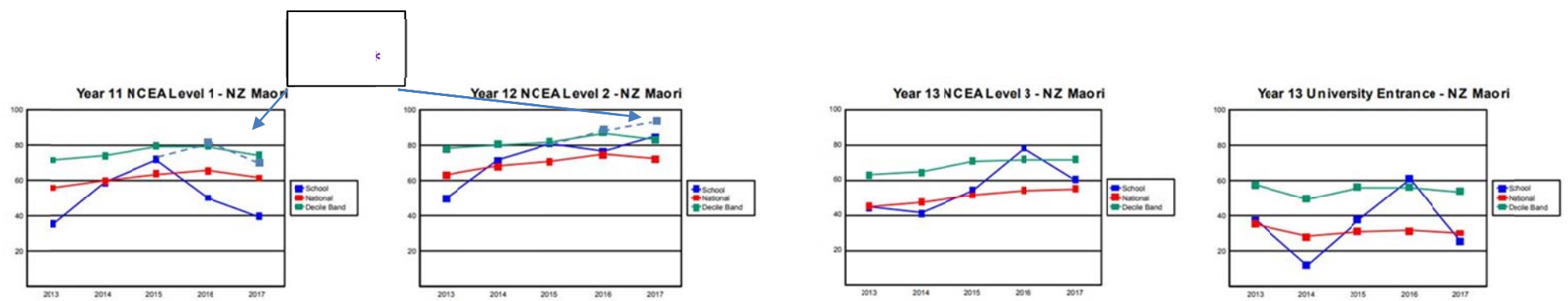
As already outlined in the general analysis, it is clear that we need to be very careful to ‘unpack’ the data produced at the national level. The following

analysis suggests that school strategies in relation to lifting Maori student achievement are having a positive impact:

- For Level 1 and 2, after AE data is removed, it is clear that our Maori students are *outperforming* Maori students in other schools in terms of national and decile related comparisons. There is evidence and growing confidence that the strategies outlined previously are inclusive, flexible and responsive. The need to reflect and include culturally responsive approaches within school-wide planning is now 'business as usual'. The Academic Counselling team and Faculty leadership routinely review practice in respect of bi-cultural priorities.
- For Level 3 and U.E. the use of roll-based data for these charts is very deceiving:
 - once again, students leaving after July are included - many departing for worthwhile educational opportunities beyond secondary school in work-based learning contexts e.g. apprenticeships
 - the school targets set for Level 3 Maori students were exceeded (see later)
 - there is still a broad upward trajectory at Level 3.

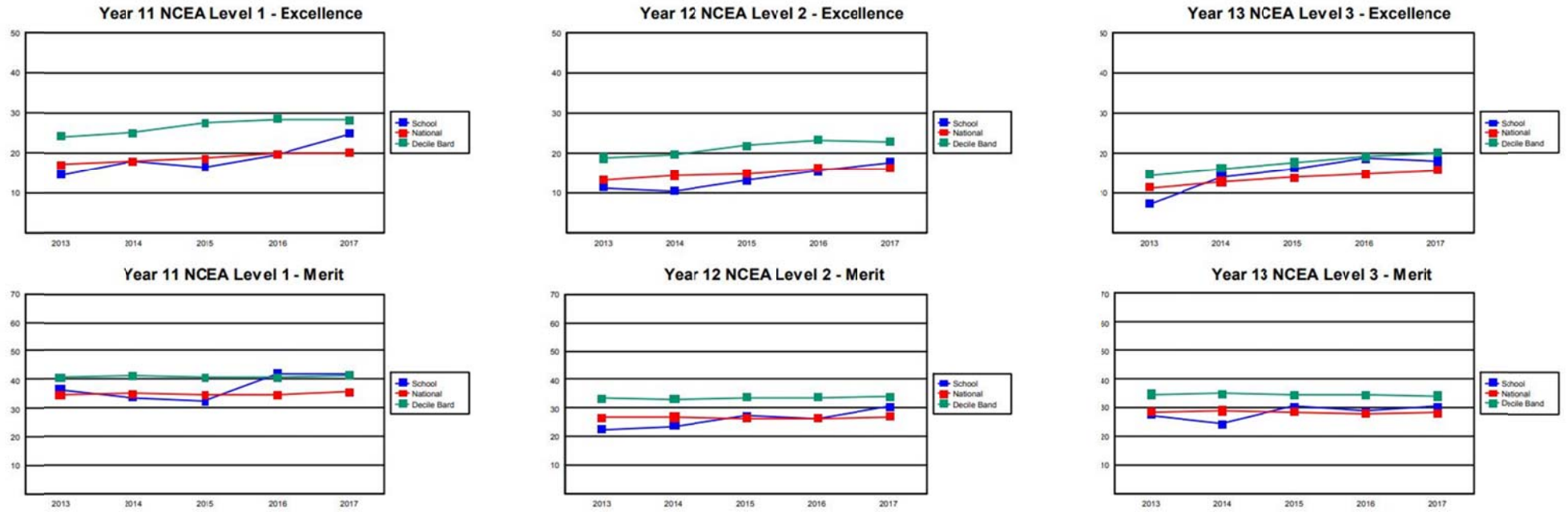
That said, there will be a continuing school focus on ensuring that all students, including Maori students, are encouraged and supported to consider career planning that includes a U.E. pathway. Equally, all students, including Maori students, need to consider the other pathways available. The assumption that only a U.E. pathway is desirable is a false assumption.

Maori Achievement in NCEA and UE 2013 – 2017: Green Bay High School (Roll-based) from NZQA Principal's Report



NB: Analysis of Pasifika student achievement 2017: The number of Pasifika students at the school is too small to provide generalised analysis, but as a priority learner group any underachievement becomes a focus with individual students as part of the Academic Counselling interventions.

Analysis and evaluation of Excellence and Merit Endorsed Certificates 2017



Last year it was determined that the **quality of student achievement** would be a focus of attention in 2017. The data related to Endorsed Certificates is **'participation-based'** so is not distorted by other factors. It is evident that at Levels 1 and 2 the quality of results has improved with the percentage of Excellence Certificates increasing. At the same time Merit Endorsements have been maintained (Level 1) or improved (Level 2). The Academic Counselling team had a stronger focus on tracking and monitoring for 'quality' in 2017 with a team member specifically targeting students in this regard. Our school continues to run one of the largest programmes in the country for identifying and supporting students requiring NZQA Special Assessment Conditions in the country. As this programme matures, it may be having a positive impact on the outcomes for 'twice-exceptional' students and, in turn also impact on the data related to Certificate endorsements. Quality achievement outcomes will continue to be a focus area for 2018 with a special attention on the Level 3 outcomes.

Summary Observation

There continue to be very good reasons to be positive and confident about the trend and pattern evident at the macro-level of student achievement data at Green Bay High School. However, as always, the more important analysis is done at Faculty level with teachers focusing on the detail for individual subjects and students. The increasing sophistication of our data collection and reporting will promote greater rigor in our own professional analyses, which is so crucial to our planning. The growing capacity for such deep, evidence-based reflection is an emerging strength in our school and is fundamental to our inquiry based approach to improving outcomes for our students.

Similar to last year, the general areas for school-wide targets will be related to:

- Continued positive trend towards meeting and/or exceeding the decile 8-10 averages in NCEA and University Entrance
- The belief that there should be the same targets for Maori student achievement as for all learners
- A stronger focus on the *quality* of student achievement
- The need to *accelerate* Maori student achievement generally, and in terms of the quality of outcomes.



Morag Hutchinson
Principal
February 2018

STUDENT ACHIEVEMENT TARGETS 2018

Rationale: The new targets for 2018 will only use participation based data. Roll-based data is no longer useful in measuring school progress as it includes a number of students who have not attended Green Bay High School for up to six months, and excludes some students who have conducted over 80% of their NCEA assessments at Green Bay High School.

ACHIEVEMENT TARGETS

Targets for 2018 will use Participation based denominators as this provides the most useful metric for measuring school improvement.

All Learners

Achievement % (participation based data)	Level 1	Level 2	Level 3	UE
GBHS results participation 2017	92%	93.7%	87.6%	66.7%
GBHS Charter Targets 2017	90%	90%	75%	62%
Decile 8 - 10 participation 2017	89.4%	92.5%	87.6%	73.8%
GBHS Charter Targets 2018 - Participation	93%	95%	90%	70%

Maori Learners

Achievement % (participation based data)	Level 1	Level 2	Level 3	UE
GBHS results participation 2017	84%	96.8%	80%	26.6%
GBHS Charter Targets 2017	90%	90%	75%	53.5%
Decile 8 - 10 participation 2017	83%	88.6%	80.8%	59.9%
GBHS Charter Targets 2018 - Participation	93%	95%	90%	70%

Note: Targets for Maori and All Learners are the same

Endorsement Targets

The focus for the endorsement targets is now on students meeting overall expectations for gaining endorsement by Level (50 credits at Merit or Excellence). Measuring these targets will provide sharper focus on academic counselling for borderline students as well as better reflecting external measure of success, reported by the NZQA and understood by our wider community. Simply, the school will have much better tools to assess shifts in student outcomes and it will be easily communicated to our stakeholders.

The general areas for school-wide targets are related to:

- Accelerating Maori Achievement to gain parity with wider student performance in the 2018 results. See target tables for statistical breakdown - no longer separate Maori and all other students
- A significantly increased emphasis *quality* of student achievement with all student groups gaining parity with decile 8 – 10 averages, using participation data for Merit and Excellence endorsed NCEA qualifications.

ENDORSED QUALIFICATIONS (participation based) – reported against the NZQA Principal Report

		Not Achieved %	Achieved %	Merit %	Excellence %
Level 1	2016 Target	5	26.2	40.8	28
	2017 Actual	8	25.4	41.6	25
	2017 Actual Maori	16	34.3	30.7	19
	2018 Target All Students	7	22	43	28
Level 2	2016 Target	5	37.9	34.1	23
	2017 Actual	6.3	45.5	30.7	17.6
	2017 Actual Maori	3.2	73.5	16.7	6.6
	2018 Target All Students	5	38	34	23
Level 3	2016 Target	5	42.6	33.6	18.8
	2017 Actual	12.4	39.3	30.3	18.0
	2017 Actual Maori	20	59.9	13.4	6.7
	2018 Target All Students	10	36	34	20

SUMMARY STRATEGIC ANNUAL PLANNING FOR 2018

The key influences on our planning for 2018 are:

National Imperatives	Evidence - data & feedback	Other significant information
<ul style="list-style-type: none"> ★ new government so some policy uncertainty ★ NCEA review coming ★ Priority Learner focus still strong ★ Learning Support replacing S.E.S provision ★ new Code and Standards for teachers from the Education Council ★ Shortage of quality teachers ★ Community of Learning / Kāhui Ako strategy ★ Health and Safety 	<ul style="list-style-type: none"> → student achievement data from NCEA and other → student engagement data from PB4L and other → Teacher School Practices Survey from NZCER → Inquiry Outcomes → Visible Learning surveys → Health and Wellbeing surveys → Parent/whanau feedback via meetings - whanau hui, PST conferences, NCEA night, SLT & Deans, Kotuitui feedback 	<ul style="list-style-type: none"> ☐ ERO Report 2017 and follow up reflections ☐ Financial reports - Leading Edge and Audit ☐ Enrolment numbers and projections ☐ Internal review processes with middle and senior leaders ☐ NZQA 2017 MNA audit; moderation reports ☐ Significant staff changes arising from retirements and new recruitment ☐ Analysis of Variance 2017

The evidence suggests that the direction of the current strategic plan is impacting positively on student outcomes and that the systems and processes within the school are robust in term of sustaining those positive outcomes. There is no need for a significant change in direction at this point. A summary of the overall plan follows.

2018 Strategic Annual Plan Summary

Theme: Keeping the main thing, the main thing...more VISIBLE learning

Strategic Priorities	More students learning and achieving	Strong culture of professional inquiry	School of choice for the community
2018 annual plan focus areas	<p>More VISIBLE 'excellence' in student learning and achievement</p> <ol style="list-style-type: none"> 1. Deepen personal agency and accountability in the school learning culture (<i>VL and PB4L</i>) 2. Further strengthen Academic Counselling to align more closely with the work of Deans and Faculty leaders, with a priority learner focus 3. Clarify definitions and visibility of ALL student learning pathways to improve faculty planning and course design 4. Improve integration of priority learner strategies into curriculum planning. 	<p>More VISIBLE professional learning in all professional activities</p> <ol style="list-style-type: none"> 1. Enhance the inquiry process to provide clearer links to the progress of <i>all</i> learners in the school community 2. Develop and implement a supported assessment framework that enables visible learning in the junior school (<i>Visible Learning</i>) 3. Strengthen the range of support strategies for developing professional leadership across the school 4. Strengthen the standardization and understanding of NZQA assessment protocols. 	<p>More VISIBLE leadership of learning in our community</p> <ol style="list-style-type: none"> 1. Provide effective leadership of the Kōtuitui Kāhui Ako which broadens its profile and impact on student achievement (Year 2) 2. Enhance opportunities to build collaboration between home and school in relation to student well-being 3. Develop and implement a new Ka Hikitia strategy that ensures support and growth of the school's bi-cultural dimension 4. Create a new Property Development Plan to cater for the learning needs of students in the next decade.
	<ol style="list-style-type: none"> 5. Further strengthen collaborative and shared decision-making structures across the school to enhance our bicultural partnership and commitment to student achievement goals in our school community. 		

PART 3: GREEN BAY HIGH SCHOOL STRATEGIC ANNUAL PLAN 2018

Keeping the 'main thing, the main thing'...*more visible learning*

Introduction

In 2017 the theme for the year was 'Making the business of learning VISIBLE', and we took that theme through all the planning around our strategic priorities. Following a very successful report from the Education Review Office in July, it is clear that our planning reflected that exactly. One of the most encouraging comments from the ERO team was that there was a clear line of sight from the boardroom to the classroom...and it is hard to be more visible than that. Most importantly, student achievement indicators have continued to trend upward. There is strong confidence that our strategic priorities *and the actions taken to meet them* are having a positive impact on student outcomes at Green Bay High School.

That said, we are staying focused on the evidence and know that there are still many areas for improving our practice. Our direction is sound but we need to strengthen the outcomes achieved so far. It makes sense then, when considering our theme for the year, to reflect that sentiment. That is the rationale for the 2018 theme: *Keeping the 'main thing, the main thing'...more visible learning*

Strategic Priority 1 – More students learning and achieving

Reflection on 2017 Focus – Visible 'excellence' in student learning and achievement

Goals for 2017 (Targets):

- Continued positive trend towards meeting and/or exceeding the decile 8-10 averages in NCEA and University Entrance. This will result in a 3.2% increase at level 1, a 7% increase at level 2, maintenance at decile averages for Level 3 and a 6% increase for UE.
- Accelerate Maori Achievement to gain parity with wider student performance in the 2017 results. See target tables for statistical breakdown
- A significantly increased emphasis *quality* of student achievement with all student groups gaining parity with decile 8 – 10 averages, using participation data for Merit and Excellence endorsed NCEA qualifications.

2017 Reflection: Refer to 2017 Analysis of Variance in Part 2 of the Charter for full review.

2018 Focus – More VISIBLE ‘excellence’ in student learning and achievement

Goals for 2018 (Targets): Based on 2017 Analysis of Variance.

All Learners

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Note: Targets for Maori and All Learners are the same

Endorsement Targets

The focus for the endorsement targets is now on students meeting overall expectations for gaining endorsement by Level (50 credits at Merit or Excellence). Measuring these targets will provide sharper focus on academic counselling for borderline students as well as better reflecting external

measure of success, reported by the NZQA and understood by our wider community. Simply, the school will have much better tools to assess shifts in student outcomes and it will be easily communicated to our stakeholders.

The general areas for school-wide targets are related to:

- Accelerating Maori Achievement to gain parity with wider student performance in the 2018 results. See target tables for statistical breakdown - no longer separate Maori and all other students
- A significantly increased emphasis *quality* of student achievement with all student groups gaining parity with decile 8 – 10 averages, using participation data for Merit and Excellence endorsed NCEA qualifications.

ENDORSED QUALIFICATIONS (participation based) – reported against the NZQA Principal Report

		Not Achieved %	Achieved %	Merit %	Excellence %
Level 1	2016 Target	5	26.2	40.8	28
	2017 Actual	8	25.4	41.6	25
	2017 Actual Maori	16	34.3	30.7	19
	2018 Target All Students	7	22	43	28
Level 2	2016 Target	5	37.9	34.1	23
	2017 Actual	6.3	45.5	30.7	17.6
	2017 Actual Maori	3.2	73.5	16.7	6.6
	2018 Target All Students	5	38	34	23
Level 3	2016 Target	5	42.6	33.6	18.8
	2017 Actual	12.4	39.3	30.3	18.0
	2017 Actual Maori	20	59.9	13.4	6.7
	2018 Target All Students	10	36	34	20

**2018 ACTION PLAN: MORE VISIBLE 'EXCELLENCE' IN STUDENT LEARNING AND ACHIEVEMENT
(Goals, Inquiries and Summary Actions •)**

1. To deepen personal agency and accountability in the school learning culture (*Visible Learning and PB4L*)
 - Deans' ongoing inquiry to help inform and guide individual and departmental inquiries into behaviour responses
 - Continued implementation of PB4L framework with emphasis on individual staff needs
 - Strengthen staff capacity to understand the relationship between student wellbeing and academic achievement
 - Clarify and promote definitions of EXCELLENCE to learners - Honours Awards Pathways, Scholarship Programme
2. To further strengthen Academic Counselling through closer alignment with Deans and Faculty leader planning
 - Inquire into and develop A.C. intervention for disengaged junior students (links to junior assessment)
3. To clarify definitions and visibility of ALL student learning pathways to improve faculty planning and course design
 - Support Inquiry work of Vocational Pathways and Careers staff
 - Strengthen alignment of Vocational Pathways in curriculum planning
4. To improve integration of priority learner strategies into curriculum planning
 - Clarify definitions and identification processes for priority learners in GBHS context
 - Make **explicit** links between Faculty Leaders and relevant ICOL inquiries aligned to Priority Learners
5. To further strengthen collaborative and shared decision-making structures across the school to enhance our bicultural partnership and commitment to student achievement goals in our community

INQUIRY FOCUS QUESTION: How can we support school leaders to understand and utilize the inquiry process to drive change?

 - Senior Leadership Team - HTN - focus on developing shared SLT capacity and confidence with Inquiry
 - Faculty Leaders Team (FLT) - WWD - focus on developing shared FLT capacity and confidence with Inquiry
 - KA HIKITIA Strategy Team JOR and WYE
 - How can we develop robust relationships that engage all members of the school community to collaborate and take responsibility for meeting the needs of our learners?
 - Professional Learning Team DLE
 - Can using 'Inquiry' connect pedagogy more clearly to improving student outcomes?
 - Assessment WYE
 - How can we manage teachers and students expectations of assessment workloads and positively influence morale, motivation and enjoyment?
 - How can we build a system that allows more time for feed-forward and increase connectedness between topics, subjects, projects and assessment?
 - Guidance Network SANDY – DEANS/PB4L
 - How can we support the development of aligned inquiry practice across the 'well-being' curriculum of the school

Strategic Priority 2 – A strong culture of professional inquiry

Reflection on 2017 Focus – VISIBLE professional learning in all professional activities

Goals for 2017:

- To embed the inquiry process in the professional learning programme for all staff, with a cultural responsiveness focus
- To provide a supported assessment framework that enables visible learning in the junior school (Visible Learning)
- To strengthen the range of support strategies for developing professional leadership across the school
- To increase school wide alignment of professional learning (e.g. VL & PB4L) with requirements of Education Council.

Targets or intended outcomes 2017:

- All staff understand how to conduct an inquiry, goals are linked to faculty goals and line managers understand how to discuss inquiry outcomes in appraisal meetings
- There is structured assessment framework that uses standardised tests (PAT and STWEE) to enable judgements of pedagogical success.
- Collect an evidence base from school leader inquiry that facilitates the creation of HOF job descriptions in 2018
- Successful staff evaluation of the 2017 PL programme.

2017 Reflection:

Strengths:

- Significant alignment of the annual planning and target negotiation worked well. There was increased ownership of the achievement data. Shared ownership of the faculty annual plans.
- Science and Technology Dpts - inquiries have been shared in faculty and this has generated rich learning and debate among teachers. Affirming for staff, supportive of the aims of inquiry. Deep conversations.
- Flexible approach to inquiry and appraisal allows people to grow at their own pace - **guiding questions worked well.**
- Inquiry process is supported by research - in line with current ministry and Council strategic planning - **this was confirmed by positive feedback from ERO.**
- PAT testing brought in and successfully developed
- Important first step in the developing ideas around inquiry that will take a number of years to reach all people
- Staff feedback suggests that that they believe inquiry is the answer to question about improving student outcomes
- Environment for changes at the junior school has been created - agreement around what is being assessed.

- Interest generated and resource being given to the junior assessment teams through the Community of Learning.
- PB4L - crossover into PL, junior curriculum
- Deans inquiry excellent modelling of inquiry process - shared with staff, both groups empowered.

Weaknesses:

- Collaborative did not work - not many learners were working together in groups
- Lack of value placed on working together - some inquiries were not bringing anything to faculties
- School still in silos, teachers sometimes nervous about transparency as they don't want to "look like fools" - not many conversations exist already and therefore nothing to build on
- Connection between inquiry and annual planning became increasingly difficult to maintain throughout the year as people got busy - more time needed to make his process valuable
- Leadership space still needs a lot of work - modelling good behaviour.
- **Lack of understanding of inquiry and appraisal in SLT - limited staff voice.**
- Lack of clarity - throughout performance management
- PTC have been lost in the inquiry process - significant changes to the system at the council have not made the process easy to convey to staff
- Some teachers' inquiries have no clear link to student outcomes and changing practice.
- Data sets need to be more clearly advertised to staff.
- Some teachers struggle to verbalise learning practise. Lack of risk. Reduced to generic inquiries.
- **No shared understanding of student outcomes - does it have to be NCEA data?**

2018 Focus – More VISIBLE professional learning in all professional activities

Goals for 2018:

1. To enhance the inquiry process to provide clearer links to the progress of *all* learners in the school community
2. To develop and implement a supported assessment framework that enables visible learning in the junior school (*Visible Learning*)
3. To strengthen the range of support strategies for developing professional leadership across the school
4. To strengthen the standardization and understanding of NZQA assessment protocols
5. To further strengthen collaborative and shared decision-making structures across the school to enhance our bicultural partnership and commitment to student achievement goals in our community

Targets or intended outcomes 2018:

Goals	Success Criteria
1. To enhance the inquiry process to provide clearer links to the progress of <i>all</i> learners in the school community	<ul style="list-style-type: none"> ● A central place where stakeholders can find a published timeline, expectations and planned support for appraisers and appraisees AND PRTs and mentors AND renewal of practise AND Leaders of inquiry and inquirers ● Clearer more effective inquiries - improved student outcomes
2. To develop and implement a supported assessment framework that enables visible learning in the junior school (<i>Visible Learning</i>)	<ul style="list-style-type: none"> ● One AO developed and used by the end of semester 1 (<i>need common language & understanding first - within school and broader community, particularly if we are going to be using solo terminology alongside levels.</i>) ● AO framework developed for 2019 - that records where students are in relation to the curriculum levels 2 - 6 ● Framework for collaboration with students ● Framework for reportage of AO assessments to parents
3. To strengthen the range of support strategies for developing professional leadership across the school	<ul style="list-style-type: none"> ● Improved leader feedback ● Job descriptions ● Stronger inquiries ● Improved student outcomes
4. To strengthen the standardization and understanding of NZQA assessment protocols	<ul style="list-style-type: none"> ● Updated Assessment Policy for 2019 ● Assessment calendar ● Improved and more accessible assessment procedures documents ● Assessment procedures shared with staff, students and parents ● More teachers meeting external moderation expectations ● Less students on CCU at the end of 2018
5. To further strengthen collaborative and shared decision-making structures across the school to enhance our bicultural partnership and commitment to student achievement goals in our community: SEE STRATEGIC PRIORITY 1 ACTION PLAN	

**2018 ACTION PLAN: MORE VISIBLE PROFESSIONAL LEARNING IN ALL PROFESSIONAL ACTIVITIES
(Goals and Summary Actions •)**

1. To enhance the inquiry process to provide clearer links to the progress of *all* learners in the school community
 - Rationalise the current performance management system - making school expectations of appraisal, inquiry, renewal and registration clear in relation to Council advice and the **new standards**
 - Set out a **best practice timeline** for the main elements of the PM processes
 - Clear **instructions and support strategies** identified and communicated for all stakeholders throughout the 2018 PM process
 - Ongoing support for ICOL teachers, [PRTs and mentors](#), and [teachers newly inducted into school](#)
2. To develop and implement a supported assessment framework that enables visible learning in the junior school (*Visible Learning*)
 - Development of **Collaborative Junior Curriculum Team** - made up of ICOL teacher inquiries
 - Finish **achievement objective framework** to assess student progress in years 9 and 10
 - Support **collaboration between SLT, HODs and ICOL** to agree on faculty assessment frameworks
 - Support **collaboration between faculties** to maintain consistent curriculum levels when assessing junior students
 - Support **collaboration between GBHS and GEIS** to aid academic transition for junior students
 - Develop **reporting mechanism** to communicate change to students and whānau
3. Strengthen the range of support strategies for developing professional leadership across the school:
 - **SLT** - Lead the appraisal of Middle leaders - Linking faculty annual planning to improvement of student outcomes
 - **HOD** - Lead faculty appraisal and inquiry to meet annual planning requirements and improve student outcomes
 - **ACOL** - Lead across community inquiry, linking ICOL teachers to the Kotuitui annual plan and improved student outcomes across the COL
 - Develop job descriptions and a framework of career progressions, linked to the Code and Standards
 - Provide clear support structures for leading inquiry, appraisal, mentoring, registration and renewal.
 - Lead professional learning concerned with open to learning conversations - connecting directly to faculty based inquiry.
4. Strengthen standardisation and understanding of NZQA assessment protocols
 - Review 2017 **assessment practices** and outcomes, then draft and ratify an updated Assessment Policy for 2019
 - Update **assessment practices and procedures** for staff and students
 - Improvements to **moderation** process using 2017 MNA recommendations
 - Centralisation of assessment **metadata** to facilitate faculty improvement and more effective academic counselling - assessment calendar, internal moderation variance
 - Empower students and inform staff by making assessment expectations visible through shared understandings and clear **communication**

Strategic Priority 3 – School of choice for the community

Reflection on 2017 Focus – Visible leadership of learning in our community

Goals for 2017:

- To provide leadership that facilitates and supports community partnerships
- To ensure that the school's approach to community engagement is culturally responsive and inclusive
- To define the key property development priorities for the next 5 years so that the school meets community expectations for quality educational provision.

Targets or intended outcomes 2017:

- Kōtuitui Community of Learning within and beyond Green Bay High School has clear and well understood systems and processes in place which support collaborative practice amongst the various partners
- Increased number and variety of opportunities for engagement family/whanau
- Ka Hikitia strategy leads to clearly identified, visible changes in a range of school organisational systems and operations
- Property Development Plan complete and providing direction and inspiration for future design decisions
- Alternative Education and other 'at risk' initiatives in West Auckland receive leadership support from senior GBHS staff

Reflection:

The first year of involvement in **Kōtuitui Kāhui Ako**, our Community of Learning, was more about learning what this shift in policy meant for us. With the Kōtuitui leadership coming from Green Bay High School, including two of the four Across School teachers, it was possible to build a 'start up' team that could begin to develop some systems and processes. The key challenge was to find greater shared purpose in the Kāhui Ako, which would support collaborative practice amongst the various partners. Early on the reframing of the Kōtuitui purpose as an educational research and development centre for our community found favour across the community. The key research tool – Inquiry – then became the focus of the work. The Across School Team has commenced development of effective systems and process, as well as building a shared understanding of what effective collaborative inquiry looks like. The strategic review exercise with the Principals group at the end of the year affirmed the development work so far and a two to three year plan has emerged, commencing 2018. The second year of Kōtuitui will see additional team members contributing to the development of the community, a strengthening of systems, more connectivity across the community and stronger profile building. This will occur against a backdrop potential policy shifts with a new government, but any shifts are expected to be minor. At this point the Community of Schools model looks like it is here to stay.

There was an increased number and variety of opportunities for **engagement with family/whanau** in the school, though what this means depends on how engagement is defined. There were additional opportunities for parent/teacher meetings that had a specific focus – e.g. the digital learning evening – but these did not attract much interest. There was a significant increase in the home/school communications via the parent portal and the use of Google classroom, allowing a stronger flow of information between teachers and parents. It is hard to measure the effectiveness of this information flow – it certainly means that teachers are now managing 24/7 communication and that needs to be carefully monitored in terms of expectations and work load issues.

Our **Kahikitia** focus included greater commitment and focus on ‘getting it right’ with some of our Maori protocols, e.g. the powhiri for new students and staff. Our transition team worked in stronger partnership with our Te Reo teacher and kaumatua to achieve this. In addition, several teachers carried out professional inquiries into the bi-cultural aspects of student engagement and learning and this has developed into our Ka Hikitia Strategy Group. Although all this work sometimes feels slow, the emergence of a team of staff focused on inquiry in this area is important. It culminated in a very well attended hui at the end of the year for Maori whanau of new students for 2018. New leadership appointments have explicitly included engagement with the Kahikitia Strategy, in whatever form that might take in the future. And finally, the links being developed through our membership of the Kōtuitui Kāhui Ako is opening up new opportunities for building our responsiveness in this space. So there have been some clearly identified, visible changes in a range of school organisational systems and operations arising from the 2017 plan.

It has been difficult to progress the school’s **Property Development Plan**. Ministry expectations and timelines have slowed the process down significantly and so there is a level of frustration about not yet having a clear direction for future design decisions. What *is* clear, is that there will not be anywhere near sufficient central funding so we need to look creatively towards the use of financial and other resourcing. However, the hard work of our Executive Officer and team meant that the year has been very successful in terms of:

- Paying off the 12 year school loan from the Ministry
- Receiving significant externally raised funding for the development of the back courts
- The decision by Mana Tangata to vacate the building at the back of the school and donate it to the Board
- A huge number of small projects that helped to maintain and improve the buildings and grounds of the school
- Providing outstanding support to the principals in our Kōtuitui Kāhui Ako with careful management of this resource on their behalf.

Green Bay High staff are playing **key leadership roles in support of Alternative Education (WAEC) and other ‘at risk’ initiatives** in West Auckland. The A@W Trust set up to support the work of WAEC is now fully administered by GBHS. This is timely since applications for philanthropic funding for a variety of WAEC initiatives have been successful; robust accounting for such funding is essential. In addition, GBHS is providing leadership of the A@W DPs Group – a key group in terms of ‘at risk’ youth in West Auckland. Alongside this, our Learning Support team is involved in a local leadership role with the changes arising from re-framing of Special Education into the new MOE Learning Support Service and alignment with Kōtuitui Kāhui Ako.

There is no doubt that the school is providing visible leadership of learning in our community. The value of this is crucial in continuing to build community confidence in our school and so this focus must continue in 2018.

2018 Focus – More VISIBLE leadership of learning in our community

Goals for 2018:

1. To provide effective leadership of Kōtuitui Kāhui Ako which broadens its profile and impact on student achievement (Year 2)
2. To enhance opportunities to build collaboration between home and school in relation to student well-being
3. To develop and implement a new Ka Hikitia strategy that ensures support and growth of the school's bi-cultural dimension
4. To create a new Property plan to cater for the learning needs of students in the next decade, and source additional funding to support this
5. To further strengthen collaborative and shared decision-making structures across the school to enhance our bicultural partnership and commitment to student achievement goals in our school community.

Targets or intended outcomes 2018:

- Strategic Plan for Kōtuitui Kāhui Ako is supported by the participating schools and implemented successfully, with a successful leadership transition at the end of Term 3
- Wellbeing Strategy understood and strengthened by both community and student led initiatives, and successful community engagement in relation to uniform review
- Ka Hikitia Strategy evident in a collaboratively developed and implemented action plan
- Approval of next 10 year Property Plan by Ministry of Education and increased income from fundraising (International Education focus)
- Further evidence of improved collaborative decision-making, e.g. International Education, A@W, Kōtuitui Kāhui Ako, and other identified areas.

2018 ACTION PLAN: MORE VISIBLE LEADERSHIP OF LEARNING IN OUR COMMUNITY

(Goals and Summary Actions •)

1. To provide effective leadership of Kōtuitui Kāhui Ako which broadens its profile and impact on student achievement (Year 2)
 - Reference to the Kōtuitui Kāhui Ako Strategic Plan
 - Induction of new Across School teachers
 - Plan for leadership transition (effective from Term 3)
2. To enhance opportunities to build collaboration between home and school in relation to student well-being
 - Development of both community and student led initiatives
 - Optimise opportunities by strengthening well-being team - people and data
 - Consult with community over well-being strategy and uniform review
3. To develop and implement a new Ka Hikitia strategy that ensures support and growth of the school's bi-cultural dimension
 - Increase level of engagement with whanau
 - Seek opportunities to link Ka Hikitia strategy with Kōtuitui Kāhui Ako planning
4. To create a new Property plan to cater for the learning needs of students in the next decade and source additional funding
 - Engage with external consultant to establish process for developing plan and complete plan by middle of 2018
 - Strengthen marketing of International Education - implement strategic review recommendations
 - Identify fundraising priorities and strengthen strategies around philanthropic funding
5. To further strengthen collaborative and shared decision-making structures across the school to enhance our bicultural partnership and commitment to student achievement goals in our school community.
 - SEE PRIORITY 1
 - Implement more collaborative decision-making structure for International Students Programme
 - Strengthen collaborative practice across the A@W community via Senior Leader Groups - especially for 'at risk' students
 - Review effectiveness of existing collaborative decision-making processes within the school and implement new processes where required