



# ELLESMERE COLLEGE

## TE KĀRETI O WAIHORA

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CARING · RESPONSIVE · CHALLENGING

## Charter

### 2019

Ko Aoraki te maunga  
Ko Rakaia te awa  
Ko te Hāpua o Waihora  
Ko Taumutu te marae  
Ko te Kāreti o Waihora te kura  
Tihei mauri ora!

Aoraki the sacred mountain  
The waterways of Rakaia  
Ellesmere lagoon  
Taumutu is the marae  
Ellesmere College is the school  
Behold the breath of life!

## School Haka

Torona Titaha – Titaha  
Piwaiwaka  
Piwaiwaka  
Aue ka rere tāku manu ki Nuku Manaia  
E rere whakarunga e rere whakararo  
Ki te awa Rakaia  
Ki te hapua Waihora  
Ko te kete ika a Rakaihautu  
Tū tangata, tū tangata, tū tangata  
Aue, ko Ruahikihiki  
Te tipuna  
Ko Ruahikihiki  
Te Tangata  
Ko Ruahikihiki  
Te Hapua  
Ngā Te Ruahikihiki  
Te mana, te wehi, te ihi e  
Aue hi

Extended outwards  
The fantail  
It flies to and fro  
taking flight to Nuku Manaia  
Upwards and downwards  
To the Rakaia  
To Ellesmere Lagoon  
The fish basket of Rakaihautu  
Stand tall  
Ruahikihiki  
The ancestor  
Ruahikihiki  
The person  
Ruahikihiki  
The extended family  
Ngai Te Ruahikihiki  
The mana, the awe, the prestige  
It is done

Tau ana ko te noho tahitanga  
o ngā whānau, o ngā tuākana,  
me ngā tēina i roto i te whāriki ngahere.  
Arā, ka puāwai ngā tamariki a Matariki.  
Mahia ngā mahi o ngā tamariki  
hei āpōpō ka tū  
hei rangatira.

Peaceful earthy colours from the forest  
weave a mat for the koru frond to rest upon,  
smaller koru are securely nestled.  
From this embrace stars burst forth to realize their potential  
Fulfill the needs of our children and tomorrow they stand  
strong

Kui Pani Waru (Ngati Porou)

Our work over the next 5 years will be guided by the following two whakataukī:

**He waka eke noa**

The canoe we are all in without exception



**Kaua e rangiruatia te hāpai o te hoe;**

**e kore tō tātou waka eū ki uta**

Do not lift the paddle out of unison  
or our canoe will never reach the shore

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## Introduction

Situated in Leeston, 40 kilometres south of Christchurch, Ellesmere College is a modern, co-educational state high school with a role of approximately 580 students.

Set in attractive and spacious grounds, Ellesmere College was established in 1981 and caters for students from Year 7 to Year 13. Its rural location is pleasant and safe, and has the added advantage of being able to draw on the educational, sporting and cultural amenities of Christchurch and Lincoln.

The school has a very positive reputation locally, regionally and nationally for delivering a quality education to its students. Students achieve well in a climate where they are respected and where there is a 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 prioritises positive relationships between students and staff seeing this as being 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. Our broad curriculum and extensive co-curricular programme provide programmes of learning and activities for our increasingly diverse student population, facilitated by a highly qualified staff who are committed to ensuring that each student develops to their full potential. A feature of Ellesmere College is the individual attention we are able to give to our students and this is reflected in our curriculum and a strong focus on tracking individual student progress, as we strive to prepare our students with 21<sup>st</sup> century learning skills and for life beyond school.

The school is staffed by committed and highly 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 professional inquiry approaches, and an understanding that all professional development includes evidence-based and culturally responsive and sustaining best practice. Such an approach ensures that national and local priorities for all students are addressed.

The Board of Trustees 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 – Māori, 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 Māori and Te Reo Māori in the curriculum and Te Ao Māori across the school. Students requesting instruction in Tikanga Māori and Te Reo Māori will be provided for, as far as possible, within the school. Ngati Moki is our local marea at Taumutu which the school has strong connections to through students and the Whānau Committee, who were recognised for their work at the Selwyn Awards in 2018.

The school whanau system provides opportunities for student to participate in the wider life of the school, developing key competencies in a context outside the classroom. This is also the case with co-curricular programmes.

Dunsandel School, Leeston Consolidated School and Southbridge School are our main contributing schools. Ellesmere College has a close working relationship with these schools through the Ngā Mātāpuna o te Waihora Kāhui Ako which had its achievement challenges endorsed towards the end of 2018.

In 2018 the local Ministry of Education office completed a business case for the redevelopment of the school, which has been successful and it was announced in March 2019 that a full school redevelopment will take place. Our school will now be embarking on an exciting journey focused on not only the physical redevelopment of the school, but also the redevelopment of our pedagogical approaches.

Our school Charter represents the priorities and plans for the coming years. The Board of Trustees intends undergoing a full strategic planning process this year with full community consultation, which will help inform our decisions and future direction of the school.

## Mission Statement

Ellesmere College will provide a challenging and caring learning environment responsive to the learning needs of all students.

## Vision

Our students will be confident and motivated young people who are good citizens and lifelong learners

## School Moto

“Strive for Perfection”

“Kia nanaoire ai ki te ikeitanga o te taumata”

## Values

### Respect/Whakaute

- Being polite to others/Kia atawhai ētahi atu
- Caring for our surroundings/ Tiaki ōu wāhi
- Showing self-respect/Whakaatu ōu kiritau

### Integrity/Pāhekoheko

- Being honest and trustworthy/Kōrero pono me te tika
- Following through on your commitments/Whāi atu ou herenga
- Being responsible/Kia noho haepapa

### Success/Momoho

- Giving your best/Me karawhiu koe
- Persevering/Pūnoke
- Identifying goals and achieving/Tautohu ōu whāinga me ōu haumāuiui

### Empathy/Ngākau Aroha

- Treating others the way you want to be treated/Tiaki ētahi tangata pērā i a koe
- Caring for others/Manaaki ētahi atu
- Being community-minded/Hapori tautoko

## New School Crest

### Sheep

The sheep recognizes the rural context of our school.

### Arch

Represents the local mountains, steps to knowledge & things and shelter afforded by the meeting house. Also symbolises safety for all who enter the school.



### Kete:

Represents the 3 baskets of knowledge

### Piwaiwaka:

Recognises local bird-life and world significance of Lake Ellesmere. It is also seen as a bearer of good news by South Island iwi.

### Wheat:

Recognises Southbridge District High School was the original high school in the area.

### Wavy Lines:

Recognises we are surrounded by water  
– lakes and rivers



## New School Crest as a Model of Pedagogical Practice

### Blue Sky

- Teachers who create the environment for all of this to happen
- Big picture thinking

### Kete:

- Represent the baskets of knowledge of students, teacher and whanau
- Cultural toolkit we each bring to the classroom
- Culturally relevant responsive and sustaining pedagogies of relations

### Sheep

- Represents connections
  - to our local area
  - and connections across the curriculum
- Contextualising learning to our local area
- Experiential learning within our community
- How we work and engage with our local community

### Arch

- Represents connections to our local marae and its importance to our school
- Steps to higher learning
- High expectations
- Scaffolding learning so that all students achieve
- Safe learning space



### Piwaiwaka:

- Represents our students and a student-centered approach
- Confident, motivated, curious and resilient young people unafraid to take risks
- Life-long learners
- Individual and individualised learning
- Growth mindset unafraid to take risks

### Wheat:

- Represents the learning, skillset and dispositions of our learners
- Learning for Life
- Strong set of values to support our students throughout life

### Wavy Lines:

- Represents deep, visible learning which nourishes the wheat
- Well-being
- Strong-positive relationships

- Respect/Whakaute
- Integrity/Pāhekoheko
- Success/Momoho
- Empathy/Ngākau Aroha

- Strength-based approach

## Strategic Plan Overview: 2019-2023

Strategic Focus	Our People – strong culture of inquiry	Our Valued Outcomes – Positive student outcomes: quantity & quality	Our Community – Continued high community trust and school of choice for local community
<b>What will this look like by 2023?</b>	<ul style="list-style-type: none"> <li>Professional expertise widely acknowledged as ‘best practice’ and leading edge</li> <li>Shared understanding of effective teaching and learning</li> <li>New pedagogies for deep learning embedded in teaching practice</li> <li>Quality information accessible to inform evidence-based inquiry</li> <li>Inquiry-based practices fundamental to professional learning and change management</li> <li>Professional learning conversations common place</li> <li>Common language of learning and assessment</li> <li>Priority learners identified and supported to accelerate &amp; achieve</li> <li>Quality extra &amp; co-curricular programmes provide rich learning opportunities and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Positive well-being indicators across the school community</li> <li>All students leaving school with a relevant qualification (minimum NCEA Level 2)</li> <li>High levels of excellence in achievement</li> <li>Positive learning culture &amp; environment</li> <li>All students have clear learning and achievement goals</li> <li>Self-directed learning flourishing</li> <li>Clear curriculum and vocational pathways evident</li> <li>Rich learning opportunities within and outside the classroom with connection to local contexts</li> <li>Strong programme of Academic Mentoring and tracking of achievement with students inquiring into their own learning</li> </ul>	<ul style="list-style-type: none"> <li>A community school – inviting, friendly, respected</li> <li>School is hub of the community</li> <li>Relationships between students, school and home are positive and educationally powerful</li> <li>Modern, fresh, contemporary buildings provide multi-functional, flexible 21st century learning environment</li> <li>Te Ao Māori and biculturalism evident and culturally sustaining</li> <li>Focus on sustainability</li> <li>Strong learning and business partnerships with community</li> <li>Continued steady roll growth from inside school zone</li> <li>Quality staff seek employment with the school</li> <li>Students sought by universities, training providers &amp; employers</li> </ul>
<b>Key Strategies</b>	<ul style="list-style-type: none"> <li>Education Brief focused on New Pedagogies for Deep Learning</li> <li>Curriculum design, assessment &amp; academic counselling are strongly aligned through common language of learning</li> <li>Model of Inquiry informs decision-making across the school including PLD and Appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Values-based school-wide framework for well-being</li> <li>Vision &amp; resourcing for 21st Century flexible learning environment</li> <li>Local, bi-cultural and global relationships strengthened and developed</li> </ul>	

# Analysis of Variance – 2018

## Focus Target 1

**At the end of 2017 19% of Year 7 & 8 Maori students were judged to be well below the National Standard for Mathematics and 38% of Year 7 & 8 Maori students were judged at being below the National Standard. The target is to raise each individual student's level to reach the expected level of achievement for their year group.**

Summary of planned actions:

- 19% of Māori students were judged to be Well Below the National Standard for Maths in 2017.
- 38% of Māori students were judged to be Below the National Standard for Maths in 2017.
- This percentage is disproportionate to the whole cohort, 6% of the cohort were judged Well Below and 25% Below.

Year 7 Māori Students –

- Four students were Well Below and 2 were Below. These 6 students will be identified and their teachers notified. They will be targeted by their teachers this year with the aim of improving their results.
1. Identify students
  2. Differentiated mathematics programme at their level.
  3. Support from Learning Support and HELA Mathematics.
  4. Purchase new mathematics resources and make use of existing materials.
  5. Continue to monitor progress of the identified group by HELA Year 7/8.

## Outcomes: What happened?

Using asTTle testing and the curriculum expectation the following outcomes were observed:

### Year 7

27.7% of Māori students (equivalent to 3 students) tested below the curriculum expectation

45.45% of Māori students (equivalent to 5 students) tested well below the curriculum expectation

### Year 8

0% of Māori students tested below the curriculum expectation

71.43% of Māori students (equivalent to 5 students) tested well below the curriculum expectation

## Reasons for the Variance: Why did it happen?

All Year 7/8 staff were aware of who their target Maori students were and support was given to them in class as follows:

- Staff used weekly kupu in their teaching programmes as well as the use of numbers in Te Reo.
- Goals, both weekly and term by term, were set with each individual student based on their learning needs.
- Number Shark - created through Learning Support - was used for these students to allow for the differentiation and time given to practice what has been taught and learnt.
- During tests teachers work with these students to ensure questions are understood what is being asked and were rephrased if required.

Some reasons for the variance include:

- Different testing protocols being used e.g. Overall Teacher Judgements v's National Standards v's asTTle testing

- HELA Mathematics was seriously ill throughout 2018 which made it difficult to implement any consistent support/changes throughout the year
- Testing approaches did not identify students at risk of not achieving to the level needed

### **Evaluation: Where to next?**

- Develop a range of strategies to track, monitor and enhance student hauora and achievement
- Standardise assessment protocols across the junior school
- Development of an Evidential Database to track and monitor student achievement and to identify students at risk of not achieving
- Develop Collaborative Junior Curriculum & Assessment Team across the junior school
- Assessment data made available to staff in an easy to use format to inform inquiry/pedagogical decision-making
- Support collaboration between faculties to maintain consistent curriculum levels when assessing students
- Continue to evaluate the data for these students, take required action, monitor the impact and make any necessary changes.
- e-asTTle used to identify progress and acceleration of identified students at risk of not achieving
- PLD plan implemented with focus on professional inquiry, SOLO Taxonomy and culturally appropriate, responsive and sustaining pedagogies of relations
- Vertical alignment of individual staff inquiry processes/goals to school-wide and Kāhui Ako goals which relate to this focus target

### **Focus Target 2**

**Monitor and track Year 9 & 10 learners so as to identify students who are below the appropriate curriculum levels in the core subjects. This includes all priority learners.**

Summary of planned actions:

- Monitoring and tracking all Year 9 & 10 learners.
- Identify group of students working below the curriculum level across the core subjects including priority learners.
- Look at specific support for teachers to help these learners.
- Closely monitor the identified students in all core subjects, giving extra support where needed.

### **Outcomes: What happened?**

Using asTTle testing and the curriculum expectation the following outcomes were observed:

#### **Year 9**

##### **Literacy**

- 48.8% of students were below and 23% well below expected curriculum level
- 50% of Māori students (equivalent to 4 students) were below and 25% (equivalent to 2 students) were well below expected curriculum level

##### **Numeracy**

- 24% of students were below and 51% well below expected curriculum level
- 11.11% of Māori students (equivalent to 1 student) were below and 77.78% (equivalent to 7 students) were well below expected curriculum level

#### **Year 10**

Data unavailable at time of writing Analysis of Variance

### Reasons for the Variance: Why did it happen?

- Variation in assessment tools used to track students – previously asTTle testing had not been used to the extent it is currently being used. Overall Teacher Judgements and National Standards had previously been used.
- Year 9 and 10 students were not tracked as intensively as could have happened
- Identification of students at risk of not achieving did not consistently occur

### Evaluation: Where to next?

- e-asTTle used to identify progress and acceleration of identified students at risk of not achieving
- PLD plan implemented with focus on professional inquiry, SOLO Taxonomy and culturally appropriate, responsive and sustaining pedagogies of relations
- Vertical alignment of individual staff inquiry processes/goals to school-wide and Kāhui Ako goals which relate to this focus target
- Development of an Evidential Database to track and monitor student achievement and to identify students at risk of not achieving
- Assessment data made available to staff in an easy to use format to inform inquiry/pedagogical decision-making
- Investigate and establish new ways of Parent-Student-Teacher conferencing and Academic Mentoring
- Develop Collaborative Junior Curriculum & Assessment Team across the junior school
- Develop Achievement & Learning Objective Framework across junior school
- Support collaboration between faculties to maintain consistent curriculum levels when assessing students

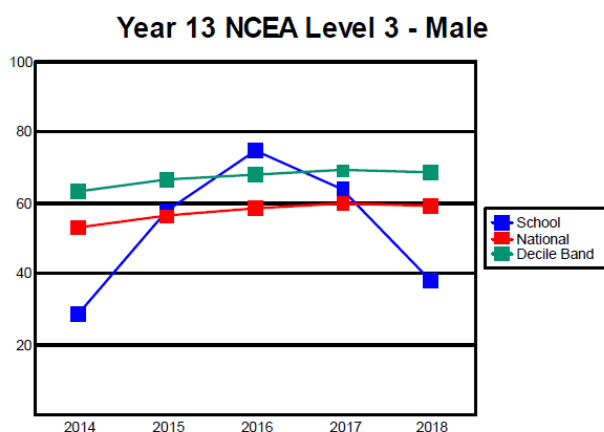
### Focus Target 3

**At the end of 2017 our Level 3 male achievement was 67% of students participating in NCEA. The National % was 78%. The target is to raise the % of males achieving at NCEA Level 3 to the national percentage.**

Summary of planned actions:

- Identification of the correct courses for each student.
- Consistent approach to mentoring.
- Close monitoring by Academic Coordinator and Deputy Principal.
- Targeted guidance for all Level 3 students during Term 3.
- Timely reporting of results.

### Outcomes: What happened?



53.3% of the thirty Year 13 students who did not achieve NCEA Level 3 were male.

### Reasons for the Variance: Why did it happen?

NZQA - Level 3 NCEA (Short)	Attendance Percentage (Half-Days)	<ul style="list-style-type: none"> <li>Non-attendance by males in Year 13 had a major impact on the level of academic achievement.</li> <li>93.75% of males in Year 13 who did not achieve had attendance levels below 80%.</li> </ul>
No	51	
No	81	
No	31	
No	76	
No	36	
No	79	
No	53	
No	33	
No	76	
No	73	
No	73	
No	74	
No	78	
No	78	
No	67	
No	67	

### Evaluation: Where to next?

- Development of an Evidential Database to track and monitor student achievement and to identify students at risk of not achieving
- Monitor and track students beyond our Kāhui Ako
- Develop a process of teacher conferencing and Academic Mentoring
- Support collaboration within Kāhui Ako to aid academic transition of students into and out of Ellesmere College
- Collaboratively design and explore a Graduate Student Profile and Profile of an Effective Ellesmere College Teacher
- Investigate timetable structures in other schools and review our current timetable
- Research and evaluate timetable options for cross-curricular and team-based teaching
- Implementation of criteria for graduation which includes:
  - Minimum 80% attendance with <5% unjustified
- Weekly attendance and achievement tracking of Year 13 students by the Principal
- Principal acting as academic mentor for Year 13 students

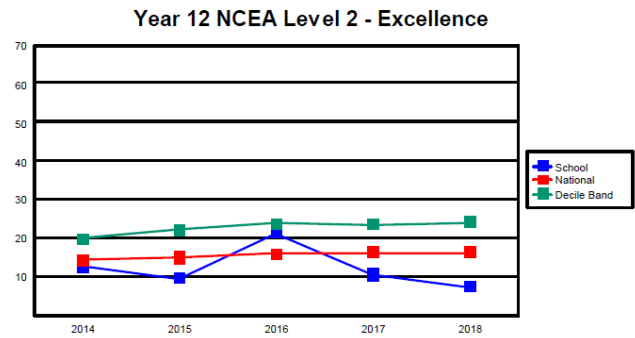
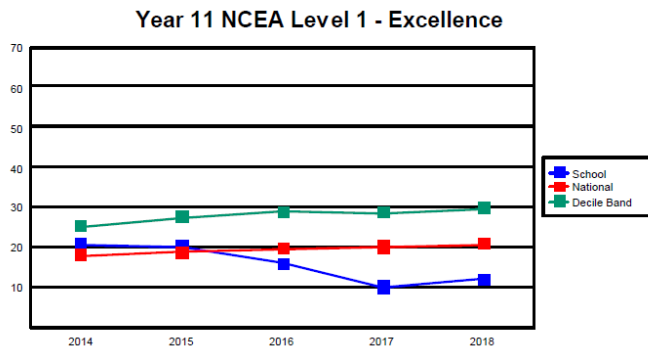
### Focus Target 4

**To raise the percentage of excellence endorsements at Level 1 and Level 2. In 2017 Level 1 had 9% of students achieve excellence and 10% at Level 2. Nationally Level 1 20% and Level 2 16%.**

Summary of planned actions:

- Limiting number of credits offered in courses to achieve quality results rather than a high number of credits – focused on achievement.
- Implement individual subject study plan with teacher guidance.
- Comprehensive differentiated mentoring programme at Level 1, 2 and 3 to support individual student achievement.

## Outcomes: What happened?



## Reasons for the Variance: Why did it happen?

- Students still enrolling in a large number of credits (>100 credits)
- Inconsistent tracking and academic mentoring of Year 11 and 12 students
- Reading ability of students having an impact on their level of inference and understanding in order to achieve with excellence. Recent asTTle testing has shown that large numbers of students in the junior level have low level literacy and inference skills. These students will need to be accelerated.

## Evaluation: Where to next?

- Development of an Evidential Database to track and monitor student achievement and to identify students at risk of not achieving
- Monitor and track students beyond our Kāhui Ako
- Develop a process of teacher conferencing and Academic Mentoring
- Support collaboration within Kāhui Ako to aid academic transition of students into and out of Ellesmere College
- Collaboratively design and explore a Graduate Student Profile and Profile of an Effective Ellesmere College Teacher
- Investigate timetable structures in other schools and review our current timetable
- Research and evaluate timetable options for cross-curricular and team-based teaching
- Implementation of criteria for graduation which includes:
  - Minimum 80% attendance with <5% unjustified
- Weekly attendance and achievement tracking of senior students by the Principal
- Senior leaders acting as academic mentors for Year 11-13 students

## 2019 Strategic Annual Plan Summary

### Theme: Future Focus for 21st Century Learning

Strategic Focus	Our People – strong culture of inquiry	Our Valued Outcomes – Positive student outcomes: quantity & quality	Our Community – Continued high community trust and school of choice for local community
Key Focus Questions	What will teaching and learning look like in 2023?	What are our valued outcomes for our students? What 21st Century skills and dispositions do they need to be successful?	How can we engage with the local community to strengthen relationships with external key stakeholders?
2019 Goals	1. Develop a model of new pedagogies for deep learning which is individualised, connected, visible, future-focused and culturally sustaining	2. Develop a range of strategies to track, monitor and enhance student hauora and achievement	3. Develop new opportunities to build collaboration between the school and wider community
	4. Develop collaborative and shared decision-making structures across the school to enhance our bicultural partnership obligations and responsibilities under Te Tiriti o Waitangi/Treaty of Waitangi, and commitment to valued outcomes in our school community.		
2019 Goal Focus Areas	<ul style="list-style-type: none"> <li>Data &amp; evidence accessible and used to inform and drive individual &amp; collaborative inquiry</li> <li>Deepen understanding of inquiry processes to provide clearer links to the progress of all learners</li> <li>Develop shared language of learning and assessment</li> <li>Complete Education Brief for school rebuild</li> <li>Review and implement Māori and Pasifika Strategic Plan to ensure support and growth of Te Ao Māori, biculturalism and culturally sustaining pedagogies</li> <li>Investigate other rebuilt schools' successes and failures</li> <li>Research and evaluate timetable options for cross-curricular and team-based teaching</li> </ul>	<ul style="list-style-type: none"> <li>Develop a Well-Being framework across the school</li> <li>Develop a model of Academic tracking and mentoring</li> <li>Develop teacher/student agency and accountability in the school learning culture</li> <li>Develop a supported assessment framework that enables visible learning in the junior school</li> <li>Develop a common model of leadership across the school – both staff &amp; students</li> <li>Develop a Graduate Student Profile &amp; Effective Teacher Profile</li> <li>Emerging culture of risk-taking without fear of failure</li> </ul>	<ul style="list-style-type: none"> <li>Develop and further strengthen links to Taumutu Rūnanga</li> <li>Plan a to carry out a community consultation</li> <li>Provide effective leadership and support for Ngā Mātāpuna o te Waihora Kāhui Ako initiatives</li> <li>Enhance opportunities to build collaboration between home and school in relation to student well-being</li> <li>Property plan for school rebuild</li> <li>Develop and strengthen links with local business</li> </ul>



## Action Plan – 2019

Goal	Actions	Success Criteria/Targets
1. <b>Develop a model of new pedagogies for deep learning which is individualised, connected, visible and future-focused and culturally sustaining</b>	<ul style="list-style-type: none"> <li>• PLD plan implemented with focus on professional inquiry, SOLO Taxonomy and culturally appropriate, responsive and sustaining pedagogies of relations (RB)</li> <li>• Vertical alignment of individual staff inquiry processes/goals to school-wide and Kāhui Ako goals (RB)</li> <li>• Complete Education Brief in consultation with staff, students and wider school community (SLT)</li> <li>• Review Māori and Pasifika Strategic Plan (SLT)</li> <li>• Investigate timetable structures in other schools and review our current timetable (FR/AN)</li> <li>• Research and evaluate timetable options for cross-curricular and team-based teaching (FR/AN/PT)</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teaching staff have had input and understand emerging model of new pedagogies for deep learning</li> <li>• Alignment of learning objective and success criteria wording across the school</li> <li>• All staff understand how to conduct an inquiry, inquiry goals are linked/aligned to departmental, school and Kāhui Ako goals</li> <li>• Appraisers capable of discussing inquiry outcomes in appraisal meetings</li> <li>• Common junior framework and language of learning developed and trialled</li> <li>• Education Brief for rebuild has been completed and submitted to the MoE</li> <li>• Readiness to trial new timetable in 2020</li> </ul>
2. <b>Develop a range of strategies to track, monitor and enhance student hauora and achievement</b>	<ul style="list-style-type: none"> <li>• Well-Being Team develop and implement a framework for well-being across the school (KO)</li> <li>• Development of an Evidential Database to track and monitor student achievement and to identify students at risk of not achieving (RB/AN)</li> <li>• Monitor and track students beyond our Kāhui Ako (AN/KP)</li> <li>• Assessment data made available to staff in an easy to use format to inform inquiry/pedagogical decision-making (RB/AN/PT)</li> <li>• Investigate and establish new ways of Parent-Student-Teacher conferencing and Academic Mentoring (PT/FR/AN)</li> <li>• Develop Collaborative Junior Curriculum &amp; Assessment Team across the junior school (PT &amp; HELAs)</li> <li>• Develop Achievement &amp; Learning Objective Framework across junior school (PT &amp; HELAs)</li> <li>• Support collaboration between faculties to maintain consistent curriculum levels when assessing students (SLT)</li> <li>• Explore Kouzes &amp; Posner's "Leadership Challenge" as a model of leadership across the school (RB)</li> <li>• Support collaboration within Kāhui Ako to aid academic transition of students into and out of Ellesmere College (RB/KP/AST)</li> <li>• Collaboratively design and explore a Graduate Student Profile and Profile of an Effective Ellesmere College Teacher (RB)</li> </ul>	<p><b>KA – Reading</b></p> <ul style="list-style-type: none"> <li>• Minimum 75% of all Yr 7-10 male students at or above expected NZC level</li> <li>• Minimum 70% Yr 7-10 Māori students at or above expected NZC level</li> <li>• Minimum 79% Yr 7 students at or above expected NZC level</li> </ul> <p><b>KA – Writing</b></p> <ul style="list-style-type: none"> <li>• 67.5% of all Yr 7-10 male students at or above expected NZC level</li> <li>• 69% of all Yr 7-10 Māori students at or above expected NZC level</li> </ul> <p><b>KA – Numeracy</b></p> <ul style="list-style-type: none"> <li>• 78% of all Yr 7-10 female students at or above expected NZC level</li> <li>• 70% of all Yr 7-8 Māori students at or above expected NZC level</li> </ul> <p><b>KA Yr 12 &amp; 13 – 87.5% of male school leavers gaining NCEA Level 2</b></p> <p><b>School-Wide</b></p> <ul style="list-style-type: none"> <li>• Accelerate achievement of Māori students towards more equitable outcomes with wider school performance</li> <li>• A significantly increased emphasis on quality of student achievement with all groups gaining parity with Decile 8 schools in Merit endorsement and parity with National results for Excellence endorsement</li> <li>• Positive increase in well-being indicators (NZCER Survey)</li> <li>• PB4L rebooted with redesign of matrix, positive reward system across the school, consistent understanding of minor and major behaviours, consistent use of behaviour management systems.</li> <li>• Trialled triangulated Parent-Student-Teacher conferencing and Academic Mentoring</li> <li>• Common understanding of Kouzes &amp; Posner's Leadership Challenge</li> <li>• Implement new student leadership roles</li> </ul>

		<ul style="list-style-type: none"> <li>• Common understanding amongst staff of Graduate Student Profile and Profile of an Effective Ellesmere College Teacher</li> <li>• Evidence of teaching staff taking pedagogical risks</li> </ul>
<b>3. Develop new opportunities to build collaboration between the school and wider community</b>	<ul style="list-style-type: none"> <li>• Develop and further strengthen links to Taumutu Rūnanga (RB/BoT)</li> <li>• Plan to carry out a community consultation (BoT)</li> <li>• Provide effective leadership and support for Ngā Mātāpuna o te Waihora Kāhui Ako initiatives (SLT)</li> <li>• Enhance opportunities to build collaboration between home and school in relation to student well-being (KO)</li> <li>• Property plan for school rebuild (SLT)</li> <li>• Develop and strengthen links with local business and local council (SLT)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement and strengthened relationship with Taumutu Rūnanga</li> <li>• Board of Trustees effectively carried out community consultation</li> <li>• Increased engagement of school staff with work being carried out by Ngā Mātāpuna o te Waihora Kāhui Ako</li> <li>• Engagement of local community well-being organisations and work effectively with whānau in area of well-being</li> <li>• Long-term strategic property plan developed for school</li> <li>• Strengthened links with local business through Gateway and engagement of students in local business community</li> </ul>
<b>4. Develop collaborative and shared decision-making structures across the school to enhance our bicultural partnership obligations and responsibilities under Te Tiriti o Waitangi/Treaty of Waitangi, and commitment to valued outcomes in our school community.</b>	<ul style="list-style-type: none"> <li>• Increase student (and in particular Māori student) voice in decision-making (PT/FR)</li> <li>• Strengthen Whānau Committee</li> <li>• Student-centered approach to decision-making (SLT)</li> <li>• Promote Board of Trustee elections and investigate co-opting new Board members with skills necessary for effective governance of school (BoT)</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Māori Student Agency Group and restructuring of student leadership framework</li> <li>• Increased attendance at Whānau Committee meetings</li> <li>• Impact of decisions on students is central to our actions</li> <li>• Increased size and diversity of Board of Trustees</li> </ul>

## Board of Trustees Annual Self-Review & Action Plan 2019

<i>Review</i>	<i>Area of Review</i>	<i>26-Feb</i>	<i>26-March</i>	<i>28-May</i>	<i>25-June</i>	<i>20-Aug</i>
<b>Strategic Review</b>	<i>Strategic and Annual Plan</i>	Charter & Annual Plan approved by BoT	Draft Analysis of Variance for 2018	Analysis of Variance for 2018 – report on all goals in Annual Plan		
<b>Regular Review</b>	<i>Learner Progress and Achievement</i>	Preliminary NCEA Results	Report on asTTle testing for junior students	NCEA results confirmed	Update on NCEA achievement data	Update on NCEA achievement data
		Staff PLD		Staff PLD	Wellbeing (NZCER Data) and PB4L report	Mid-year report on asTTle testing
				Attendance data for Term 1		Staff PLD
				Feedback on Department Review Process		Attendance data for Term 2
	<i>Other Reports</i>	Health & Safety Report	Health & Safety Report	Health & Safety Report	Health & Safety Report	Health & Safety Report
				Progress on Education Brief		Progress on Education Brief
	<i>HR</i>		Principal Performance Agreement Approved			Principal Performance Informal review
	<i>Administration</i>	Property and Finance Report	Property and Finance Report	Property and Finance Report	Property and Finance Report	Property and Finance Report
	<i>Budget</i>	Review and approval	Monitor	Monitor	Mid-Year Review	Monitor
<b>Emergent Review</b>	<i>New government initiatives</i>	Tomorrow's Schools Review	Discussion & Submission Tomorrow's Schools Review			
<b>Board Process Requirements</b>		Appoint chairperson Approve schedule of delegations Policy Updates	Accounts to Auditor	Annual Report approved and sent to MoE		

<i>Review</i>	<i>Area of Review</i>	<i>24-Sept</i>	<i>29-Oct</i>	<i>26-Nov</i>
<i>Strategic Review</i>	<i>Strategic and Annual Plan</i>	Develop Strategic Plan	Draft Strategic Plan Completed	Draft Annual Plan presented & Ratified
<i>Regular Review</i>	<i>Learner Progress and Achievement</i>	Update on NCEA achievement data	Update on NCEA achievement data	Update on NCEA achievement data
			Attendance data for term 3	Report on asTTle testing – progress and acceleration made in Years 7-10
	<i>Other Reports</i>	Health & Safety Report	Health & Safety Report	Health & Safety Report
		Progress on Education Brief	Staff PLD	
	<i>HR</i>	Principal Performance Informal review		Staff Appraisals Progress Report
				Principal Performance Review Report
	<i>Administration</i>	Property and Finance Report	Property and Finance Report	Property and Finance Report
	<i>Budget</i>	Budget requests to HELAs	2020 Draft Budget	2020 Draft Budget Approved
<i>Emergent Review</i>	<i>New government initiatives</i>			
<i>Board Process Requirements</i>				

## Professional Learning & Development Plan – 2019

### Term 1

Week	Date	Who	What
0	30 <sup>th</sup> Jan	Whole Staff Full Day PLD	Unpacked OECD Principles of Learning Connected OECD Principles of Learning to NZC Principles Dispositions & Skillset of student leavers (Graduate Profile)
4	18 <sup>th</sup> Feb	Whole Staff	Using data to inform inquiry (Part 1)
6	4 <sup>th</sup> March	Whole Staff	PB4L
8	18 <sup>th</sup> March	Whole Staff	Using data to inform inquiry (Part 2)
10	1st April	Whole Staff	Appraisal, Arinui and Professional Self-Responsibility

### Term 2

Week	Date	Who	What
2	6 <sup>th</sup> May	Workshops – All teaching staff rotate through	Introduction to SAMR/TPACK
4	20 <sup>th</sup> May		Introduction to SOLO Taxonomy
7	10 <sup>th</sup> June		PB4L
9	24 <sup>th</sup> June	Whole Staff	Book Club

### Term 3

Week	Date	Who	What
2	29 <sup>th</sup> July	Whole Staff	Exploring narratives of educational experiences of Ellesmere College students
4	12 <sup>th</sup> August	Whole Staff	Profile of an Effective Ellesmere College Teacher
6	26 <sup>th</sup> August	Whole Staff	Culturally appropriate, relevant, responsive & sustaining pedagogies of relations
8	9 <sup>th</sup> September	Whole Staff	PB4L
10	23 <sup>rd</sup> September	Whole Staff	Culturally appropriate, relevant, responsive & sustaining pedagogies of relations

### Term 4

Week	Date	Who	What
2	21 <sup>st</sup> October	Whole Staff	Critiquing our planning – SAMR/SOLO/Culturally Responsive Pedagogy
5	11 <sup>th</sup> November	Whole Staff	Critiquing our planning – SAMR/SOLO/Culturally Responsive Pedagogy
7	25 <sup>th</sup> November	Whole Staff	Book Club

## Appendix 1 – Summary of Staff Consultation on Strategic Plan 2019-2023

