



# School Charter For Kelston Girls' College 2018 – 2020

Principals' endorsement :	
Board of Trustees' endorsement :	
Submission date to Ministry of Education	

<b>Mission Statement</b>	To empower, challenge and celebrate the potential to achieve of young women within a culturally responsive context.
<b>Vision</b>	Young women who are empowered as leaders and confident future focused lifelong learners.
<b>Values</b>	<p><u>Respect ourselves</u> (Manaaki i a Tātou)</p> <ul style="list-style-type: none"> <li>• Fostering high levels of academic excellence.</li> <li>• Providing a range of learning opportunities and experiences for our young women (including academic, sport, cultural and social experiences).</li> <li>• Meeting the holistic needs of the students.</li> <li>• Ensuring the student is central in the learning process.</li> <li>• Ensuring our young women are exposed to work place experiences and values and leave with a career pathway.</li> </ul> <p><u>Respect others</u> (Manaaki i a Rātou)</p> <ul style="list-style-type: none"> <li>• Acknowledge and celebrate the importance of cultural diversity in all aspects of school life.</li> <li>• Valuing and promoting collaboration amongst all members of the school community.</li> </ul> <p><u>Respect Community</u> (Manaaki i te Hāpori)</p> <ul style="list-style-type: none"> <li>• Value the benefits of the co-operative partnership between home, school and the wider community.</li> <li>• Value and apply the principles of the Treaty of Waitangi.</li> <li>• Promote the strength of women in society.</li> <li>• Promote democratic principles, and social justice for each person.</li> </ul>
<b>Principles</b>	<p><b>Learning to learn:</b> Learners will explore future focused issues and set achievable learning goals in an environment where equity of outcomes, academic excellence, multi lingual skills and cultural capital are valued.</p> <p><b>Community engagement:</b> Learners achieve where whanau (family), community and school work in partnership observing open communication in a respectful relationship.</p> <p><b>Coherence:</b> Learners achieve in authentic, integrated contexts where resources are used effectively and where connections and alignment are made to other learning areas, to put new ideas into practice. Programmes prepare students for future learning and future learning pathways.</p> <p><b>Cultural diversity:</b> Learners' cultural backgrounds are acknowledged and valued and the classroom environment and pedagogy reflect this.</p> <p><b>High expectations:</b> Learners value high expectations from their teachers and respond to clearly articulated, meaningful feedback/feed forward.</p>

	<p><b>Treaty of Waitangi:</b> Te Tiriti o Waitangi is the founding NZ document, students have the opportunity to acquire Te Reo Maori me on a Tikanga. Our teacher pedagogy reflects Maori learning success as Maori.</p> <p><b>Inclusion:</b> Learning for every student happens in the context of culturally responsive relational trust in the classroom. All learners should feel acceptance, belonging, ownership, confidence and security in our learning environment both inside and outside the classroom.</p> <p><b>Future focus:</b> Learners are able to explore future focused issues through our curriculum delivery.</p>
<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p>Kelston Girls' College has a cultural mix of 14% Māori, 52% Pasifika, 9% Refugee Background Students (RBS) (mostly originating from Middle Eastern countries), 3% New Zealand European and 17% Other, (Asian and African origin).</p> <p>Kelston Girls' College is a multicultural community where diversity is valued and celebrated. This is reflected in our teaching pedagogy, the value we place on multi-lingual skills, our policies and procedures, for restorative practice and the value we place on the cultural capital that our students and their families bring to our school.</p> <p>Through Te Kotahitanga, Kia eke Panuku and now Poutamu, the educational progress of Māori students is monitored. The achievement of Pasifika, Refugee Background Students (RBS), students with disabilities and Other students is also monitored. We know that what works for Māori, works for all. School wide data gathering and analysis on a regular basis is a well embedded process. Malaga, a Kelston Girls' College Pasifika programme which grew out of the Pasifika Education Plan operates side by side with the Kia mohio, Kia rangatira plan.</p> <p>The school consults and reports to its community on the achievement of Māori. The school values and applies the principles of the Treaty of Waitangi.</p> <p>Kelston Girls works in partnership with the local Kelston Kahui Ako COL (Community of Schools) cluster to raise the level of educational achievement across all schools in Kelston.</p>
<p><b>Special Character</b></p>	<p>We are proud to be the only state school for girls in a low income multicultural community. Understandings emerging from the research evidence suggest that there are cognitive, social and developmental differences in growth rates of boys and girls in early adolescence. Single sex settings better accommodate the specific developmental needs of students. (Rowe 2003). For many parents a single-sex education for their daughters is a preferred choice that they are pleased to be able to make, without the punitive expenses of many single-sex schools. They value the importance of a safe learning environment that will allow their daughters to develop and achieve their academic goals. In the wider Kelston region, a single sex, girls only education is the preferred option for parents, according to Ministry data which places Kelston Girls College as the preferred school. The</p>

Kelston Schools visioning project organised by the Ministry in 2017 reinforced for the parents, students, Board of Trustees, and teacher their preference for a girls only learning environment in Kelston for adolescent young women.

The college places high priority on success for all learners and provides for girls and young women in Years 9 to 14, from a culturally diverse community. High priority is given to student wellbeing and goals and objectives are set that focus on the environment, restorative practices and students' ability to access learning opportunities whether at home or at school. The school does not have detentions and has not had to exclude a student for a number of years. Restorative practices work well in our girls only multicultural environment.

**Baseline Data and School context**

***Student's Learning***  
**2017 NCEA Results**

**Percentages Roll based To Date 03/03/2017 following final upload**

Level %	All (national)		Maori (national)		Pasifika (national)	
YEAR	2016	2017	2016	2017	2016	2017
<b>1</b>	73.7	84.4% (73.3%)	64.7	56.3 (64.2%)	81.1	84.4% (73.3%)
<b>2</b>	84.8	79.7 (80.7%)	85.0	64.3 (74.3%)	90.0	79.7% (80.7%)
<b>3</b>	59.8	72.1% (65.3%)	45.5	43.8% (56.7%)	70.5	72.1% (65.3%)

At Kelston Girls' College we are above the national average for Decile 1-3 schools for Level 1 and Level 3.  
for Pasifika students at Level 1 & 3.

Our NCEA results dropped at Level 1 and U.E. but improved by 3.8 percentage points at Level 2 and by 12.9 percentage points at Level 3.

NZQA does not supply national statistics for RBS (Refugee Background Students) or for ESOL funded students.

1 student gained a scholarship in Samoan in 2017.

**Endorsements 2017**

		Level 1		Level 2		Level 3	
		2016	2017	2016	2017	2016	2017
<b>Māori</b>	<b>Excellence</b>	9.1	0.6	5.9	0.3	0	0
	<b>Merit</b>	9.1	3.7	11.8	1.7	0	0.3
<b>Pasifika</b>	<b>Excellence</b>	4.7	3.9	0	0.3	2.3	0
	<b>Merit</b>	25.6	19.2	14.3	7.9	9.3	1.7
<b>All</b>	<b>Excellence</b>	8.2		3.8		2.8	
	<b>Merit</b>	24.7		16		13.9	

**Year 9 Numeracy Results (asTTle) (Feb 2017)**

All Year 9	Maori	Pacific	European	National
3P	3P	3B	3P	4P

**Year 9 Literacy Results (asTTle) (Feb 2017)**

All Year 9	Maori	Pacific	European	National
4B	4P	3P	4B	4P

2. Ministry of Education School Leavers' Results 2017 (this information will be available in late Term 2)

Retention of students to their 17<sup>th</sup> birthday at Kelston Girls' College (2016)

Ethnic Group (total response)	Kelston Girls' College	New Zealand Retention to 17
Māori	86.4%	70.9%
Pasifika	86.9%	82.9%
		83.6%

Number and percentage of school leavers from Kelston Girls' College with NCEA Level 2 or above, by Ethnicity (2014-2016)

Ethnic Group	Kelston Girls' College		New Zealand	
	L2 or above	Percentage	L2 or above	Percentage
Māori	17	77.3%	9,131	66.5%
Pasifika	72	85.7%	5,214	74.7%
<b>All Leavers</b>	<b>109</b>	<b>84.5%</b>	<b>48,793</b>	<b>80.3%</b>

Number and percentage of school leavers from Kelston Girls' College who did not achieve Level 2, by Highest Attainment and ethnicity (2016)

Highest Attainment Levels	Number of school leavers that did not attain a Level 2 qualification			Percentage of school leavers that did not attain a Level 2 qualification		
	Māori	Pasifika	All Leavers	Māori	Pasifika	All Leavers
30+ credits at Level 2 or above	4	4	8	80.0%	33.3%	40.0%
NCEA Level 1		4	5		33.3%	25.0%
Credits but less than L1 attained	1	4	6	20.0%	33.3%	30.0%
No formal attainment			1			5.0%
Total Below Level 2	5	12	20			
<b>All Leavers</b>	<b>22</b>	<b>84</b>	<b>129</b>			

Number and percentage of school leavers from Kelston Girls' College who attained a Vocational Pathway Award, by ethnicity (2016)

Ethnicity	Manufacturing & Technology	Social & Community Services	Services Industries	Creative Industries	Total Awards	Students attaining 1 or more Awards
Māori	0	1	3	5	9	7
Pasifika	1	5	20	11	37	30
<b>All School Leavers</b>	<b>1</b>	<b>10</b>	<b>25</b>	<b>24</b>	<b>60</b>	<b>50</b>
Percentage of Total Awards	2%	17%	42%	40%	100%	

	<p><b><i>Student engagement</i></b>  Attendance has been recognised as an issue that affects achievement. It is also recognised that the reasons for poor attendance are complex, varied and often out of the control of the students themselves.</p> <ul style="list-style-type: none"> <li>- The average overall attendance in 2017 was 77%.</li> <li>- The average overall attendance for Pasifika was 77%</li> <li>- The average overall attendance for Maori was 68%</li> <li>- The average overall attendance for European was 67%</li> <li>- In 2017 both Māori and Pasifika, after high attendance in Term 1 and a dip in Terms 2 and 3, trended upwards in Term 4. In 2017 we linked parental support to good student attendance in our conversations with parents and caregivers.</li> <li>- In Term 4 2017 Year 9 attendance improved. We believe the Inquiry week encouraged better attendance later in the term.</li> </ul> <p>Programmes that have been implemented to raise engagement and attendance are:</p> <ul style="list-style-type: none"> <li>• A robust transitioning process from Year 8 to Year 9</li> <li>• Transitioning of students entering the school during the year.</li> <li>• Continued with the 'Rock ON' programme in 2017.</li> <li>• 'Inquiry' at Year 9</li> <li>• Introduction of NCEA at Year 10</li> <li>• Relevant and varied course of study in the Senior school</li> <li>• A range of mentoring and leadership programmes for student</li> <li>• A well-resourced and effective Hauora centre</li> <li>• The employment of a Student Attendance Officer in the Senior School.</li> </ul>
<p><b><i>Review of Charter and Consultation</i></b></p>	<p>The Board meets each year in August-September to review the Charter. In August 2017, the Strategic Planning day was attended by Leaders of Learning who presented data on progress, in their areas of responsibility.</p> <p>An update on credits accrued in the senior school was given by the Data Manager. The Director of Te Arataki (Trade Academy) reported on the development of trades programmes for girls and the introduction of a programme that enables other schools to send female students to their courses, for which Kelston Girls' College Trade Academy is the fund holder.</p> <p>The Deputy Principal reported on PLD for the staff.</p> <p>The Principal took the meeting through the Ministry of Education's School Leader Achievement and Destination Profile 2016.</p> <p>The Board reviewed the Charter and made changes to the Strategic Goals to reflect their views on the status of Kelston Girls' College and on single sex schools for girls.</p>

<p><b>School Organisation and Structures</b></p>	<p>a. Kelston Girls' College has a strong focus on successful transitions <u>into</u> the school and <u>out</u> of the school. Students enrolling during the year attend a Transition Class before joining their Form Class. They learn 'how we do things at our school' and are introduced to their Dean and Form Teacher. A buddy is appointed to support them. They attend the Hauora Centre to have a HeadSS assessment. Year 8 students who enrol attend a transition day in Term 4 to find out about the school. Junior Leaders spend the day with Year 8 students. We are conscious of recent research that highlights the difficulties of adapting at transition points. Of particular concern is the transition from Year 8 to Year 9. Most negatively affected are girls and of those, Māori and Pasifika girls are least likely to adjust positively in Year 9. They are most likely to never engage and to drop out of school. Once at High School Year 9 girls are supported by Year 12 STAR mentors throughout the year. Students at risk of leaving school are supported by Youth Transition. All school leavers have a career plan and a minimum of NCEA Level 2. Gateway provides in-depth work place experience as part of that transition from school. The Careers Counsellor organises for tertiary institutions to speak to students and for those students to visit tertiary institutions and develop a career plan. A comprehensive programme of career guidance from Year 9 to 13 is being embedded.</p> <p>Through Ministry of Education funding, Refugee background students receive support from a Homework Centre and from Career Guidance. The Refugee Academic Dean works closely with Refugee background students and their parents.</p> <p>b. Te Arataki kite uru (Trades Academy), Gateway and the Careers programme allows us to expose our students to a range of career opportunities and work place experiences to ensure they are able to make informed decisions about their futures. Recent research in New Zealand (see New Zealand Careers website) has revealed that young people who experienced a minimum of 4 meaningful workplace experiences while in high school had the greatest chance of regular employment in their adult lives. Teaching staff participate in PLD on career opportunities and workplace preparation, e.g. 'soft skills'.</p> <p>c. Kelston Girls' College is developing an intensive tracking of students' academic progress and regular academic counselling/mentoring with a teacher, which also supports successful learning outcomes for our students. Twice a year parents attend a meeting with teacher and daughter to hear about learning progress and achievement of goals.</p> <p>As well as year level Deans who have an academic focus, there is a Māori Academic Dean, a Pasifika Academic Dean and a Refugee Academic Dean. Their role is to provide regular guidance to students based on up to date data.</p> <p>d. The Hauora Centre (Health Centre) at Kelston Girls' College is a purpose built clinic that administers to the physical, emotional and spiritual needs of the young women at the school. It is a free service managed by the Guidance Counsellor reporting to the Principal. A full time Registered Nurse, a Receptionist, one full time and one part time Guidance Counsellor are available to help our young women. A doctor attends one day a week and numerous health agencies attend on a regular basis, e.g. Physiotherapist, Family Planning. The school has a Chaplain and an ex-member of our support staff meets our Muslim students on a regular basis.</p>
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	<p>A variety of mentoring and counselling services use the centre to meet their clients.</p> <ul style="list-style-type: none"> <li>- A pastor attends three times a week.</li> <li>- Students are trained as PSSP (Peer Sexuality Support Programme) advisors. The student-led Health and Wellbeing Committee and SADD Committee has a focus on wellbeing and values and is led by Prefects.</li> <li>- At the Hauora Centre students can make an appointment through the Receptionist. Confidentiality is mandatory.</li> </ul> <p>e. In 2017 bi-lingual Māori and bi-lingual Samoan classes were introduced at Year 9. The focus is to support the continuation of these languages and to develop greater understanding of Academic English amongst the students.</p> <p>f. The timetable includes double periods of 1 ½ hours. IN 2018 teachers are encouraged to break the lesson into chunks and have a 10 minute exercise break.</p> <p>g. Each Wednesday, school ends at 2.20pm to enable staff to undertake two hours of PLD and conduct faculty/pastoral business.</p> <p>h. After three years of inquiry and trialling, the school has agreed on an Inquiry process in the Junior School that occurs in Term 2 and 4, provides authentic learning opportunities and focuses on community based research.</p>
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**Strategic Goals  
For  
Kelston Girls' College  
2018 – 2020**

Principals' endorsement :	
Board of Trustees' endorsement :	
Submission date to Ministry of Education	

## Kelston Girls' College Strategic Goals 2018 – 2020

### Mission Statement

**To empower, challenge and celebrate the achievement of their educational potential as young women within a culturally and linguistically responsive and relational context.**

<p><b>Strategic Goal 1</b> <i>Lifting levels of student achievement across the school</i></p>	<p><b>Strategic Goal 2</b> <i>Lifting levels of student engagement and retention in learning and creating positive transitions.</i></p>	<p><b>Strategic Goal 3</b> <i>Continuously enhancing staff capacity to meet learning needs.</i></p>	<p><b>Strategic Goal 4</b> <i>Ensuring a safe and harmonious environment for teaching and learning.</i></p>	<p><b>Strategic Goal 5</b> <i>The development of buildings and facilities that are student friendly and inclusive to learning in a modern learning environment.</i></p>	<p><b>Strategic Goal 6</b> <i>Continual development of community partnerships.</i></p>	<p><b>Strategic Goal 7</b> <i>Ensuring the future of our school and preserving the capacity of education in West Auckland.</i></p>
<p>Our goal is to accelerate progress of all students through developing strengths in literacy through mother tongue and through English language learning.</p> <p><b>Desired outcomes:</b></p> <p>1.1 Improve Māori, Pasifika &amp; RBS achievement in NCEA and in Merit and Excellence endorsement.</p> <p>1.2 Achievement to be at or above the national average in Literacy and Numeracy in the Junior School to</p>	<p>Our goal is to develop commitment and ownership of learning in all students but particularly for Māori students at all levels.</p> <p>Students enrolling during the year will remain at Kelston Girls' College.</p> <p>There will be a managed pathway for any student who leaves during the year.</p> <p><b>Desired outcomes:</b></p> <p>1.1 100% of Māori will be</p>	<p>Our goal is to continue to strengthen PLD systems and the PLD Committee and to continue with the application of appraisal and personnel management systems.</p> <p><b>Desired outcomes:</b></p> <p>3.1 A consultative PLD Committee is formed in Term 1, led by D.P.</p> <p>3.2 Digital portfolios that meet Education Council (certification) requirements are</p>	<p>Our goals is to revisit and strengthen our use of restorative procedures and the Kelston Way with staff and students.</p> <p>We will continue to celebrate our diversity and grow our understandings of our multi lingual and multi ethnic school community.</p> <p><b>Desired outcomes:</b></p> <p>4.1 Culturally and linguistically</p>	<p>Our goal is to continue development of D Block MLE.</p> <p><b>Desired outcomes:</b></p> <p>5.1 Teachers use innovative learning strategies to improve student academic success.</p> <p>5.2 Pedagogy that is culturally and linguistically responsive and relational in context, and collaborative</p>	<p>Our goal is to continue to develop an inclusive relationship between the school and its community.</p> <p><b>Desired outcomes:</b></p> <p>6.1 Teachers at KGC engage with teachers at other COL schools to improve learning outcomes for students.</p> <p>6.2 Partnerships are established that enhance learning</p>	<p>Our goal is to retain a girls' only school where positive learning outcomes for young women are valued and they leave school proud of their culture, of who they are and with an achievable career pathway. Despite the competitive model favoured in NZ education we wish to achieve this in collaboration with secondary schools in West Auckland and in the Kelston Community of Learning (Kahui Ako).</p> <p><b>Desired outcomes:</b></p> <p>7.1 Our diverse community of learners are able to retain and speak their mother tongue, are literate in English, especially</p>

<p>prepare for Senior study which requires sound academic literacy for students to succeed. Māori Pasifika and RBS students will benefit with greater success at Level 2 &amp; 3 NCEA.</p> <p>1.3 All subjects in the Junior School to provide collaborative programmes and assessments that are at curriculum Level five.</p> <p>1.4 Introduction of bilingual Māori and bilingual Samoan in the Junior school, employing linguistic and cultural contexts in all aspects of learning, along with a school-wide literacy plan.</p> <p>1.5 To support the development of co-operative, communication, problem solving and conflict resolution skills, the junior</p>	<p>retained and engaged in learning at each Year level.</p> <p>1.2 Any student leaving school during the year will have a managed pathway and career plan.</p> <p>1.3 Students will leave school with a minimum of NCEA Level 2.</p> <p>1.4 Te Arataki kite Uru and Gateway provide alternative and engaging pathways to achievement of Level 2 NCEA and tertiary study.</p>	<p>created and developed regularly by all teachers.</p> <p>3.3 Digital skills of staff are developed and teachers acquire a kite of Digital 'tools' that are agreed as necessary for teaching at Kelston Girls' College.</p> <p>3.4 Staff understanding of Te Reo and Samoan (linguistically and culturally).</p> <p>3.5 An outcomes focus that highlights improved academic literacy learning outcomes for students, particularly Māori, Pasifika and RBS students.</p>	<p>responsive and relational pedagogy in the classroom and in-school community.</p> <p>4.2 Enter into a three year programme to refresh staff on Restorative processes and The Kelston Way (PB4L)</p> <p>4.3 Compliance with Health &amp; Safety Act to ensure a safe school environment.</p>	<p>programmes focused on Literacy in the Junior school and the introduction of NCEA Level 1 in Term 3 in Year 10, Māori and Pasifika and RLB students are engaged in achieving positive learning outcomes in the classroom.</p>	<p>outcomes for our students in bilingual Māori and Samoan classes.</p> <p>6.3 Partnership between school, aiga and whanau is strengthened and hui/fono are well attended, with consultation used to inform practice.</p>	<p>academic English; and are respectful of others and their cultures.</p> <p>7.2 Teachers consistently use culturally appropriate and relational pedagogy in the classroom; and in their professional relationships with colleagues and students, are respectful, upholding The Kelston Way.</p> <p>7.3 By 2019 the school will welcome Years 7 and 8 students to Kelston Girls' College, who enrol in Bilingual and regular classes.</p> <p>7.4 By 2019 Te Kura Te Arataki will have meaningful programmes operating within a robust structure, attended by girls from other schools as well as Kelston Girls' College, moving into apprenticeships leading to career pathways of their choice. Barriers hindering girls from moving into male dominated trades will be removed.</p> <p>7.5 West Auckland secondary school collaboration will result in a balance of inner and out of zone students with agreed percentages; using collaborative strategies, all West</p>
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<p>students to have twice yearly opportunities for authentic, real life inquiry.</p>						<p>Auckland secondary schools will work together to negotiate for funding to upgrade their 40+ year old classrooms.</p> <p>7.6 We will develop learning support structures to provide viable programmes for young women with learning needs, academically.</p>
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<b>Other 2018 Key Improvement Strategies to Achieve Strategic Vision</b>			
<b>Property</b>	<b>Short Report 2018</b>	<b>Finance</b>	<b>Short Report 2018</b>
<ul style="list-style-type: none"> <li>• Removal of excess classrooms to meet Ministry requirements.</li> <li>• Return the Weights Room to usable condition and establish regular use by students.</li> <li>• Continue to pursue Ministry of Education approval for purpose built ECE.</li> <li>• Complete drainage of sports fields.</li> </ul>		<ul style="list-style-type: none"> <li>• Operate the 2018 budget in an efficient manner. Working capital to remain above \$1,000,000 as recommended by Leading Edge.</li> <li>• Inquire into possibility of sponsors and partnerships to fund better sporting facilities.</li> </ul>	
<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
<p><i>(Refer to Page 18)</i></p>	<p>Teachers are provided regular opportunities to update their appraisal portfolios. PLD is provided.</p> <p>MLLs training on shadow coaching to ensure teachers are supported to use cultural and linguistically responsive pedagogies in the classroom.</p> <p>All faculty teams are mentored and monitored by MLLs to incorporate academic literacy strategies in every subject.</p>	<ul style="list-style-type: none"> <li>• Continue to participate in Kelston and establish working relationships with local primary and intermediate schools.</li> <li>• Continue to work with Sport Waitakere on sport in the curriculum.</li> <li>• Support the Play &amp; Sport facilitator to introduce water only in the classroom and exercise breaks during double periods.</li> <li>• Pursue partnerships with businesses and tertiary providers for the benefit of Gateway and Te Arataki Academy.</li> </ul>	<ul style="list-style-type: none"> <li>• The Kelston COL has been established and three COL teachers within school have been appointed at Kelston Girls' College.</li> <li>• Strong relationship has been developed with Sport Waitakere and a new Sport Coordinator appointed. Rugby Academy established. Kelston Girls has now appointed a play sport Activator.</li> <li>• WIP.</li> </ul>

**Annual School Improvement Plan/Targets  
For  
Kelston Girls' College  
2018 – 2020**

Principals' endorsement :	
Board of Trustees' endorsement :	
Submission date to Ministry of Education	

**ANNUAL PLAN AND TARGETS - 2018**

<b>School:</b> Kelston Girls' College						
<b>Domain:</b> Student Learning and Achievement						
<b>Strategic Goal:</b> Lifting levels of student achievement across the school.					<b>Annual Goal:</b> Lifting levels of student achievement across the school.	
<b>Baseline Data:</b> <i>Where are we now?</i>					<b>Targets:</b> <i>Where do we want to be at the end of 2018?</i>	
<b>Percentages Roll based To Date 10/04/2017 following final upload</b>						
Level %	All (national)		Maori (national)		Pasifika (national)	
YEAR	2016	2017	2016	2017	2016	2017
<b>1</b>	73.7	84.4% (73.3%)	64.7	56.3 (64.2%)	81.1	84.4% (73.3%)
<b>2</b>	84.8	79.7 (80.7%)	85.0	64.3 (74.3%)	90.0	79.7% (80.7%)
<b>3</b>	59.8	72.1% (65.3%)	45.5	43.8% (56.7%)	70.5	72.1% (65.3%)
					<ul style="list-style-type: none"> <li>All senior students will sit and attempt at least <u>one</u> external A.S.</li> <li>Improve the % of students leaving school with NCEA Level 2 or better by 5%.</li> <li>Pasifika, Māori at or above the Decile 1-3 average for girls nationwide in NCEA 1, 2 and 3 and UE and in the achievement of Endorsed with Merit or Excellence.</li> <li>All Year 10 Māori students starting NCEA Level 1 in Term 3 will continue to prove the efficacy of this approach by further improvement in NCEA Level 1 endorsed with Excellence and Merit.</li> <li>Increase the number of Scholarship passes.</li> <li>Pasifika, Māori shifting by 3 sub levels in asTTle Literacy and Numeracy in Year 9 and 10, to better prepare them for NCEA Level 1.</li> <li>Bilingual Samoan and Māori junior classes to improve language acquisition by 3 percentage points on the asTTle measurement tool.</li> </ul>	



<b>Key Improvement Strategies</b> <i>What will we do? When? Who is responsible?</i>			<b>Indicators of Progress</b> <i>What will we see? When?</i>
<b>When</b>	<b>What</b>	<b>Who</b>	
<b>Term 1 - 4</b>	<p>Mauri Ora hui sessions of Junior (Year 9 &amp; 10) teachers to focus on Māori student achievement. Teachers to bring evidence of shift in improvement for next term's meeting, for Māori. Bring evidence of improved learning outcomes. CO-constructive decision making by teachers.</p> <p>Continue to bring evidence of the use of culturally responsive and relational pedagogy to the meetings. The meetings to agree, using co-construction, and what next steps will be, and apply those steps.</p> <p>Faculty planning for each subject to start preparing Year 10 for NCEA in Term 3 focussing on academic Literacy and Numeracy A.S. Term 2 and 4 integrated learning in core subjects through inquiry. Bring evidence of student learning success. Bring evidence of use of rubrics that reflect, <u>Surface</u> → <u>Deep</u> → <u>Transfer</u> of understanding of the strategies of research.</p>	<p>Junior teachers SCT, Lit, TiC, Bilingual/literacy Committee representatives.</p> <p>Junior teachers SCT, TiC Lit, Data TiC</p> <p>Junior teachers</p>	<p>Data collation of asTTle results to show evidence of shift at Term 2 and Term 4 meetings. Discussion at STP meeting so parents understand significance of data and take home strategies to assist their daughter's learning in literacy eg reading comprehension.</p> <p>In Term 3 Year 10 students able to explain asTTle results and progress in NCEA Level 1. Year 9 students able to explain asTTle result.</p> <p>Seniors able to explain NCEA results and their learning goals.</p>
<b>Term 1 - 3</b>	<p>Data collation of credits/analysis of Merit and Excellence earned each Term. Traffic lights to highlight 'at risk' students. Use of check points each term to keep seniors focused on long assignments.</p>	<p>Academic Deans, MLLs, Data TiC, Academic Counsellors, PN PLD</p>	<p>By early Term 2 it should be evident which students are 'at risk' and require intervention for SAG &amp; A.R.O.N.A. MLL to bring the data to MLL meeting early Term 2. Update faculty action research focus for the term.</p>

**Resourcing:** Plan time and personnel for intervention at SLL, MLL and Teaching & Learning meetings.  
PLD budget – Culturally and linguistically responsive pedagogy – PLD from MOE and COL

1. Faculty action plans co-constructed with faculty team and reported to Board end of each term.
2. FCE to upskill MLLs on data collation and analysis. (refer to meeting with Meagan Jowsey from Ministry of Education.
3. MLLs to shadow coach their teams, focusing on culturally and linguistically responsive pedagogy and academic literacy.
4. Rongohia te hau in Term 3. To include learning intentions and take away learning is on the board for students.
5. Termly Mauri Ora hui sessions where subject teachers bring evidence of Māori student progress/evidence of literacy strategies/evidence of use of learning intentions each lesson.

<b>School:</b> Kelston Girls' College															
<b>Domain:</b> Student Engagement and Transition															
<b>Strategic Goal:</b> Lifting levels of student engagement in learning and creating positive transitions.		<b>Annual Goal:</b> Retain Māori students to Year 10. Retain Year 10 Māori to Year 11 and retain Māori to Year 13 in 2018.													
<b>Baseline data:</b>		<b>Targets:</b> At the end of 2018 we will have retained all Māori students.													
<b>Māori Students as at March 2018:</b>		Students enrolling through the year will still be with us at the end of the year.													
<table border="1"> <thead> <tr> <th>YEAR 9</th> <th>YEAR 10</th> <th>YEAR 11</th> <th>YEAR 12</th> <th>YEAR 13</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>14</td> <td>20</td> <td>14</td> <td>11</td> <td>84</td> </tr> </tbody> </table>		YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13	TOTAL	25	14	20	14	11	84		
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All year	<ul style="list-style-type: none"> <li>Develop rubrics in each faculty by which to measure Junior work.</li> <li>Termly Mauri Ora hui sessions.</li> <li>Continue with Gateway and Trade Academy.</li> <li>Students enrolling through the year to be inducted and 'at risk' students to have HEADSS and IEP.</li> <li>Continue an inquiry into physical activity with Play.Sport.</li> </ul>	Year 9 & 10 Teachers and Form Teachers. TIC Lit: SHM TIC KEP: PNE TIC Num: MSE TIC Play Sport Jamie Lane TIC Gateway MPK TIC Trade Academy VWS MLLs Nurse SENCO	Evidence of success will be provided by the engagement of Māori students. This will be shown in attendance in class, shifts in literacy measured by asTTle, timely completion of classwork, student voice.  Regular attendance updates from teachers & Deans. Number of Māori students at each year level to be recorded and shared with Teachers.  Completion of class work assignments/earned credits for seniors.												
<b>Monitoring:</b> <i>How are we going? Where are the gaps? What needs to change?</i> At risk students across the school to be regularly monitored using IRF funding, SAC, ARONA funding and availability of one of the COL teachers (KYL) to work with individual students re literacy.															
<b>Resourcing:</b> <i>How much money and time is needed? Who will help us?</i> PLD for teachers re literacy strategies. Develop interventions for IRF Juniors with low asTTle score with SENCO.															

<b>School:</b> Kelston Girls' College			
<b>Domain:</b> Personnel			
<b>Strategic Goal:</b> The provision of professional development of highly effective staff.		<b>Annual Goal:</b> <ul style="list-style-type: none"> <li>Continue to strengthen PLD systems/committee.</li> <li>Ongoing self-review of appraisal and personnel management.</li> </ul>	
<b>Baseline data:</b> <ul style="list-style-type: none"> <li>Confidence to develop sound literacy teaching strategies that are used confidently by all teachers.</li> <li>Continue to embed digital portfolios this year, as part of teacher personal development.</li> <li>Continual focus on culturally rich positive pedagogy.</li> <li>Establish a data committee and time table committee that meet regularly and have appropriate PLD.</li> </ul>		<b>Targets:</b> <ul style="list-style-type: none"> <li>Establish policy and procedures accepted by all by conducting a literacy inquiry.</li> <li>Develop a PLD committee that engage all staff and is consultative.</li> <li>Digital portfolios that reflect Education Council requirements and are up to date.</li> <li>Efficient administrative processes for applying for PLD.</li> <li>Data, timetable and PLD committees to meet at least 1 x term and report to staff.</li> <li>Staff meeting each term.</li> </ul>	
<b>Key Improvement Strategies</b> <i>What will we do? When? Who is responsible?</i>			<b>Indicators of Progress</b> <i>What will we see? When?</i>
<b>When</b>	<b>What</b>	<b>Who</b>	
Term 1 - 4	<ul style="list-style-type: none"> <li>PLD committee representing all faculties that consults the wider groups of staff.</li> <li>Wednesday afternoons to include regular teacher reflection time.</li> <li>Conduct a literacy inquiry.</li> <li>Appraisal portfolios that meets Education Council requirements.</li> <li>Efficient procedures in place e.g. Leave applications; EOTC; PLD applications.</li> <li>Continue upskilling staff in IT.</li> </ul>	D.P./PLD committee DP/Calendar – Org Committee DP/Calendar.Org Committee D.P. I.T. Committee/Bilingual Committee Data Committee Timetabling Committee Literacy Inquiry to include representatives across all faculties led by an outside researcher. Bilingual teacher team (SYV, RTU, LMV, PRN).	<ul style="list-style-type: none"> <li>Positive evaluations of PLD (teacher voice)</li> <li>Staff willingly participating in PLD presentations. (staff supporting staff)</li> <li>Efficient procedures for personnel management.</li> <li>Staff use IT confidently in the classroom, enter information on KAMAR confidently and accurately, and through Google Docs provide access to units of work to Gateway students when absent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Rongohia te hau to show a shift in teacher us of culturally responsive strategies.</li> <li>• Involve parent/whanau in supporting bilingual Māori and Samoan classes.</li> </ul>		<ul style="list-style-type: none"> <li>• Policy and procedures agreed to by all staff.</li> <li>• Culturally responsive and relational trust embedded across staff.</li> <li>• Confident speaker of the language, participating and understanding the culture.</li> </ul>
<p><b>Monitoring:</b> <i>How are we going? Where are the gaps? What needs to change?</i>  Discussion with co-coaches and others and evaluation of reflection folders and materials will help show the effectiveness of the PLD provided.</p>			
<p><b>Resourcing:</b> PLD budget</p>			

<b>Other 2018 Key Improvement Strategies to Achieve Strategic Vision</b>			
<b>Property</b>	<b>Short Report 2018</b>	<b>Finance</b>	<b>Short Report for 2018</b>
<ul style="list-style-type: none"> <li>• The Weights Room to be regularly used by teachers and students.</li> <li>• Complete the re-building of D Block.</li> </ul>		<ul style="list-style-type: none"> <li>• Operate the 2018 budget in an efficient manner. Working capital to remain above \$1,000,000 as recommended by Leading Edge.</li> <li>• Sponsors and partnerships to fund better sporting facilities.</li> </ul>	
<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report for 2017</b>
<ul style="list-style-type: none"> <li>• More reflection time for staff.</li> <li>• Establish a PLD committee that meets regularly.</li> <li>• Continue to grow co-construction skills of teachers.</li> <li>• MLLS and Deans to work on creating strong, collaborative skill sets in their teams, and not rely on senior leadership teams to do this for them.</li> </ul>		<ul style="list-style-type: none"> <li>• Seek collaboration with other schools offering bilingual classes.</li> <li>• Continue to work with Sport Waitakere on sport in the curriculum, rugby academy leadership.</li> <li>• Play sport activator will continue to work with Nurse and Prefects (especially those leading the Health and Well being Committee and The Sports Committee) to develop a water only school, regular healthy exercise and healthy eating.</li> <li>• Maintain Kohui Ako links with local schools.</li> </ul>	
Resourcing: Property, Finance, Personnel budgets will fund these activities.			