

WESLEY COLLEGE CHARTER AND STRATEGIC PLAN 2019 - 2021

WESLEY COLLEGE CHARTER

Wesley College is a Christian, multi-ethnic, multi-faith, socially diverse boarding and day school affiliated with the Methodist Church of New Zealand, Te Haahi Weteriana o Aotearoa. Wesley College was established to provide education with a Special Character.

Wesley College has special obligations to provide education for students of Māori descent, Pacific Island descent and orphans or otherwise disadvantaged students.

Mission Statement

Wesley College endeavours to provide its students, with the opportunity to excel in the spiritual, academic, sporting and cultural aspects of their lives. Having achieved this aim, Wesley graduates will go on to contribute to the wider community as balanced individuals of faith, integrity, sensitivity and purpose.

THE SPECIAL CHARACTER IN THE DAILY LIFE OF WESLEY COLLEGE –

The influence of the ethos of contemporary New Zealand Methodism

Our Special Character

simply stated: We are Christian in practice

We are Methodist in ethos

We are Accepted for who we are

We are Called to be God's people to do God's work

We Belong to the Wesley College Family and the wider family of God.

Wesley College is a multi-ethnic school that has a direct affiliation with the Methodist Church of New Zealand – Te Haahi Weteriana o Aotearoa. The Methodist Church of New Zealand – Te Haahi Weteriana o Aotearoa is a Treaty-based Church that expresses its governance in a bi-cultural, power-sharing partnership between Te Taha Maori and Tauwiwi.

Curriculum

Wesley College affirms that every student in school will have the best possible learning opportunity.

This involves the provision of a balanced curriculum, which enables all learners to acquire existing knowledge and skills while at the same time developing capabilities to create knowledge and practise new skills.

Basic skills will be learned. Physical and aesthetic abilities will be enhanced. Realistic personal standards of achievement will be set. Scholarship will be valued and encouraged at every level. Every student will be aware of the dual cultural heritage of New Zealand and the multi-cultural nature of our society.

Equity

Wesley College affirms that equity objectives will underpin all activities in the school.

Wesley College will ensure that this school's policies and practices seek to achieve equitable outcomes for students of both sexes, for rural and urban students; for students from all religious, ethnic, cultural, social, family and class backgrounds, and for all students irrespective of their ability or disability.

Aspects of equity

Equal Educational Opportunity: The aim will be to ensure equal opportunity for all students to participate in and succeed in the full range of school activities.

The school will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will affect the school's curriculum and how the school distributes resources.

They will include programmes that redress existing inequities and address the current and future needs of students, particularly.

- Maori
- Pacific Island
- Other ethnic groups
- Women and girls
- Students with disabilities
- Students with other special learning needs

Treaty of Waitangi

The Methodist Church of New Zealand - Te Haahi Weteriana o Aotearoa is a Treaty-based Church that expresses its governance in a bi-cultural, power-sharing partnership between Te Taha Maori and Tauwiwi.

Wesley College has an obligation and a commitment to develop policies and practices which reflect New Zealand's dual cultural heritage. Wesley College is committed to Ka Hikitia

Pasifika Achievement

The Board of Trustees is committed to the Pasifika Education Plan and raising the achievement of Pasifika students.

Community

Wesley College is proud of the diverse communities it represents and believes that a balanced and inclusive approach to working with and for the community results in a just experience for all. Our Methodist special character is at the forefront of all we do.

School Motto

The school motto embraces the core values for Wesley College.

The motto, "Fide Litteris Labore" translates as By Faith, By Learning, By Hard work. That is, the Christian faith, learning and academic attainment, as well as hard work contributes to our core values.

Kairangi Values

Every decision relating to curriculum and every interaction that takes place at Wesley College reflects the values of the individuals involved and the collective values of the institution. Our daily Kairangi values are Family, Respect, Responsibility and Excellence. They are woven into the fabric of school life.

Strategic Themes

In this plan there are five (5) themes or visions where Goals for yearly annual plans are identified and targets with associated expected outcomes set. These targets will identify the outcomes necessary for the College to deliver its mission and vision for the students in its care.

The 5 strands are:

1. Special Character, Student Services and Pastoral Care
2. Shared, effective Team Vision
3. Students and their Learning
4. Staff Effectiveness
5. Property, Personnel and Financial Resources

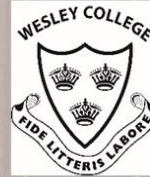
GOD

Methodist Church of NZ – Te Haahi Weteriana o Aotearoa

By Faith

Do all the good I can
By all the means I can
In all the ways I can
In all the places I can
At all the times I can
To all the people I can
As long as I ever can

By Learning



By Hard Work

Family
Respect
Responsibility
Excellence

Act justly Love mercy

Walk humbly with God

Having been given the opportunity to develop their spiritual, academic, social, sporting and cultural potential it is our hope they will be well balanced individuals of integrity, sensitivity and purpose.

Our Special Character - Our Why!

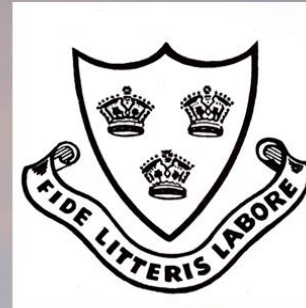
We are Christian *in practice*

We are Methodist *in ethos*

We are Accepted *for who we are*

We are Called *to be God's people
to do God's work*

We Belong *to the Wesley College family
and the wider family of God*



THE METHODIST CHURCH OF NEW ZEALAND
Te Haahi Weteriana O Aotearoa

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Profile of a Wesley College Graduate (Developed by staff and students)

Qualified

Good Manners

Adaptable

Relationship
skills

Resilient

Self-Motivated

Respectful

Confident

Leader

Persistent



The Strategic Plan Structure

VISION

Wesley College is a Christian, multi-ethnic, multi-faith, socially diverse boarding and day school affiliated with the Methodist Church of New Zealand, Te Haahi Weteriana o Aotearoa. Wesley College was established to provide education with a Special Character.

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MISSION

Wesley College endeavours to provide its students, with the opportunity to excel in the spiritual, academic, sporting and cultural aspects of their lives. Having achieved this aim, Wesley graduates will go on to contribute to the wider community as balanced individuals of faith, integrity, sensitivity and purpose.

KAIRANGI VALUES

FAMILY

RESPECT

RESPONSIBILITY

EXCELLENCE

STRATEGIC THEMES

Vision 1: Special Character, Student Service & Pastoral Care

Vision 2: Shared, effective team vision

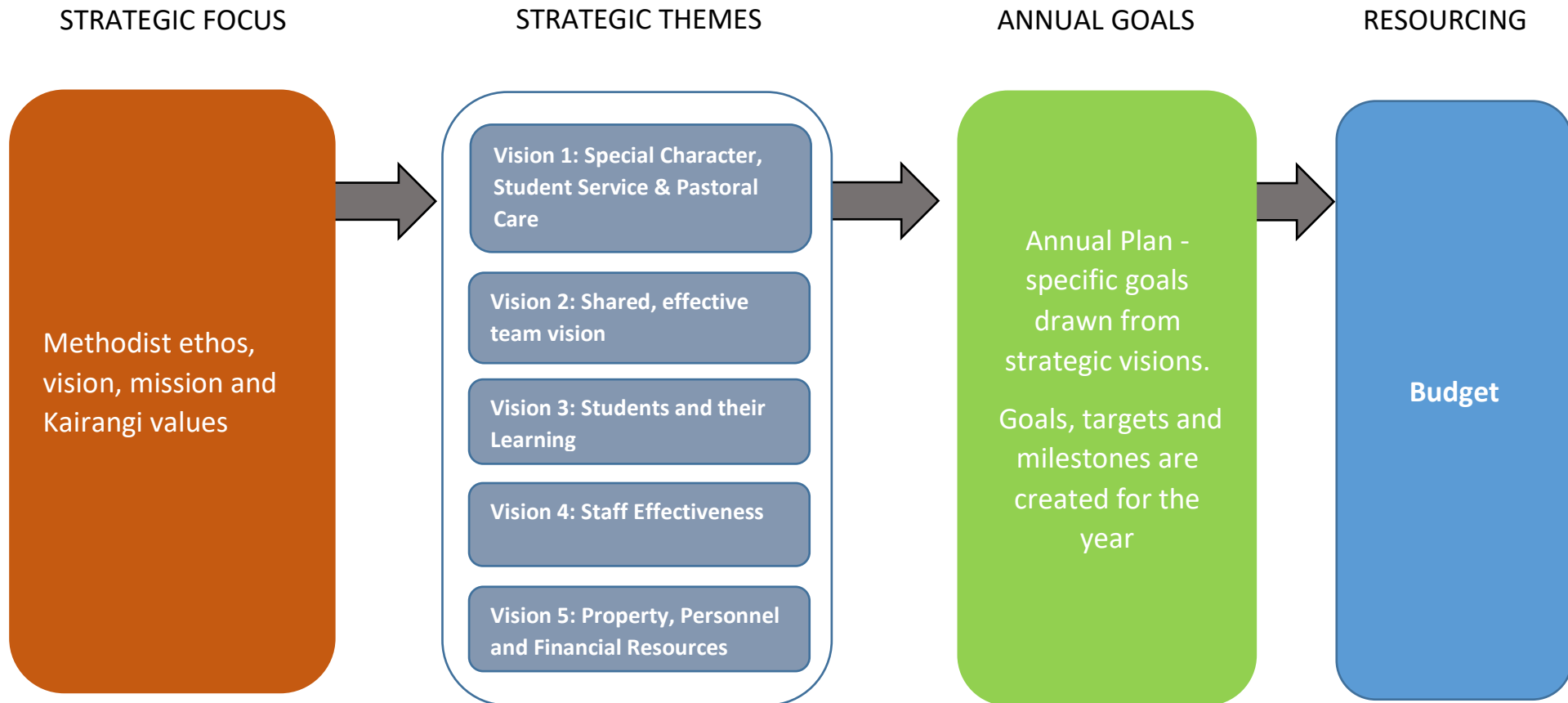
Vision 3: Students and their Learning

Vision 4: Staff Effectiveness

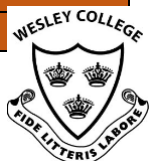
Vision 5: Property, Personnel and Financial Resources



The relationship between Strategic Plan and Annual Plan Structure



VISION	<p>Vision: Wesley College is a Christian, multi-ethnic, multi-faith, socially diverse boarding and day school affiliated with the Methodist Church of New Zealand, Te Haahi Weteriana o Aotearoa. Wesley College was established to provide education with a Special Character. Wesley College has special obligations to provide education for students of Māori descent, Pacific Island descent and orphans or otherwise disadvantaged students.</p>				
MISSION	<p>Mission: Wesley College endeavours to provide its students, with the opportunity to excel in the spiritual, academic, sporting and cultural aspects of their lives. Having achieved this aim, Wesley graduates will go on to contribute to the wider community as balanced individuals of faith, integrity, sensitivity and purpose.</p>				
KAIRANGI VALUES	Family	Respect	Responsibility	Excellence	
STRATEGIC THEMES	Strategic Themes				
STRATEGIC GOALS	<p>Vision 1: Special Character, Student Service & Pastoral Care</p>	<p>Vision 2: Shared, effective team vision</p>	<p>Vision 3: Students and their learning</p>	<p>Vision 4: Staff effectiveness</p>	<p>Vision 5: Property, Personnel and Financial Resources</p>
	<p>1.1 To develop an understanding and respect for Christian faith, the Methodist ethos, its sacraments and traditions.</p>	<p>2.1 Communication – develop a razor-sharp focus on our communication at all levels</p>	<p>3.1 To ensure students develop a clear career pathway</p>	<p>4.1 To embed Teaching as Inquiry as mechanism for staff development to improve student outcomes</p>	<p>5.1 To deliver a quality environment within the constraints of our current facilities</p>
	<p>1.2 To develop from understanding (1.1) a respect for the Chapel as a worship space and place.</p>	<p>2.2 Leadership - to empower and inspire strong leaders</p>	<p>3.2 To encourage all students to aim for personal excellence in the school curriculum</p>	<p>4.2 To develop Teaching and learning programmes that inspire and foster high achievement for each learner.</p>	<p>5.2 To successfully provide for tools and resources that support 21st century teaching and learning</p>
	<p>1.3 To continue to develop Kairangi values within the School that will nurture the sense of belonging to the Wesley College Family.</p>	<p>2.3 Job satisfaction - to have enjoyment and fulfilment in our work</p>	<p>3.3 To promote and develop literacy and numeracy skills & critical thinking skills</p>	<p>4.3 To use e-learning tools to enhance students' teaching and learning experiences</p>	<p>5.3 To become an employer of choice and develop a leading workplace that maximises staff potential and retention</p>
	<p>1.4 To develop the sense of service both within the School and wider community.</p>		<p>3.4 To promote & develop active citizenship</p>	<p>4.4 High quality collaborative professional development and appraisal will be used to continuously improve teaching and learning</p>	<p>5.4 Enhance the value of the school community and its past pupils</p>
			<p>4.5 To embed culturally responsive and relational pedagogy</p>	<p>5.5 To ensure resourcing retains our Culture of Excellence in sporting success</p>	
			<p>4.6 Wesley College works towards achieving the goals of the Kahui Ako</p>		



BUDGET
WESLEY COLLEGE
STRATEGIC PLAN 2019 – 2021

Vision 1: Special Character, Student Service & Pastoral Care

- **Place our Methodist Ethos at the forefront of everyday life**

1.1 To develop an understanding and respect for Christian faith, the Methodist ethos, its sacraments and traditions.

1.2 To develop from understanding (1.1) a respect for the Chapel as a worship space and place.

1.3 To continue to develop Kairangi values within the School that will nurture the sense of belonging to the Wesley College Family.

1.4 To develop the sense of service both within the School and wider community.

Goal 1.1: To develop an understanding and respect for Christian faith, the Methodist ethos, its sacraments and traditions.

TARGET	ACTION	WHO	WHEN	REPORTING
1.1.1 To provide sacramental programmes when requested for Baptism and Confirmation	<ul style="list-style-type: none"> • An invitation to staff and students to join Sacramental classes. • Create a LAF Committee to work on developing Student's spirituality and leadership. • Special Term Services to be attended by all staff, students, families - include Day students and their families. 	<p>Superintending Chaplain</p> <p>Superintending Chaplain/Prefects and Senior students</p>	<p>First Holy Communion Service of each term beginning 2019</p> <p>Beginning Term 1 2019</p>	
1.1.2 To increase staff and student attendance at and participation in Special Term Services.	<ul style="list-style-type: none"> • Term 1 .Service of Beginnings • Term 2. Wesley Day (Sunday closest to May 24) • Term 3. Wesley College Anniversary(last Sunday in September) • Term 4. Senior Prize-Giving • Leaver's Chapel/Dinner • More visibility on School website of events. 	Superintending Chaplain/SLT	2019	
1.1.3 To continue daily morning Chapel services.	<ul style="list-style-type: none"> • Encourage and strengthen participation and contribution of staff and students re- 	Superintending Chaplain	2019	

	<p>themes/special national Days/ Bible Week</p> <ul style="list-style-type: none"> Especially Yr 13s during their final year. 			
	<ul style="list-style-type: none"> Create a Chapel Choir responsible for leading the singing Create a multicultural Hymn/Prayer Book Series on 'worship and its purpose.' Why we do it 	<p>Liaise with HOD Music</p> <p>Liaise with Vision 1 Team</p>	<p>Begin 2019</p> <p>Begin 2019</p>	

Goal 1.2: To develop from understanding (1.1) a respect for the Chapel as a worship space and place.

TARGET	ACTION	WHO	WHEN	REPORTING
1.2.1 Students will be able to enter chapel quietly and sit quietly until worship begins without instruction/supervision.	<ul style="list-style-type: none"> Continue to reinforce daily through lining up in Form classes and walking in quietly 	Superintending Chaplain/Prefects	2019	
	<ul style="list-style-type: none"> Seat to be reserved for Form Teacher alongside each Form Class. Bible check as students enter chapel. 	<p>SLT</p> <p>Prefects</p>	2019	

	<ul style="list-style-type: none"> • Make link with Kairangi values regarding Respect • Provide pew like seating where Bibles/hymn books can be kept. • Students to be seated in chapel by 8.20am • Begin singing as a method of keeping students quiet. • Prefect's Assembly Mon/Wed/Fri 8.20-8.35 • Hostel Assembly Tues/Thurs 8.20-8.35 	<p>Superintending Chaplain</p> <p>Prefects</p> <p>Director of Boarding</p>		
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Goal 1.3: To continue to nurture within the School the sense of family and of belonging to the Wesley College Family.

TARGET	ACTION	WHO	WHEN	REPORTING
1.3.1 To create a safe and values based environment through Kairangi for all, where respect for people and property is upheld.	<ul style="list-style-type: none"> • Emphasize through chapel messages God and faith is about Respect for people and the environment. 	Superintending Chaplain	2019	
	<ul style="list-style-type: none"> • Make link to Kairangi values. • Anti-Bullying/anti- mocking programmes to develop tolerance of diversity and difference. • Buddy System to develop closer relations between senior/junior students. 	<p>School/ Hostel</p> <p>Vision 1 Team LAF Committee Prefects</p>	2019	

	<ul style="list-style-type: none"> • Camps - Yr 13/Yr 9, Yr 12/Yr 10 etc • Deans to provide opportunities to celebrate each year Level's success perhaps every term ie a mini prize giving. • Hostels to provide opportunities to acknowledge leadership and success within individual dorms every term. • Houses to celebrate their successes and efforts to secure Winstone Cup. 	<p>SLT</p> <p>Director of Boarding/Hostel Staff</p> <p>House Leaders</p>	2019	
	<ul style="list-style-type: none"> • Make links to Special Character statement 'We are accepted for who we are.' • Continue All Staff Days - Team building events Outings for Staff. • Restorative Practice trainings 	<p>Superintending Chaplain/School-wide</p> <p>SLT</p>	<p>2019</p> <p>2019</p>	

Goal 1.4: To develop the sense of service both within the School and wider community.

TARGET	ACTION	WHO	WHEN	REPORTING
1.4.1 To develop an awareness of the value and importance of service in one's life.	<ul style="list-style-type: none"> • Initiate visits to local Hospitals/Homes. • Develop stronger relationships with local schools through service • Develop value of giving without receiving - gospel based. 	Superintending Chaplain	2019	

	<ul style="list-style-type: none"> Develop one or two 'service' projects within the School. 	LAF Committee		
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Vision 2: Shared, effective team vision

- Open communication and working collaboratively, school wide, so that everyone is valued.**
- 2.1 Communication – develop a razor-sharp focus on our communication at all levels
- 2.2 Leadership - to empower and inspire strong leaders
- 2.3 Job satisfaction - to have enjoyment and fulfilment in our work

Goal 2.1: Communication – develop a razor-sharp focus on our communication at all levels

TARGET	ACTION	WHO	WHEN	REPORTING
2.1.1 Develop better communication skills to increase ability to work with and assist each other	<ul style="list-style-type: none"> Ensure clarity around all roles and responsibilities through detailed position descriptions and maps of areas of responsibility 	Principal/SLT	End of 2019	
	<ul style="list-style-type: none"> Investigate and implement a school and community wide digital environment to support communication e.g. School Point, Phone based App, digital signage 	Principal/SLT	End of 2019	
2.1.2 Map out entire communication process	<ul style="list-style-type: none"> Establish a communication tree 	DP	End of term 2 2019	

	<ul style="list-style-type: none"> • Establish email protocols • Prepare an internal communications strategy that details effective communication processes with and between SLT, all staff and Board. 	<p>DP</p> <p>Principal/SLT</p>	End of 2019	
	<ul style="list-style-type: none"> • Prepare an external communications strategy that will ensure all stakeholders have easy access to current and timely school information with regular updates on school news and happening 	Principal/SLT	End of 2019	
<p>2.1.3 Invest in training that focuses on communication and that creates clear and concise verbal and nonverbal interactions</p>	<ul style="list-style-type: none"> • Provide training in communication delivery where required • Develop the use of the norms of collaboration (pausing, paraphrasing, probing, putting ideas on the table, paying attention to self and others, presuming positive intention, and pursuing a balance between advocacy and inquiry) 	<p>Principal/SLT</p> <p>Principal/SLT</p>	<p>Ongoing</p> <p>2019</p>	

Goal 2.2: Leadership - to empower and inspire strong leaders

TARGET	ACTION	WHO	WHEN	REPORTING
2.2.1 Become an employer of choice that maximises staff potential	<ul style="list-style-type: none"> Implement a comprehensive professional development leadership programme that aligns with strategic priorities and builds leadership capability. 	Principal/SLT	End of 2019	
	<ul style="list-style-type: none"> Provide opportunities for people to lead and step –up through creation of leadership positions as the school grows 	Principal/SLT	Ongoing	
2.2.2 Ensure and provide opportunities for staff to engage in leadership roles.	<ul style="list-style-type: none"> Rotate chairing Departmental. Level and teacher meetings. 	DP/AP	Ongoing	
	<ul style="list-style-type: none"> Provide and distribute relevant PD 	DP	Ongoing	

Goal 2.3: Job satisfaction - to have enjoyment and fulfilment in our work

TARGET	ACTION	WHO	WHEN	REPORTING
2.3.1 Ensure thorough induction process for all staff	<ul style="list-style-type: none"> Create clear concise documented induction process for all positions in the college 	DP/SCT/Director of Boarding	End of 2019	
2.3.2 Regular recognition of staff and opportunities to participate in school events is available	<ul style="list-style-type: none"> BoT Annual Staff dinner 	Principal/BoT	Annually	
	<ul style="list-style-type: none"> Twice termly full staff get together 	Principal/SLT	Annually	

	<ul style="list-style-type: none"> • Annual full staff hui • Annual Hostel Parent hui • Fortnightly staff Kairangi award • List of all school activities made available to all staff (Sport, Cultural and Arts) so they feel encouraged to join in • Establish a dedicated fund to specifically support staff initiatives, further education, co-curricula and innovations 	Principal/SLT Principal/SLT DP DP Principal/DP	Annually Annually Fortnightly Ongoing 2020	
2.3.3 All staff have needs based individual learning plans	<ul style="list-style-type: none"> • All staff have needs based individual learning plans addressing their professional goals and are guided to appropriate PLD opportunities 	Appraiser/HoD	2019	
2.3.4 Actively role model our Kairangi Values so every staff member is supported and valued	<ul style="list-style-type: none"> • Attend all staff briefings • Attend Departmental meetings • Attend Chapel in the mornings 	Appraiser Appraiser/HoD Appraiser	Ongoing Ongoing Ongoing	

Vision 3: Students and their learning

- **Provide the best education for all students**

3.1 To ensure students develop a clear career pathway

3.2 To encourage all students to aim for personal excellence in the school curriculum

3.3 To promote and develop literacy and numeracy skills & critical thinking skills

3.4 To promote & develop active citizenship

Goal 3.1: To ensure students develop a clear pathway

TARGET	ACTION	WHO	WHEN	REPORTING
3.1.1 Students receive ongoing careers advice	<ul style="list-style-type: none"> Students provided opportunities to attend Tertiary open days, Dream Fono & Career Expos. Student profile is designed by the Academic mentor and shared with the Transition teacher/Gateway/Achievement coordinator/Dean 	<p>Transition teacher/Year Level Dean/Academic mentor (form teacher)/Gateway/Achievement coordinator</p> <p>Academic mentor</p>	Each Term	
3.1.2 Student choices are linked to career pathways	<ul style="list-style-type: none"> Academic mentor provides advice on what option subjects to choose to support career focus. Option choices provide an academic and vocational pathway to support career choice Student career pathway reviewed regularly. 	<p>Academic mentor</p> <p>DP Timetable</p> <p>Academic Mentor/Dean</p>	<p>Each term</p> <p>Annually</p> <p>Each term</p>	
3.1.3 Review curriculum design in regards to new programmes and courses available to meet student needs	<ul style="list-style-type: none"> Review curriculum programme 	DP Curriculum and Curriculum committee	Annually	
	<ul style="list-style-type: none"> A Services Academy is introduced in/after 2020 Pathways are coherent and authentic and linked to the local community Investigation of local pathways and the potential for Wesley 	<p>Principal/BoT</p> <p>SLT</p> <p>SLT</p>	<p>2020</p> <p>Ongoing</p> <p>2020</p>	

	College to be leaning hub centred around the STEM requirements in the immediate area			
3.1.4 Students have opportunities to experience tertiary studies and work experience from Year 9	<ul style="list-style-type: none"> • Students have the opportunity to experience study at tertiary institutions • Students have the opportunity to undertake work experience which is linked to their identified career pathway 	Transition teacher/Dean Gateway coordinator	Annually As necessary	

Goal 3.2: To encourage all students to aim for personal excellence in the school curriculum

TARGET	ACTION	WHO	WHEN	REPORTING
3.2.1 To foster a culture of high expectations amongst the students & whanau in academic achievement.	<ul style="list-style-type: none"> • Develop individual learning plans based on realistic goals, student aspirations and careers guidance • Promote Kairangi values through action and behaviour • Reward students who uphold school values 	Academic mentor All staff Kairangi committee/All staff	Annually Annually Annually	
3.2.2 Attain results above national average	<ul style="list-style-type: none"> • Student data results are analysed and trends identified. 	DP responsible for data tracking Academic mentor/Dean	Annually	
	<ul style="list-style-type: none"> • Collected data used to monitor and track progress of achievement 	HODs	Each term	
	<ul style="list-style-type: none"> • Assessment results updated regularly 	SLT	Each month	

	<ul style="list-style-type: none"> Reward students who excel academically with an academic dinner 		Annually	
3.2.3 Provide a curriculum that strives to meet the academic, physical and emotional needs of each student and a pathway to future learning	<ul style="list-style-type: none"> At Year 10 provide a class that supports our gifted and talented students 	DP responsible for Curriculum	Annually	
	<ul style="list-style-type: none"> Collect student voice 	Subject teachers	Annually	
	<ul style="list-style-type: none"> Student receives career advice 	Transition teacher	Annually	
3.2.4 To set academic goals and targets with students/families/caregivers	<ul style="list-style-type: none"> To set and drive student achievement data Target Scholarship success L3 UE to 45% pass rate L3 90% pass rate + external and merit endorsement L2 90% pass rate + external and merit endorsement L1 95% pass rate + external and merit endorsement Yr 9 attain L4A AsTTle Yr 10 attain L5A AsTTle 	SLT	Annually	
3.2.5 To encourage students to develop excellent habits around attendance, punctuality and uniform	<ul style="list-style-type: none"> Attendance recorded on KAMAR and accessed from home through school portal 	All teachers	Daily	
	<ul style="list-style-type: none"> Use text, email, phone and personal visits to improve attendance 	Dean/ Chaplaincy team/Pastoral team/ Director of Boarding	As necessary	

Goal 3.3: To promote and develop literacy and numeracy skills & critical thinking skills

TARGET	ACTION	WHO	WHEN	REPORTING
3.3.1 Plans are developed for literacy and numeracy	<ul style="list-style-type: none"> Literacy/numeracy achievement targets set 	Principal	Annually	

	<ul style="list-style-type: none"> Plans to embed best practice for teaching numeracy and literacy are developed 	All teachers/CoL	Annually	
	<ul style="list-style-type: none"> Students reach Level 5 literacy and numeracy by the end of Year 10. REP and Reading Plus are embedded as part of long term strategies to improve literacy. 	Dean/HODs	Over two year cycle	
3.3.2 PD provided to staff around literacy and numeracy	<ul style="list-style-type: none"> Staff able to attend PD workshops that target literacy and numeracy 	DP responsible for PD	Annually	
3.3.3 Literacy / numeracy targets and plans are reviewed	<ul style="list-style-type: none"> Review and evaluation of targets and plans New Year 9 students vetted prior to the start of the year based around specialist support and intervention. 	SLT DP responsible for student interviews and Learning support	Annually As necessary	
3.3.4 Gifted and Talented programme established and reviewed	<ul style="list-style-type: none"> Year 9 G & T students identified and placed in a G & T class at Year 10 for the following year. 	Academic mentor/Dean/classroom teacher	Annually	

Goal 3.4: To promote & develop active citizenship

TARGET	ACTION	WHO	WHEN	REPORTING
3.4.1 Participation in extracurricular activities	<ul style="list-style-type: none"> Encourage students to participate in sporting & cultural events provided by the school 	Director of Sport/Cultural leaders	Each term	
3.4.2 All students experience the special character of the school	<ul style="list-style-type: none"> Students have the opportunity to lead a Chapel service during 	College Chaplain	Each term	

	<p>the school day or Sunday service</p> <ul style="list-style-type: none"> All students participate in communion 	College Chaplain	As necessary	
3.4.3 EOTC	<ul style="list-style-type: none"> Students have an opportunity to experience outdoor activities/class trips. 	All teachers	As necessary	
3.4.4 Student Leadership	<ul style="list-style-type: none"> Attend prefect's camp to develop confidence to lead. Student rep on the BOT Student councillor at each Year level 	<p>DP responsible for the Prefects/College Chaplain Principal</p> <p>Dean</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	
3,4.5 Community service	<ul style="list-style-type: none"> To give back to our community or involvement in a selected charity 	College Chaplain /Dean/Academic mentor/Teacher	Each term	

Vision 4: Staff effectiveness

- Wesley College is to be one of the leading schools for meaningful, relevant, effective teaching and learning**

4.1 To embed Teaching as Inquiry as mechanism for staff development to improve student outcomes

4.2 To develop Teaching and learning programmes that inspire and foster high achievement for each learner.

4.3 To use e-learning tools to enhance students' teaching and learning experiences

4.4 High quality collaborative professional development and appraisal will be used to continuously improve teaching and learning

4.5 To embed culturally responsive and relational pedagogy

4.6 Wesley College works towards achieving the goals of the Kahui Ako

Goal 4.1: To embed Teaching as Inquiry as mechanism for staff development to improve student outcomes

TARGET	ACTION	WHO	WHEN	REPORTING
4.1.1 Reflective practice, via the TAI process, is used by all	<ul style="list-style-type: none"> Teachers reflect on practice using the TAI tool 	All teachers	Immediately	

teachers when improving classroom practise.	<ul style="list-style-type: none"> • PLD is provided to continually upskill teachers in the TAI process • Every teacher has contributed evidence of using TAI in their classroom. • Establishment of Data Coaches in schools to better understand the narrative of cohorts numbers, not just the percentages 	Pedagogical leadership group	2019 Ongoing	
4.1.2 Teaching as Inquiry uses a wide range of data to identify the strengths and gaps in teaching practice	<ul style="list-style-type: none"> • Teaching as inquiry uses a combination of summative, formative and student voice data. 	All teachers		
4.1.3 A collaborative culture of sharing TAI information is established through PLG	<ul style="list-style-type: none"> • Systems and structures are established to develop a collaborative culture of sharing of TAI information 	SLT All teachers	2019 Ongoing	

Goal 4.2: To develop teaching and learning programmes that inspire and foster high achievement for each learner.

TARGET	ACTION	WHO	WHEN	REPORTING
4.2.1 Teaching programmes are authentic and relevant to learners lives	<ul style="list-style-type: none"> • Curricula are reviewed and re-written to reflect real world issue/problems. 	All teachers	2019 ongoing	
4.2.2 Teaching and learning programmes follow school non-negotiables	<ul style="list-style-type: none"> • Expected teaching and learning practices are visible in every classroom through ongoing school wide observation 	All teachers	2019 ongoing	
4.2.3 Teachers are gatherers and fluent users of a wide range of student data and student knowledge to plan for	<ul style="list-style-type: none"> • Feedback data such as asTTle, PATs, reading plus, achievement data and student 	All teachers	2019 ongoing	

the learning needs of the individual	voice are used to inform teaching and learning			
4.2.4 Students are offered opportunities for Inquiry based learning	<ul style="list-style-type: none"> Year 9 and 10 will be immersed in inquiry based learning once a term. 	All teachers	Week 7, 2018, termly.	
4.2.5 Promote opportunities for EOTC	<ul style="list-style-type: none"> Every class shall participate in at least one trip per year. 	All teachers	Ongoing	

Goal 4.3: To use e-learning tools to enhance students' teaching and learning experiences

TARGET	ACTION	WHO	WHEN	REPORTING
4.3.1 E-learning tools will provide access to a digital world and enable digital solutions that involve relevant and meaningful curricula	<ul style="list-style-type: none"> The school will collaboratively use a relevant E-learning tools across the curriculum. PLD focussed on developing teaching skills with e-learning such as BYOB and Reading Plus 	All teachers All teachers	Ongoing	
4.3.2 E-learning tools allow students' to access an enhanced curriculum that addresses a range of issues and concerns of global significance in a changing world	<ul style="list-style-type: none"> All students will have access to applications that allow them to participate in problem based learning. Students have opportunities to engage with national and global current affairs and issues. 	All teachers	Ongoing	

Goal 4.4: High quality professional development and appraisal will be used to improve teaching and learning

TARGET	ACTION	WHO	WHEN	REPORTING
4.4.1 All teachers identify areas for development and engage in meaningful PLD	<ul style="list-style-type: none"> Teachers set professional development goals for the year Teachers participate in PLD opportunities 	All teachers	2019 ongoing	

4.4.2 Whole staff PLD goals are set according to school wide goals and programmes for staff professional learning are developed to meet these PLD needs	<ul style="list-style-type: none"> PLD goals for all teaching staff are set on an annual basis and programmes for PLD are set and shared with staff. 	AP Teaching and Learning	2019 and ongoing	
	<ul style="list-style-type: none"> Specific goals relinked to school wide strategic plans such as PLD in BYOB and Reading Plus 			
4.4.3 Beginning Teacher Programme ensures new teachers receive high quality support and development	<ul style="list-style-type: none"> Review and update a beginning teacher programme 	SCT New staff	2018-2019	

Goal 4.5: To embed culturally responsive and relational pedagogy

TARGET	ACTION	WHO	WHEN	REPORTING
4.5.1 All teachers are aware of the expectation to use culturally responsive and relational pedagogy in the classroom.	<ul style="list-style-type: none"> Ensure all teachers have copies of the named documents and are able to show how they have used these in their teaching practice. 	SLT, HODs	2019 ongoing	
	<ul style="list-style-type: none"> Use the specific MoE documents; Ka Hikitia, PEP, Tataiako, Tapasa in planning and delivery of lessons. 			

Goal 4.6: Wesley College works towards achieving the goals of the Kahui Ako

TARGET	ACTION	WHO	WHEN	REPORTING
4.6.1 Each student has a learners journey profile that documents their capabilities and development opportunities at transition points	<ul style="list-style-type: none"> Develop connected and confident learners pathways 	Kahui Ako	2019 ongoing	

	<ul style="list-style-type: none"> • Share and leverage effective teaching practices via collaboration and excellence based on outcomes, equity and academic achievements • Reinforce and recognise children’s success and feedback through the journey and at key transition points • Continue to improve literacy, numeracy, and learning competencies and diagnostics 			
4.6.2 The Kahui ako to look after our people, health, safety and well being with aligned practices and policies across the kahui ako.	<ul style="list-style-type: none"> • Develop common and culturally appropriate infrastructure • Create seamless support for children across school transition by gathering same types of information and sharing within policy 			
	<ul style="list-style-type: none"> • Use diagnostic methods for early warning and practices to address concerns • Develop model and practices for teacher hauora 			
4.6.3 Growing a reciprocal parent /whanau partnership for learning.	<ul style="list-style-type: none"> • Develop relationship skills amongst teachers • Create engagement plan for communities in the region that reinforces cultural awareness. 			

	<ul style="list-style-type: none"> Stakeholders and their needs have been identified and continuously monitored to ensure that initiatives and actions remain relevant with positive impact 			
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Vision 5: Property, Personnel and Financial Resources

- For the school to provide the resources to enhance students and all staff for lifelong learning and wellbeing for the 21st Century.
 - 5.1 To deliver a quality environment within the constraints of our current facilities
 - 5.2 To successfully provide for tools and resources that support 21st century teaching and learning
 - 5.3 To become an employer of choice and develop a leading workplace that maximises staff potential and retention
 - 5.4 Enhance the value of the school community and its past pupils
 - 5.5 To ensure resourcing retains our Culture of Excellence in sporting success

Goal 5.1: To deliver a quality environment within the constraints of our current facilities

TARGET	ACTION	WHO	WHEN	REPORTING
5.1.1 Facilities meet the needs that are conducive to a modern teaching and learning environment.	<ul style="list-style-type: none"> Teachers and tutors are responsible for maintaining a welcoming & responsive classroom environment 	All teaching and tutoring staff	Ongoing	
	<ul style="list-style-type: none"> Investigate ways to create flexible learning environments within the constraints of the facilities 	DP in charge of curriculum and Director of Business Services	November 2018	
	<ul style="list-style-type: none"> Review all college spaces to ensure they meet the needs of staff and students 	Principal and Director of Business Services	November 2018	
	<ul style="list-style-type: none"> Hostel parents are responsible for maintaining a welcoming and responsive living environment 	Director of Boarding and Hostel staff	Ongoing	

5.1.2 The college is maintained to a high standard	<ul style="list-style-type: none"> Support the senior caretaker to maintain top quality sports fields 	Sports Co-ordinator and Rugby Director	January 2019	
	<ul style="list-style-type: none"> Develop a maintenance plan to enhance the environment 	Director of Business Services and Senior Caretaker	November 2018	
5.1.3 Students take ownership for their college environment.	<ul style="list-style-type: none"> Use Kairangi values to build a culture where students have a greater sense of responsibility for their surrounding environment 	Kairangi Team	Ongoing	
5.1.4 College activities take place within a safe and secure environment.	<ul style="list-style-type: none"> Ensure Health and Safety standards are maintained 	Health and Safety committee	Ongoing	
	<ul style="list-style-type: none"> Develop a culture where students have a greater sense of responsibility for their safety 	SLT		

Goal 5.2: To successfully provide for tools and resources that support 21st century teaching and learning.

TARGET	ACTION	WHO	WHEN	REPORTING
5.2.1 Ensure the budgets will support and resource the strategic directions and priorities of the college	<ul style="list-style-type: none"> Meet budget holders at the start of the budget process to communicate best budget practice and identify needs 	Director of Business Services and Finance Officer	October 2018	
	<ul style="list-style-type: none"> Review annual budgets with Principal to ensure college strategic goals are resourced 	Director of Business Bus Services, Principal and Finance Officer	November 2018	
	<ul style="list-style-type: none"> Communicate all charges to parents at the start of the college year 	Finance Officers	February 2019	
5.2.2 To manage college financial resources in a fiscally	<ul style="list-style-type: none"> To ensure annual accounts are prepared and lodged with the 	Director of Business Services and finance officer	May 2019	

<p>prudent manner through effective control of expenditure.</p>	<p>MOE to meet statutory requirements</p> <ul style="list-style-type: none"> Review department reports with budget holders to ensure effective reporting 	<p>Director of Business Services and finance officer</p>	<p>October 2018</p>	
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Goal 5.3: To become an employer of choice and develop a leading workplace that maximises staff potential and retention

TARGET	ACTION	WHO	WHEN	REPORTING
<p>5.3.1 Implement a comprehensive professional development programme that aligns with strategic priorities and builds capability.</p>	<ul style="list-style-type: none"> Personal professional development is identified in the appraisal process College wide professional development is identified from the college strategic vision 	<p>DP in charge of PD</p> <p>Principal and DP in charge of PD</p>	<p>November 2018</p>	
<p>5.3.2 Communicate the EAP (Employee Assistance Programme) and make available to all staff.</p>	<ul style="list-style-type: none"> All staff are made aware of the EAP programme and how to access the service 	<p>Principal and Director of Business Services</p>	<p>January 2019</p>	
<p>5.3.3 Ensure all staff receive a comprehensive induction at the start of their employment and review handbooks annually</p>	<ul style="list-style-type: none"> New staff meet with HR and team leaders prior to commencing work to be inducted in college procedures All staff review teaching and/or hostel handbooks annually 	<p>Director of Business Services and Team Leaders</p> <p>SLT</p>	<p>Ongoing</p> <p>January</p>	
<p>5.3.4 To ensure that all members of the staff are</p>	<ul style="list-style-type: none"> Staff are willingly and actively involved in a process of 	<p>Team Leaders</p>	<p>Ongoing</p>	

appraised through a process of goal setting, classroom observation, feedback, student achievement analysis and personal professional reflection	professional growth that develops capacity and effectiveness <ul style="list-style-type: none"> • Staff participate in the setting of appraisal goals 	All staff	Ongoing	
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Goal 5.4: Enhance the value of the school community and its past pupils

TARGET	ACTION	WHO	WHEN	REPORTING
5.4.1 Promote strong links with past students.	<ul style="list-style-type: none"> • Build database to target past students support for current students. • Establish Past Pupil Alumni. • Annual dinner and sports day. 	WCOSA WCOSA WCOSA	2019 Ongoing 2020 2020	
	<ul style="list-style-type: none"> • Introduction of a Development Officer and Past Pupil Foundation 	Principal/EO/BoT	2020	

Goal 5.5: To ensure resourcing retains our Culture of Excellence in sporting success

TARGET	ACTION	WHO	WHEN	REPORTING
5.5.1 Financial resources are planned and solutions found in regards to the management of sports activity	<ul style="list-style-type: none"> • Seek opportunity for fundraising as part of team funding at the beginning of each session using the Wesley brand 	EO	Annually	
	<ul style="list-style-type: none"> • Establish clear user pays guidelines across all sports and extra-curricular activities 	EO	Annually	

	around budgets and fundraising.			
5.5.2 The school grounds and facilities reflect the special character of the school.	<ul style="list-style-type: none"> • Support the Head groundsman to maintain top quality sports fields and indoor sports environments. • Develop plans based on strategic priorities and identify funding requirements and sources to ensure sports at Wesley College remains nationally recognised. 	Principal/EO/BOT	Ongoing	
		Principal/EO/BOT	Annually	