

<p>Develop the learning culture of the junior school</p>	<ul style="list-style-type: none"> ● Subject and form teachers make routine reference to the Junior Learner Profile in their learning conversations with their students ● Students demonstrate understanding of own learning profile in learning conversations, and report interviews ● Students able to identify next steps in their development as learners ● Students make significant progress from year to year in their development as independent learners, as indicated by their learning conversations records and results 	<ul style="list-style-type: none"> ● Use the Junior Learner Profile and Learning Objectives as focal points for learning conversations in form class sessions, subject classes and report interviews ● Use JLP information to help identify accelerated learners
<p>Cater for the needs of gifted, talented and very able students</p>	<ul style="list-style-type: none"> ● Students identified for the accelerated learning programme ● Increased student capacity and time for Scholarship and university study in Yr 13 	<ul style="list-style-type: none"> ● Work directly with department heads to identify Year 9 students and facilitate enhanced differentiation ● Establish a Google site database identifying GAT and accelerated students for all staff ● Enable Year 9 GAT students to self-manage a cross-curricula enquiry beyond the confines of the timetable ● Provide personal guidance and support for accelerated students

Personalise assessment	<ul style="list-style-type: none"> ● Students' best achievement is more fully acknowledged ● Department heads and staff share examples of personalised assessment practice within and across departments ● Individual student trajectories ● Individual student attendance reports 	<ul style="list-style-type: none"> ● Encourage departments to explore assessment when-ready approaches ● Provide assessments which enable all students to be assessed in ways and at levels that are appropriate to their ability and skills ● Encourage departments to utilise a range of presentation modes within standards ● Utilise Google Classroom for delivery and monitoring of assessment activity
Develop students' career management competencies	<ul style="list-style-type: none"> ● Students equipped with the career management knowledge and skills needed to make well informed choices throughout life 	<ul style="list-style-type: none"> ● Deliver Year 12 programme activity centred on the four competencies ● Promote the WSC careers education programme via Dreamcatcher

STRATEGIC GOAL TWO: Teaching Excellence

OBJECTIVES	OUTCOMES	ANNUAL TARGETS
Engage all teachers in an individualised professional development programme designed to strengthen and consolidate teachers' knowledge and skill related to data-based reflective inquiry and learning conversations	<ul style="list-style-type: none"> ● Teachers' reflective inquiry and coaching skills are enhanced ● Teachers increasingly apply learning conversation skills in their relationships with students at all levels 	<ul style="list-style-type: none"> ● Teachers identify and address student underperformance using data tracking strategies ● Teachers collaborate within department groups to advance their teaching-as-inquiry knowledge and skills ● Form teachers are supported in their use of learning conversations to advance student self-management competencies

<p>Use a wide repertoire of ICTs to enhance student learning</p>	<ul style="list-style-type: none"> • Teachers are able to work with Google Drive • Teachers use Google Classroom as a class communication tool • WSC a BYOD school from year 9 to 13 in 2018 	<ul style="list-style-type: none"> • Provide ready access to ICT PD workshops in Google suite of resources via E-Café sessions • Work with provider to enhance MUSAC Edge school management system
<p>Improve teaching practice through appraisal processes aimed at supporting the use of effective pedagogies</p>	<ul style="list-style-type: none"> • Teachers perceive close identification between appraisal and professional development • Staff report due recognition of performance in school review survey • Staff turnover provides no evidence of avoidable push factors 	<ul style="list-style-type: none"> • Integrate staff professional development teaching-as-inquiry programme and appraisal

STRATEGIC GOAL THREE: Co-governance

OBJECTIVES	OUTCOMES	ANNUAL TARGETS
<p>Permanently secure separate and adequate Ministry of Education resourcing for operations funding and staffing entitlements</p> <p>Establish the alternative constitution</p>	<ul style="list-style-type: none"> • Ministry recognition of the ongoing operational funding needs of a kura within a secondary school • Te Ohonga Ake representation consistent with WSC's Co-Governance policy 	<ul style="list-style-type: none"> • Negotiate and secure a Ministry resourcing formula by mid 2018 which meets Waiorea's strategic goals • Negotiate and secure an operations grant which recognises the unique needs of WSC's kura Rumaki and its strategic goals • Complete process for obtaining a Ministry of Education-approved alternative constitution by May 2018 using the services of Ray Webb

STRATEGIC GOAL SIX: Rebuild

OBJECTIVES	OUTCOMES	ANNUAL TARGETS
<p>Develop a coherent and compelling vision for secondary education in the new school</p>	<ul style="list-style-type: none"> ● School community endorsement of the features of teaching and learning in the new school ● In-zone prospective families are well informed about WSC's future direction 	<ul style="list-style-type: none"> ● Articulate the nature of teaching and learning at WSC for public audiences ● Convene public meetings to communicate the key features of teaching and learning at WSC ● Communicate the ways in which teaching and learning at WSC will be enhanced in the new school
<p>Integrate sustainable design processes for the planning of the new school</p>	<ul style="list-style-type: none"> ● Integrate solar energy capture into the design of the new school ● School community is fully informed about and supportive of sustainable design features 	
<p>Maintain high standards of teaching and learning throughout the period of the rebuild (2018–2019)</p>	<ul style="list-style-type: none"> ● A safe, fit-for-purpose physical environment during the rebuild ● School community is well informed about the safe, mindful management of the transition to the new school, 2019 ● Ensure that admin and staff are equally well catered for. 	<ul style="list-style-type: none"> ● Develop a communications strategy which addresses the demands of the rebuild phase ● Ensure regular reporting to the WSC Board ● Prioritise regular communications with staff students and parents

<p>Ensure the opening of the new school at the beginning of 2020</p>	<ul style="list-style-type: none"> ● Classes operate in the new school from February 2020 	<ul style="list-style-type: none"> ● Assign a high public profile to the project timeline ● Monitor implementation of the timeline closely ● Work with MOE communications director to publicise progress
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STRATEGIC GOAL SEVEN: Community

<p>Build close relationships with our main contributing primary and intermediate schools through the formation of a Community of Learning / Kahui Ako</p>	<ul style="list-style-type: none"> ● Facilitation of a natural pathway for students and their families within the local state sector ● Development of awareness and understanding of the special features distinctive of our neighbouring schools 	<ul style="list-style-type: none"> ● Appoint personnel to implement COL/Kāhu Ako vision
<p>Establish partnerships with local commercial and community organisations</p>	<ul style="list-style-type: none"> ● Additional, shared school/community sports facilities ● Council fundraising support for new school projects 	<ul style="list-style-type: none"> ● Prioritise participation in Auckland City-convened local stakeholders group ● Collaborate with Auckland Council Sport & Recreation to progress gym partnership project
<p>Harness the active support of current and prospective families in order to generate revenue for new school fundraising projects</p>	<ul style="list-style-type: none"> ● School community given opportunity to financially support new school developments 	<ul style="list-style-type: none"> ● Complete research into and construction of detailed data base ● Initiate contact with individuals and families to negotiate terms of support