



# CHARTER AND STRATEGIC PLAN 2020

Board of Trustees' endorsement:

Jo Maguire

Principal's endorsement:

Martin McAllen

*Jo Maguire*  
*Martin McAllen*

# WHANGANUI HIGH SCHOOL CHARTER AND STRATEGIC PLAN 2020 - 2023

## MISSION STATEMENT

*“That we might have LIFE”*

The Whanganui High School community strives to ensure that all students are given the opportunity and support required to reach their potential in all aspects of their education through – our school values of LIFE:

**L** – Learning (Ako)   **I** – Integrity (Mana)   **F** – Fellowship (Manaakitanga)   **E** – Excellence (Kairangi)

*Ko au te awa, ko te awa ko au   I am the river and the river is me*

## SCHOOL VISION

*Whanganui High School will provide a future-focused education  
which enables all students to succeed*

## GRADUATE STUDENT PROFILE

**Students graduating from Whanganui High School will have  
the following attributes and skills:**

- *The ability to communicate effectively with others.*
- *Be trustworthy, honest, reliable, and dependable.*
- *Be respectful, caring and empathetic.*
- *Be open minded and enthusiastic for learning new skills.*
- *Be independent, motivated, confident, persistent and resilient.*
- *Value cultural diversity - be inclusive of all cultures and backgrounds.*
- *Be literate and numerate.*
- *Have self-discipline.*



## **Whanganui High School**

### **Strategic Goals**

1. To actively support Te Ao Māori in the daily practice of our school and to promote students' language, culture and identity in order to lift achievement levels.
2. To have meaningful and purposeful teaching strategies and assessment analysis – enabling all students to achieve equity and excellence through accelerated progress.
3. To use deliberate strategies to promote and respond actively to student and staff hauora and well-being.

# WHANGANUI HIGH SCHOOL ANNUAL PLAN 2020

## DEVELOPMENT AREAS FROM STRATEGIC PLAN

GOALS	IMPLEMENTATION INDICATORS	KEY PERFORMANCE INDICATORS
<p><b>GOAL ONE:</b></p> <p style="text-align: center;"><b>TO ACTIVELY SUPPORT TE AO MĀORI IN THE DAILY PRACTICE OF OUR SCHOOL AND TO PROMOTE STUDENTS' LANGUAGE, CULTURE AND IDENTITY IN ORDER TO LIFT ACHIEVEMENT LEVELS.</b></p>	<ul style="list-style-type: none"> <li>• Focused professional learning development and professional growth for all staff led by our WHS He Kahukura team.</li> <li>• Collaborative partnership in learning between Whanganui High School Staff, staff of other Whanganui secondary schools, Cognition PLD facilitators and Te Puna Matauranga o Whanganui.</li> <li>• Membership of the Takitini Tahi Kāhui Ako/Community of Learning.</li> <li>• Focused mentoring of students at risk of not achieving NCEA Level 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Iwi led presentations and interactive workshops with whole teaching staff – March.</li> <li>• Implementation of Whanganui High School Effective Teacher Profile - March.</li> <li>• Teacher observations, shared feedback and feed forward to continue improving teaching practice – throughout the year.</li> <li>• Senior Leadership Team, Heads of Faculties and teachers across all learning areas working together on a Te Ao Māori context for learning across the school and throughout classes – throughout the year.</li> <li>• Enhance teachers' knowledge and use of Te Reo Māori – throughout the year.</li> <li>• Supporting teachers to integrate Te Ao Māori into curriculum areas – throughout the year.</li> <li>• Normalise daily use of Te Reo Māori – throughout the year.</li> <li>• Culturally responsive pedagogy and practices PLD – throughout the year.</li> <li>• Attendance and achievement focus for Year 12 and Year 13 students identified as at risk of not achieving NCEA Level 2 – monthly reporting to the Ministry of Education.</li> </ul>
<p><b>GOAL TWO:</b></p> <p style="text-align: center;"><b>TO HAVE MEANINGFUL AND PURPOSEFUL TEACHING STRATEGIES AND ASSESSMENT ANALYSIS – ENABLING ALL STUDENTS TO ACHIEVE EQUITY AND EXCELLENCE THROUGH ACCELERATED PROGRESS.</b></p>	<ul style="list-style-type: none"> <li>• Using relevant data to effectively analyse next steps forward. At risk learners will be identified through assessments such as PAT, e-asTTle, attendance records, pastoral records, RTLB information, information from contributing schools, teachers, parents, whanau, iwi and NCEA achievement data.</li> <li>• Junior assessment data and NCEA data indicates our WHS at risk learning focus should be on Māori students and male students overall.</li> <li>• Robust academic mentoring and goal setting programmes across all year levels.</li> <li>• Junior Assessment and Data Co-ordinator to link effectively with Academic Dean and Associate Principal.</li> <li>• Supported Learning (Years 9 &amp; 10) &amp; Pathway (Year 11).</li> </ul>	<ul style="list-style-type: none"> <li>• PLD around effective differentiation strategies within classrooms – staff meetings (Specialist Classroom Teacher report to BOT in April).</li> <li>• PLD focusing on increasing levels of Literacy achievement - whole staff meeting (March); June/November checkpoint (Academic Dean and Specialist Classroom Teacher).</li> <li>• PLD for best practice PB4L strategies and effective restorative and relational practices in the school environment – staff meetings; PB4L Co-ordinator report to BOT in August.</li> <li>• PLD around focusing on effective teaching strategies for boys' education – staff meetings.</li> <li>• Effective strategies for teaching identified at risk learners to be included in individual faculty plans in order to ensure consistent responses from all teachers.</li> </ul>

GOALS	IMPLEMENTATION INDICATORS	KEY PERFORMANCE INDICATORS
<p><b>GOAL TWO</b> <i>(continued)</i></p>		<ul style="list-style-type: none"> <li>• Regular and culturally relevant student engagement surveys regarding teaching and learning across all areas of school life – NZCER ‘Me and My School Survey (Term 3).</li> <li>• Setting up individual learning plans for identified students who are most at risk of not achieving – Learning Support Centre – throughout the year.</li> <li>• Agreed success criteria, regular written feedback and next steps from teachers – Faculty meetings.</li> <li>• Effective academic tracking and monitoring of all students to challenge all students to achieve to their academic potential – Associate Principal reporting to Board in February and November; Academic Dean reporting to BOT in August.</li> </ul>
<p><b>GOAL THREE:</b></p> <p style="text-align: center;"><b>TO USE DELIBERATE STRATEGIES TO PROMOTE AND RESPOND ACTIVELY TO STUDENT AND STAFF HAUORA AND WELL-BEING.</b></p>	<ul style="list-style-type: none"> <li>• Our LIFE values, School Vision and Graduate Student Profile are at the forefront of student and teacher thinking.</li> <li>• Senior Leadership Team, Student Support Team, House Deans, School Kaiāwhina, Māori Dean, Academic Dean, SENCO, Counsellors, PB4L Co-ordinator.</li> <li>• Wide range of ways students can easily access support.</li> <li>• Highly inclusive approach to students with additional learning and health needs.</li> <li>• Environmental well-being.</li> <li>• Student and staff well-being surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• All Year 9 students assessed for health and well-being (HEEADSSS assessments) – throughout the year.</li> <li>• Recognising and promoting national and international days of significance – throughout the year.</li> <li>• Setting up a student-led LGBT Rainbow group – March.</li> <li>• Strengthening connections with outside agencies to present in assemblies: SUPP; MICAMHAS; Safe &amp; Free; Oranga Tamariki; Health promotion from the Nurses and Hospital – throughout the year.</li> <li>• More shelter in exposed parts of the school and more permanent outside seating and lunch tables – throughout the year.</li> <li>• Better cooling and heating in parts of the school – throughout the year.</li> <li>• NZCER Student and Staff Well-being surveys (Term 3).</li> <li>• Hauora Planning Agreement between the Whanganui District Health Board Public Health Nurses and the Principal – February.</li> <li>• Student Council – February.</li> <li>• PB4L Team (restorative practices focus) – February.</li> <li>• Staff social events – each term.</li> <li>• Staff team-building activities - annually.</li> <li>• Employee Assistance Programmes (Counselling Support) – throughout the year.</li> </ul>

HOFs will present to the BOT at one of three occasions during the year: 9 March; 15 June or 10 August. Presentations will be guided by focusing questions relating to each of the three strategic goals.

The Senior Leadership Team will meet with the Board of Trustees three times during the year (4 April; 27 June; 19 September) on a Saturday morning to review each completed term and plan forward strategically for the remainder of the year and into the following year. During the review planning days, we will keep a running record evaluation of our actual progress summary related to our three major school strategic goals:

- 1 To actively support Te Ao Māori in the daily practice of our school and to promote students' language, culture and identity in order to lift achievement levels.
- 2 To have meaningful and purposeful teaching strategies and assessment analysis – enabling all students to achieve equity and excellence through accelerated progress.
- 3 To use deliberate strategies to promote and respond actively to student and staff hauora and well-being.

At these meetings, Senior Leadership Team members and BOT members will work together interactively and forward plan. Our guiding document will be 'The New Zealand Curriculum' document – especially page 9 ('Principles – Foundations of Curriculum decision making').

**Whanganui High School  
SENIOR LEADERSHIP PORTFOLIOS 2020**

**APPENDIX 1**

<b>Martin McAllen (MC) Principal</b>	<b>Elizabeth Spooner (SP) Associate Principal</b>	<b>Chris Friedel (FD) Deputy Principal</b>	<b>Jenny Langrish (LA) Deputy Principal</b>	<b>Nola Todd (TD) Deputy Principal</b>	<b>Paul Turner (TU) Deputy Principal</b>
<b>AWA</b>	<b>MAUNGA</b>	<b>MOANA</b>	<b>WHENUA</b>		
<p><u>Line Manager for:</u> <i>Senior Leadership Team; Bursar; Principal's Executive Assistant; Specialist Classroom Teacher; Māori; Guidance Counsellors &amp; Nurses; Academic Dean; PB4L Co-ordinator</i></p> <ul style="list-style-type: none"> <li>• Achievement targets</li> <li>• Alignment of the curriculum/teaching/learning with our Vision and Graduate Profile</li> <li>• Analysis of Variance oversight</li> <li>• Annual Strategic Plan oversight and implementation</li> <li>• Co-Chair HOF Committee (link with SP)</li> <li>• Confucius Institute</li> <li>• Head Students</li> <li>• Digital Strategy</li> <li>• Equal Employment Opportunities</li> <li>• Finance</li> <li>• Health and Safety</li> <li>• Houses Oversight</li> <li>• Iwi and Community consultation and liaison</li> <li>• Leading change and improvement</li> <li>• Māori &amp; Pasifika student achievement strategies oversight</li> <li>• Media Liaison</li> <li>• Ministry of Education liaison</li> <li>• Monitoring progress against Senior Leadership Portfolios</li> <li>• Property (link with SP, Bursar &amp; Property Manager)</li> <li>• Reporting to the Board</li> <li>• School Culture</li> <li>• Student &amp; Staff Wellbeing &amp; Hauora</li> <li>• Staff appointments</li> <li>• Supported Learning &amp; SPEC oversight (link with TD and SCT)</li> <li>• Timetable (link with SP, Timetabler and Bursar)</li> <li>• Website</li> </ul>	<p><u>Line Manager for:</u> <i>Languages; Mathematics; Digital Technologies; Te Atawhai; Learning Support</i></p> <ul style="list-style-type: none"> <li>• Academic Mentoring (link with Academic Dean)</li> <li>• Co-Chair HOF Committee (link with MC)</li> <li>• Contributing Schools' liaison</li> <li>• Curriculum Management – assessment &amp; examinations</li> <li>• Day-to-day administration &amp; School calendar</li> <li>• Faculty annual reports (link with MC)</li> <li>• Literacy and Numeracy (link with Academic Dean)</li> <li>• Student Achievement Conferences</li> <li>• Prizegivings</li> <li>• Property (link with MC, Bursar &amp; Property Manager)</li> <li>• Open Day &amp; Prospectus</li> <li>• Reporting to parents</li> <li>• Special Needs education (link with SENCO)</li> <li>• Senior Student achievement data and analysis (link with Academic Dean)</li> <li>• Timetable (link with MC, Timetabler and Bursar)</li> <li>• Transition</li> <li>• <b>Year level responsibility – Year 10</b></li> </ul>	<p><u>Line Manager for:</u> <i>Technology Physical Education and Health</i></p> <ul style="list-style-type: none"> <li>• Appraisal &amp; Attestation</li> <li>• Day relief</li> <li>• Gifted and Talented</li> <li>• Health and Safety in employment</li> <li>• He Kahukura (link with MC and Māori Dean)</li> <li>• High and complex student needs (link with SLT &amp; SENCO)</li> <li>• Junior Assessment and Data Co-ordinator (link with SP &amp; Academic Dean)</li> <li>• Professional Learning Development</li> <li>• Provisionally Certificated Teachers Oversight (link with SCT)</li> <li>• Teacher Registration (link with MC)</li> <li>• Staff handbook (link with SP)</li> <li>• Staff Voice</li> <li>• <b>Year level responsibility – Year 12</b></li> </ul>	<p><u>Line Manager for:</u> <i>Social Sciences International Alternative Education Sports</i></p> <ul style="list-style-type: none"> <li>• Emergency Procedures</li> <li>• EOTC/RAMS</li> <li>• Peer mentoring</li> <li>• Police Youth Aid Liaison</li> <li>• Student Council (link with PB4L Co-ordinator)</li> <li>• Student Health and Safety</li> <li>• Student Leaders</li> <li>• Student transport</li> <li>• Student Voice (link with PB4L Co-ordinator)</li> <li>• Teacher active supervision roster</li> <li>• <b>Year level responsibility – Year 9</b></li> </ul>	<p><u>Line Manager for:</u> <i>English Performing and Visual Arts</i></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Cultural activities oversight</li> <li>• Deans (link with MC)</li> <li>• Enrolments</li> <li>• Induction of new staff (link with PB4L Co-ordinator)</li> <li>• Pastoral Care &amp; PB4L (link with MC and PB4L Co-ordinator)</li> <li>• Pastoral Team &amp; Procedures (link with MC)</li> <li>• Priority Transition (link with SP &amp; SENCO)</li> <li>• RTLbs</li> <li>• Student Hauora presentations</li> <li>• Supported Learning &amp; Pathway Classes (link with MC and SCT)</li> <li>• <b>Year level responsibility – Year 11</b></li> </ul>	<p><u>Line Manager for:</u> <i>Science Vocational Studies</i></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• KAMAR Overview</li> <li>• NZQA Overview</li> <li>• Options Website</li> <li>• Principal's Nominee</li> <li>• Roll Returns</li> <li>• Student course placements</li> <li>• Student Leavers' Overview</li> <li>• Secondary/Tertiary partnerships</li> <li>• <b>Year level responsibility – Year 13</b></li> </ul>
<b>Jo Maguire Board Chair</b>	<b>Rob Sewell Board Trustee</b>	<b>Keki Colaabavala Board Trustee</b>	<b>David MacMillan Board Trustee</b>	<b>Piri Cribb Board Trustee</b>	<b>Myles Fothergill Board Trustee</b>



# WHANGANUI HIGH SCHOOL

## APPENDIX 2

### 1 SCHOOL PHILOSOPHY

Whanganui High School was established in 1958 and the School is proud of its excellent academic achievements, sporting success and cultural strengths. We are a large co-educational school of around 1400 students and 150 teaching and support staff. We offer a wide range of educational opportunities for all of our students.

The School's philosophy is based on:

#### **The Pursuit of Excellence.**

Each student is encouraged to reach their potential in all that they do. Whanganui High School provides opportunities and an environment in which these opportunities can be realised.

#### 1.1 **Academic Environment**

The School and its staff are committed to the primary aim of providing a quality education for all students.

#### 1.2 **Physical Well-being**

The School believes that student safety and well-being is essential to support students in their learning. Programmes that develop healthy minds, bodies and values are fundamental in promoting student health and safety.

#### 1.3 **Cultural and Artistic Dimensions**

To provide a full and balanced education, the School ensures that all students are given the opportunity to develop their knowledge and talents in cultural and artistic dimensions.

#### 1.4 **Guidance and Pastoral Care**

The School is committed to providing a positive, nurturing and productive environment for all students. The pastoral needs of students will be met through the provision of an extensive network of guidance and support. This support allows students to develop their own attitudes and values in a safe physical and emotional environment.

#### 1.5 **A Co-educational and Bi-cultural School**

Whanganui High School believes that co-education provides the most appropriate environment in which to achieve the best possible education for all its students.

Whanganui High School is a bi-cultural school which values the contribution made by all students, staff, and community members from all ethnic and cultural backgrounds. The School recognises the unique position of the Tangata Whenua and the obligations we share under the Treaty of Waitangi. Māori students and whanau have their cultural identity valued and recognised within the School. The opportunity to learn Te Reo Māori, and share Māori culture through programmes of Tikanga are strongly profiled and supported.

The School is dedicated to meeting the needs of Māori learners and supporting Māori to enjoy success as Māori.



## 1.6 Values

The School's motto, "*That we might have LIFE*" is the core basis for our school values.

**L** – Learning (Ako): be prepared, participate, teach and learn from each other...

**I** – Integrity (Mana): be responsible, show respect, humility, identity, strength...

**F** – Fellowship (Manaakitanga): encourage others, be co-operative, generosity and care for others, kindness...

**E** – Excellence (Kairangi): do your best, celebrate success with those who have supported you...

## 2 TO REFLECT THE UNIQUE CULTURAL IDENTITY OF NEW ZEALAND

Whanganui High School aims to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's bi-cultural heritage and to work together with Māori communities to plan, set targets and achieve better learning outcomes for Māori students.

To recognise the cultural diversity of Whanganui High School, the school will affirm and celebrate the role of the Tangata Whenua in the society of Aotearoa New Zealand. The School will:

- 2.1 have resources and programmes that support Māori student learning in Te Reo Māori and all curriculum areas through targeted delivery of Te Reo Māori and Māori Performing Arts.
- 2.2 develop Māori tikanga as a normalising focal point for school processes and celebrations.
- 2.3 encourage staff, students and whanau to participate in hui and powhiri, as an integral part of school life.
- 2.4 offer Māori and all students the opportunity to be taught Te Reo Māori and culture within the curriculum.
- 2.5 develop strategies to raise levels of Māori student achievement, following the guidelines of "Tātaiako: Cultural Competencies for Teachers of Māori Learners" and implementing culturally responsive and relational pedagogies.
- 2.6 strengthen the ability of all subject areas to reflect Whanganuitanga within their course.
- 2.7 actively endeavour to ensure that staffing within the school reflects the cultural diversity of our students.
- 2.8 facilitate the development of staff competencies in Te Reo Māori and Tikanga Māori.
- 2.9 utilise internal data and external research findings of Māori student achievement to inform school planning processes.
- 2.10 consult with Iwi and the Māori Whānau Rōopū regarding Māori student hauora.
- 2.11 promote PB4L values including Ako, Mana, Manaakitanga, Kairangi to better engage Māori students in learning.
- 2.12 prioritise professional learning opportunities for staff to continue improving Māori student achievement.
- 2.13 offer opportunities for staff and Board members to learn more about Māori values and culture.
- 2.14 celebrate Māori achievement as widely as possible.
- 2.15 promote Whanganuitanga across the School as part of our bi-cultural heritage.
- 2.16 actively support Māori role models.

- 2.17 actively support kapa haka and aspire to reintroduce high quality Māori performing arts within the school.
- 2.18 actively support events that focus on Māori aspects of school culture.
- 2.19 provide appropriate support for Māori students and whanau.

### **3 NATIONAL EDUCATION PRIORITIES:**

Whanganui High School will focus on:

#### **3.1 Success for All (NEG 1)**

All students will be given the opportunity to succeed and develop the knowledge and understandings, skills, attitudes and values of the National Curriculum as expressed in relevant curriculum statements. Whanganui High School will:

- 3.1.1 adopt a holistic approach to success (academic, sporting, cultural, social, personal and leadership development).
- 3.1.2 provide a range of opportunities for students to succeed across a range of activities.
- 3.1.3 celebrate a wide range of student achievements.
- 3.1.4 proactively seek opportunities for students to access success outside of the formal classroom setting.
- 3.1.5 structure the curriculum and the timetable to provide students with access to learning success and the formal recognition of achievement.
- 3.1.6 ensure school philosophy, policy and practice supports achievement and success.

#### **3.2 A Safe Learning Environment (NAG 5)**

Whanganui High School will provide a safe physical and emotional environment for all students:

- 3.2.1 provide high quality Pastoral Care processes and structures through form classes and whanau classes, year level organisation, support, guidance and mentoring programmes.
- 3.2.2 focus on developing positive and productive relationships between students and staff.
- 3.2.3 utilise external agencies, where appropriate, to provide expert support.
- 3.2.4 develop the use of restorative justice processes that provide affirming and culturally safe solutions.
- 3.2.5 respond appropriately and continue developing effective anti-bullying practices.
- 3.2.6 openly offer access to effective communication and consultation practices for all members of our school community.
- 3.2.7 continue developing effective peer mentoring and goal setting strategies.
- 3.2.8 continue developing strategies to accurately record student voice and student participation.

### **3.3 Improving Literacy and Numeracy (NEG 5)**

Priority on improving student achievement in literacy and numeracy, especially for those whose further education or training may be at risk through under-achievement in this area. Whanganui High School will:

- 3.3.1 engage in data gathering (through e-asTTle, PAT and NCEA assessments) to analyse data to determine the areas requiring development in individual students and cohorts of students regarding literacy and numeracy.
- 3.3.2 provide reading and numeracy support for students with identified needs and ESOL students.
- 3.3.3 maintain a focus on school wide academic success by providing a range of targeted programmes to address learner needs.
- 3.3.4 participate in reading and literature extension programmes for more able students.
- 3.3.5 further develop models of differentiated curriculum delivery.
- 3.3.6 provide Learning Support Centre assistance and enhanced literacy opportunities for junior students.
- 3.3.7 provide staff PLD with a consistent focus on effective pedagogy related to Literacy and Numeracy.

### **3.4 Develop the use of Student Achievement Information (NAG 1)**

Gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of students and to inform future practice. Whanganui High School will:

- 3.4.1 maintain quality processes to gather, record and analyse achievement data both school wide and in subject areas.
- 3.4.2 provide training in the use of achievement data to better inform teaching practice.
- 3.4.3 further develop processes of providing effective feedback and feed-forward to students.
- 3.4.4 have clearly defined processes of reporting achievement and regular Reporting Schedules for the Board of Trustees.
- 3.4.5 engage in consultative processes across all stakeholders; teachers, whanau, students and community to set annual achievement targets and to report on progress.
- 3.4.6 support subject leaders to develop internal faculty evaluation processes that lead to evidence based decision making.

### **3.5 Improving outcomes for Students at Risk (NAG 1)**

Improve outcomes for students who are not achieving, are at risk of not achieving, or have special needs. Whanganui High School will:

- 3.5.1 provide curriculum content and structure to engage “at risk” students in their learning; Learning Centre, short term intensive learning support, literacy and numeracy support.
- 3.5.2 continue developing and strengthening existing mentoring systems and support structures through the Deans’ pastoral support processes.
- 3.5.3 continue to seek active participation in innovative programmes aimed at engaging students in their learning.
- 3.5.4 through PB4L and relevant Ministry of Education programmes, focus on building and strengthening relationships between teachers and students.

### **3.6 Improving Māori Achievement (NEG 10)**

Work with Māori communities to plan, set targets for and achieve better outcomes for Māori students. Whanganui High School will:

- 3.6.1 participate in Ministry of Education programmes and local Whanganui-based initiatives to engage with iwi and whanau, set appropriate goals and create an environment where Māori can succeed as Māori at Whanganui High School.
- 3.6.2 strengthen curriculum enrichments to target Māori students' participation in Kapa Haka, Māori Performing Arts, marae visits and programmes as well as extending Te Reo Māori programmes.
- 3.6.3 strive to make school observances reflect Whanganuitanga.
- 3.6.4 provide student leadership opportunities for Māori and consult widely with Māori students.
- 3.6.5 consult our local iwi, both formally and informally.

### **3.7 Providing Career Guidance (NAG 1)**

Provide career guidance with special emphasis on guidance for at risk students who are unprepared for further study or the workplace. Whanganui High School will:

- 3.7.1 offer quality career advice to all students.
- 3.7.2 be proactive in providing advice to all students in relation to their future learning, goal setting, academic course counselling and mentoring strategies.
- 3.7.3 establish effective programmes for school leavers.

### **3.8 Reporting (NAG 2)**

Report to all students and their families on the achievement of individual students and to the school's community on the achievement of students as a whole. Whanganui High School will:

- 3.8.1 generate quality reports on internal operations for the Board of Trustees in a range of key indicator areas.
- 3.8.2 report annually to the community.
- 3.8.3 report to the BOT on school wide achievement and learning area performance following a prescribed Reporting Schedule.
- 3.8.4 meet all compliance requirements to external agencies in a timely and accurate manner.
- 3.8.5 report on student achievement regularly, in formal written format and on-line digital format to all whanau.
- 3.8.6 continue developing and strengthening internal achievement monitoring processes for reporting on curriculum related key competencies.



### HE KAHUKURA

At a meeting of Whanganui Secondary School Principals held in February 2018, as a part of a Professional Learning Development programme, it was suggested that a name was needed to give significance to the collective and collaborative work that was being done within the rōpū. After some thought the name “Kahukura” was offered by Mike Paki (Te Puna Matauranga o Whanganui) as a name for the rōpū as a collective.

To provide some insight into the thinking behind the suggestion of this name the following note is offered.

#### **Background**

This programme is a carry on from a series of programmes that have been used over the last decade within schools. Each of these programmes carried names that attempted to define or describe the position of schools as they went upon their journeys.

The first of the programmes was named He Kakano – A Seed, and was a strategic school-based professional development programme with an explicit focus on improving culturally responsive leadership and teacher practices to ensure Māori learners enjoy educational success as Māori.

The strategic intent of the project was to improve the emotional, social, cultural and academic outcomes of Māori children. The programme supported school leaders to become relational and pedagogical leaders with the capability that will enable schools and teachers to build educational success for and with Māori learners.

The second series of programmes were named Te Kākahu – The Clothing, and was a professional learning and development (PLD) response in up to ten schools, also working directly with whānau, hapū and iwi within the Whanganui rohe over 2014–16. Te Kākahu is part of a larger Ministry-funded programme called *Building on Success* that aimed to strengthen school and iwi capability to accelerate valued outcomes for Māori learners in secondary schools.

He Kahukura has evolved into a new transition whereby collaborative learning and teaching across schools and the iwi has begun. This reflects the principal notions of a Kahu or cloak i.e. a sheltering garment that protects the wearer. It builds upon the metaphors that precede it, in that we began with the Kakano or seed that was sown or planted into the hearts and minds of the people. From the seeds grew resources to clothe the students and teachers to face the days ahead. Finally, to complete the outfit, a special item of clothing is required to represent the nature and the aspirations of the students, whānau, hapū and iwi, as well as the schools i.e. “Kia tū hei rangatira mō āpōpō – Stand as a leader for the people tomorrow”.

## He Kahukura

Kahukura has several connotations and meanings of which just a few will be presented here to provide insight into the kaupapa of the rōpū.

A Kahukura is a type of rainbow. Kahukura is the female rainbow and was often used to highlight the emotive state of the lands, of Papatūānuku. From the hues, and from the colours exhibited, tangata rehe or learned people could tell what was going to occur on their lands, and what to prepare for. Kahukura was the messenger.

Secondly, Kahukura or Kākahu-kura were very precious korowai or cloaks. They are precious because of the immense amount of collective effort that it takes to make one. It is not just made by one person, but rather by a myriad of people.

Traditionally, people from a particular area or areas would gather the necessary resources such as the right rau or feathers, the harakeke or flax as well and other resources to ensure that there were sufficient resources to make this garment.

From the gathering the best weavers are gathered together to begin the preparation of the materials. This includes the sorting of the feathers, the stripping and preparing of the harakeke for weaving, as well as the provision of support to the weavers as they carried out their work.

In regard to this kaupapa, and the tapaenga o te ingoa “Kahukura”, it is a reflection of all these things, i.e. a precious garment, created by the people, within a single mind and purpose. It requires a set of resources from the surrounding environment and is made to cover the person for whom it is for, protecting them both physically and spiritually. It also carries the mauri of the people.

Finally, Kahukura can be seen as a compound word – **Kahu** – from Kahui, a group or collective of people, or groupings of people; and **Kura**, meaning “red” or in this situation “School” thus literally “**Kahu-kura**” is a “Collective of Schools”.

*Te Pakimaero o Te Aua o Whanganui*

## THE CREATION OF THE WHANGANUI

# RIVER

### THE CREATION OF THE WHANGANUI RIVER BEGINS AND ENDS WITH TEARS.

The first teardrop was the seed of the river itself, a gift to Ruapehu from an all-powerful god Ranginui. The last tears were those shed by another grieving mountain as it carved its tortuous path to exile. Like all good stories this one has its share of conflict, love and intrigue, but also of bravery and honour. Here it is as told by local iwi.

The Whanganui River is almost as old as the land itself. It all began when the North Island, as we know it today, was drawn from the ocean by the legendary figure of the South Pacific, Māui Tikitiki-ā-Taranga.

On that occasion Māui, ever the trickster, stowed away on his brothers' fishing expedition. He used the magic jawbone of his grandmother to hook and haul up Haha-te-Whenua, a heavy landmass that became Te Ika-a-Māui / the Great Fish of Māui - the North Island.

The great fish had huge mana and it would not be calmed, Ranginui, the Sky Father, was forced to intervene to ease its tremendous thrashing, and placed Mātua Te Mana (Mount Ruapehu) at its centre. And so it was that calm came at last to the new land.

However, as time passed, proud and supreme Ruapehu, the only mountain on the land, came to feel his isolation more and more keenly. Ranginui, the Sky Father, was again moved to intervene. He placed two teardrops at the lonely mountain's feet. One teardrop was the beginning of the Whanganui River. The other flowed into the land of the Ngāti Tuwharetoa and the Waikato.

But this gift was not enough and Ruapehu's loneliness grew. Finally, in desperation, he pleaded with Ranginui for company. And so it was, over a period of time, that Ranginui sent Ruapehu four companions.

First came Tongariro, the warrior guardian of the two teardrops. Next to arrive was Taranaki, custodian of the new mountain clan's tapu. Third was Ngauruhoe, who acted as the mountains' servant, a role perhaps not as prestigious today but holding its own dignity in the old order. Last to arrive was the beautiful and fertile maiden, Pihianga. Pihianga was given as a bride to Tongariro, to ensure the survival and future of the mountain clan. So Ruapehu at last found peace in the presence of his new companions.

Peace, however, did not last forever. The harmony of the clan was menaced when Pihianga found herself tempted by the magnificence of the tall and elegant Taranaki. Discovering the attraction, Tongariro exploded in anger. Some versions of the legend tell of a huge battle between the rival mountains, with Taranaki defeated and Tongariro substantially depleted from his efforts.

The version of the Whanganui iwi is less spectacular and more honourable. They say that Taranaki, realising that he was on the point of making an error that might compromise his mana forever, sought counsel from his brother Ruapehu, patriarch of the clan. Ruapehu understood the sacred nature of Taranaki's role as custodian of the clan's tapu. He knew that if his brother turned to battle or to forbidden love, his mana would be tarnished. He also knew that a battle between Tongariro and Taranaki would have terrible consequences. The only alternative was to ask Taranaki to leave.

And so it was, with a heavy heart, that Taranaki drew away from the clan, following the teardrop of the Whanganui River. As he wound his way towards the coast, he widened that river's channel. The path he carved in exile and grief is the river as we know it today. When Taranaki arrived at the coast, near where the city of Whanganui stands today, he turned and continued northwards, finally settling in Te Hau-ā-uru, on the plains.

He remains there today, alone, forever guarding the place of the setting sun. From high points all around the western half of the North Island he can be seen looking towards the centre of the island, at the mountain clan he left behind.

*Ke au te aua, ko te aua ko au. I am the river and the river is me.*