



WAIKATO DIOCESAN
School for Girls

Charter 2023

1. Mission Statement and Our Vision

Mission Statement:

To achieve excellence in education within a caring family atmosphere under the influence of the standards and practices of the Anglican Church in Aotearoa New Zealand and Polynesia.

Our Vision:

Preparing confident, resourceful and resilient young women to make a positive difference in their world.

Our Values:

In achieving this vision, the WDSG community will promote its values of Courage, Empathy, Integrity, Tolerance, Respect and Diligence, underpinned by the Christian faith.

2. Type of School

Waikato Diocesan School for Girls is an integrated Anglican boarding and day school for Year 9 to Year 13 girls.

3. Description of School

The school was founded in 1928 by Bishop Cherrington to cater particularly for the needs of families in the Diocese of Waikato, and other families, who wanted a strongly based Christian education in the Anglican tradition. Apart from the boarding establishment, in 1983 the School became an Integrated School under the Private Schools Conditional Integration Act 1975. The school's special character requires:

- a) that students undergo education in an atmosphere founded upon and emphasising established Anglican Christian standards, values and rules of conduct in all activities and the observance of practices, worship and doctrine of the Anglican Church in Aotearoa New Zealand and Polynesia.
- b) that the boarding establishment is an essential and integral part of the school. The school is to be conducted so that all tuition, religious, recreational and cultural activities are organised so that, as far as is practicable, all students are offered the advantages offered to boarding students.
- c) the development of the whole person, culturally, spiritually, physically and generally in the broadest sense, with special emphasis on music, the arts, outdoor education, including recreation and the use of leisure time and the development of a sense of corporate responsibility in conformity with Anglican Christian values.
- d) that the historical significance of people who established the school's special character are recognised in the present day running of the school.
- e) that preference of enrolment is given to those students whose parents have a particular sympathy with the Anglican special character of the school or whose parents have a particular connection with the school.

The Proprietor of the school is the Waikato Board of Diocesan Schools. This Board delegates to the Proprietor's Board the responsibility for preserving and safeguarding the school's special character.

The school started when in 1928 the Diocese leased Sonning School which had been founded in 1909. Religious teaching was part of school life, as was church attendance and the importance of all-round development was stressed. At its peak, the Sonning roll reached 150 pupils, including 50 boarders.

Shortly after, the Board purchased the property of Mr W. Goodfellow further down the river as the site for their church school for girls. In 1930 the school transferred to this site. The homestead on the new site provided dining room and library; its barn served as chapel, hall, gym and recreation centre. Despite shortage of funds, a dormitory (Cherrington House) and five open-air classrooms were built. Inspired by the courage of the Antarctic explorers three new school houses were formed - Ross, Scott and Shackleton; later a fourth, Wilson, was added. These replaced the earlier Whitehorn and Drennan houses for competitions.

The school motto, chosen by Bishop Cherrington, is "Veritate" – by truthfulness and candour; "Simplicitate" – by straightforwardness and plain dealing; and "Fidelitate" – by faithfulness, constancy and loyalty.

The school's All Saints Chapel was finished in 1956. It was dedicated by the Archbishop of New Zealand, the Most Reverend RH Owen, 'to inspire girls to follow the path of duty with courage and joy in their hearts'.

The foundation stone of the Chapel bears the name of "Cecil Arthur Cherrington, BA, BD, first Bishop of Waikato, founder and benefactor of this school." He often said, if he had his way, the Chapel would have been built first with the pupils in tents living around it. The school strives to maintain this vision of the centrality of the Chapel to school life.

The current maximum roll of the school is 650 domestic students. In addition, there are 36 international students. At the start of 2021, there are 543 day girls and 135 boarders.

The school is located in a combination of historic and modern buildings in River Road, Hamilton, on attractive grounds notable for the many established trees, shrubs and gardens.

4. The School Community

The school community comprises families of diverse backgrounds living in both urban and rural areas of the Diocese of Waikato and further afield, all staff, past students and parents and members of the Boards.

Waikato Diocesan School for Girls is committed to ensuring every student, regardless of background, ethnicity or special education needs, is engaged in all school activities and is supported to achieve against the key competencies and learning areas of the New Zealand Curriculum.

5. Consultation

The Board consults with its Māori community in accordance with the requirements of the Treaty of Waitangi.

To this end a whānau hui is held once a term, to which all members of the Māori community are invited.

The Board also consults with other members of its community.

6. School's Planning Year

The planning year for the Board will be from 1 January to 31 December – see attached Boards work plan. Important dates in the School's Planning Year are:

- Adopt Budget: November
- Review Annual Operating Plan: November
- Review Strategic Plan: Terms 1 – 3

7. Updated Charter

The Board will submit a copy of its updated Charter to the Ministry of Education by 1 March each year.

8. Annual Report

The Board will submit its Annual Report to the Ministry of Education by 31 May each year.

9. Strategic Planning Generally

- a) The Board of Trustees (School Board) will develop, and annually review, a strategic plan which sets out goals to raise levels of student achievement in all core areas of the curriculum. The goals will reflect the ongoing learning needs of the students and the means to address those needs.
- b) Each year targets will be set, based on identified needs of students. These targets will be evaluated and help inform future goals and targets. The Board will report annually to the Ministry of Education on how it has met targets.
- c) The school's management will compile for Board approval an annual operation plan which details activities the school will undertake in order to effectively meet its targets.

10. Strategic Plan

See attached document.

11. Annual Operating Plan

See attached document.

12. Annual Targets for Student Achievement

See attached document.

13. Code of Conduct for Trustees

The School Board confirms it is charged with the responsibility of working as a partner of the Proprietor's Board in an atmosphere of co-operation, harmony and mutual trust, to uphold and maintain Bishop Cherrington's vision and to provide the best learning opportunities possible for young women.

The School Board agrees to adhere to the following code of conduct. Board members will:

- ensure that the needs of the students and their learning are given full consideration when planning, resourcing and implementing the school's curriculum.
- ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement.
- serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
- respect the integrity of staff, the principal, parents and students.
- ensure strict confidentiality of papers and information relating to the Board's position as employer.
- accept that the principal is the professional leader of the school who is responsible to the Board.

The School Board confirms the guidelines, definition of role and procedures and practices set out in the School Governance Charter.

Charter Undertaking

In accordance with Section 139 of the Education and Training Act 2020, the Waikato Diocesan School for Girls' School Board, in preparing the School's strategic plan, undertakes to consult the School's community, staff, and any other appropriate stakeholders, and comply with any other regulations relating to the development of strategic plans, and ensure that the draft strategic plan reflects the School's special character.

The School Board of Waikato Diocesan School for Girls accepts this Charter and its undertaking to the Minister of Education and submits it for approval.

 <hr/> Presiding Member, School Board	22/2/23 <hr/> Date
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Approved:

<hr/> For Minister of Education	<hr/> Date
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Waikato Diocesan School for Girls

Operating Plan 2023



WAIKATO DIOCESAN
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Our Vision:	<i>Preparing confident, resourceful and resilient young women to make a positive difference in their world.</i>
Our Values:	<i>In achieving this vision, the WDSG community will promote its values of Courage, Empathy, Integrity, Tolerance, Respect and Diligence, underpinned by the Christian faith.</i>
School Motto:	Veritate <i>By Truthfulness</i> Simplicitate <i>By Straightforwardness</i> Fidelitate <i>By Loyalty</i>

Special Character – *He kura kaupapa hāhi*

Operational Statement

Annual Tasks

Overseen by: Principal, Chaplain, DP Pastoral

Strategic Objective:	Actions (to):	Measure (by):	Summary/Next step:
<ul style="list-style-type: none"> Strengthen the Special Character status to ensure our Christian / Anglican heritage and School Values are embedded and secured. 	<ul style="list-style-type: none"> Prepare a unit on the Five Marks of Mission (“FMOM”) for delivery in class Prepare visual aids that promote and explain the FMOM Promulgate the use of new Anglican Prayer App (Tuia) and its themes (based on FMOM) (REV SB) 	<ul style="list-style-type: none"> Unit completed Visual aids created and distributed App downloads 	
<ul style="list-style-type: none"> Cultivate an awareness of Diligence. 	<ul style="list-style-type: none"> Contribute to staff PD on diligence Create resources that support understanding of diligence Create a preaching series that expounds diligence Expound the story of Mary and Martha (Luke 10.38-42) 	<ul style="list-style-type: none"> PD presentation delivered Resources created and distributed Preaching series delivered 	
<ul style="list-style-type: none"> The programmes of learning will explicitly incorporate events, activities and lessons with a Christian focus of ‘to love, to be, to do’, linked to the school values. 	<ul style="list-style-type: none"> To focus on Diligence across all year levels in Religious Education lessons by incorporating units and research topics to develop an understanding of this value through a Christian lens 	<ul style="list-style-type: none"> Units and research topics developed and delivered in class. Completion of Summative and Formative assessment that demonstrably measures student understanding of diligence from a Christian lens. 	
<ul style="list-style-type: none"> Develop a culture of servant leadership within the School community, which is grounded in the school values and underpinned by the Anglican faith. 	<ul style="list-style-type: none"> School leaders role model servant leadership Promote and roll-out SVA Distribution of bible-based resources concerning servant leadership and how it can be exercised Deliver events that practically demonstrate servant leadership in action 	<ul style="list-style-type: none"> Evidence of leaders acting in a sacrificial/service-oriented way (i.e. charitable acts completed by school leaders, e.g. The Serve) Appropriate resources distributed Events delivered (e.g. foot-washing service) SVA programme promoted and released with practical support around volunteer opportunities 	

Nurturing/Wellbeing – *Kia manaakitia*

Operational Statement

Annual Tasks

Overseen by: Principal, DP Pastoral, Director of Boarding, Chaplain

Strategic Objective:	Action (to):	Measure (by):	Summary / Next Step:
<ul style="list-style-type: none"> Day and boarding school systems and processes will be consistent and integrated. 	<ul style="list-style-type: none"> Create a sustainable staff orientation plan and update procedures to ensure smooth transition for staff changes and retention. To train and support Boarding staff in day and boarding school procedures for pastoral care and discipline. 	<ul style="list-style-type: none"> Boarding Staff induction and orientation programme established and followed. Boarding RP trained and follow school pastoral processes Boarding staff attend full school functions when possible. PLD plan in place by end of term 1 for all boarding staff and each individual staff member Staff attend PD sessions and other meetings (i.e. AA meetings) in Day school where relevant. 	
<ul style="list-style-type: none"> Students will be encouraged to maintain a healthy balance between academic and co-curricular activities 	<ul style="list-style-type: none"> Reduce anxiety in students To implement lunchtime activities to support wellbeing Review Peer Support Programme Develop opportunities to grow House activities in extended form time and supported by House mentor teachers and yr 13 leaders. 	<ul style="list-style-type: none"> Lunchtime activities Form activities book created. Yr 13's to run. Survey of student/staff feedback More balanced workload for students shown by reduction in wellness centre statistics on anxiety. Meetings with form teachers and House Mentors to get feedback about fortime in Term 2. 	
<ul style="list-style-type: none"> Students will be encouraged to value their opportunities and to show perseverance and resilience in all their endeavours. 	<ul style="list-style-type: none"> Review year 13 pastoral programme (Health, RE, Careers) and look to implement better transition prior to year 13's leaving school. (SM) 	<ul style="list-style-type: none"> Student surveys and inter-department discussions to gather data Identified changes made to the Year 13 pastoral programme identified by Term 3 and adjustments made to the programme for 2023 Pastoral programme 2023 completed by term 4 	

<ul style="list-style-type: none"> Understanding, empathy and respect will be encouraged to strengthen relationships within our multicultural community. 	<ul style="list-style-type: none"> To establish a good foundation and expectations from the outset that supports positive relationships with other students and staff To foster an awareness of multi-cultural differences so that all students feel included. cross curricular approach including Cultural awareness and friendship activities at Y9/10 camp, lessons in RE and Health units, reflections in Assembly and Chapel and a greater emphasis on cultural day celebrations to include greater student participation (SM) 	<ul style="list-style-type: none"> Attendance and participation in events Presentations of affirmations and prizes and support by students in assemblies Student leader role model our values e.g. assisting in Chapels and Assemblies, wearing correct uniform, and helping/supporting events and staff. International/Maaori/Pasifika students reflections in Chapel and Assembly Large student attendance at multi-cultural events Well being survey data shows an improved understanding 	
<ul style="list-style-type: none"> The physical, social, spiritual and emotional health and wellbeing of students and staff will be nurtured and positive practices modelled and demonstrated throughout the school 	<ul style="list-style-type: none"> Implement the internal and external Boarding review recommendations from 2022 in order to nurture the wellbeing of boarding staff and students. Establish a positive and sustainable working relationship between catering and boarding. Restorative Practice to be embedded into all departments across the school Student leaders upskilled in RP Pastoral team to have access to RP support Gather information about current wellbeing practices and determine their effectiveness by planning the internal evaluation cycle to include engagement with all stakeholders (MC) 	<ul style="list-style-type: none"> Boarding operating plan created and implemented. Student and staff voice sought through a range of avenues i.e. boarding council, suggestion box, student choice for meals, boarding staff meetings, one on one meeting with DoB etc. and actioned. New staff employed, inducted, coached and mentored by DoB and ADoB. Sustainable boarding structure explored and in place Meet regularly with Catering Manager and his team. Internal and exit surveys of Year 12/3 students completed by term 3 and conducted over the next 5 years. Survey data shared in the Board Report Nov/Dev each year RP team lead PD/workshops across all departments Student leaders coached and mentored RP coordinators mentor and facilitate RP conversations Accurate record keeping in place to inform data for pastoral report to the BOT 	

		<ul style="list-style-type: none"> Supported by ERO's evaluation for improvement cycle the school will work through the learner focussed evaluation process of: <ul style="list-style-type: none"> Notice Investigate Collaborate - making sense Prioritise to take action Monitor and evaluate impact 	
<ul style="list-style-type: none"> The daily life and programmes of the school will reflect the bi-cultural nature of New Zealand and an understanding and acceptance of the principles of the Treaty of Waitangi. 	<ul style="list-style-type: none"> Increase the use of Te Reo and Kawa Normalise the use of te Reo in Chapel Prepare an RE unit on the relationship between Ngati Wairere and WDSG Promote the use of Tuia and its daily prayer cycles in Te Reo Māori 	<ul style="list-style-type: none"> Representation of Reo throughout school Evidence of appropriate kawa in school events Unit written Promotion of app and downloads recorded All students will know the school waiata and haka by singing together in school gatherings and powhiri. All students and staff will use the school prayers in meetings and gatherings. 	

Learning: Our Students – Ako: Ā tātou ākongā

Operational Statement

Annual Tasks Overseen by: Principal, DP Pastoral, DP Teaching & Learning, DP Reporting, Priority Learners & Kaupapa Maaori, DP Operations, Director of Boarding

Strategic Objective:	Action (to):	Measure (by):	Summary / Next step:
<ul style="list-style-type: none"> The School will encourage home to participate in the collaborative support of students' learning. 	<ul style="list-style-type: none"> Investigate ways to monitor use of mobile phones to improve student engagement and relationships in the junior school, including seeking parent, staff and student voice and looking at current research and strategies to create and implement a process around their use (SM) 	<ul style="list-style-type: none"> Gather data from staff, students and parent community Analysis of survey data Create a process Reduced phone visibility and use Reduced number of phone breaches during class 	
<ul style="list-style-type: none"> The design and implementation of programmes will be sensitive to the identified learning needs of all students (especially priority learners). 	<ul style="list-style-type: none"> Improve literacy and numeracy achievement of students in junior school by adjusting English and Maths programs to offer additional literacy and numeracy support in the junior school and include a school wide literacy and numeracy approach across all subjects. (GF) Review Hub student numbers & needs(EN) Explore the integration of a STEAM programme to fall under the Technology curriculum and aligns to strong university pathways and community and business partnerships (MC) 	<ul style="list-style-type: none"> Improved PAT results in Maths and English Reduced number of students in Learning Support classes in Y10 Literacy and Numeracy assessment data Analysing the data with key staff and evaluate the progress of the individuals Form a group of interested parties to establish what WDSG is presently doing under the umbrella of STEAM Create an action plan with a clear timeline and proposed outcome for an Integrated STEAM course in 2024. 	
<ul style="list-style-type: none"> Students will be challenged to be intellectually curious, to take responsibility for their own learning and to achieve personal excellence. 	<ul style="list-style-type: none"> To implement a condensed Y9 Noku Te Ao/Tikanga/ICT/Art programme in Term 1 wk 1-3 to embed Dio traditions and knowledge required to transition into their new school, also including an understanding of Dio history, Anglican Special Character, traditions and Tikanaga that constitute the Dio Difference Including the basis of homework and study skills, ICT use, Google training and skills required to learn in a hybrid environment. (SM) 	<ul style="list-style-type: none"> Programme is up and running Positive student voice Evaluation data Positive behaviour in Chapel and class Fewer online learning parental concerns 	

<ul style="list-style-type: none"> ● Achievement of student progress and to inform planning data will be used to track and support boarding and day students 	<ul style="list-style-type: none"> ● Continue AA meetings and create follow up actions and IEP's for students of concern ● Investigate whether IEP can be attached to PC Schools ● Boarding students tracked separately ● International students tracked separately (SM) ● Review and enhance a reporting period that will be more timely to support whānau, ākongā, and kaiako to make option and career choices. ● Review and enhance the engagement reports with staff, to whānau - term 1 (EN) 	<ul style="list-style-type: none"> ● AA meetings calendared ● IEP's created and linked to AA document and PC Schools ● Data collected from careers interviews ● Data reported to the board with individualised boarding statistics ● School calendar indicates senior and junior reporting timelines ● Staff review the engagement reports to parents and processes that proceed the reports going to parents ● Communication to parents around how to read the engagement report and how it can be interpreted 	
<ul style="list-style-type: none"> ● The needs of all students will be met through the provision of personalised curriculum pathways and informed current and future-focused career guidance. 	<ul style="list-style-type: none"> ● Strengthen the timetable so it is fit for purpose and include flexibility for six subjects, option subjects such as Arts, career pathways, pastoral programmes and supports the wellbeing of the school community. (GF) ● Review of current timetable structure, surveys, options for different structures investigated. (GF) ● Timetable committee created. (GF) ● Well structured assessment calendar that supports student achievement ● Full and systematic changes around the academic calendar are in place from term 1 2023. ● Continue to review the learning conferences in terms of timing when to see the parents and students on calendar to streamline events. ● Continuing to review, with staff and students, how the learning conferences are constructed eg 5 min, teacher lead vs student lead. (EN) 	<ul style="list-style-type: none"> ● Reports to board end of term 2 ● Recommendation of new 2024 timetable ● To organise a yearly assessment calendar of where assessments are held within a year group. ● Changing the timing for the Senior Derived Grades Exams to the week before winter tournament week. Usually week 6 Term 3 ● Teachers are less stressed to get their grades and better tracking of students; easier notification of students requiring support. ● See more parents and students taking advantage of these conferences. Parent / student and staff survey surrounding changes to the parent interviews. (using survey on edval) ● Co construct, with staff, a learning conference model that supports students to confidently lead their own learning progress. 	

Learning: Our People – Ako: Ā tātou tāngata

Operational Statement

Annual Tasks

Overseen by: Principal, DP Teaching & Learning, DP Reporting, Priority Learners & Kaupapa Maaori

Strategic Objective:	Action (to):	Measure (by):	Summary / Next Step:
<ul style="list-style-type: none"> Internal leadership capability and capacity will be developed to ensure sustainability. 	<ul style="list-style-type: none"> Create and deliver a professional learning sequence for 2023 that supports senior and middle leaders to enact leadership to support change in curriculum (GF) 	<ul style="list-style-type: none"> Professional Development courses and training offered to staff 	
<ul style="list-style-type: none"> Focused, structured professional development will support the School's vision for learning, to enable students to navigate a changing world. 	<ul style="list-style-type: none"> Create a digital teaching and learning group that creates and enacts a hypothesis based strategy for incorporating digital T&L into classroom practice. (GF) 	<ul style="list-style-type: none"> Teachers using digital strategies in classroom practice 	
<ul style="list-style-type: none"> Staff will be empowered to enact the new curriculum changes, with specific focus on literacy, numeracy and mana orite mo te mātauranga Māori. 	<ul style="list-style-type: none"> Ensure Te Ao Māori professional development programme is delivered to all academic staff, to grow knowledge of Te Reo Māori and Tikanga Māori. (GF/EN) Create and start the roll out of a Literacy and Numeracy PLD strategy across the school (GF) To develop an academic responsive, robust, and challenging level 1 NCEA programme ready by the end of 2024. (GF) Develop staff competency surrounding <ul style="list-style-type: none"> PC Schools NCEA procedures School procedures EN Using Edval - good practices for teachers - booking/ swapping rooms EN[1] Finding teacher and student timetables EN 	<ul style="list-style-type: none"> Regular karakia and Waiata at staff meetings Staff engagement and feedback at PLD meetings PLD plan created and implemented throughout the year. More literacy and numeracy rich tasks used in class Programme in place and linked to the new timetable and digital action plan (PLD plan) Happier staff with more understanding of school procedures and the need for consistency measured by staff survey. Staff with skills to work on their own and continue to have a high NZQA moderation agreement rate. 	

Learning – Beyond the Classroom – *Kia tipu*

Operational Statement

Annual Tasks

Overseen by: Principal, DP Pastoral, DP T&L, CM, LJ

Strategic Objective:	Action (to):	Measure (by):	Summary / Next Step:
<ul style="list-style-type: none"> Good citizenship and commitment to community service will be promoted and fostered. 	<ul style="list-style-type: none"> Charity selected to enable community service as opposed to “donations”. SM Promote charity through student leaders and activities throughout the year (SM) 	<ul style="list-style-type: none"> Service activities completed Awareness and promotion of Charity Funds raised in support of Star Jam, 2023 chosen charity 	
<ul style="list-style-type: none"> The School will provide a sustainable infrastructure and will support the co-curricular programmes (arts and sports). 	<ul style="list-style-type: none"> Support, the new sports department team to create a 2023 action plan (GF) Implement the use of Consent2go EOTC programme for safe and efficient EOTC management. (LJ) Include an International an action in the Operating plan that supports and encourages International students to come to Waikato Dio (SM) Create a Boarding Operating Plan 	<ul style="list-style-type: none"> Board reporting of progress and outcomes of top tier teams and participation rates Full integration of the programme for all trips by end of 2023 An International 2023 plan Is created including marketing visits to International countries. Budget discussions to take place with finance team 	
<ul style="list-style-type: none"> The School will utilise technology to provide the best possible learning environments. 	<ul style="list-style-type: none"> To establish a digital teaching and learning action plan that is supported by a staff PLD plan. (GF) 	<ul style="list-style-type: none"> Staff and students use new technology and implement new digital t & L strategies in their classes measured by student and staff voice. 	
<ul style="list-style-type: none"> The School will utilise technology to provide the best possible learning environments. 	<ul style="list-style-type: none"> IT Review is completed in 2023, and Dio IT for students, teachers and support staff has improved in terms of relevance, support, capability and Dio is at the forefront of IT opportunities for teaching (DG) 	<ul style="list-style-type: none"> Output – 20% completed The IT Review results in a document with timelines, IT strategy and improvements for within the school. Support required from an external provider reduces as IT systems are more reliable, relevant and efficient for the IT needs of all parties to the school “Work smarter not harder” for financial systems implemented, utilising staff capabilities. 	
<ul style="list-style-type: none"> Campus development will be planned, prioritised and optimised, in keeping with established heritage, 	<ul style="list-style-type: none"> The Dio campus has well maintained buildings and grounds, and CAPEX projects are completed on time and budget with 	<ul style="list-style-type: none"> Output – 20% completed Selwyn Dining Room – completed and open for boarding students and external events in at start of Term 2 	

<p>environmental and sustainability guidelines, while continually adapting best practice to keep abreast of changes in the learning environment.</p>	<p>minimal disturbance to the school operationally (DG)</p>	<ul style="list-style-type: none"> ● Cherrington has concept plans which result in finalised detailed designs by the year end. ● A strategic plan for the campus is completed for the next 10 years. 	
<ul style="list-style-type: none"> ● The School will provide a sustainable infrastructure (and will support the co-curricular programmes (arts and sports)). 	<ul style="list-style-type: none"> ● Commercial viability of the school continues with current cash flow, debtor collection rates remain in the 90%, and new revenue streams are evaluated and commissioned – facilities hire, MGF, facilitated by accurate and timely financial statements to the Finance committee and Board monthly meetings. (DG) 	<ul style="list-style-type: none"> ● Output – 60% completed ● Bank balances remain constant ● Debtor collections at 90% ● New Revenue streams are in Financial Statements ● All Financials are prepared by due dates for Finance and Board meetings 	

Connecting - *Kia tūhono*

Operational Statement

Annual Tasks

Overseen by: Principal, Marketing & Communications Manager

Strategic Objective:	Action (to):	Measure (by):	Summary / Next Step:
<ul style="list-style-type: none"> Liaison with key stakeholder groups will promote a better understanding of the School's vision and purpose. 	<ul style="list-style-type: none"> Define the essence of the Dio brand to help us achieve better cut through, understanding and engagement. Reputation x Visibility Conduct market research across current students, parents, staff, boards, Old Girls to determine needs, wants and barriers to achievement and satisfaction. Who we are What we say How we behave/ present ourselves What are the products / services we offer What is the physical environment in which we offer our products and services Focus on our: customer service, products, processes, staff and boards behaviour, physical environment, marketing, public relations & events. Develop our brand positioning - how we differ from competitors, and why our target audience should choose us. What are our key differentiators? Develop our messaging strategy to our various audiences to make brand relevant to all (students, families, staff, potential staff, old girls, sponsors) Review our brand visual elements Develop the content marketing strategy Review and build up our marketing toolkit (website, videos, events, etc) Implement, track and adjust 	<ul style="list-style-type: none"> Key stakeholders understand and support the Dio brand. A revised set of brand visual elements are developed and shared. Feedback from staff and stakeholders on communications and organisation of programmes from 2023 (LJ) 	

<ul style="list-style-type: none"> ● Liaison with key stakeholder groups will promote a better understanding of the School's vision and purpose. 	<ul style="list-style-type: none"> ● To recruit and build an effective and settled People & Culture team to work in Boarding, the Day School staff, to ensure that everyone understands what the schools vision and purpose, feels like, sounds, like and looks like. 	<ul style="list-style-type: none"> ● effective KPIs and management of a P&C Director, to achieve progress in P&C initiatives at the College 	
<ul style="list-style-type: none"> ● Effective communication with the School community will keep parents informed and encourage their involvement and feedback. 	<ul style="list-style-type: none"> ● Ensure day to day operations are effective and efficient (LJ) ● Work with key staff to streamline communication and organisational tasks and systems. ● Review current systems. Adapt where required (staff and student voice used). ● Clearly communicate school operations in a timely manner. 	<ul style="list-style-type: none"> ● Feedback from staff and stakeholders on communications and organisation of programmes from 2023 (LJ). 	
<ul style="list-style-type: none"> ● All school events will reflect our culture and values and welcome our wider school community where possible. 	<ul style="list-style-type: none"> ● Collaborate with staff and key stakeholders to create strong and authentic links to our culture and values through the planning and design of the events. 	<ul style="list-style-type: none"> ● Seek feedback post events from organisational committees, stakeholders and attendees. 	

Waikato Diocesan School for Girls Strategic Plan 2022–2024



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School for Girls

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Our Values:	<i>In achieving this vision, the WDSG community will promote its values of Courage, Empathy, Integrity, Tolerance, Respect and Diligence, underpinned by the Christian faith.</i>
School Motto:	Veritate <i>By Truthfulness</i> Simplicitate <i>By Straightforwardness</i> Fidelitate <i>By Loyalty</i>

Strategic Plan 2020 - 2024

Key Strategic Elements:

<p>Special Character – <i>He kura kaupapa hāhi</i></p> <p>Christian values, within an Anglican context, will be incorporated into all aspects of school life and all members of the School community will be encouraged to explore and embrace the Anglican faith.</p>	<p>Nurturing – <i>Kia manaakitia</i></p> <p>Provide a safe, caring and supportive Christian environment where all members of the School community are valued, respected, and shaped by our values in an Anglican context.</p>	<p>Learning: Our Students <i>Ako: Ā tātou ākongā</i></p> <p>Provide integrated learner-centred programmes that meet the needs and aspirations of all girls and inspire a passion for lifelong learning.</p>	<p>Learning: Our People <i>Ako: Ā tātou tāngata</i></p> <p>Attract, develop and retain inspiring staff who are mentors and facilitators of powerful learning and living.</p>	<p>Learning – Beyond the Classroom <i>Kia tipu</i></p> <p>Foster the physical, cultural, personal and social development of each girl.</p>	<p>Connecting <i>Kia tūhono</i></p> <p>Engage meaningfully with the wider School community and other local, regional, national and global communities.</p>
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Special Character – *He kura kaupapa hāhi*

Strategic Statement:

Christian values, within an Anglican context, will be incorporated into all aspects of school life and all members of the School community will be encouraged to explore and embrace their faith.

Objectives:

- Cultivate an awareness and love of God through care of oneself, care within the community, and care of our environment by living out the School Values.

Kia mātātoa - to be courageous

Kia ngākau aroha - to be empathic

Kia ngākau pono - to have integrity

Kia ngākau mahaki - to be tolerant

Kia ngākau whakaute - to be respectful

Kia pukumahi - to be diligent (2023)

- Strengthen the Special Character status to ensure our Christian/Anglican heritage and School Values are embedded and secured. (2022) (2023)
- Create opportunities for students to serve others within our School and wider community. (2022)
- The programmes of learning will explicitly incorporate events, activities and lessons with a Christian focus of ‘to love, to be, to do’, linked to the School Values. (2023)
- Establish a culture of servant leadership within the School community, which is grounded on the School Values and underpinned by the Anglican faith. (2023)

Special Character:

Five Marks of Mission of the Anglican Communion

1. To proclaim the Good News of the Kingdom

By encouraging a commitment of our lives to God, through prayer, teaching, worshiping and a desire for spiritual growth, both at a personal level and a School community level, which includes seeking God's will and a thoughtful stewardship of our time, talents and finances.

2. To baptise and nurture new believers

By creating a sense of belonging and nurture so that all within the School community are cared for appropriately and given opportunities to learn about the Christian faith and be baptised and/or confirmed.

3. To respond to human need by loving service

By being intelligently and sensitively aware of the community around us so we can respond to the hopes and hurts particular to people of this area and those further away.

4. To seek to transform unjust structures of society, to challenge violence of every kind and to pursue peace and reconciliation

By practicing restorative justice in the School.

By offering an open-hearted and open-minded place of welcome, which is non-judgmental and accepting of difference.

By finding ways of promoting peace.

5. To strive to safeguard the integrity of creation and sustain and renew the life of the Earth

Through education about the environment and the ways in which we can help.

Through supporting financially and with prayer, people and organisations that work in various areas of need.

Through active service individually and as a School community.

By practicing wise management of the resources of the School, which is pro-active and based on principles of good stewardship.

Nurturing/Wellbeing – *Kia Manaakitia*

Strategic Statement:

Provide a safe, caring and supportive environment where all members of the School community are valued and respected.

Objectives:

- The physical, social, spiritual and emotional health and wellbeing of students and staff will be nurtured and positive practices modelled and demonstrated throughout the school. (2022) (2023)
- Day and Boarding School systems and processes will be consistent and integrated.(2022) (2023)
- Understanding, empathy and respect will be encouraged to strengthen relationships within our multi-cultural community. (2023)
- The daily life and programmes of the School will reflect the bi-cultural nature of Aotearoa New Zealand and an understanding and acceptance of the principles of the Treaty of Waitangi/Te Tiriti O Waitangi. (2023)
- Students will be encouraged to maintain a healthy balance between academic and co-curricular activities. (2023)
- Students will be encouraged to value their opportunities and to show perseverance and resilience in all their endeavours. (2023)

Learning: Our Students – Ako: Ā tātou ākongā

Strategic Statement:

Provide learner-centred programmes that meet the needs and aspirations of all students and inspire a passion for lifelong learning.

Objectives:

- The School will take a future-focused approach to curriculum design and delivery, aligned to the New Zealand Curriculum, with a particular focus on mana orite mo te mātauranga Māori. (2022)
- The needs of all students will be met through the provision of personalised curriculum pathways and informed current and future-focused career guidance. (2023)
- The design and implementation of programmes will be sensitive to the identified learning needs of all students (especially priority learners). (2022) (2023)
- Students will be challenged to be intellectually curious, to take responsibility for their own learning and to achieve personal excellence. (2023)
- Achievement data will be used to track and support student progress and to inform planning. (2023) (check wording corresponds)
- The School will provide cross-curricular and integrated curriculum opportunities in teaching and learning programmes.
- Community and business partnerships will provide external expertise to support and inform teaching and learning programmes.
- Cross-curricular links, collaboration and real-life contexts will be fostered.
- Creativity, innovation and enterprise will be encouraged and celebrated.
- The School will encourage home to participate in the collaborative support of students' learning. (2023)

Learning: Our People – *Ako: Ā tātou tāngata*

Strategic Statement:

To attract, develop and retain inspiring staff who are mentors and facilitators of effective teaching and learning.

Objectives:

- Focused, structured professional development will support the School's vision for learning, to enable students to navigate a changing world. (2023)
- Staff will be empowered to enact the new curriculum changes, with specific focus on literacy, numeracy and mana orite mo te mātauranga Māori. (2022)(2023)
- Staff will be encouraged and resourced to be role models for lifelong learning.
- Internal leadership capability and capacity will be developed to ensure sustainability.(2022) (2023)
- Staff involvement in co-curricular activities will be supported and acknowledged.

Learning: Beyond the Classroom – *Kia tipu*

Strategic Statement:

Foster the physical, cultural, personal and social development of each student.

Objectives:

- Development of extracurricular programmes (being activities such as arts and sports that are not directly connected to the curriculum) will be supported and well resourced.
- Resourcing will be allocated based on participation, but smaller programmes will be retained where feasible or desirable, or when there are good reasons for keeping them (e.g. cultural or spiritual), which are connected to the curriculum.
- The vision, values and strategy for extracurricular programmes will be clearly articulated. Participation and high achievement will be valued.
- Co-curricular talent (arts and sports) will be identified and nurtured, and elite achievers will be mentored and supported.
- The School will provide a sustainable infrastructure to support the co-curricular programmes (arts and sports). (2023)
- Appropriate and effective opportunities will be provided for personal, social and leadership development and students will be encouraged to extend their social networks.
- Good citizenship and commitment to community service will be promoted and fostered. (2023)
- Campus development will be planned, prioritised and optimised in keeping with established heritage, environmental and sustainability guidelines, while continually adapting best practice to keep abreast of changes in the learning environment. (2022)
- The School will utilise technology to provide the best possible learning environments.(2022) (2023)

Connecting – *Kia tūhono*

Strategic Statement:

Engage meaningfully with the wider School community and other local, regional, national and global communities.

Objectives:

- Effective communication with the School community will keep parents informed and encourage their involvement and feedback. (2022)
- Liaison with key stakeholder groups will promote a better understanding of the School’s vision and purpose. (2022) (2023)
- Expanded international connections and programmes will promote understanding and fellowship, and support effective global citizenship.
- Local business, community and educational groups will be involved in mentoring and support of programmes and a network of leadership / governance / innovation contacts established.
- All School events will reflect our culture and values and welcome our wider School community where possible.
- To meet our students’ educational needs under The Treaty of Waitangie/Te Tiriti o Waitangi, we will connect with whanau and local communities, and support the Kawenata School Partnership. (2022)

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
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Junior English:

NOTE: Reading and writing skills have been identified as the most relevant areas leading to success in the senior English programmes. For this reason, these are the summative assessments that have been used to determine the “literacy targets”.

Year 9 (2021)	<p>Based on PAT Reading Levels we wish to move the students at level 3 to level 4 and 5 by the end of year 10</p> <p>8 % at L3 or below 92 % at L4 or above</p> <p>Target: 85% at Level 4 or above; 40% at Level 5 or above;</p>	<p>Results: Achieved for both L3 and L4</p>	<p>We are pleased with the progress of student achievement in year 9 english students in 2022</p>	<p>Target 2023: Adjusted to meet the needs of the cohort which we are still testing as year 10 students in 2023.</p>
Year 10 (2022)	<p>According to e-AsTTle testing at the end of 2022, the Y10 cohort is operating at the following levels: 97% at Level 4 or above; 41% at Level 5 or above</p> <p>Target: 65% at Level 5 or above; 15% at Level 6 or above; (Lower expectations due to HOD overall analysis of 2022 Y9 cohort data)</p>	<p>Results: Achieved for both L5 and L6</p>	<p>We are pleased with the progress of student achievement in year 9 english students in 2022</p>	<p>Target 2023: Adjusted to meet the needs of the cohort which we are supporting as year 11 students.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
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Junior Maths/Numeracy:

Year 9	<p>Based on the entry testing data for incoming Year 9 students and comparing with 2021 cohort, 2022 Year 9 students are expected to be operating at the following curriculum levels: (using Nov 2022 asTTle)</p> <p>15 % level 3 or below 12% level 4B 73% level 4P or above</p> <p>Target: In the EOY E-AsTTle - 80% Level 4P or above with 40% at Level 5 in Number</p>	<p>EOY asTTle: 76% Level 4P or above with 51% @ least 5B</p>	<p>Target for 80% Level 4P or above not quite met and target 40% @ Level 5 exceeded by 25%. This confirms that more able students better coped with online learning</p>	<p>Target 2023: 80% Level 4P or above with 40% at Level 5 in Number.</p>
Year 10	<p>According to e-AsTTle testing at the end of 2022, the 2022 Year 10 is operating at the following levels:</p> <p>2% @ Level 3 3% @ Level 4B 2% @ Level 4P 22% @ Level 4A 8% @ Level 5B 63% @ Level 5P and above</p> <p>Target: In the EOY E-AsTTle - 70% Level 5P or above with 20% Level 6 in Number</p>	<p>According to end of year asTTle: 86% Level 5P or above with 8% Level 6 in Number</p>	<p>Target for 70% Level 5P or above not met . 20% Level 6 is also Number not met. This is a consequence of the reduced number of math lessons timetabled for Junior students. Which has been addressed and we are looking for greater achievement levels in math of the next few years.</p>	<p>Target 2023 Adjust targets - to reflect the increased class contact time. 75% Level 5P or above with 10% Level 6 in Number.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
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Junior Science:

Year 9	<p>Curriculum data Baseline data used for Science are the entry tests for Y9. <i>Note that assessments in Science are based on level specific content, on occasions an assessment can be used to assess multiple levels (i.e. level 4 and 5).</i></p> <p>Target: 80% of year 9 students achieve at level 4P of the curriculum with 50% at level 5B or higher.</p>	<p>Target met <input checked="" type="checkbox"/></p> <p>4P or higher: 83.5% 5B or higher: 67.1%</p> <p>Breakdown:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: left;">% of cohort</th> </tr> </thead> <tbody> <tr><td><4</td><td>4.9</td></tr> <tr><td>4B</td><td>11.6</td></tr> <tr><td>4P</td><td>15.2</td></tr> <tr><td>4A</td><td>17.4</td></tr> <tr><td>5N</td><td>13.1</td></tr> <tr><td>5B</td><td>19.1</td></tr> <tr><td>5P</td><td>11.4</td></tr> <tr><td>5A</td><td>8.3</td></tr> </tbody> </table> <p><i>Keep in mind that 5A in Year 9 is different to 5A in Year 10, as the content covered is different (due to having multiple curriculum strands requiring broad coverage).</i></p>	Grade	% of cohort	<4	4.9	4B	11.6	4P	15.2	4A	17.4	5N	13.1	5B	19.1	5P	11.4	5A	8.3	<p>Students still managed to achieve as expected. And it is good to see them meeting their learning goals in science.</p>	<p>Target 2023:</p> <p>As the students come in from a range of feeder schools their exposure to science is varied during the year 9-10 years. It is our goal to have students working up to 5B or higher which will prepare them for NCEA level 1 or level 6 of the curriculum. So the goal remains at 80% of year 9 students will achieve at level 4P of the curriculum with 50% at level 5B of higher</p>
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	<p>Thinking with evidence data For Science specific data Thinking with Evidence will be used and the score correlated to a Curriculum level.</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: left;">T1</th> <th style="text-align: left;">T4</th> </tr> </thead> <tbody> <tr><td>Low</td><td>4%</td><td>5%</td></tr> <tr><td>Middle</td><td>68%</td><td>66%</td></tr> <tr><td>High</td><td>28%</td><td>29%</td></tr> </tbody> </table>		T1	T4	Low	4%	5%	Middle	68%	66%	High	28%	29%								
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Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action									
Year 10	<p>Curriculum data: Results from end of year data</p> <p>Target: 80% of year 10 students achieve at level 5P of the curriculum or higher.</p>	<p><i>Curriculum results:</i></p> <p>Target not met ☒ 5P or higher: 50%</p> <p>Breakdown: Grade % of cohort 5N 21 5B 29 5P 46 5A 4</p>	<p>This cohort has a bigger tail in science than we have experienced in some time and will require a level one class that caters for this bigger tail.</p>	<p>Target 2023:</p> <p>We will adjust the target for 60 % of year 10 students to achieve at level 5P of the curriculum or higher to reflect the types of learners in the classes that we are now seeing.</p>									
	<p>Thinking with Evidence data: A comparison of Thinking with Evidence test results from Term 1 to Term 4 was made, as well as compared to Term 4 in 2022</p>	<p><i>Thinking with evidence:</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>T1</td> <td>T4</td> </tr> <tr> <td>Low</td> <td>9%</td> <td>8%</td> </tr> <tr> <td>Middle</td> <td>52%</td> <td>43%</td> </tr> <tr> <td>High</td> <td>38%</td> <td>49%</td> </tr> </table> <p>Low = 12% in 2022 as Y9 Middle = 59.9% in 2022 as Y9 High = 28.2% in 2022 as Y9</p>				T1	T4	Low	9%	8%	Middle	52%	43%
	T1	T4											
Low	9%	8%											
Middle	52%	43%											
High	38%	49%											
Junior Social Studies													
Year 9	<p>Change from EOY examination data to overall GPA from tracking sheets. No group work in Year 9 so the data for each student is accurate to them.</p> <p>Target: 75% at Level 4 or above and 30% at Level 5 or above.</p>	<p>Results:</p> <p>Target met Level 4 or above = 88.6% Level 5 or above = 32%</p>	<p>The lowered target was responsive to the students and their contact time. However this does show that we do cater for learning online and students did get a good program for learning.</p> <p>There did seem to be a long tail with this group of Year 9s too.</p>	<p>Target 2023:</p> <p>Considering 2023 looks like it might be less disrupted as 2022, the targets will be increased slightly for Yr 9.</p> <p>80% at Level 4 or above and 25% at Level 5 or above.</p> <p>How results will be measured: GPA scores from all assessments. Hopefully we can include EOY examination data for 2023.</p>									

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
<p>Year 10</p>	<p>Change from EOY examination data to overall GPA from tracking sheets. There is one group mark (Enterprise) for all students.</p> <p>Target:</p> <p>80% at Level 5 or above with 15% at or above Level 6.</p>	<p>Results:</p> <p>Target met Level 5 or above = 100% Level 6 or above = 23%</p> <p>Due to covid and lockdowns the Social Studies teachers decided not to have EOY exams. Yr 10 completed an in class/online essay (under test conditions).</p>	<p>These results are excellent and indicate a high achievement rate for Year 10s in 2022. There were some changes in the course content which may have increased engagement. There could also be a number of high achieving students in this cohort.</p> <p>However, again, this year's percentages were taken from different data than previous years due to SS choosing not to have EOY exams, therefore the data is from GPA scores (average of CL presented as a number cf. actual CL data).</p>	<p>Target 2023:</p> <p>80% at Level 5 or above with 20% at or above Level 6.</p> <p>Looking at the Year 9 data from 2022 the targets have been adjusted to reflect the learners of that cohort.</p> <p>How results will be measured: GPA scores from all assessments. Hopefully we can include EOY examination data for 2023.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
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Senior Students:

<p>Year 11</p>	<p>Level 1 NCEA <i>Targets:</i> 100 % of Year 11 students will achieve a L1 qualification. Of these, 47 % will achieve Merit endorsed certificates and 37 % will achieve Excellence endorsed certificates.</p> <p><i>How results will be measured:</i> NCEA statistical data available on the NZQA website.</p>	<p>97.7 % of Year 11 students achieved a L1 qualification. Of these, 47.2 % achieved Merit endorsed certificates and 36 % achieved Excellence endorsed certificates.</p>	<p>Our number of students achieving level 1 is very high and we know about the students who did not meet this target this year and we remain committed to working with these students over two years to gain their level one qualifications.</p> <p>Our endorsement rate remains high and steady at the 30-40% range.</p>	<p>Target 2023: <i>Targets:</i> 100% of Year 11 students will achieve a L1 qualification. Of these, 76% will achieve endorsed certificates and 40% will achieve Excellence endorsed certificates.</p> <p>Students will be tracked through regularly A & A meetings, student self-monitoring, form teachers, Dean HOD LS, HOD Kaupapa Māori, Year 11 Dean, Dean of International Students/TiC EAP and DP Reporting.</p>
<p>Year 11</p>	<p>Literacy NCEA 100% of students at Waikato Diocesan will achieve the literacy requirements set for this year level during the one-year Level 1 programme.</p> <p><i>How results will be measured:</i> NCEA Level 1 literacy obtained In 2020, all L1 students achieved their L1 literacy.</p>	<p>Achieved</p>	<p>We were able to meet this target primarily due to the Learning Support Department actively engaging in a rigorous tracking programme of our students at risk of not achieving literacy.</p>	<p>Target 2023: 100% of students will achieve NCEA L1 Literacy.</p> <p>The focus of 2023 will be on continuing to support all students to achieve L1 literacy while in Year 11. And adapting to the new level 1 Literacy requirements.</p> <p>Tracking programmes are in place and selected students are offered the opportunity to complete a range of standards from a variety of subjects that fulfill L1 literacy requirements.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
Year 11	<p>Numeracy NCEA Level 1 Numeracy – 100% of all students enrolled at Waikato Diocesan for a full year will achieve numeracy.</p> <p><i>How results will be measured:</i> NCEA L1 numeracy obtained.</p>	99.2%	<p>Target not met.</p> <p>One student was unable to gain this qualification and may take two years to achieve this and we are again committed to helping this student achieve this qualification.</p>	<p>Target 2023: The target for 2022 has been kept at 100%. The Mathematics Department will continue to track Year 11 students, (all are sitting NCEA Achievement Standards) via the department spreadsheet.</p>
Year 12/13	<p>Level 2 NCEA <i>Targets:</i> 100% of Year 12 students will achieve a L2 qualification. Of these, 70% will achieve endorsed certificates and 30% Excellence endorsed certificates.</p> <p><i>How results will be measured:</i> NCEA statistical data available on NZQA website.</p>	<p>100% achieved L2 NCEA in 2022. Of these 71.2 % achieved endorsed certificates and 27.1% Excellence endorsed certificates with 44.1 % Merit endorsed certificates.</p>	<p>Target met</p>	<p>Target 2023: <i>Targets:</i> 100 % of Year 12 students will achieve a L2 qualification. Of these, 70% will achieve endorsed certificates and 30% Excellence endorsed certificates.</p> <p>This will be tracked through regular AA meetings, student self-monitoring, form teachers, Dean HOD LS, HOD Kaupapa Māori, Year 12 Dean, Dean of International Students and DP Reporting.</p> <p>The Academic Council initiatives such as peer tutoring at Year 12 and 13 are now well embedded and successful. It provides mentoring and support for our most able students.</p> <p>Senior leaders will mentor at risk students if needed and develop IEP with themselves and their whānau.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
Year 12/13	<p>Level 3 NCEA</p> <p><i>Targets:</i> 100 % of Year 13 students will achieve a L3 qualification. Of these, 60% will achieve endorsed certificates. 20% of Level 3 students will achieve Excellence endorsed certificates</p>	<p>98.1 % of Year 13 students achieved NCEA L3. Of these, 68.9% of students achieved endorsed certificates. 23.3% achieved Excellence.</p>	<p>One student that we were working with did not gain their NCEA L3 but we knew the reasoning behind this and have worked throughout their schooling years to gain their highest leaving certificate. This still remains the highest passing rate in the last 5 years.</p> <p>We met this target with</p>	<p>Target 2023:</p> <p>96 % of Year 13 students will achieve a L3 qualification. Of these, 60% will achieve endorsed certificates. 20% of Level 3 students will achieve Excellence endorsed certificates.</p> <p>This will be tracked through regular A&A meetings, student self-monitoring, form teachers, Dean HOD LS, HOD Kaupapa Māori, Year 11 Dean, Dean of International Students and DP Reporting.</p>
Year 12/13	<p>University Entrance</p> <p><i>Targets:</i> 90% of students taking 5 UE subjects will achieve University Entrance.</p> <p><i>How will results be measured:</i> NCEA statistics on NZQA website. 60 credits at Level 3, including 3 University approved subjects of 14 credits at Level 3 in at least 3 domains PLUS UE Numeracy and UE Literacy.</p>	<p>89.5%</p>	<p>The 5 students that we know, did not achieve UE for various reasons ranging from; leaving school to struggling with mental illness and other health and well being issues.</p>	<p>Target 2023:</p> <p>90 % of students taking 5 UE subjects will achieve University Entrance.</p> <p>The class teachers, HOD, Year 13 Dean and DP: Reporting are responsible for effectively tracking all Year 13 students and providing opportunities to complete the requirements for UE where that is possible given the student’s abilities and skill-set.</p> <p>This will be tracked through regularly AA meetings, student self-monitoring, form teachers, HOD LS, HOD Kaupapa Māori, Year 12 & 13 Dean, TiC EAP and DP Reporting.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
Year 13	<p>Scholarship</p> <p><i>Targets: 14</i></p> <p><i>How will this be measured:</i> Scholarship statistics provided by NZQA.</p>	<p>We achieved 15 scholarships this year which was 1 below last years scholarships gained</p>	<p>We had some students achieving multiple scholarships and some students became tired due to the effects of online learning caused by COVID-19. Some students choose to concentrate on their level 3 NCEA exams</p>	<p>Target 2023:</p> <p>Meeting will be held with potential Y12 and 13 Scholarship students by the end of Term 2 to introduce the programme, expectations and dispositions of Scholarship students.</p> <p>Departments will meet to co-construct Scholarship programmes with best fit for their teachers and scholarship students as opposed to timetable dictating circumstances.</p> <p>Scholarship website updated by Academic Council for Scholarship information and resource bank for staff and students.</p> <p>The Academic Achievement Council will take a more active role in encouraging students to prepare for and sit these challenging exams.</p> <p>Investigate additional resources/PLD for staff to increase the number of students gaining Outstanding Scholarships.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
Year 13	<p>UE Literacy</p> <p><i>Target: Target: 90%</i> of students will achieve the University Entrance literacy requirements by the end of Year 13.</p> <p><i>How results will be measured:</i> Statistics provided by NZQA</p>	99.1 % UE gained University Literacy by our students	We did very good by our students who were able to gain these results due to hard work and good support by their teachers	<p>Target 2023:</p> <p>The target for 2023 is 96%. We will continue to track students closely and enable multiple opportunities to attain UE literacy and to ensure that all students are catered for.</p>
Year 12/13	<p>UE Numeracy</p> <p>100% of all students enrolled at Waikato Diocesan for the full year will achieve University Entrance numeracy.</p>	100%	n/a	<p>Target 2022:</p> <p>Continue to offer numeracy pathways to meet the needs of individual learners. Therefore the target for 2021 is 100 %.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
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Priority Learners:				
Māori Students:	<p>In Junior school, value added for Māori students (as measured by curriculum level of efficacy) will be equal to, or greater than, that of non-Māori students.</p> <p>NCEA pass and endorsement rates will be equal to those of non-Māori students at WDSG.</p> <p><i>How results will be measured:</i> Statistics provided by NZQA.</p>	<p>Maori NCEA pass rates were at those of non-Maori at Level 1, 2, 3 and UE.</p> <p>Endorsement rates were approximately the same as for non-Maori.</p>	<p>Māori NCEA pass rates exceed the Decile 10 and National Averages for all Levels.</p> <p>Due to the reasonably small Māori sample size and statistical fluctuations, it appears the NCEA results are approximately equivalent for Maori and non-Maori.</p>	<p>Targets 2022:</p> <p>In Junior school, value added for Māori students (as measured by curriculum level of efficacy) will be equal to, or greater than, that of non-Māori students.</p> <p>The target for 2021 is that NCEA pass and endorsement rates will be equal to those of non-Māori students at WDSG.</p> <p>Key Kaupapa Māori events will continue to evolve and develop in the school with a new emphasis on ‘normalising’ Te Reo Māori and Tikanga within the school with a particular focus on preparing for the establishment of a school whareako.</p> <p>Students will be tracked and monitored via A & A meetings.</p>
Learning Support	<p>100% of students who are on Learning Support IEPs will meet all of their identified outcomes.</p>			<p>Target 2022:</p> <p>The target for 2022 is that 100% of students who are on Learning Support IEPs will meet all of their identified outcomes.</p> <p>Our Learning Support department underwent an outside review in 2013. The report generated concluded that it is an effectively run and well-resourced department that fully and thoroughly meets the needs of all targeted learners.</p> <p>Continue to support students with IEP’s and PEP’s.</p>

Analysis of Variance – WDSG 2022 - 2023

Cohort	2022 Target	Actual	Analysis of Variance	Action
Advanced Learning Support	100% of all students who are on ALS IEPs will report, in their end-of-year evaluations, that the educational opportunities they received were commensurate with their abilities.		IEP outcomes have been set based on a combination of the following data for each individual: Entrance test information (Year 9), Teacher referral, School-based assessment data (qualitative and quantitative) + NCEA results where relevant. Review of previous years expected outcomes from individual IEPs.	Continue to support students with IEP's and PEP's.
International students	100% of all International students will achieve their relevant NCEA qualification and pathway into their chosen tertiary studies whether in New Zealand or overseas. Students tracked by Dean of International with support from staff. through meetings such as A&A meetings.		Target met.	Target 2022: The target for 2022 is that 100% of all International students will achieve their relevant NCEA qualification and pathway into their chosen tertiary studies whether in New Zealand or overseas. Continue to support students with IEP's and PEP if needed. International students tracked by TiC EAP and Dean of International students.