

# WESLEY COLLEGE CHARTER AND ANNUAL PLAN 2020

WESLEY COLLEGE CHARTER

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

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

### **Mission Statement**

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

### **THE SPECIAL CHARACTER IN THE DAILY LIFE OF WESLEY COLLEGE –**

The influence of the ethos of contemporary New Zealand Methodism

#### **Our Special Character**

simply stated: We are Christian in practice

We are Methodist in ethos

We are Accepted for who we are

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

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

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

### **Curriculum**

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

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

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

### **Equity**

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

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

### **Aspects of equity**

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

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

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

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

### **Treaty of Waitangi**

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

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

### **Pasifika Achievement**

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

### **Community**

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

### **School Motto**

The school motto embraces the core values for Wesley College.

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

### **Kairangi Values**

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

### **Strategic Themes**

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

The 5 strands are:

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

### **2020 Theme**

‘O le ala i le pule ma le manuia o le tautua’  
- the path to leadership and success is service

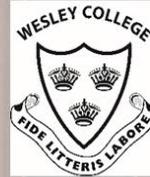
# GOD

Methodist Church of NZ – Te Haahi Weteriana o Aotearoa

## By Faith

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

## By Learning



## By Hard Work

Family  
Respect  
Responsibility  
Excellence

**Act justly Love mercy**

### **Walk humbly with God**

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

**Our Special Character - Our Why!**

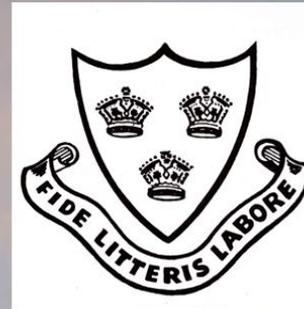
**We are Christian** *in practice*

**We are Methodist** *in ethos*

**We are Accepted** *for who we are*

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

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



**THE METHODIST CHURCH OF NEW ZEALAND**  
Te Haahi Weteriana O Aotearoa

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

Qualified

Good Manners

Adaptable

Relationship  
skills

Resilient

Self-Motivated

Respectful

Confident

Leader

Persistent



## The Strategic Plan Structure

## VISION

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

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## MISSION

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

## KAIRANGI VALUES

FAMILY

RESPECT

RESPONSIBILITY

EXCELLENCE

## STRATEGIC THEMES

**Vision 1: Special Character, Student Service & Pastoral Care**

**Vision 2: Shared, effective team vision**

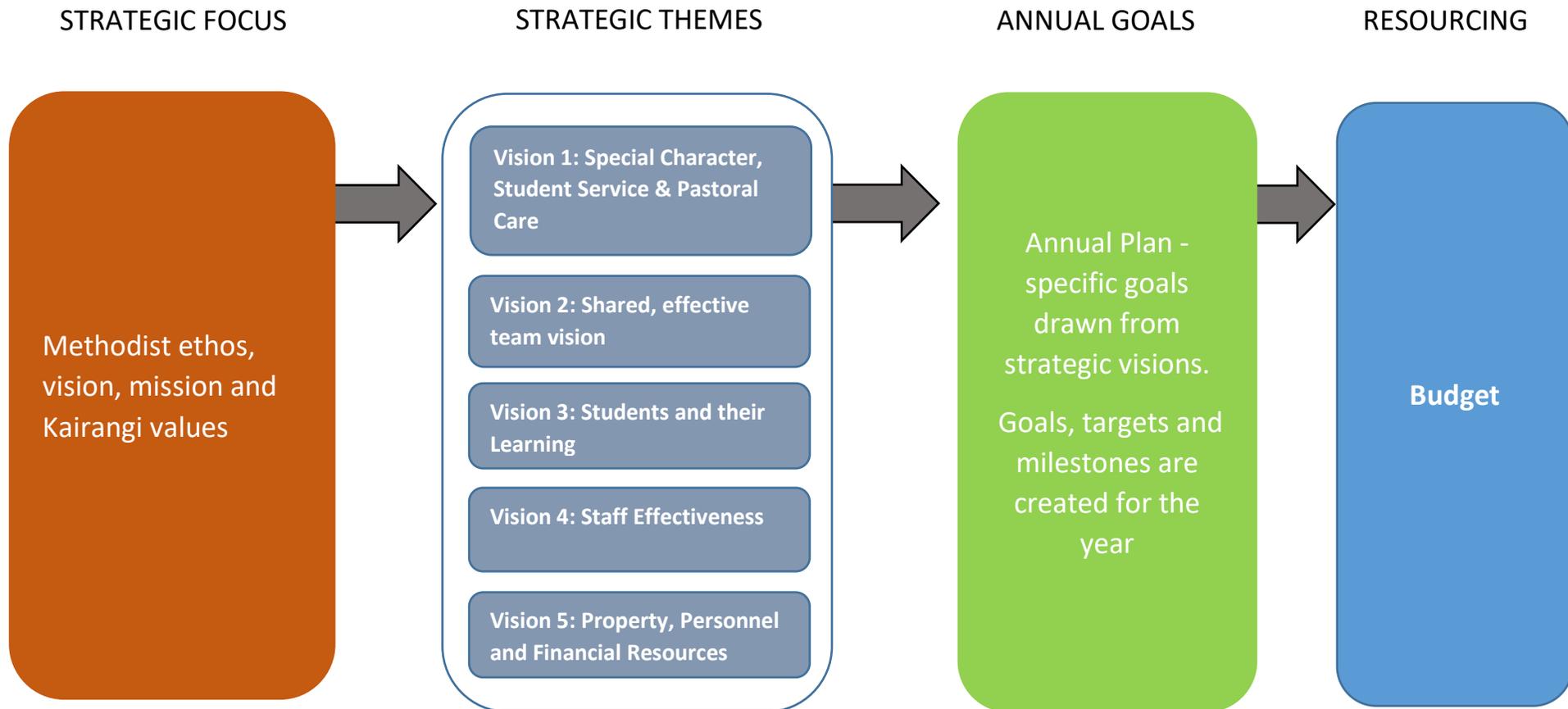
**Vision 3: Students and their Learning**

**Vision 4: Staff Effectiveness**

**Vision 5: Property, Personnel and Financial Resources**



## The relationship between Strategic Plan and Annual Plan Structure



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



**BUDGET**  
**WESLEY COLLEGE**  
**Annual Plan 2020**

**Vision 1: Special Character, Student Service & Pastoral Care**

- Place our Methodist Ethos at the forefront of everyday life

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

TARGET	ACTION	WHO	WHEN	REPORTING
<b>1.4.1 To develop an awareness of the value and importance of service in one's life.</b>	• Initiate visits to local Hospitals/Homes.	LAF Committee	Annually	
	• Develop stronger relationships with local schools through service	Superintending Chaplain	2020	
	• Develop value of giving without receiving - gospel based.		Annually	
	• Develop one or two 'service' projects within the School.	LAF Committee	Annually	

**Vision 2: Shared, effective team vision**

- Open communication and working collaboratively, school wide, so that everyone is valued.

**Goal 2.2: Leadership - to empower and inspire strong leaders**

TARGET	ACTION	WHO	WHEN	REPORTING
<b>2.2.1 Become an employer of choice that maximises staff potential</b>	• Implement a comprehensive professional development leadership programme that aligns with strategic priorities and builds leadership capability.	Principal/SLT	End of 2020	
	• Provide opportunities for people to lead and step –up through creation of leadership positions as the school grows	Principal/SLT	Ongoing	

<b>2.2.2 Ensure and provide opportunities for staff to engage in leadership roles.</b>	<ul style="list-style-type: none"> <li>• Rotate chairing Departmental. Level and teacher meetings.</li> </ul>	DP/AP	Ongoing	
	<ul style="list-style-type: none"> <li>• Provide and distribute relevant PD</li> </ul>	DP	Ongoing	

### Vision 3: Students and their learning

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

3.1 To ensure students develop a clear career pathway

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

#### Goal 3.1: To ensure students develop a clear pathway

TARGET	ACTION	WHO	WHEN	REPORTING
<ul style="list-style-type: none"> <li>• Student academic goals 2020:</li> </ul>	<ul style="list-style-type: none"> <li>• Target Scholarship success</li> <li>• UE to 65% pass rate</li> <li>• L3 90% pass rate + Excellence and Merit endorsements improving annually</li> <li>• L2 90% pass rate + Excellence and Merit endorsements improving annually</li> <li>• L1 95% pass rate + Excellence and Merit endorsements improving annually</li> <li>• Yr 9 attain L4A AsTTle Literacy and Numeracy</li> <li>• Yr 10 attain L5A AsTTle Literacy and Numeracy</li> </ul>			
<b>3.1.1 Students receive ongoing careers advice</b>	<ul style="list-style-type: none"> <li>• Students provided opportunities to attend Tertiary open days, Dream Fono &amp; Career Expos.</li> </ul>	Transition teacher/Year Level Dean/Academic mentor (form teacher)/Gateway/Achievement coordinator	Each Term	

	<ul style="list-style-type: none"> <li>• Student profile is designed by the Academic mentor and shared with the Transition teacher/Gateway/Achievement coordinator/Dean</li> </ul>	Academic mentor		
<b>3.1.2 Student choices are linked to career pathways</b>	<ul style="list-style-type: none"> <li>• Academic mentor provides advice on what option subjects to choose to support career focus.</li> <li>• Option choices provide an academic and vocational pathway to support career choice</li> <li>• Student career pathway reviewed regularly.</li> </ul>	Academic mentor  DP Timetable  Academic Mentor/Dean	Each term  Annually  Each term	
<b>3.1.3 Review curriculum design in regards to new programmes and courses available to meet student needs</b>	<ul style="list-style-type: none"> <li>• Review curriculum programme</li> <li>• A Services Academy is introduced in/after 2020</li> <li>• Pathways are coherent and authentic and linked to the local community</li> <li>• Investigation of local pathways and the potential for Wesley College to be leaning hub centred around the STEM requirements in the immediate area</li> </ul>	DP Curriculum and Curriculum committee  Principal/BoT  SLT  SLT	Annually  2020  Ongoing  2020	

<b>3.1.4 Students have opportunities to experience tertiary studies and work experience from Year 9</b>	<ul style="list-style-type: none"> <li>Students have the opportunity to experience study at tertiary institutions</li> </ul>	Transition teacher/Dean	Annually	
	<ul style="list-style-type: none"> <li>Students have the opportunity to undertake work experience which is linked to their identified career pathway</li> </ul>	Gateway coordinator	As necessary	

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

TARGET	ACTION	WHO	WHEN	REPORTING
<b>3.3.1 Plans are developed for literacy and numeracy</b>	<ul style="list-style-type: none"> <li>Literacy/numeracy achievement targets set</li> </ul>	Principal	Annually	
	<ul style="list-style-type: none"> <li>Plans to embed best practice for teaching numeracy and literacy are developed</li> </ul>	All teachers/CoL	Annually	
	<ul style="list-style-type: none"> <li>Students reach Level 5 literacy and numeracy by the end of Year 10.</li> <li>REP and Reading Plus are embedded as part of long term strategies to improve literacy.</li> </ul>	Dean/HODs	Over two year cycle  Annually	
<b>3.3.2 PD provided to staff around literacy and numeracy</b>	<ul style="list-style-type: none"> <li>Staff able to attend PD workshops that target literacy and numeracy</li> </ul>	DP responsible for PD	Annually	
<b>3.3.3 Literacy / numeracy targets and plans are reviewed</b>	<ul style="list-style-type: none"> <li>Review and evaluation of targets and plans</li> </ul>	SLT	Annually	
	<ul style="list-style-type: none"> <li>New Year 9 students vetted prior to the start of the year based around specialist support and intervention.</li> </ul>	DP responsible for student interviews and Learning support	As necessary	

<b>3.3.4 Gifted and Talented programme established and reviewed</b>	<ul style="list-style-type: none"> <li>Year 9 G &amp; T students identified and placed in a G &amp; T class at Year 10 for the following year.</li> </ul>	Academic mentor/Dean/classroom teacher	Annually	
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#### Vision 4: Staff effectiveness

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

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

TARGET	ACTION	WHO	WHEN	REPORTING
<b>4.2.1 Teaching programmes are authentic and relevant to learners lives</b>	<ul style="list-style-type: none"> <li>Curricula are reviewed and re-written to reflect real world issue/problems.</li> </ul>	All teachers	2020 ongoing	
<b>4.2.2 Teaching and learning programmes follow school non-negotiables</b>	<ul style="list-style-type: none"> <li>Expected teaching and learning practices are visible in every classroom through ongoing school wide observation</li> </ul>	All teachers	2020 ongoing	
<b>4.2.3 Teachers are gatherers and fluent users of a wide range of student data and student knowledge to plan for the learning needs of the individual</b>	<ul style="list-style-type: none"> <li>Feedback data such as asTTle, PATs, reading plus, achievement data and student voice are used to inform teaching and learning</li> </ul>	All teachers	2020 ongoing	
<b>4.2.4 Students are offered opportunities for Inquiry based learning</b>	<ul style="list-style-type: none"> <li>Year 9 and 10 will be immersed in inquiry based learning once a term.</li> </ul>	All teachers	TBC 2020,	
<b>4.2.5 Promote opportunities for EOTC</b>	<ul style="list-style-type: none"> <li>Every class shall participate in at least one trip per year.</li> </ul>	All teachers	Ongoing	

#### Vision 5: Property, Personnel and Financial Resources

- For the school to provide the resources to enhance students and all staff for lifelong learning and wellbeing for the 21<sup>st</sup> Century.

**Goal 5.3: Be an employer of choice that develop's a positive workplace culture that maximises staff leadership, potential and well being**

TARGET	ACTION	WHO	WHEN	REPORTING
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<p><b>5.3.1 Implement a comprehensive professional development programme that aligns with strategic priorities and builds capability.</b></p>	<ul style="list-style-type: none"> <li>• Personal professional development is identified in the appraisal process</li> <li>• College wide professional development is identified from the college strategic vision</li> </ul>	<p>DP in charge of PD</p> <p>Principal and DP in charge of PD</p>	<p>Throughout 2020</p> <p>November 2020</p>	
<p><b>5.3.2 Communicate the EAP (Employee Assistance Programme) and make available to all staff.</b></p>	<ul style="list-style-type: none"> <li>• All staff are made aware of the EAP programme and how to access the service</li> </ul>	<p>Principal and Director of Business Services</p>	<p>Early 2020</p>	
<p><b>5.3.3 Ensure all staff receive a comprehensive induction at the start of their employment and review handbooks annually</b></p>	<ul style="list-style-type: none"> <li>• New staff meet with HR and team leaders prior to commencing work to be inducted in college procedures</li> <li>• All staff review teaching and/or hostel handbooks annually</li> </ul>	<p>Director of Business Services and Team Leaders</p> <p>SLT</p>	<p>Ongoing</p> <p>January</p>	
<p><b>5.3.4 To ensure that all members of the staff are appraised through a process of goal setting, classroom observation, feedback, student achievement analysis and personal professional reflection</b></p>	<ul style="list-style-type: none"> <li>• Staff are willingly and actively involved in a process of professional growth that develops capacity and effectiveness</li> <li>• Staff participate in the setting of appraisal goals</li> </ul>	<p>Team Leaders</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p>	