
WELLINGTON COLLEGE



Strategic Plan 2004-2009 (Revised August 2007)

WELLINGTON COLLEGE – PHILOSOPHICAL UNDERPINNINGS TO THE PLAN

Vision

Wellington College offers a balanced, challenging academic and co-curricular programme. It has high expectations for success for all students. Its mission is to inspire students to develop their talents, to reach well beyond the ordinary, to acquire a life-long passion for learning, and to become productive citizens who appreciate the importance of service, leadership and traditional values in a changing world.

Accept the light and pass it on

VALUES

Wellington College insists upon and fosters honesty, integrity, fairness, responsible leadership, mutual respect and tolerance.



CHARACTER

Wellington College values tradition, diversity and service to others, prizes innovation and creativity, and promotes high standards of behaviour and achievement.

COMMUNITY

Wellington College is a strong, caring community committed to teamwork and open, effective communication.

ASPIRATIONS FOR THE COLLEGE 2004-2009

Strategic Intent

1. NCEA is accepted, modified and creatively and sensibly implemented, and the school's academic results are amongst the highest in the country in all year group levels.
2. Excellence is maintained and improved across all sporting and cultural activities and the infrastructure that ensures participation, and the standards achieved, are lifted. While we seek to be inclusive with these activities, the school will continue to be unashamedly competitive.
3. Cultural diversity will continue to be celebrated and we will encourage equal participation in cultural activities as for sport. Of the three broad activities offered – sporting, cultural and service – each student will be encouraged to participate in at least two. The school will strive to have pre-eminence in all of these activities in the Wellington region and a consistent profile nationally.
4. There will be ongoing improvement of the grounds, with first class facilities to support the various sports using those grounds. Our aim is to ensure that we provide well-functioning classroom blocks with appropriate levels of technology. Our intent is not to have one prefabricated classroom on the campus.
5. The school will seek to ensure that there is a body of happy, highly-trained and motivated staff and that professional development of individual teachers will be closely linked to school-wide emphases.
6. The school will examine those practices and activities that make for a distinctive Wellington College culture. These elements will be reinforced and the ethnic diversity of the school will be further celebrated.
7. For every boy who enrolls at Wellington College, individual excellence at his own level will remain the top priority.

Positioning Statement

Wellington College sees competition and cooperation as complimentary, not contradictory.

- Wellington College is a school where excellence in aspects of school endeavour is valued in a competitive but compassionate context.
- The College is a school where individuals are encouraged to discover their own strengths and where achievement in all fields is valued.
- We create a climate where respect and concern for others of diverse backgrounds and beliefs is encouraged.

STRATEGIC PRIORITIES 2007-2009¹

The current Board is committed to:

- **Appointing the very best staff, retaining high quality staff and identifying under-performing staff.**

Ministry of Education concerned re concentration of top teachers at Wellington College

To have excellent teachers in every position

Wellington College continues to be a wonderful place to teach in and learn in.

- **Articulating, inculcating, modelling, exhibiting our agreed values**

Old Boys recognise that Wellington College moulded their value system for the better.

Wellington College's values remain firm and they are adopted by every student throughout their lives.

Boys, whilst here and when they leave, will have a value basis that will serve them well in life.

A place where our boys will gain confidence and learn to face the real issues when leaving college.

- **Improving our financial independence to be the top performing NZ school.**

\$15 million goal achieved in fundraising.

Wellington College continues as a leading NZ school supported by a significant funding programme.

Greater financial independence.

- **To be recognised as the best in all we do – academic, cultural and sporting, and infrastructure.**

“Boys’ school defies national trends yet again.”

To maintain and continue to improve the current successful status the College enjoys.

Wellington College will deliver the expectations to all pupils, teachers, parents and the wider community.

This Board can find some ways to make it an even better school than it is today.

This school will provide exciting opportunities for all students to learn and that they will exceed their expectations.

- **Raising academic outcomes for Maori and Polynesian students**

Maori and Polynesian results identical with whole school results.

Maori and Pacific communities say Wellington College provides best opportunities for their boys.

- **Miscellaneous**

National sporting recognition gained by 30 Wellington College boys.

International architectural award goes to Wellington College.

College strategic plan model adopted as international standard.

¹ Board's commitments in bold, followed by aspirations for the College expressed by individual members and in small group discussions.

1. EDUCATIONAL OFFERING - STAFF

GOAL: *To continue to attract and retain high calibre teachers, guidance, administration and support staff who are energetic and innovative in their techniques and provide them with ongoing upskilling and development to ensure the advancement of the College's objectives.*

OBJECTIVES/OUTCOMES:

- All staff exceed performance expectations
- A limited number of under-performers who are actively managed
- There is a waiting list for teaching jobs at Wellington College
- A structured and compulsory professional development plan that is linked to both the College and individual goals.
- Enthusiastic and invigorated staff.

Projects	Actions/Tasks	Responsible	Timeframe
Develop policies and programmes to retain, reward and motivate staff		HM	T2 2008
Provide the best possible resourcing for staff to enable them to do the best job they can	• Expansion of targeted professional development in line with the strategic direction of the school	RA	T4 2008
	• Investigate alternative teaching models e.g. Otago net video-conferencing	RA	T4 2008
	• Continue to improve classroom resources	RA	T4 2008
Develop initiatives relating to recognition and reward of teachers	• Investigate financial recognition of extra management/curricular functions	HM/DA	T3 2008
	• Explore non-financial recognition of teacher effort e.g. involvement of business community and parents	HM/DA	T3 2008
Explore creative approaches to staffing	• Investigate ways of freeing up teachers from non-teaching duties/supervision	RA	T1 2008
	• Explore 'sister schools' <ul style="list-style-type: none"> - exchange teachers - gap students 	HM	T4 2008

2. FUNDRAISING AND FINANCIAL SUPPORT

GOAL: *To establish and resource a fundraising programme to underpin the future development of the College and identify and maximise the return from all available sources of funding to finance Wellington College.*

OBJECTIVES/OUTCOMES:

- An increase in the fundraising capacity of the Foundation.
- Closer links between the Old Boys' Association and the Foundation.
- The establishment of a fund of \$X million under the auspices of the Foundation.

Strategies	Actions/Tasks	Responsible	Timeframe
Review all funding streams, internal and external, to achieve our strategic goals	· Continue fundraising roadshow	HM/GS	T4 2009
	· Identify and approach 'big hitters'	HM/GS	T4 2008
	· Scope what grants and contracts we can apply for i.e. ICT, MOE Community Trusts etc.	HM	T2 2008
Review and increase the number of international fee-paying students to 90	· Review to increase the number of international fee-paying students to 90	MP	T1 2008
Review of donations	· Improve collection of school donations to 90%	HM	T4 2008
	· Review donations against the new tax deductibility legislation	HM	T1 2008
	· Tap into current parents – schemes for them to donate	HM	T3 2008
Make greater use of the talent pool of volunteers	· Getting a bigger team of expert volunteers that can assist	?	
	· Expand the scope of our thinking about the scope of the annual donation programme <ul style="list-style-type: none"> - a higher suggested donation - service possibilities 	HM	T1 2008
Diversify revenue streams from school facilities: <ul style="list-style-type: none"> - canteen - uniform shop - hiring facilities 	· Uniform Shop revenue to BOT	HM/DA	T4 2008

3. EDUCATIONAL OFFERING - STUDENTS

GOAL: *To provide more and better opportunities for every student to set and reach challenging goals, together with rigorous systems for measuring the College's performance and the value added for each boy.*

OBJECTIVES/OUTCOMES:

- Wellington College is the leading boys' school outside of Auckland
- Increased parental satisfaction
- Increased support for students with learning difficulties
- All boys are taught effective research and study skills
- Every student is involved in at least one sporting, one cultural and one service activity.

Strategies	Actions/Tasks	Responsible	Timeframe
Maximise academic achievement	• Review curriculum, implement new curriculum	RA	T2 2009
	• Develop strategies to deal with lateness/absenteeism	DA	T2 2008
	• Set academic targets	RA	T1 2008
Implement more effective support for students identified as having reading and numeracy skills below their chronological age, in order to achieve a minimum of NCEA Level 1	• Coordinate target group tracking	RA	T4 2008
	• Provide support for parents of target group students	RA/HM	T1 2008
Identify a number of school-wide emphases (e.g. numeracy, literacy, study skills, thinking skills) across subject areas to lift academic results.	• Implement a school-wide approach to numeracy	RA	T1 2009
	• Enquiry model to be applied consistently in Junior School	RA	T1 2009
Enhance the cultural and sporting dimensions of College life for all students to benefit from a balanced education so that all students experience success	• Explore possibility of establishing sporting and cultural academies	HM/DA	T4 2008

4. BICULTURAL MULTICULTURAL DIMENSION

GOAL: *To develop a more proactive approach to bicultural and multicultural issues.*

OBJECTIVES/OUTCOMES:

(a) Maori students

- Maori protocol are incorporated in formal structures to reflect where appropriate the tangata whenua
- Continued access for Maori students to Wellington College
- Maori students achieve the academic norms for their year level at Wellington College
- Te reo Maori is used freely by students learning Maori
- Increased staff awareness and sensitivity to the learning needs of Maori students.

(b) Pacific Island students

- Continued access for Pacific Island students to Wellington College
- Pacific Island students achieve the academic norms for their year level at Wellington College
- Increased staff awareness and sensitivity to the learning needs of Pasifika students.

(c) Students from other ethnic backgrounds

- An open and inclusive environment
- Increased staff awareness and sensitivity to the learning needs of students from different ethnic backgrounds.

Strategies	Actions/Tasks	Responsible	Timeframe
Investigate and monitor the academic progress of Maori and Pasifika students to ensure equitable academic outcomes.	· Identify areas of strength for Pasifika and Maori students	Dean of S	T4 2007
	· Build on current strengths to design individual learning programmes	Dean of S	T1 2008
	· Strengthen links with parent groups by having quarterly meetings with BOT/staff representatives	Dean of S	T2 2008
	· Review ways to enhance homework/study group for Pasifika/Maori students	Dean of S	T3 2008
	· Develop strategies for recognising measured improvement in low performing students	Dean of S	T2 2008
	· Identify top performing Maori/ Pasifika schools and visit to learn from them.	Dean of S	T4 2008
	· Investigate incentives in involvement in both academic and extra-curricular areas.	Dean of S	T3 2008

4. BICULTURAL MULTICULTURAL DIMENSION

Strategies	Actions/Tasks	Responsible	Timeframe
Include cultural awareness in staff professional development programmes	· Continue with staff development programmes – twice yearly	Dean of S	T4 2008
	· Find out about the Kotahitanga project to see if any aspect of it would be of benefit to Wellington College	Dean of S	T4 2007
Increase engagement of Maori and Pacific Island students in classes	· Review strategies to improve absentee rates	Dean of S	T1 2008
	· Identify/supply male role models for Pasifika and Maori students	Dean of S	T2 2008
	· Strengthen the teaching and learning of Te Reo – variety of teachers, use ICT, videoconferencing	RA	T1 2009
	· Make engagement with international students/experience mainstream	Dean of S	T4 2007

5. COMMUNICATIONS AND RELATIONSHIPS

GOAL: *To foster stronger alliances and strategic working relationships between the College and its community and other organisations including colleges, tertiary institutions and businesses.*

OBJECTIVES/OUTCOMES:

- Creation and maintenance of a comprehensive flow of information between the school and home, and within the school
- Information is available electronically or by alternative means to all including curricular, extra-curricular and pastoral care
- All Wellington College groups e.g. Foundation, Old Boys, parent groups etc, have well-defined roles so that they can be actively engaged in the College
- Closer liaison with the wider community, e.g. business, tertiary, other schools etc.

Strategies	Actions/Tasks	Responsible	Timeframe
Forge closer relationships within business and educational sectors to increase opportunities and courses, exchange ideas and information, and source additional revenue to enhance the educational offering	· Focus on Old Boys' reunions and sports clubs – increase and encourage involvement in school by Old Boys	HM	T4 2009
	· Seek to actively involve parent/Old Boy community in school – develop database of skills	HM	T1 2009
Review and improve website and electronic communication	· Activate and utilise the website as a tool to inform and communicate – updated regularly	MP	T1 2008

6. PROPERTY, RESOURCES, FACILITIES AND TECHNOLOGY

GOAL: *To provide superior facilities and amenities and incorporate ICT as an effective tool for teaching and learning and as an enhancer of effective communication*

OBJECTIVES/OUTCOMES:

- A long term Property and Environment Development Plan
- Every staff member is upskilled and confident in effective use of ICT
- Every student has access to and confidence in the use of ICT
- School communications and administration systems reflect current IT developments in the educational sector.

Strategies	Actions/Tasks	Responsible	Timeframe
Review and update requirements and priorities for grounds and building facilities as set out in the 2005 10 year plan.	· Conduct workshop involving key stakeholders	MP/HB	T2 2009
	· Prepare updated 10 year property capital works plan.	MP/HB	T3 2008
Improve teaching and learning amenities to enhance student learning outcomes and staff productivity and working conditions within funding allocated by the Ministry	· Conduct an audit of teaching and learning amenities.	MP/HB	T2 2008
	· Develop recommendations	MP/HB	T3 2008
	· Seek approval from the Board of Trustees	MP/HB	T4 2008
With the support of College community groups, enhance the grounds, playing fields and other recreational spaces to provide an improved environment for student extra-curricular activities.	· Identify priorities.	DA	T4 2008
	· Conduct forum of support groups to identify initiatives	DA	T4 2008
	· Develop improvement plan	DA	T4 2008
	· Implement initiatives	DA	T4 2009
Implement 10 year plan projects	· Review 10 year property plan including Library, covered way and link span access, landscaping proposals (estimate\$100,000).	MP/HB	T4 2007
	· Prepare plan for upgrading of Terraces	MP/HB	T4 2007
	· Upgrade Technology suite	MP/HB	T4 2009
	· Complete new 8-classroom block	MP/HB	T1 2009
	· Move and transform a prefab into Sports Pavilion	MP/HB	T3 2009
	· Commence new Hall complex	MP/HB	2009
	· Move caretaker's house and create hard court space?	MP/HB	2010 - 2012
Review the current IT Plan to ensure it underpins the overarching goals of the Strategic Plan.	· Refer to ICT Sub-Committee	MP	T4 2007

APPENDIX 1 – ISSUES PERTAINING TO THE KEY RESULT AREAS

KRA Consideration	Educational Offering - Staff	Fundraising & Financial Support
Priorities	<ul style="list-style-type: none"> Continue to appoint HODs/teaching staff of high quality Staffing 	<ul style="list-style-type: none"> Strong base of funding for development of facilities and programs Completion of Assembly Hall
Questions	<ul style="list-style-type: none"> How does the College continue to attract the very best teachers? Staffing - particularly Senior Management and teachers – how do we attract and retain the best possible? How can we find ways around MOE constraints on using higher income levels to attract, reward and retain the best staff at the College? 	<ul style="list-style-type: none"> How can we change the level of funding available to the College? How do we maximise the financial, social, cultural and sporting talents and contributions of the parent community, Old Boys and Friends of the School? How do we manage risks of decreasing international students and develop alternative funding sources? What fundraising targets do we need to set and achieve over the next five years?
Forces	<i>Driving</i>	<ul style="list-style-type: none"> Access to significant pool of funds (5) HM focus on fundraising cost (time commitment) (5)
	<i>Restraining</i>	<ul style="list-style-type: none"> Underfunding (19) Recruiting staff in areas where it is increasingly difficult e.g. Technology (7) Lack of teachers in some areas (6) Staff which is possibly unwilling to “do stuff” beyond the classroom (4) Constraints on providing teachers with financial incentives for contribution outside classroom. (4) A shortage of quality applicants being attracted into the teaching profession (3) Impact of location on attraction of staff due to cost of living/housing etc. (3) Burnout of staff. (1)
Critical outcome	<ul style="list-style-type: none"> Recruit and retain best possible staff 	<ul style="list-style-type: none"> Increase funding to a sustainably higher level Developing a range of funding sources
Biggest challenge	<ul style="list-style-type: none"> Funding incentives for retention of quality staff Reduce workload and make job more enjoyable Creating/nurturing an environment for staff development Funding an environment which attracts the best 	<ul style="list-style-type: none"> Finding best strategy to increase funding Narrowing the funding gap between our aspirations and funds available Human resources to manage fundraising program Getting ‘big hitters’
Question	<ul style="list-style-type: none"> How do we find/identify possible sources of funds? How can we find smarter ways of addressing staffing i.e. ICT, videoconferencing, strategic alliances etc? What do staff want? 	<ul style="list-style-type: none"> How do we increase the rate of fundraising? What are the sources of funds? How do we balance spending of funds raised between capital (buildings) and operating (staff)? How much can we rely on international student funding in the future?
Measures	<ul style="list-style-type: none"> Have the staff identified been retained? Attracting the best staff Best staff who have same values as Wellington College 	<ul style="list-style-type: none"> Money in the bank and a plan to use it

APPENDIX 1 – ISSUES PERTAINING TO THE KEY RESULT AREAS

KRA Consideration	Educational Offering - Students	Bicultural Multicultural Dimension	
Priorities	<ul style="list-style-type: none"> · Continuation of focus on academic success · Managing the student roll within College infrastructure · Stronger focus on sporting outcomes (establishment of sporting academies) · Implementation of the new curriculum in a creative manner that meets the needs of our school community 	<ul style="list-style-type: none"> · Understanding Maori student pathways and providing an education fitting that pathway. · A strategy to continue to have Maori students coming to Wellington College 	
Questions	<ul style="list-style-type: none"> · How can we achieve specific outcomes for those students who are underachieving? · How can we use the opportunities provided by the new curriculum to improve the teaching and learning in our school? · How can we encourage our students to be aware of environmental issues and act appropriately? 	<ul style="list-style-type: none"> · How can we achieve much better results for Maori and Polynesian students? 	
Forces	<i>Driving</i>	<ul style="list-style-type: none"> · Traditional values and the pursuit of academic excellence is a powerful combination (8) · Strong extra-curricular program (6) · New directions from ERO, NCEA (and possibly MOE) provided by new CEOs etc. (3) · If NCEA is non-negotiable then make it successful (3) · The new curriculum (3) 	<ul style="list-style-type: none"> · Strong school ethos (9) · Strong ‘values’ base e.g. increasing tolerance of ethnic groups. Now we need to move to embracing (5)
	<i>Restraining</i>	<ul style="list-style-type: none"> · Nil 	<ul style="list-style-type: none"> · Public attitudes to investing in education (6) · Government zoning (enrolment schemes) – can’t attract the ones we want (1)
Critical outcome	<ul style="list-style-type: none"> · Academic success · All boys to have instilled a Wellington College ethos (values, service, strive = academic success) · “All-round achievements” · To equip students with all-round skills required to succeed in life 	<ul style="list-style-type: none"> · Improve results of Maori/Polynesian students 	
Biggest challenge	<ul style="list-style-type: none"> · Pass rate of lowest 20% in academic ability in literacy and numeracy · Connecting students to academic/non-academic options · Motivating students to realize their full potential 	<ul style="list-style-type: none"> · Cutting down absenteeism rates · Motivating the students · Up-skilling staff to address needs of boys in the teaching and learning programmes · Engagement with parents, connecting with students 	
Question	<ul style="list-style-type: none"> · What programs do we implement for less able students? · How do we get involvement of the student in the design phase of the programme? · What programmes do we offer to achieve desired outcomes? · How do we up-skill staff to teach students with varying abilities/needs? 	<ul style="list-style-type: none"> · How do we find new initiatives that encourage/motivate attendance/success · How do we improve the engagement of Maori/Pasifika students? · How do we create a connection from staff to students? · Do we need to utilise external expertise? 	
Measures	<ul style="list-style-type: none"> · Retention, lower absenteeism, higher levels of student engagement · Improved success in national qualifications · Reputation of school – enrolments 	<ul style="list-style-type: none"> · Absenteeism rate · NCEA results · Higher pass rate 	

APPENDIX 1 – ISSUES PERTAINING TO THE KEY RESULT AREAS

KRA	Communications and Relationships	Property, Resources, Facilities and Technology	
Consideration			
Priorities	<ul style="list-style-type: none"> · Continuation of relationships with Old Boys and other supporters of the College e.g. Foundation 	<ul style="list-style-type: none"> · N/A 	
Questions	<ul style="list-style-type: none"> · How do we develop and foster a sense of ownership and involvement in these groups? 	<ul style="list-style-type: none"> · How can we complete the building programme within the 7 year funding arrangements? · What's the place of ICT in delivery of the curriculum? 	
Forces	<i>Driving</i>	<ul style="list-style-type: none"> · Strong support from the school community, Old Boys, parents (7) · Increased involvement of parent community, friends of the College and Old Boys (4) 	<ul style="list-style-type: none"> · Strong support from old boys, parents and school community
	<i>Restraining</i>	<ul style="list-style-type: none"> · Website (1) 	<ul style="list-style-type: none"> · Underfunding
Critical outcome	<ul style="list-style-type: none"> · Encourage Old Boys and supporters to be actively involved in school life · Old Boys' active involvement translates to funding · Entire school community is aware of school's activities · Cohesive community moving in an agreed strategic direction · Other groups knowing what the College plans/achievements are 	<ul style="list-style-type: none"> · Complete new classroom block · Commence construction of new Hall · Enhancement of ICT resource 	
Biggest challenge	<ul style="list-style-type: none"> · Identifying Old Boys/supporters and fostering areas of interest/support · How we improve the relevance of the school (and its value) · Atomisation of the various groups · Consistency of common purpose - keep communicating 	<ul style="list-style-type: none"> · Project management · Getting the money 	
Question	<ul style="list-style-type: none"> · How do we utilise Old Boys'/supporters' skills to the advantage of the college? · How do we engage Old Boys with school priorities e.g. money? · What is the most effective mode of communication for each group? · How do we gain full support? 	<ul style="list-style-type: none"> · How do we increase the rate of fundraising? · What is the final design of the Hall? · Where does the Hall fit in the overall property plan? · Where do we get the money? 	
Measures	<ul style="list-style-type: none"> · How many support school activities · Financial and non-financial support 	<ul style="list-style-type: none"> · Classroom block completed and Hall started by December 2009 - \$6 million raised · Total property plan completed within budget constraints · Completion of classroom block 	