
WELLINGTON COLLEGE



Strategic Plan 2010-2014

1. 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.

2. VALUES

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

3. COMMUNITY

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

4. CHARACTER

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

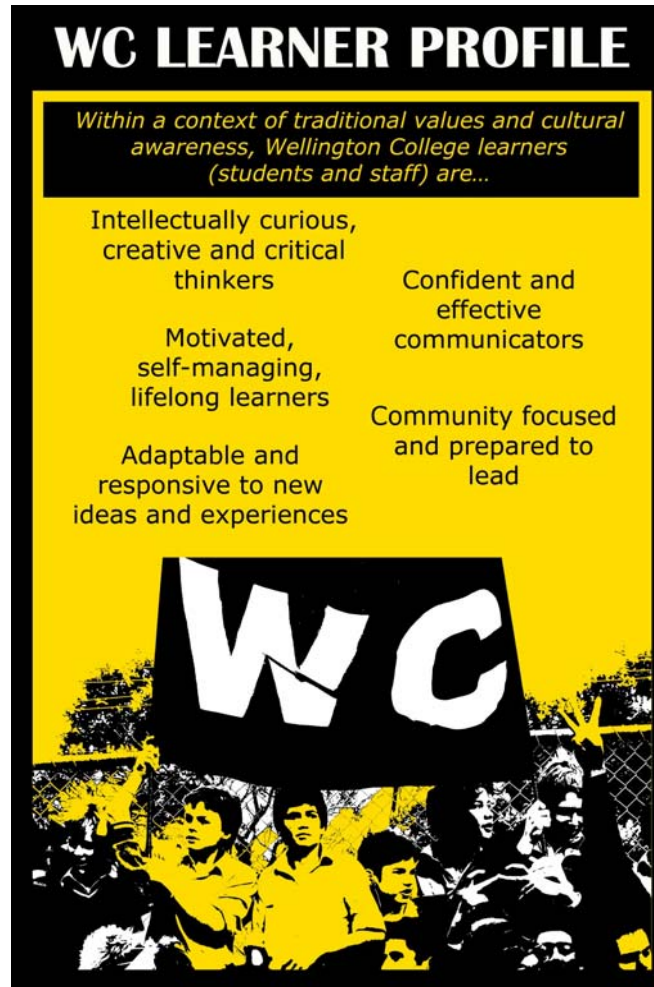
5. POSITIONING STATEMENT

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.

6. STRATEGIC THEME

The Learner Profile provides the theme for this Strategic Plan. It places a Wellington College emphasis on the “Key Competencies” outlined in the *New Zealand Curriculum*. The aim of the Wellington College curriculum programme is to develop learners who gain excellent results in national qualifications and examinations and who develop and display the attributes stated in this profile during their time at Wellington College and in the rest of their lives.



7. STRATEGIC PRIORITIES AND PROJECTS

Six Priority Areas have been identified. Projects to support each Area are listed below.

Staff attraction, development, recognition and retention	Fundraising and financial support	Achievement of students in priority groups
<ul style="list-style-type: none"> · Attract top quality staff so that all students are engaged in their learning and experience high levels of academic success · Provide a range of professional learning opportunities so that staff are reflective in their practice and stimulated in their work · Provide extra remuneration and recognition to retain and attract high quality staff · Explore creative approaches to staffing in order to maintain and expand the breadth of the Wellington College Curriculum 	<ul style="list-style-type: none"> · Review and evaluate all funding streams, internal and external, to enable the Board to achieve its strategic goals · Explore and develop alternative income sources to provide new facilities, enhance learning programmes, and provide opportunities for students, staff and College support groups. 	<p>Maori Student Achievement</p> <ul style="list-style-type: none"> · In partnership with the Maori community, investigate and monitor the progress of Maori students so that the academic achievement of students in this priority group is raised to the level of their peers <p>Pasifika Student Achievement</p> <ul style="list-style-type: none"> · Collaborate with the Pasifika community to investigate and monitor the progress of Pasifika students so that the academic achievement of students in this priority group is raised to the level of their peers
Education offering - students	Alliances, partnerships and connections	Property, resources, facilities and technology
<ul style="list-style-type: none"> · Maximise student achievement across all levels to ensure that all students are enabled to reach their potential irrespective of their ability or profile. · Embed the NZ Curriculum within the College's teaching and learning practices so that the teaching reflects "best practice" and is shaped to meet student needs. · Enhance the arts and sports dimensions of College life for all students to lift student participation and thereby to ensure a more holistic education. · Attraction and engage top quality international students to improve the academic results and to enhance the reputation of the College, both nationally and globally. 	<ul style="list-style-type: none"> · Develop connections with recent Old Boys in order to involve them in the activities of the College · Develop links with other educational institutions in order to improve the quality of our educational offering both curricular and extra-curricular · Develop connections with business and community groups in order to enhance learning opportunities for students · Develop international links which enable staff and students to experience overseas educational opportunities · Develop Wellington College's relationships with other "Wellington Loop" schools to enable meaningful educational collaboration 	<ul style="list-style-type: none"> · Maintain and develop high quality facilities and infrastructure that are fit-for-purpose and enhance the activities of the College.

8. PRIORITIES AND PROJECTS IN DETAIL

8.1 Staff attraction, development, recognition and retention

Projects	Resp.	Deliverables	Target Year 2010-2014
Attract top quality staff so that all students are engaged in their learning and experience high levels of academic success.	RA	Wellington College is represented at the various Colleges of Education Principals' Days	2010-2014
	RA	The website is updated so that it can be effectively used for the recruitment of staff	2010
	HM	Where appropriate, teaching vacancies are advertised in the UK and potential staff are interviewed by the Headmaster during UK visits	2011-2014
Provide a wide range of professional learning opportunities so that staff are reflective in their practice and stimulated in their work.	HM	A plan is developed to increase the size and number of scholarships/fellowships/exchanges available to staff and presented to the Board	2011
	GF	The professional learning programme which takes place in the College is reviewed annually and a new programme is implemented as a result of the review	2010-2014
	GF	Video conferencing to access national and international expertise for professional learning is accessed where appropriate	2010-2014
	GF	A focus on raising the achievement of Māori, Pasifika and international students is included in the professional learning programme	2010-2014
	GF	Professional learning events which increase staff awareness of the different cultures within the College community are held	2011-2014
Provide extra remuneration and recognition in order to retain and attract high quality staff.	HM	Annual giving appeal is enhanced as a means of providing scholarship opportunities for staff	2011
	HM	Further sources of funding to enhance scholarship opportunities for staff are explored	2011
	HM	High quality staff are rewarded, recognised and retained through Board-funded salary units	2010-2014

Explore creative approaches to staffing in order to maintain and expand the breadth of the Wellington College curriculum.	RA	Ways in which volunteers and/or support staff can be used to supplement/augment teaching staff are investigated and a report provided for the Board	2010
	GF/DH	Opportunities for offering courses through video conferencing are explored with Wellington Loop and other schools	2011

8. PRIORITIES AND PROJECTS IN DETAIL (CONTINUED)

8.2 Fundraising and financial support

Projects	Resp.	Deliverables	Target Year 2010-2014
Review and evaluate all funding streams, internal and external, to enable the Board to achieve its strategic goals	BOT	A review of the processes for raising and spending funds is undertaken and a governance model established	2010
	RA/GS	Processes for coordinating and formally recognising donors who volunteer their services or provide donations in kind are developed	2010-2014
Explore and develop alternative income sources to provide new facilities, enhance learning programmes, and provide opportunities for students, staff and College support groups.	GS	A planned and coordinated fundraising programme to develop further the College's physical facilities, to provide perpetual long-term funding, and to support students and teachers is reviewed annually	2010-2014
	DA	An overview of ways in which fundraising assistance, support and advice may be given to College groups (e.g. sporting codes and cultural groups) is provided.	2012
	HM/MP	Demand for places in Wellington College's international student programme from academically able students is increased.	2010-2014

8. PRIORITIES AND PROJECTS IN DETAIL (CONTINUED)

8.3 Achievement of students in priority groups

Projects	Resp.	Deliverables	Target Year 2010-2014
In partnership with the Maori community, investigate and monitor the progress of Maori students so that the academic achievement of students in this priority group is raised to the level of their peers	GF	A staff professional learning group is established to investigate and implement initiatives that raise Maori achievement	2010
	DH	A structure is established whereby the academic progress of all Maori students is monitored throughout the year	2010
	DH	Standardised data is used to assist with the monitoring of the academic progress of Maori students	2010
	DH	An annual report on the academic achievement of Maori students is written and presented to Te Piringa detailing Maori student achievement	2010-2014
	PB	The Maori student leadership and role-model programme is reviewed and enhanced	2013
	Bob Hill	Representatives of local Maori and iwi organisations are met by members of the College community in order to develop support and pathways of opportunity for Maori students	2013-2014
	BOT	A Wellington College Marae is established.	By 2014
Collaborate with the Pasifika community to investigate and monitor the progress of Pasifika students so that the academic achievement of students in this priority group is raised to the level of their peers	GF	A staff professional learning group is established to investigate and implement initiatives that raise Pasifika achievement	2010
	DH	A structure is established whereby the academic progress of all Pasifika students is monitored throughout the year	2010
	DH	Standardised data is used to assist with the monitoring of the academic progress of Pasifika students	2010
	DH	An annual report on the academic achievement of Pasifika students is written and presented to the Pasifika parents group	2010-2014
	PB	Regular events are held which enable staff to develop relationships with Pasifika students and parents	2010-2014
	PB	The Pasifika student leadership and role-model programme is reviewed and enhanced.	2013

8. PRIORITIES AND PROJECTS IN DETAIL (CONTINUED)

8.4 Educational offering - students

Projects	Resp.	Deliverables	Target Year 2010-2014
Maximise student achievement across all levels to ensure that all students are enabled to reach their potential irrespective of their ability or profile	DH	A review of the use and accessibility of standardised formative assessment and NCEA data is conducted and key findings implemented to ensure a more systematic approach to the use of that data to inform teaching.	2010
	DH	Initiatives (such as the centralisation and increased use of academic data) to raise the academic achievement of “middle order” students are investigated and implemented	2011-2012
	GF	A programme of support is developed for students with literacy and numeracy skills below their chronological age, to achieve a minimum of NCEA Level 2	2012
	RA	A system of public recognition is established to acknowledge students who have achieved academic success throughout the year – e.g. 100+ badge for NCEA credits, recognition of students who gain certificate and course endorsements, Year 9 and 10 achievements	2011
	DA/PB	Review of current pastoral care programme conducted	2013
	DA/PB	A programme of goal setting in form classes, including one-on-one teacher/student review, established (goal setting to include academic, sport, culture and service goals)	2011
	DH	A range of strategies to improve attendance and punctuality investigated and implemented	2010-2014
Embed the NZ Curriculum within the College’s teaching and learning practices so that the teaching reflects “best practice” and is shaped to meet student needs.	GF	Methods are established through which the Learner Profile is incorporated into curriculum planning	2011
	GF	The effectiveness of professional learning programmes are reviewed and key recommendations from the review progressively incorporated into future professional learning programmes	2010-2014
	GF	An E-learning plan is developed and implemented throughout the College	2011
	GF/CR	Strategies are implemented through which staff and student use of MyColl and Google Applications increases to enhance learning and communication across the school community	2010-2011
	GF	Strategies through which curriculum overlap in Year 9 and 10 courses can be reduced are implemented	2013
	GF/RA	A process of intra-school class visits established and introduced	2012
	GF	Cross-discipline approaches to improving teacher practice are established and progressively rolled out	2010-2014
	GF	The new Gifted and Talented Programme is implemented	2010

Enhance the arts and sports dimensions of College life for all students to lift student participation and thereby to ensure a more holistic education	DA	Review of newly established “Elite Sports Academy” conducted at the end of its first year with view to expanding this concept into other areas	2010
	DA	Forum of coordinators and representatives of extracurricular activities held to share best practice and to develop common procedures across activities	2011
	RA	Database developed of potential volunteers to assist in various capacities with sports and arts	2010-2014
	DA/PB	Key sporting and arts organisations (which could use the school as a means of accreditation for coaching certificates) identified and contact made to explore the accreditation concept	2012
	PB/DA	Opportunities for students to coach/manage extracurricular activities identified and incorporated into leadership and/or curriculum programmes	2010-2014
Attract and engage top quality international students to improve academic results and to enhance the profile of the College, both nationally and globally.	HM	Review of current course design for international students undertaken and initiatives investigated with a view to improving the educational offering	2011
	HM/MP	Strategies put in place to increase the pool of potential international students to increase the likelihood of attracting motivated and academically oriented students	2011

8. PRIORITIES AND PROJECTS IN DETAIL (CONTINUED)

8.5 Alliances, partnerships and connections

Projects	Resp.	Deliverables	Target Year 2010-2014
Develop connections with recent Old Boys in order to involve them in the activities of the College	RA	A process is established by which the interests and capabilities of Old Boys are recorded onto a database e.g. water polo, orchestra, debating (from school and <i>Wellingtonian</i> records)	2011
	RA	A process is put in place by which school leavers are encouraged to remain involved and “give back” to the College in an area in which they have expertise	2012
Develop links with other educational institutions in order to improve the quality of our educational offering both curricular and extra-curricular.	PB	Innovative programmes in other schools and tertiary institutions in New Zealand and overseas e.g. VUW (I-Predict), Onehunga High School (Business), Albany Senior High (ICT) and Alfriston College (Pasifika achievement) are identified and investigated in order to improve educational offerings at Wellington College	2010-2014
	HM/ GF	The feasibility of a Centre for Teaching and Learning Excellence to develop teachers’ professional expertise is assessed.	2014
Develop connections with business and community groups in order to enhance learning opportunities for students	GF	A staff professional learning group is established to explore learning opportunities available to students through business connections	2010
	PB	Businesses which could provide students with ideas and opportunities for career development are identified	2010-2014
Develop international	HM	Partnerships with outside organisations are developed which provide scholarship/fellowship opportunities for staff	2010-2014

links which enable staff and students to experience overseas educational opportunities.	HM	Associations with ‘international student’ old boys are fostered to publicise Wellington College and attract more international students of high academic ability	2012
	HM	Links with embassies – especially those who have had students at Wellington College are developed to promote the school and to attract quality students.	2011
Develop Wellington College’s relationships with other “Wellington Loop” schools to enable meaningful educational collaboration	GF	A professional development programme for ICT leaders, SMT and BoT members around teaching and learning in an ICT rich environment is undertaken as part of the College’s involvement in the Wellington Loop	2010-2012
	GF	Meaningful projects are identified through which staff and students may collaborate with staff and students in other Wellington Loop schools	2012

8. PRIORITIES AND PROJECTS IN DETAIL (CONTINUED)

8.6 Property, resources, facilities and technology

Projects	Resp.	Deliverables	Target Year 2010-2014
Maintain and develop high quality facilities and infrastructure that are fit-for-purpose and enhance the activities of the College.	HB	A strategic plan for property is carried out in order to prioritise property requirements for grounds and buildings for the 2013 5 year plan.	2011
	BOT	A final decision is made on the College Hall project	2010
	HB	The grounds, playing fields and other recreational spaces, with support from College groups (such as College Mothers) are enhanced to provide an improved environment for students	2010-2014
	BOT	A Marae is developed and an inclusive protocol established around its usage	2014
	RA	The model for canvassing staff and students' property requirements is reviewed	2011
	GF	A strategic plan for e-learning and ICT infrastructure is completed	2011

Staff Codes:

HM – Roger Moses (Headmaster)

DA – Dave Ashby (Associate Principal)

RA – Robert Anderson (Deputy Principal)

GF - Gregor Fountain (Deputy Principal)

PB – Phil Bergin (Assistant Principal)

DH – Darrell Harvey (Assistant Principal)

HB – Heather Benfield (Administration Manager)

CR – Mark Callagher (E-Learning Director)

MP – Mike Pallin (International Students Manager)