Wellington College Māori Student Achievement Plan 2018 - 2020

Two guiding documents which helped shape and inform this draft plan are –

- Wellington College Strategic Plan 2016 – 2020 (https://www.wellington-college.school.nz/about-us/board-of-trustees/strategic-plan-and-charter)
- Ka Hikitia Accelerating Success: 2013-2017 (extended 2018) (https://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaAcceleratingSuccessEnglish.pdf)

Vision
Wellington College will provide a culturally responsive learning environment that supports, engages and inspires our Māori students to achieve to their full potential as Māori

Goal
To accelerate Māori achievement to ensure equity of outcomes for all students at Wellington College

4 Areas for improvement:
1. The classroom experience for Māori Students
2. The monitoring and mentoring of Māori Students
3. The school's relationships with whānau
4. The visibility of Māori students and culture in the cultural and physical environment of the school

* There will be overlapping aspects between all of these categories

1. Improving the classroom experience for Māori Students

Critical Outcomes	Projects	Timeline/ Responsibility/ Evaluation
Teachers and students are culturally competent in and out of their classrooms	a) Continue with PD and PLGS on culturally responsive practice. A move to a culturally responsive personalised learning approach will come with implementation of curriculum review.	a) 2019 - Use student feedback as measure. (DT)
Teachers set and maintain high expectations for Māori students	b) Ensure classrooms are culturally inclusive, both philosophically and physically (encourage teachers to create a more inclusive physical environment in their classrooms)	b) More robust process for measuring culturally responsive practice in place 2019 (GF)
Students associate their culture with a learning culture	c) Create a compulsory Year 9 Te Reo and Tikanga course	c) Will happen in 2020 with Year 9 timetable restructure (DT)
The school recognises the learning cultures of all students	d) Introduce a Māori Performing Arts course in the senior school	d) Offered for 2019 (DT)
Students have a range of appropriate learning pathways that lead to meaningful opportunities once they leave school	e) Increased use of Māori contexts in the learning material	e) 2019 - Already a requirement of WC's Maori Achievement policy. Use student feedback as measure. (DT)
	f) More student voice and student leadership regarding teacher development and learning material	f) Yearly feedback collected starting 2018 (DT)
	g) The curriculum review will identify strategies for providing for a range of vocational pathways	g) Some areas, such as construction can be made more stable by 2019 – other opportunities will arise with curriculum review. (DT)

2. The monitoring and mentoring of Māori Students

Critical Outcomes	Projects	Timeline/ Responsibility/ Evaluation
Manaakitanga is the driving force in all interactions with Māori students All staff understand the importance of monitoring and mentoring Māori students Māori students, as priority learners, receive specific and extra monitoring and mentoring The school creates opportunities for Māori students to engage in peer mentoring with other Māori students	a) Ensure Tutor/Student relationships are based on culturally responsive practice. PD will help with this. b) Appoint a dedicated Māori Student Mentor and resource this position accordingly c) Maintain and expand volunteer support network d) Give student peer mentoring higher priority and status – mentors as leader positions. e) Devise a specific leadership programme for potential Māori student leaders f) Initiate additional and specific Year 9 induction days for Māori students. Ensure any Māori student who arrives at school outside of the beginning of Year 9 receives a specific induction g) Conduct separate Māori assemblies when required – these would have a large student-led component h) Involve whānau and outside agencies in mentoring opportunities for students i) Teachers specifically monitor and report on the achievement of Maori students in their classes	a) 2019 - Use student feedback as measure. (PB/DTC) b) Review late 2018 using student and parent voice (PB/DT) c) Mentor will review volunteer situation and ascertain support needed for volunteers involved in Maori activities - 2018 (EM) d) 2019 – working with TU (PB) e) SLT, Maori Mentor and others involved with Maori to meet 2018 to discuss leadership opportunities (PB) f) Mentor to liaise with teachers and student leaders to create better plan by end of Term 3 2018. Seek feedback from Year 9 students on success of induction. (EM/DT) g) Trial in 2018 – seek feedback from students (EM/JB/DT) h) SLT and mentor to seek greater involvement of whanau resources. Meet to devise plan – 2018. (EM/DT) i) This process started Week 1 2018. Will become more refined in 2019 (DT)

3. The school's relationships with whānau		
Critical Outcomes	**Projects**	**Timeline/ Responsibility/ Evaluation**
Māori parents feel comfortable in their interactions with the school Māori parents feel they have a voice as to the best way to ensure the academic achievement of students The school recognises the important role whānau has to play in the success of Māori All teachers, tutors and Deans build strong relationships with whānau	a) Mentors and SLT seek greater contact with Maori parents, especially those who do not attend Te Piringa meetings b) SMT and BOT actively seek collaboration with representatives of Te Piringa to co-construct strategies on issues of attendance, engagement and achievement c) Run Course Selection and NCEA evenings specifically for Māori and Pasifika families	a) Mentor and SLT to devise plan for better school/whanau contact for 2019 (DT/EM) b) Seek Te Piringa feedback on whether Te Whakaruruhau meetings (or something similar) should be restarted 2018 (GF) c) 2018

4. The visibility of Māori students and culture in the cultural and physical environment of the school		
Critical Outcomes	**Projects**	**Timeline/ Responsibility/ Evaluation**
Māori students are celebrated for their success in all fields Māori language and culture are more visible and more integrated into daily life at Wellington College Maori students feel that their language and culture are valued and respected at their school.	a) Better celebrate learning success of all Māori students b) Replace school signage with English and Maori titles c) Further develop the Te Reo Whare as a visible representation of Māori culture at WC d) Better integrate tikanga protocols into all major gatherings at WC – assemblies, prize givings, etc e) Find opportunities to display Māori art and culture in visible places f) A focus to be placed on bi-culturalism and learning about Maori culture – eg. alternative venues for school events such as Pipitea Marae	a) Mentor and lead teachers (JB/TG and others) to meet with students again Term 3 of 2018 to further discuss. (EM/JB/TG/DT) b) Seek a purchase and implementation plan from property committee once Hall is completed (DH) 2019 c) Once hall is completed, SLT to work with stakeholders to develop a plan for further development of whare area. (GF/DT) 2019 d) Write protocols for planning school events, which always include questions about tikanga and promoting Maori culture (DA/DT) 2019 e) Item one on next Cultural committee's meeting agenda. By the end of Term 3, we should have visual art suggestions for the property committee. (DT) 2018 f) Could be built into PCT time. (PB/DTC) to discuss for 2019