

Whanganui Collegiate School

STRATEGIC
DIRECTION
2024-2025



SECTION 1 – INTRODUCTION

The School Patere

Tenei matou o te kura nei
I timata I te kaupapa a Kui Ma
Kaua e huri ake ki muri to titiro
Engari anga atu ki apopo
Ake ake ke mua atu ra e...

Here we are of this School
Founded on the people who have been before
Don't take a backward step (look back)
Look to the future
Always moving on

“The development of knowledge and character to be of great influence”

W. M. Brown
Headmaster

Vision Statement

Whanganui Collegiate School is a caring place in which students learn respect for themselves and others and are encouraged to strive for excellence within a framework of Christian Faith.

Mission Statement

Whanganui Collegiate School offers all its students the opportunity to pursue a first-class education with particular regard for the Special Character of the School.

Pupil Statement

That we work to the best of our ability and effort to learn and grow from children of promise to young adults of character.

The School Prayer

Almighty God, by whose grace this School was founded: Grant us such humanity that we may be strong in faith, diligent in study, and honourable and charitable to all people; To the glory of your name through Jesus Christ, our Lord.
Amen.

E te Atua
Kaha Rawa
te orokohanga o tēnei kura.
Tukuna mai ki a mātou te kaha
ki roto I te whakapono ki roto I ngā mahi
me te honore nui ki ngā tāngata katoa,
kororia ki tō ingoa o Ihu Karaiti ta mātou
Ariiki.
Amine.

The School Haka

He aha te kaupapa o te kura nei
Ahakoa pehea te nui o nga mahi
kaua rawa e hoki whakamuri
otira, tirohai ki nga rangi
e heke mai nei, kia puawaitia kin runga
aue, aue, aue, hi...

What is the purpose of us as a School?
It is a purpose handed down through all time,
that however big tasks are
‘never take a footstep backwards’
therefore, keep looking at the highest heights
and opportunities arrive in front of us so that
we develop our potential
Yes, indeed, absolutely...

The Special Character of the School as laid out in the Integration Agreement, January 27th, 2013

“With the Anglican Church as its source of strength, Whanganui Collegiate School endeavours to ensure that Christian faith and values enrich the everyday lives of staff, students and the School community, and that students take those qualities with them to influence them for the rest of their lives.”

“That these values include vitality, compassion and courage.” “That these values are instilled in the students through a quality school environment provided through every house, classroom and recreational pursuit, but are particularly supported through regular worship in Chapel, assembly and boarding house.

“That the School has an appointed Chaplain dedicated to the spiritual goal of the school, who is supported by a headmaster, or headmistress, as the case may be, who is obliged to be sympathetic and supportive of the Anglican Church and its principles. All staff are required to be sympathetic to, and support, the Anglican Church foundation of the School.

“Whanganui Collegiate, through its history and evolution, has applied these values (and created enduring traditions) through the provision of the 7-day boarding house model requiring community of service and obligation. The boarding delivery of these values is an essential and indivisible part of the operational life and character of the School and is formative in the development of its students as persons who will make the fullest contribution to those communities they will, in future, serve. Within this boarding school model, the School caters for a proportion of day students who are required to partake wherever possible, a fullest part in the boarding-house life of all students.

As stated in the agreement, “The School conducts in each Five full School (staff, students and their families) weekends known as ‘Collegiate Weekends’ when the full School community shares, over both Saturday and Sunday of those weekends, various religious observances, educational, co-curricular and sporting activities.” These five weekends serve as pillars of our school calendar, embodying the essence of our schools’ values and ethos. Each ‘Collegiate Weekend’ is meticulously curated to provide a unique blend of religious, academic, athletic, and cultural experiences, fostering the holistic development of our students. It is important to note that among these weekends, three are named, the other two for which are not named ‘Collegiate Weekends’, two hold a special significance – the Cross-Country event and the Prize Giving ceremony. While not explicitly named as Collegiate Weekends, they stand as integral components of our school’s identity, and are included within the five (5) Collegiate Weekends. Whilst these weekends are now not explicitly on Saturday and Sunday, as they are now across Thursday – Saturday. They have the same time placed to them so that our staff, students, and families are fully involved.

“The School will meet the requirements of the Education Act 1989 as to the length of the school year and half day requirements prescribed by the Minister of Education and may open on Saturday mornings for instruction, but correspondingly the School may not open for instruction on Wednesday afternoon.”

Description of the School

Whanganui Collegiate School is a Decile 9, state integrated boarding and day school, catering for students from Year 9 to Year 13. Our student body is predominantly New Zealand European with a small but significant representation of Māori (10%) and international (fee-paying) students.

Whanganui Collegiate is structured around its 6 boarding houses (Selwyn, Grey, Hadfield and Harvey for boys and Godwin and Bishops for girls). These are vertical structures although some activities are arranged in a horizontal or Year Group fashion.

The Five Pillars of Whanganui Collegiate School are Academic Excellence, Sporting Achievement, Cultural Enrichment, Christian Fellowship and Lifelong Friendships.

Acknowledging the past

The School was originally founded in 1854 as a Native industrial School “...for the education of children of Her Majesty’s subjects of all races, and of the children of other poor and destitute persons being inhabitants of islands of the Pacific Ocean” as the direct result of the Rev Richard Taylor’s influence as leader of the Anglican Mission who forged strong relationships with the Whanganui Rangatira and especially the Hipango of Putiki/Ngati Tupoho in the lower reaches of the Whanganui River.

By the 1870s the School had developed into a boys’ boarding school modelled on a traditional English public school. This system continued uninterrupted until girls entered the school, first as seniors in 1991 and then as juniors in 1997. The School became state-integrated in January 2013. Students, staff and parents/caregivers are expected to support the Special Character of the School.

Collegiate must now meet the requirements of the National Education and Administration Guidelines set by the Ministry of Education.

The School remains a predominantly 7-day boarding school and retains its links into various distant communities across the North Island.

Safeguarding the Special Character

The School takes the utmost care to guard the sense of the Anglican boarding community on which it was founded. The School worships each week as part of the normal timetable. This pattern is only interrupted when other religious services may take priority, for example; Collegiate Weekend Services, Easter and Christmas Services, ANZAC, etc. Each House has a dedicated Communion Service to open and close each school year. Prayers are regularly offered in Assemblies and House meetings. Sunday Chapel occurs two weeks in three for the boarding community. The Chapel itself is open at all times for quiet reflection and provides a real focus for the intellectual, spiritual, physical, emotional and ethical development of the students. Collegiate is also forging close links with the local religious community, especially Christ Church.

The Proprietor of the School, the Whanganui College Board of Trustees, reserves the right to determine from time to time what is necessary to preserve and safeguard the Special Character of the School.

Recognising Te Tiriti o Waitangi

Whanganui Collegiate School is a multi-cultural school which values the contributions made by all students, staff and community members from all ethnic and cultural backgrounds. The School recognises the unique position of the tangata whenua and the obligations the school shares under Te Tiriti o Waitangi. Every endeavour is made to reflect New Zealand's cultural diversity and the unique position of the Māori culture in a way that is in harmony with the School's Special Character.

Boarding

The boarding experience is an important part of the outworking of the School's Special Character. These experiences are replicated wherever possible in the school programme for day students. The School will provide the highest possible levels of pastoral care for its students. The well-being of every student is sensitively monitored and maximised by the pastoral teams throughout the School which produces a climate in which students excel.

Co-Curricular Activities

The School endeavours to provide all its students with extensive opportunities in all co-curricular activities. Being involved in sport and cultural activities is a compulsory part of our School programme. The School recognises the importance of developing students with a rounded skill set in terms of spiritual, sporting and cultural attributes. The School also encourages the development of its students in co-curricular activities outside the School in line with its Special Character; the mandate being, "from students of promise to young adults of character".

Areas of National Interest and National Educational Learning Priorities

Whanganui Collegiate School is aligned with the NELPs:

1. Learners at the centre
2. Barrier free access
3. Quality teaching and leadership
4. Future of learning and network
5. World class inclusive public education

Whanganui Collegiate School recognises the Government's areas of national interest in its strategic direction:

- Improving Māori student outcomes through targeting priority learners
- The achievement of Pasifika students through targeting priority learners
- Developing a robust and responsive diverse learning programme to cater for low ability learners.

Staff Statement

That we strive:

- to discover competencies and areas of excellence for all students.
- to find a passion and build a pathway to allow the individual every chance to flourish.



STRATEGIC DIRECTION AND GOALS 2024/2025

2 Year Strategic Goals		Core Strategies for Achieving Goals 2024 - 2025
<p>Purpose and Direction NELPS 1-5</p>	<ul style="list-style-type: none"> • Continue to articulate our purpose and direction as a Special Character and Round Square Global School and the first-choice coeducational boarding and day school in Aotearoa New Zealand. • That Whanganui Collegiate School’s purpose, direction and decision making are vision driven and mission led, supported by the Anglican Faith. 	<ul style="list-style-type: none"> • The Vision, Mission and Special Character aspects of the School are reviewed and refined over a three-year period. • Implementation of Round Square IDEALS throughout our practice at WCS. • Develop opportunities to engage and build the relationship with the Anglican Diocese. • Articulate and continue to embed Round Square so that all school stakeholders understand the purpose, opportunities, and outcomes. • To embrace, develop and understand Te Ao Māori including Mātauranga Māori throughout the WCS community. • Governance, Leadership and Management are clearly defined and supported by our learning community to achieve our vision and mission.
<p>Academics and Learning NELPS 1-4</p>	<ul style="list-style-type: none"> • Introduce and implement the IGCSE Cambridge Curriculum. • Continual focus on sustaining NCEA results to at or above the national average for Decile 8-10 secondary schools, including merit and excellence endorsements. • Academic achievement for all students with a focus on sustaining the academic effort, engagement and achievement of boys, sustaining the achievement of girls and continual focus on Māori and Pacific Island students who can develop and fulfil their educational aspirations. 	<ul style="list-style-type: none"> • Whanganui Collegiate School’s documented curriculum is broad, balanced and sequenced to promote student progression, supported by the mission of the School and develops academic engagement, effort and achievement through quality teaching. • Investigate pathway options that allow students to achieve highest NCEA and IGCSE results preparing them for any pathways into future career opportunities. • Use relational and culturally responsive pedagogy and inclusive practice approaches for all students. • Adopt and support a universal design for learning approach.

2 Year Strategic Goals		Core Strategies for Achieving Goals 2024 - 2025
	<ul style="list-style-type: none"> • Review career guidance and develop further opportunities and programmes to enable all students to confidently transition into their career of choice. • Continuation of Junior School Review enhanced by our Five Pillars and Round Square Discovery Framework. • Continual development of Schoolbox and PowerBI to connect student/teacher/parent and formulates continuous feedback and data analytics to improve student outcomes. • Investigate, review, and develop processes in response to AI. 	<ul style="list-style-type: none"> • Engage with whanau and iwi to explore learning from a Māori perspective. Liaise and involve local whanau to assist in the development of Māori learning. • Implement programmes which will improve academic effort, engagement and achievement in Māori and Pacific Island students. • Continued focus on the Centre for Learning to have high aspirations for every learner. • Continual enhancement of Schoolbox to assist Teaching and Learning, data analytics and student academic excellence, along with parent engagement. • Continual development of second year of our Junior programme, in particular Tapuwae, to enhance and develop students at Year 9 and 10 for academic and student life success in Senior years.
<p>Student Life and Wellbeing NELPS 1 & 2, 3.1, 3.2, 5</p>	<ul style="list-style-type: none"> • To balance the <i>Five Pillars</i> for a Whanganui Collegiate School student that defines who we are, and what we aim to be – an Educational Adventure with purpose and promise. • To know every child within the House System – <i>we will know your child and enhance their wellbeing and develop a sense of belonging.</i> • Continuation, review and further development of a rich, rigorous, and accessible co-curricular programme that strives for excellence, achievement and lifelong wellbeing. 	<ul style="list-style-type: none"> • Global Status of Round Square and the IDEALS to support the Five Pillars of a Collegiate Education which is relevant to Character Education. • Continue to promote service leadership, underpinned by a WCS and Round Square ethos. • Review and refine ORAH and Nurture for a pathway of personal wellbeing. Continual development of our pastoral care offering. • Evaluation of sports and co-curricular programmes to ensure opportunities are relevant and current to the context of our students and history as a leading co-educational boarding and day school. Ensuring that they

2 Year Strategic Goals		Core Strategies for Achieving Goals 2024 - 2025
	<ul style="list-style-type: none"> Continue to work with the ABSA, BSA and TIOB to make our boarding standards the best in New Zealand. BSA International Boarding Accreditation 	<p>support all other programmes within the school (i.e. Academic programme) and increase the opportunities for lifelong wellbeing.</p> <ul style="list-style-type: none"> Review and development of WCS boarding standards that are evidence based, against a criterion of excellence – benchmark for other schools. Complete the BSA International Boarding Accreditation
People and Culture NELPS 6	<ul style="list-style-type: none"> That Whanganui Collegiate School continues to enable a high performing learning environment that fosters a positive, innovative and collaborative workplace that attracts, develops and supports <i>ALL</i> staff. 	<ul style="list-style-type: none"> Continue to attract, develop, and retain staff of the highest calibre to Whanganui Collegiate School. Target WCS Old Boys and Old Girls to return to WCS as employees. Develop staff capability to improve teaching and learning pedagogy through reflective practice and inquiry learning. Review and refine a culture of continuous improvement and a leadership framework across a three-year period, reviewed annually through the direction and leadership of the Senior Master Teaching and Learning. Continuation of a Leaders' Pathway to prepare staff for future middle and senior positions within education. Continue professional learning opportunities, appraisal and improvement plans for non-teaching staff across the term of three years. Continual review of Whanganui Collegiate School Organisational Chart 2024 - 2025 and to incorporate forecasted roles.
Community and Partnerships	<ul style="list-style-type: none"> To promote and develop partnerships locally, nationally, globally that will shape the reputation, profile, and future of WCS as a school of excellence. 	<ul style="list-style-type: none"> Engage and partner with local/national/international organisations, schools, universities, businesses that

2 Year Strategic Goals		Core Strategies for Achieving Goals 2024 - 2025
	<ul style="list-style-type: none"> Partnering with Giving Architects to enhance philanthropic outcomes and drive the Capital Generation Strategy and programme at WCS. 	<p>drive innovation and opportunity for Whanganui Collegiate School.</p> <ul style="list-style-type: none"> Review and refine our Capital Generation strategy, for philanthropy, gifting, development and advancement under the guidance of the Director of Philanthropy and Headmaster. Development of a new three-year strategy for communications and marketing to increase enrolments for domestic and overseas students – to increase our domestic role from 430-470 across a three-year period.
Property and Finance	<ul style="list-style-type: none"> Exceptional governance, leadership, building and financial strategies support and fulfil WCS mission. Oversee and project manage current building projects. Review the quality and condition of facilities to maintain a high standard of accommodation, recreational, and teaching facilities. Campus wide approach to property and Health and Safety 	<ul style="list-style-type: none"> Governance, leadership, and management are clearly defined, to ensure educational, financial, and building strategies are developed and sustained to fulfil the WCS mission. Finalisation of Grey House. Finalisation of Dining Hall. Development of Girls' Boarding strategy. Review 5- and 10-year Master Building and Landscape Plan to ensure all facilities are current and future focused at WCS.
Information and communications Technology	<ul style="list-style-type: none"> Enhancing the Student Experience Enhancing the Educational IT Services Enhancing IT Service Excellence Enhancing IT Platform Excellence 	<ul style="list-style-type: none"> Understand the importance of using current and emerging technologies in the teaching and learning environment. Recognise the value in embedding technologies that aid and enhance WCS services, and target improvements in key areas of the School.

2 Year Strategic Goals		Core Strategies for Achieving Goals 2024 - 2025
		<ul style="list-style-type: none"> • Ensure IT Services are readily available, effective, and efficient; and are provided in the most secure manner. • Develop IT Platforms and solutions that can support the school's digital ambitions and are flexible to accommodate future change.
Work Health and Safety	<ul style="list-style-type: none"> • Establishing measurable objectives and targets to ensure continued improvement in Work Health and Safety. • To ensure, so far as is reasonably practicable, that all employees and other persons are protected against harm to their health and safety while at work across the wider campus. 	<ul style="list-style-type: none"> • Compliance with legislation, standards, and codes of practice • Development and dissemination of clear work, health and safety roles and responsibilities. • Continual review and refine of risk register. • Appropriate health and safety training and instruction for employees • Review and refinement of hazard and risks by the application of our risk management processes.

Strategic Direction for 2024-2025

Whanganui Collegiate School has defined the following as the Key Strategic areas for 2024-2025

- Articulate our purpose and direction as a Special Character and Global Round Square School, and the first-choice coeducational boarding and day school in New Zealand. Whanganui Collegiate School's purpose, direction and decision making are vision driven and mission led, supported by the Anglican Faith.
- To embrace, develop and understand Mātauranga throughout the WCS community.
- Round Square Global School and implementing Round Square IDEALS throughout our practice at WCS.
- Whanganui Collegiate School's documented curriculum is broad, balanced and sequenced to promote student progression, supported by the mission of the School and develops academic engagement, effort and achievement through quality teaching.
- Academic achievement for all students with a focus on sustaining the academic effort, engagement, and achievement of boys, sustaining the achievement of girls, and focussing on Māori and Pacific Island students who can develop and fulfil their educational aspirations.
- Review of our new Junior programme, particularly Tapuwae, to enhance and develop students at Years 9 and 10 for academic and student life success in Senior years.
- Continual enhancement of Schoolbox to assist Teaching and Learning, data analytics and student academic excellence.
- Review and refine Nurture to create and articulate a pathway of personal achievement at WCS, now aligned with the pastoral care offering through our House System and with Heads of Year to enhance each child's wellbeing.
- Whanganui Collegiate School evaluates and develops a high performing learning environment that fosters a positive, innovative, and collaborative workplace that attracts, develops and supports ALL staff, with a focus on staff wellbeing.
- Evaluation of sports and co-curricular opportunities that are relevant and current to the context of our students and history as a leading co-educational boarding and day school and that they support all other programmes within the school (i.e. Academic programme) and increases their opportunities for lifelong wellbeing.
- To encourage and develop community partnership locally, nationally, globally that will shape the future of Whanganui Collegiate School.
- Partnering with Giving Architects to enhance philanthropic outcomes and drive the Capital Generation Strategy and programme at WCS.
- Governance, leadership, and management are clearly defined, to ensure educational, financial and building strategies are developed and sustained to fulfil the Whanganui Collegiate School mission.
- Establishing measurable objectives and targets to ensure continued improvement in Work Health and Safety across the WCS campus.
- Enhancing the Information Communications Technology experience, for students, IT Services, and IT platform.



Strategic Direction – Purpose and Direction

Articulate our purpose and direction as a Special Character and Global Round Square School, and the first-choice coeducational boarding and day school in New Zealand. Whanganui Collegiate School’s purpose, direction and decision making are vision driven and mission led, supported by the Anglican Faith.

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
Strategic Plan 2024 - 2025	<ul style="list-style-type: none"> To continue and refine our strategic plan for 2024 - 2025. 	Strategic document has been created with key responsibilities and actions defined for the next two years.	<ul style="list-style-type: none"> Consultation with WCS community, students, staff, parents through MYP annual survey Consultation with Iwi and local community. Key themes explored in Joint Board meetings. 	HM, Executive, SBOT, CBOT	Continual refinement of Strategic plan and documentation. Ongoing.
Vision	<ul style="list-style-type: none"> To review and articulate a clear vision for Whanganui Collegiate School. 	School vision is created with input by key stakeholders.	<ul style="list-style-type: none"> Consultation committee consisting of Executive, staff, parents, students, community, SBOT, CBOT 	HM, Executive, SBOT, CBOT	2026
Mission	<ul style="list-style-type: none"> To review and articulate a clear mission for Whanganui Collegiate School. 	Mission is created with input from key stakeholders.	<ul style="list-style-type: none"> Consultation committee consisting of Executive, staff, parents, students, community, SBOT, CBOT 	HM, Executive, SBOT, CBOT	2026
Anglican Faith	<ul style="list-style-type: none"> Review Special Character focus areas and priorities. Continue to be committed and involved with the 	<ul style="list-style-type: none"> An Anglican Faith document is to be created that aligns with the Diocese and sets future direction and refinement of the Anglican Special 	<ul style="list-style-type: none"> Consult with the Anglican Diocese Change of Special Character Committee to Christian Fellowship Committee to align with our Pillar 	HM, Executive, SBOT, CBOT led by the Chaplain	2026

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	Anglican Diocese of Wellington	Character of the School into the future.			
Round Square	<ul style="list-style-type: none"> • Global Membership of Round Square. • A commitment to Character Education. 	<ul style="list-style-type: none"> • WCS becomes a leading Global Member of Round Square. • A School that fosters global citizenship. 	<ul style="list-style-type: none"> • Attendance at Round Square conferences. • Fostering exchange programmes. • Continue to drive the NZ Round Square Network. • Round Square IDEALS are linked to who we are rather than mandated. 	HM/Round Square coordinator, Round Square Committee Students and Staff.	2024/2025



Strategic Direction – Academics and Learning

Whanganui Collegiate School's documented curriculum is broad, balanced and sequenced to promote student progression, supported by the mission of the School and develops academic engagement, effort and achievement through quality teaching.

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
Student Achievement	<ul style="list-style-type: none"> Introduce and implement the IGCSE Cambridge Curriculum. Continual focus on sustaining NCEA results to at or above the national average for Decile 8-10 secondary schools, including merit and excellence endorsements. Academic achievement for all students with a focus on sustaining the academic effort, engagement, and achievement of boys, sustaining the achievement of girls and continual focus on Māori and Pacific Island students who can develop and fulfil 	<ul style="list-style-type: none"> NCEA Level 1 to continue above 95% and above pass rate in 2023. NCEA Level 2 to continue 95% and above, consistent with the year level from 2023. NCEA Level 3 90% and above, consistent with the year level from 2023. University Entrance 80% and above the national average for decile 8-10 that aspire to UE. Increase percentage points above national average for Decile 8-10 males for all NCEA qualifications. Based on 2023 results, target NCEA Level 2 	<ul style="list-style-type: none"> Academic Matters Team informs HOY of students at Risk in terms of academic achievement and providing overall data analysis of academic performance. Housemasters/HOL's/Heads of Year to meet regularly with students at risk of non-achievement to set individual learning plans. 	HM, DHM, Senior Master Teaching and Learning, Academic Dean, Academic Matters Team, HOL and HOYs	Annually

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	<p>their educational aspirations.</p> <ul style="list-style-type: none"> • Review career guidance and develop further opportunities and programmes to enable all students to confidently transition into their career of choice. • Continuation of Junior School Review enhanced by our Five Pillars and Round Square Discovery Framework. • Continual development of Schoolbox and PowerBI to connect student/teacher/parent and formulates continuous feedback and data analytics to improve student outcomes. • Investigate, review and develop processes in response to AI. • 	<p>and Level 3 Māori Achievement above national average for Decile 8-10 schools.</p> <ul style="list-style-type: none"> • Data analysis across all year groups • Identification of ARONA, ARONAM, ARONAE students 			

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	<ul style="list-style-type: none"> Review Prep program resources to improve student outcomes. 				
Curriculum	<ul style="list-style-type: none"> Review and evaluate the current curriculum offering at all year levels. To develop a curriculum that is current and relevant to our students and societal needs. Develop the sequence of curriculum from Year 9 and 10 to IGCSE to senior courses. Development of Junior School Review enhanced by our Five Pillars and Round Square Discovery Framework 	<ul style="list-style-type: none"> Continuous review of <i>ALL</i> course programmes based on evaluation of current curriculum offering. Focus on Authenticity of Student Work 'A'. 	<ul style="list-style-type: none"> Evaluating course programmes through student voice and staff review. Use ERO's Evaluative indicators to establish what areas that need to be strengthened. Senior Master Teaching and Learning to empower the leading of teachers to manage change and develop the required capabilities of teaching staff. Underpin the Discovery Framework for Teaching and Learning from Round Square. Authenticity function of SchoolBox continues to be used. 	HM, DHM, SMTL, Academic Matters Team, Round Square Coordinator, HOL's & Teaching Staff	Annually
Teaching and Learning	<ul style="list-style-type: none"> Attract, develop and retain teachers of the highest quality. Continue to use the professional growth cycle as a reflective tool 	<ul style="list-style-type: none"> Teachers feel valued and confident in their teaching at Whanganui Collegiate School. The professional growth cycle is used to 	<ul style="list-style-type: none"> Celebrate the success and achievements of our academic staff through our professional channels. Effective observations of staff take place that are directly linked back into 	HM, DHM, SMTL, Academic Matters Team, HOL's and Teaching Staff	Annually to Increase teacher quality through measurable targets of

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	<p>to improve teaching and student outcomes.</p> <ul style="list-style-type: none"> • Use relational and culturally responsive pedagogy and inclusive practice approaches for all students. • Adopt and support a universal design for learning approach. • Enable staff to confidently build their engagement, knowledge and practice of Te Ao Māori. 	<p>evaluate teaching and learning.</p> <ul style="list-style-type: none"> • Professional learning opportunities are utilised by teachers. 	<p>their individual Growth Cycle and professional development.</p> <ul style="list-style-type: none"> • Targeted PD. • Continue a Leaders Pathway to prepare staff for future middle and senior positions within education. • Establish and develop a culture of continuous improvement and a leadership framework across a three-year period, reviewed annually through the direction and leadership of the Senior Master Teaching and Learning. 		<p>growth with individual teachers.</p>
Data Analytics	<ul style="list-style-type: none"> • Continue to evaluate and develop student achievement and progression at both junior and senior level through data analytics to improve student outcomes. 	<ul style="list-style-type: none"> • Students and their families are fully informed of their progress and are motivated by Collegiate Check and Schoolbox feedback to achieve improved outcomes. 	<ul style="list-style-type: none"> • Academic Matters team to continue to work with HOLs and HOY on data analysis. 	SMTL, PN, Academic Dean, DHM, HOLs, Teachers and Centre for Learning.	Annually
Learning Management System	<ul style="list-style-type: none"> • Continual enhancement of Schoolbox to connect student/teacher/parent and formulates 	<ul style="list-style-type: none"> • Schoolbox creates greater communication, collaboration and 	<ul style="list-style-type: none"> • Continue to enhance the Schoolbox professional learning program through the work of the Schoolbox coordinator. 	HM/DHM/SMTL, Teaching staff/Digital Learning Team/Schoolbox Coordinator –	Annually

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	<p>continuous feedback and data analytics to improve student outcomes.</p>	<p>learning at Whanganui Collegiate School.</p> <ul style="list-style-type: none"> • Improved partnership with parent/student/teacher on data analytics to improve student outcomes. 		<p>Director of ICT and Network Administrator.</p>	
<p>Careers</p>	<ul style="list-style-type: none"> • Enhance the delivery of careers and pathway advice across 10-13 year levels. 	<ul style="list-style-type: none"> • To review and develop Pathway and STAR courses that forge partnerships with tertiary providers locally, nationally, globally. • To establish industry and community links. 		<p>HM/DHM/HOLS/HOY, Academic Administrator</p>	<p>Annually</p>



Strategic Direction – Student Life and Wellbeing

To balance the Five Pillars for a Whanganui Collegiate School student that defines who we are, and what we aim to be – an Educational Adventure with purpose and promise.

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
Character Education and student Leadership	<ul style="list-style-type: none"> Refine and improve our values-based Character Education program. Refine and improve an authentic leadership program across all year levels. Development of exchanges with RS Schools. 	<ul style="list-style-type: none"> Developing Global Citizenship through the effective framework of the IDEALS and Discoveries in RS. - for teaching Character Education Increase in positive behaviour and acts of kindness and understanding of citizenship. Continue to Develop resilience and tenacity within students. Development of the understanding and the spirit of the IDEALS through Round Square. Development of global citizenship within our students. 	<ul style="list-style-type: none"> Round Square Committee continues to refine their purpose. Programs developed and implemented by SMP/CW. Ensure activities that promote acts of kindness. Ensure training programs around resilience take place and are measurable through anecdotal student reflections. Tapuwae Programme to build on the values of Round Square and the school. 	HM/Senior Master – Pastoral Care and Wellbeing /DHM/Housemasters/HOY/ Round Square Coordinator.	Continually review programs to reflect the nature of issues facing young people.

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
House System	<ul style="list-style-type: none"> To provide a safe, inclusive and comfortable learning environment that enhances the wellbeing of WCS students. Development of programs, facilities and standards that are evidenced based through research to enhance the quality of offering for both day and boarding students. The 5 Pillars provide support to all students to explore and strive for individual excellence. Alignment and association with ABSA and BSA to provide current and strategic knowledge in Boarding Schools. 	<ul style="list-style-type: none"> To review boarding and day offering through the House system. Knowledge of Best Practice in Boarding. Students experience a more balanced approach to school life. Hauora/wellbeing will be enhanced, supporting all students to become young adults of character who have the necessary skills and dispositions to make a positive difference as a global citizen. BSA international boarding accreditation. 	<ul style="list-style-type: none"> Development of boarding standards at WCS based on BSA International boarding best practice. Duty of Care courses for all boarding staff including First Aid, Mental First Aid, Diabetes and Anaphylactic. Professional development opportunities for staff. To embed the ACTIVE model across all Houses. ACTIVE model is implemented and used for appraisal with all residential staff. Use of NURTURE to monitor student wellbeing. 	HM/DHM/ Senior Master Pastoral care and wellbeing. Executive/ Housemasters/ Round Square Coordinator	Annually
House Facilities	<ul style="list-style-type: none"> Regularly review the quality and condition of House 	<ul style="list-style-type: none"> To ensure that our day and boarding offering is of a high standard and is 	<ul style="list-style-type: none"> Review of current boarding school trends globally. 	HM/DHM/Facilities Manager/Property and Development	Annually

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	facilities to maintain a high standard of accommodation and recreation.	<p>regulated/renewed by the MOE.</p> <ul style="list-style-type: none"> An evaluation of the Hostel regulations is applied to boarding houses. Increased partnership with Spotless Catering to assist with nutrition and understanding. 	<ul style="list-style-type: none"> Engagement with ABSA, BSA and TIOB. Evaluate against the Hostel regulations. 	Committee/Dining Hall Committee	
Co-Curricular	<ul style="list-style-type: none"> Continuation, review, and further development of a rich rigorous and accessible co-curricular and cultural program that strives for excellence, achievement and lifelong wellbeing. 	<ul style="list-style-type: none"> Development of Coach's program to ensure the delivery of a quality program. Development of a High-Performance program that offers access to sports science services (nutrition, sport psychology, physical conditioning, pre-habilitation and rehabilitation) for elite teams. Development of a rich and robust co-curricular program that is innovative, relevant, and accessible to all students and creates opportunity for 	<ul style="list-style-type: none"> Evaluation of Co-Curricular program Continuous evaluation of Co-Curricular Awards. A clear awards process for transparency and equity in the recommendation and acknowledgement of awards – reviewed by the Awards Committee Co-curricular policy to be published and adhered to Continuation of Music and Performing Arts programs with a focus on development and high performance Evaluation of Chapel Choir – its purpose, development and performance 	<ul style="list-style-type: none"> Director of Sport SM/HM/CBOT Directors of Sports codes Strength and Conditioning Coach Sports Coaches Awards Committee Performing Arts/Debating staff 	<ul style="list-style-type: none"> Ongoing

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
		<p>physical, emotional, social and character development.</p> <ul style="list-style-type: none"> • Development of a safe caring and enriching environment where students are given the support and encouragement to excel. • Review of Sponsorship and Grant application funding particular to our co-curricular program to reduce costs to parents. • Financial independence in co-curricular activities 	<ul style="list-style-type: none"> • The DoS reviewing funding requirements and strategically targeting funding providers. • Test sponsorship of teams with a few sports 		



Strategic Direction – People and Culture

That Whanganui Collegiate School continues to enable a high performing learning environment that fosters a positive, innovative and collaborative workplace that attracts, develops and supports *ALL* staff.

Key Result Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
Staff attraction, development, retention	<ul style="list-style-type: none"> Attract and retain staff of the highest calibre to WCS. Develop people and provide them with support, ownership, purpose, and feedback to develop a culture of continuous improvement. Review professional learning and development for non-teaching staff. 	<ul style="list-style-type: none"> Review and refine growth and professional development plans for non-teaching staff that are aligned to School strategies and strategic plan. Continue to appoint where possible, Old Boys and Girls to WCS. Growth plan which attracts, retains, and develops staff of excellence. Improved teacher quality and student outcomes. 	<ul style="list-style-type: none"> Teachers to be fully involved in the life of WCS. Continually review onboarding and leaving processes. 	HR/HM/GM Finance/ Line Managers/DHM	Annually
Organisational development	<ul style="list-style-type: none"> Review organisational chart and ensure that chart is relevant to 2024/2025. 	<ul style="list-style-type: none"> Clear and articulated org chart with reporting lines to ensure role clarity. 	<ul style="list-style-type: none"> Half yearly review of the strategic plan. Half yearly strategy days for Executive to align the strategic goals of the school with measurable outcomes. 	Exec	Annually
Leadership development	<ul style="list-style-type: none"> Review Leaders Pathway. Create a Learning/Leading Scholarship for staff for 	<ul style="list-style-type: none"> A leadership model that articulates innovation for staff to improve performance that is 	<ul style="list-style-type: none"> Create action research processes that will allow staff to 	Exec, Teaching Staff	Ongoing

Key Result Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	research and or further study.	evidence based and underpinned by research. <ul style="list-style-type: none"> • Improved leadership within the school. • Provide internal Leadership opportunities to develop teaching staff. • Leadership and organisational development within sports and co-curricular. 	present at conference in 2024/2025. <ul style="list-style-type: none"> • Ensure adequate budget for staff PD. 		



Strategic Direction – Community and Partnerships

To promote and develop partnerships locally, nationally, globally that will shape the reputation, profile and future of WCS as a school of excellence.

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
Community Partnership	<ul style="list-style-type: none"> Continue to encourage and develop a community partnership, locally, nationally, globally that will shape the future of WCS. Partner with local/national/international organisations, Schools, Businesses, Universities that drive innovation and opportunity 	<ul style="list-style-type: none"> Links with local/national and global organisations and partnerships established to increase student learning. 	<ul style="list-style-type: none"> Continue to work with Round Square/ABSA/TIOB/ BSA NZ network. Networks with Schools and Universities. Become an SAT centre. Develop networks with local/national/international organisations/clubs that target growth within the city and opportunities for students and staff. Local Police and wellness agencies ('supp). Diocese of Wellington. We have joined the Association of Cambridge Schools in New Zealand. 	CBOT and SBOT/HM/DHM and Local Iwi	<p>Ongoing as per MOE</p> <p>Ongoing reviewed bi-annually.</p>
Philanthropy	<ul style="list-style-type: none"> Continue to develop Collegiate Connect as a learning community. Link and learn together to develop our sense of belonging and illuminate 	<ul style="list-style-type: none"> Grow our local and international Collegiate network to enhance event attendance. Increase our presence in the 	<ul style="list-style-type: none"> To develop a strategy to have a presence internationally, specifically the Asia Region. evaluation and refine our Capital Generation strategy. Develop and 	Foundation/HM/DoPh – GL/ advancement team/WCSOBGA/ Capital Generation Committee. International Directors and Alumni in region	Ongoing

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	<p>our identity and membership as WCS.</p> <ul style="list-style-type: none"> • Philanthropic development – culture of giving through our capital generation strategy. • Partnering with Giving Architects to enhance philanthropic outcomes and drive the Capital Generation Strategy and programme at WCS. 	<p>Asia Region to increase domestic and international enrolments.</p> <ul style="list-style-type: none"> • Increase in Key Financial Targets set by CBOT. 	<p>improve capital campaigns.</p> <ul style="list-style-type: none"> • Review Giving Architects KPIs • Reviewing the existing strategy against known effective education advancement strategies developed for similar schools and donor constituencies. • Developing an initial donor-centric case for support, focussed on the prioritised projects, that supports a sustainable ‘culture of giving’ of time, talent and treasure. • Growing fundraising revenue through the development of new or existing fundraising programmes, including high-value donor fundraising, gifts in wills, annual/regular giving and current school community sponsorship. • Based on early fundraising success, providing a structure for the Advancement function at 		

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
			<p>Whanganui Collegiate, identifying what strategies will be most effective, how they are best resourced and in what timeframe.</p> <ul style="list-style-type: none"> • Enhancing alumni relations and community engagement through effective and achievable action plans in conjunction with the WCS Foundation, Whanganui Collegiate School Old Boys & Girls Association and Whanganui Collegiate School's Parents & Friends Association (PFA). • Considering effective enrolment/admissions best practices within a comprehensive Advancement model structure. 		
Current Student/ Staff/Parent Community	<ul style="list-style-type: none"> • Engage our current community to become great ambassadors for the school through a shared partnership and committed involvement. 	<ul style="list-style-type: none"> • Parents to be involved in all aspects of WCS life, linking and learning together with their children. 	<ul style="list-style-type: none"> • Review of parent portals and creating greater understanding of KAMAR and Schoolbox data interfaces for communication. • Parents/OBOG to have greater involvement in 	HM/DHM Staff/Parents/Students/IT	Reviewed annually

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
		<ul style="list-style-type: none"> • Parents/OBOG to be involved in curriculum review. • Greater positive involvement of parents. 	<ul style="list-style-type: none"> • sport and co-curricular pursuits. • Unlocking more elements of the parent portal for greater engagement and communication. 		
Communication and Marketing	<ul style="list-style-type: none"> • To review and evaluate our\ Communications and Marketing which includes communication strategy for prospective students and families to increase enrolments. • To monitor and review branding guidelines to ensure consistency and use of the Whanganui Collegiate School brand. 	<ul style="list-style-type: none"> • Clear and concise mediums of communication to all members of our community, past, present, future. • Increased enrolments • Increased clear, concise information and communication to stakeholders. 	<ul style="list-style-type: none"> • To review our communication processes. • Review current operational environment in communications and marketing. • Continue to develop Enquiry Tracker to provide a better admissions process. 	HM and Marketing Team	Ongoing



Strategic Direction – Governance, Leadership, Property, Finance, OHS, ICT

Exceptional governance, leadership, building and financial strategies, along with Work, Health and Safety, and Information Communications Technology to support and fulfil WCS mission.

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
Governance and Leadership	<ul style="list-style-type: none"> To oversee and protect the Whanganui Collegiate School vision, values, and resources. Support the School to adapt and remain relevant. Drive the School's future direction to focus on meeting changing needs. Review of sub committees, terms of reference and reporting structures to align with better governance. 	<ul style="list-style-type: none"> Our Boards have a future focused strategic plan that defines the results we aim to achieve. The vision and values are clearly communicated by the Boards and subcommittees, so that they are understood by staff and community stakeholders. The continued use of SharePoint as secure repository for information. 	<ul style="list-style-type: none"> Our Boards regularly reflect on the School's progress towards our strategic goals and adjusts the strategy according to external changes. Identifies and monitors opportunities and risks. Ensures associated action plans are implemented. Our Boards considers feedback from key stakeholders, including staff and our community. Our Boards have strong relationships with Iwi and other cultural communities. 	SBOT and CBOT	Ongoing

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
Property	<ul style="list-style-type: none"> To manage the property portfolio. To set the standard of property maintenance. 	<ul style="list-style-type: none"> Identify maintenance requirements for all buildings. review and refine 5- and 10-year property maintenance plan. That all buildings are maintained to the set standard. Excellent project management of all building projects and maintenance projects. 	<ul style="list-style-type: none"> Regularly review all maintenance to all buildings and the timing of that maintenance. Negotiate contract with sub-contractors to carry out projects as required. Manage the project costs to ensure they fall within budget. Manage the timing of projects to ensure they are completed on time and do not interfere with School activities. Ensure all property and landscaping decisions are made in accordance with the Master Plan. 	Property Committee, Director of Finance and Administration and Facilities Manager	Ongoing
Finance	<ul style="list-style-type: none"> Financial planning to determine how Whanganui Collegiate School will achieve its strategic goals and objectives. 	<ul style="list-style-type: none"> Identify the resources needed to achieve the School's vision and objectives for Teaching & Learning and Building & Maintenance Projects. 	<ul style="list-style-type: none"> Effective and timely financial reporting. Review and monitor the financial result compared to budget. 	SBOT, CBOT, Finance committees, HM and Director of Finance and Administration	

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
	<ul style="list-style-type: none"> Evaluate and review systems and processes to improve the flow of information. 	<ul style="list-style-type: none"> Summarise the costs to create a budget and cashflow forecast. Provide training and education related to planning 	<ul style="list-style-type: none"> Adjust expenditure to achieve budget if required. 		
Occupational Health and Safety	<ul style="list-style-type: none"> Establishing measurable objectives and targets to ensure continued improvement in Work Health and Safety across the wider campus. 	<ul style="list-style-type: none"> To ensure, so far as is reasonably practicable, that all employees and other persons are protected against harm to their health and safety while at work 	<ul style="list-style-type: none"> Compliance with legislation, standards, and codes of practice Development and dissemination of clear work, health and safety roles and responsibilities. Continual review and refine of risk register. Appropriate health and safety training and instruction for employees Review and refinement of hazard and risks by the application of our risk management processes. 	Boards/HM/GM Finance and Administration, Facilities Manager	Annually

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
Information and Communications Technology	Enhancing the Student Experience <ul style="list-style-type: none"> Understand the importance of using current and emerging technologies in the teaching and learning environment. 	<ul style="list-style-type: none"> Provide resources that accommodate the inclusion of immersive learning techniques. Support the continuation of blended and remote learning models. Increase the flexibility and availability of access to IT resources. 	<ul style="list-style-type: none"> Develop teaching environments that allow for a mix of physical and virtual attendance. Identify seamless solutions for caregivers to access core School platforms. 	Director of ICT ICT Team	2024
				Director of ICT SM of Academics	2024
				Director of ICT	2024
Information and Communications Technology	Enhancing the Educational IT Services <ul style="list-style-type: none"> Recognise the value in embedding technologies that aid and enhance WCS services; and target improvements in key areas of the School. 	<ul style="list-style-type: none"> Use data to report on performance and allow for informed decision making. Have integrated and automated systems and processes. Use available technologies to enhance processes and increase efficiency. Collaborate across the School to explore potential developments in business processes. 	<ul style="list-style-type: none"> Develop business intelligence and reporting solutions, such as PowerBI. Identify opportunities for; further integrations using SQL Server Integration Services (SSIS), and automation using Power Automate. Identify opportunities for use of technologies that will free up resources, such as use of automation and Artificial intelligence (AI). 	Director of ICT	2024
				Director of ICT ICT Team	2024
				Director of ICT	2024-2025
				Director of ICT HM, GM	2024
Director of ICT SM of Academics	2024				

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
		<ul style="list-style-type: none"> Support the continuation of hybrid and remote working models. 	<ul style="list-style-type: none"> Introduce solutions such as a Customer Relationship Database (CRM). Develop meeting environments that allow for a mix of physical and virtual attendance. 		
Information and Communications Technology	<ul style="list-style-type: none"> Enhancing IT Service Excellence Ensure IT Services are readily available, effective, and efficient; and are provided in the most secure manner. 	<ul style="list-style-type: none"> Ensure that the security of School IT systems and services adhere to and are tested against recognised standards. Increase the security and resilience of School IT systems and services. Manage WCS digital resources effectively and maintain accurate and complete records of School IT assets. Collaborate across the School, education sector, and our external partners, in the pursuit of resource and service improvements. 	<ul style="list-style-type: none"> Continue year-on-year renewal of Cyber certification, develop an action plan for a Cyber Resilience Framework, and introduce regular saturation testing. Introduce additional, and enhance existing, security and resilience measures, such as Multi-Factor Authentication (MFA), an off-site backup solution, and a Cyber Incident Plan. Co-ordinate and administer processes regarding 	<p>ICT Team</p> <p>ICT Team</p> <p>ICT Team</p> <p>Director of ICT</p>	<p>2024</p> <p>2024-2025</p> <p>2024-2025</p> <p>Ongoing</p>

Key Strategic Area	Purpose	Outcomes	Actions	Person Responsible	Time Frames
			<p>the School's provisions of IT resources used by staff and students.</p> <ul style="list-style-type: none"> • Build relationships with Learning Areas, ICT Directors of like-minded schools and suppliers of proven educational digital solutions. 		
Information and Communications Technology	Enhancing IT Platform Excellence	<ul style="list-style-type: none"> • Develop IT Platforms and solutions that can support the School's digital ambitions and are flexible to accommodate future change. 	<ul style="list-style-type: none"> • Review, consolidate or retire obsolete and legacy systems and solutions, and surplus equipment. • Maximise the full potential of core systems and acquire additional investment in resource provisions. • Explore opportunities that will advance the School's digital data effectiveness. 	<p>ICT Team</p> <p>Director of ICT GM</p> <p>Director of ICT</p>	<p>2024-2025</p> <p>2024-2025</p> <p>2024</p>

Board of Trustees Declaration

The Whanganui Collegiate School Board of Trustees in accordance with the Education and Training Act 2020 and amendments has prepared the Whanganui Collegiate School Strategic Directions and Goals Document 2024/25 to establish the mission, aim, objective, directions, and targets of the Board(s) that will give effect to the Government’s National Educational Learning Priorities (NELPS) and the WCS Board’s priorities.

This is a working document and will be continually reviewed and updated. WCS will continue to engage with our wider community in striving for continuous improvement.

The Strategic Direction and Goals Document is a reference for all Board(s) activity.

In the preparation of this Document the following have been consulted:

Parents of Students	✓
Board	✓
Staff	✓
Proprietor	✓
Communities	✓
Students	✓

The Whanganui Collegiate Board of Trustees hereby approves the Whanganui Collegiate School Strategic Direction and Goals Document for 2024/25

Jason Bowie
Board of Trustees Presiding Member

Paul Bayly
Chair of Whanganui College Board of Trustees

March 1 2024