



WELLINGTON COLLEGE

Strategic Plan 2016 - 2020

Prepared with assistance from



1 FOCUS

1.1 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
1.2 Collective ambition for the College – 2016-2018	We aim to be the school of choice that develops academic excellence through outstanding teaching with full extracurricular participation and a deeply embedded ethos of service
1.3 Philosophy	
1.3.1 Values	Wellington College insists upon and fosters honesty, integrity, fairness, responsible leadership, mutual respect and tolerance.
1.3.2 Character	Wellington College values tradition, diversity and service to others, prizes innovation and creativity, and promotes high standards of behaviour and achievement.
1.3.3 Community	Wellington College is a strong, caring community committed to teamwork and open, effective communication.
1.4 Strategic essence	Raising the bar to extend our current position as a leading boys' school in New Zealand

2 DIRECTION

2.1 Strategic priorities

It has been determined that there are six strategic priorities for the College over the next five years. These priorities are:

A. Academic achievement
B. Extracurricular participation
C. Priority learners ¹
D. Quality staff
E. Ethos and identity
F. Future growth

2.2 Priorities and projects

Strategic priority	Critical outcomes	Projects
A Academic achievement	Objectives: <ul style="list-style-type: none"> Every student has an appropriate pathway that meets his potential – academic or vocational A quantifiable, constant lift in academic achievement for all students Every student equipped with the technological skills and knowledge to succeed in the 21st Century Progress and performance measures: <ul style="list-style-type: none"> Improvement in Level 1, 2, 3 NCEA performance Number of scholarships Student satisfaction – exit surveys/ department surveys Retention rates 	A 1. Early detection of underperformance – Identify, as early as in Year 9, students with poor literacy skills and potential underperformance, identify causative factors and develop
		A 2. Senior Achievement Monitor – Appoint a Senior Achievement Monitor for Years 11, 12 and 13 to manage and apply all achievement data, to identify struggling students, notify teachers
		A 3. High performance programme – Identify high performance students in Years 9 and 10 and develop a programme to challenge and extend them and to increase high end achievement
		A 4. Application of technology – Investigate the ways in which technology can improve the goal of 21 st Century learning through further resourcing and provision of professional
		A 5. Non-academic pathways – Create pathways and programs for students not intending to pursue university studies, and develop associations with other institutions to help facilitate these
		A 6. Reduced assessment – Investigate the feasibility of reducing the number of credits (i.e. ‘slimming down’ of the NCEA assessment program) to reduce student stress and improve achievement
		A 7. Alternative timetables – Investigate alternative timetables to (i) cater for non-university students, (ii) expand the curriculum, (iii) revise daily schedules, (iv) facilitate online learning ,and

NB. Dark lines signal the distinction between projects that are critical/ significant/ valuable

¹ This covers Maori, Pasifika, special needs and students from lower socioeconomic backgrounds

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
B Extracurricular participation	<p>Objectives:</p> <ul style="list-style-type: none"> All students actively involved in extracurricular activities Development of students in chosen activities striving for excellence Recruitment of resources and/or expertise and continual development programs in all activities <p>Progress and performance measures:</p> <ul style="list-style-type: none"> Number/percentage of students participating in extracurricular activities Improvement in results across all activities Levels of adult/parent involvement in all activity groups 	<p>B 1. Resourcing extracurricular activities – Investigate and implement ways and means of resourcing the extracurricular activities without drawing on funding from</p>
		<p>B 2. Recognition for ‘middle order batsmen’ – Develop ways to provide greater recognition to the ‘average participants’ in extracurricular activities to reassure them of their</p>
		<p>B 3. Development of arts-related activities – Review the participation in, and resourcing of, arts/cultural extracurricular activities and develop programs to</p>
		<p>B 4. Parents and Old Boys support – Assess current resources amongst parents and Old Boys and develop a communications program to encourage them to assist in</p>
		<p>B 5. Sports academy – Review the current structure and operations of the Sports Academy and, incorporating ideas from other academies, develop a plan to enhance its</p>
		<p>B 6. Coaching support – Clarify the purpose, structure, and roles and responsibilities for coaching extracurricular activities and offer better coaching so that more people</p>

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
C Priority learners - this covers Maori, Pasifika, special needs and students from lower socio-economic backgrounds	Objectives: <ul style="list-style-type: none"> • All teachers and students are culturally competent in and out of the classroom • Development of a marae • Results show improvement Progress and performance measures: <ul style="list-style-type: none"> • Increased percentage in priority learners' statistics for NCEA Levels 1, 2 and 3 to above the attainment of Māori and Pasifika students in decile 8-10 schools nationwide • Marae commissioned by October 2017 • Cultural competence shown in appraisals • Increased percentage of leavers attaining university entrance 	C 1. Modelling best practice – Identify best practices throughout NZ that achieve sound academic results for Pasifika and Māori students, investigate the
		C 2. Marae development – Identify a suitable location and build a marae to provide a focal point for Māori students to help them engage with the College and to improve educational
		C 3. Te reo and tikanga programs – To improve staff and student awareness across all years, introduce a te reo and tikanga program that drives greater appreciation of our
		C 4. Special needs – Review the resourcing of our special needs programs/processes on an annual basis to ensure priorities,
		C 5. Leadership opportunities – Develop opportunities to promote Māori and Pasifika boys as leaders (but not necessarily as prefects) to develop their leadership capabilities and self-
		C 6. Parent/community liaison – Prepare and implement a schedule to meet at least every term with representative groups of Māori and Pasifika parents and leaders to act as a

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
D Quality staff	<p>Objectives:</p> <ul style="list-style-type: none"> An appraisal system that encourages reflection and self-review and demonstrably supports the performance of all staff Attraction and development of high quality staff and senior management All staff actively involved in extracurricular activities <p>Progress and performance measures:</p> <ul style="list-style-type: none"> Percentage of staff actively involved in extracurricular activities Outcomes of student surveys Succession plan prepared by the end of 2016 Board renewal achieved by July 2016 Appraisal outcomes/goals achieved 	<p>D 1. Recruitment process – Review and evaluate recruitment policies and processes (including sourcing of candidates) to ensure that the highest quality teachers, especially in</p>
		<p>D 2. Sustaining high performance – Provide management with the means and skill set to challenge, motivate and re-energise staff, ensuring the College’s academic standards and focus on extracurricular programs are maintained</p>
		<p>D 3. Reflection and self-review – Incorporate into the appraisal process a system that enables teachers to reflect on their practices, drawing on visits to colleagues’ classrooms, visits</p>
		<p>D 4. Succession planning – Agree on the qualities and characteristics required of members of the senior management team, the Board of Trustees, and key positions at middle management level, and design and implement</p>
		<p>D 5. Incentives and rewards – Where required, review and revise current practices for recognising and rewarding staff who do exceptional work and for those whose contribution outside the classroom helps to reinforce</p>
		<p>D 6. Professional involvement – Increase the presence and involvement of College staff through involvement with professional associations, through university research and in marking NCEA, to uncover new ideas to assist with</p>
		<p>D 7. Further studies and qualifications – Provide appropriate levels of funding to expand opportunities for selected staff to gain further knowledge, skills and qualifications from</p>
		<p>D 8. Management structure – Review the current management structure to ensure roles and responsibilities are aligned to the strategic priorities over the long term (especially</p>

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
E Ethos and identity	<p>Objectives:</p> <ul style="list-style-type: none"> • Values and standards of Wellington College clearly defined, communicated and achieved • Successes and achievements of Wellington College celebrated and publicised more extensively <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Number of applications from students in zone • Number of applications from international students • Number of applications from students 'out of zone' • Donations contributed • Wellington College 'profile' created and used effectively 	<p>E 1. Publicity and profile – Identify the College's key points of difference and market position relative to competing and comparable schools, convert these into 'reputation messages' increase the level and breadth of publicity to</p>
		<p>E 2. School identity and ethos – Clearly articulate the values and ethos of the College, standards and behavioural expectations amongst staff and students, to preserve the current level of achievement and the positive reputation,</p>
		<p>E 3. Behavioural expectations and rules – Review all rules relating to student behaviour and presentation, identify those that are most crucial to positive educational outcomes, and drive</p>
		<p>E 4. Service and empathy – Design and implement programs that will enable students to effectively participate in service activities which develop empathy and responsibility, and</p>
		<p>E 5. Parent engagement – Identify and implement further ways to engage parents in the life of the College so that they are partnering in the education of their sons and contributing</p>
		<p>E 6. Corporate connections – Create a role in the school designed to cultivate relationships with the wider</p>

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
F Future growth	Objectives: <ul style="list-style-type: none"> • Optimum enrolment determined • Increased funding from existing sources • New sources of funding accessed Progress and performance measures: <ul style="list-style-type: none"> • Percentage increase in revenue from current sources • Site master plan in place • Proportion of funding sourced from new sources (i.e. not currently accessed) 	F 1. Future infrastructure requirements – Following on from a medium term demand forecast, prepare a strategic overview of future requirements for site
		F 2. International students market – Review all elements of marketing to and catering for international students, and develop strategies for penetrating emerging markets, and providing better support for
		F 3. Fundraising – Set a realistic target to raise over the next two years (minimum of \$2m) to ensure funding for the Hall is achieved,
		F 4. Development Office – Conduct a full review of the Development Office to determine its purpose and
		F 5. Compliance and risk mitigation – Undertake a full review of administrative processes and systems to ensure regulatory conformance, to avert potential