



Western Heights High School Annual Report 2024

- 1. Financial Statements 2024: *(Still awaiting financial statements from the auditor. These will be added once they are received).*
- 2. Board for 2024:

Daphne Moore	Board Chair - Parent Representative
Melissa Gordan	Parent Representative
Roger Ngatai	Parent Representative
Rebecca Moore	Parent Representative
Andrew Hiscoke	Parent Representative
Dyllon Pederson	Staff Representative
Maya Blackman	Student Representative

3. Statement of Variance:

School Name:	Western Heights High School	School Number:	151
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NELP:	<p>NELP - LEARNERS AT THE CENTRE</p> <p>Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Objective 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>
Strategic Aims/goals:	<ul style="list-style-type: none">1. Western Heights High School seeks to be a safe, affirming, and inclusive place for everyone.2. We help our students to achieve their personal best.3. We support our students and their whānau in reaching their aspirations.4. We are relationship driven.

Tātaritanga raraunga

Targets:

1. To reduce the number of major and crisis incidents by at least 10% by the end of 2024.

2. Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.

3. Every student will use the MyMahi tool to develop a pathway for further education, employment or training. (engagement tracked by MyMahi)

4. To consult with all groups including

a. Families/Whanau

b. Students/Akonga

c. Iwi

d. Pasifika

Baseline Data:

1. **Majors**

(771 - 2023)

(533 - 2022)

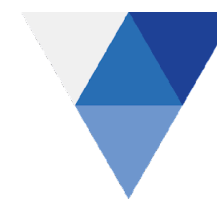
2. **Crisis**

(6 - 2023)

(4 - 2022)


2023 Target students tested in:	% meeting target of 3+ sublevels shift	
	Year 9	Year 10
Reading	65	68
Writing	21	67
Numeracy	43	43




Planning for next year:
Please refer to the 2025 Implementation Plan



Actions What did we intend to do?	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine these outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year - where to next? <i>what do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>														
<p>1</p> <p>To reduce the number of major and crisis incidents by at least 10% by the end of 2024.</p> <ul style="list-style-type: none">Develop and embed a clear & transparent ‘Consequences for behavior’ plan based on Minor, Major & Crisis Behaviours.Continue to embed reward system for positive behavior through weekly year level assemblies and develop a tiered reward structure for staff and studentsTrack and update staff regularly with Core value card stats from each year level.Senior & Junior Dean to host core values rewards lunch on a termly basis.	<p>1.</p> <ul style="list-style-type: none">Reduction in Major Behaviors: A structured consequence system targeting truancy and cell phone misuse, along with consistent messaging, contributed to a 24.9% drop in major behavioral incidents, from 771 in 2023 to 579 in 2024.Staff Professional Learning & Awareness: Ongoing communication, data sharing, and clarified procedures (e.g., cell phone policy) helped staff become more proactive and consistent in responding to behavioral issues.Core Values Promotion & Rewards System: Core Value Cards and reward assemblies were successfully embedded school-wide, with strong student participation and regular prize draws enhancing positive behavior recognition.Improved Clarity Through PB4L Data: Regular updates and visual presentations in assemblies and staff communications provided clearer expectations and increased transparency for both staff and students.	<ul style="list-style-type: none">Stand down data 2024: 76 2023: 90 <p><u>Core Value cards total 2024</u></p> <table><tr><td></td><td>Total Count</td><td>YR9</td><td>YR10</td><td>YR11</td><td>YR12</td><td>Yr13</td></tr><tr><td>2024</td><td>3361</td><td>1045</td><td>700</td><td>515</td><td>453</td><td>623</td></tr></table> <ul style="list-style-type: none"><u>PB4L Core value summary/ Positive</u> <i>PB4L Staff to student interactions</i><ul style="list-style-type: none">Yr 9: 1045 = 15,675 staff initialsYr 10: 700 = 10,550 staff initialsYr 11: 515 = 7725 staff initialsYr 12: 453 = 6795 staff initialsYr13: 623 = 9345 staff initialsMajor Behaviours Reduced to 579 in 2024 from 771 in 2023.		Total Count	YR9	YR10	YR11	YR12	Yr13	2024	3361	1045	700	515	453	623	<p>1.</p> <p>Major Behaviours - 579 (as determined by PB4L framework) (771 - 2023) (533 - 2022)</p> <p>stand down data 2024: 76 2023: 90</p> <ul style="list-style-type: none">The target was met, with a notable reduction in major behaviors by 24.9%, from 771 incidents in 2023 to 579 in 2024. However, crisis behaviors saw a slight increase. The increased awareness of the consequence and reward systems has contributed to more comprehensive reporting, leading to both positive and negative behaviors being more effectively documented.Major behaviors in 2024 have decreased by 24.9%, with 579 incidents reported compared to 771 in 2023.Crisis behaviours continue to stay low at 7 for 2024. The restructuring of middle management roles across the school, with regards to both Senior & Junior level Deans alongside Year Level Deans, has played a key role in enhancing the support structure for students. This change has allowed for more targeted interventions, clearer accountability, and a stronger focus on early intervention, which has contributed to the continued reduction in crisis behaviors and	<p>1.</p> <ul style="list-style-type: none">5+ core values rewards system to be further embedded this year.Regular year level assemblies will be timetabled to communicate school values, successes and expectations.PB4L Behaviour matrix with consequences provided to staff & students.
	Total Count	YR9	YR10	YR11	YR12	Yr13												
2024	3361	1045	700	515	453	623												

<p>2 Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.</p> <p>All Year 9 and 10 students will be tested using an assessment schedule in Reading, Numeracy and Writing.</p> <ul style="list-style-type: none">• Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students.• Target students will be selected based on the Term 1 data. These students will be tested again in Terms 2 and 3. All students will be tested in Term 4.• These target students will fall between 3B and 3P in Year 9 and 4B and 4P in year 10.• Students below these levels will be referred to the Learning Support Co-ordinators and be supported through the tiered system of learning support referrals including the literacy team.• Kahui Ako Within School Leaders - Junior Transitions will help to coordinate data collection and analysis of the data. This is from both within WHHS and collecting from feeder schools.• The school will continue to advertise for a Numeracy coordinator to help with the testing, and implement strategies to raise levels.• Professional Learning Groups will be set up to discuss and implement a variety of strategies to raise engagement and accelerate Literacy/Numeracy of Target students.• A cross-curricular Numeracy and Literacy approach aimed at helping students prepare for the co-requisites to be introduced.	<p>2.</p> <ul style="list-style-type: none">• All students tested at the start of Term 1. Data also provided from feeder schools for some students. Target students established in each of the three disciplines.• PLG groups established.• Regular weekly meetings set up with literacy coordinator and later numeracy coordinator (once position filled).• Target students tested in each of the three disciplines in each of the four terms.• PLG groups set up to discuss, plan and implement AFL strategies.• Whole school strategy of deliberate Do Nows to focus teachers on literacy and numeracy teaching within their subjects ran for two terms to embed the importance of lit/num teaching and different strategies with teachers.• Numeracy coordinator hired and used to work particularly with those students needing support with the co-requisites.	<p>2.</p> <p>Target Students 2024</p> <table><tr><td>Number of students</td><td>Year 9</td><td>Year 10</td></tr><tr><td>Reading</td><td>27</td><td>50</td></tr><tr><td>Writing</td><td>34</td><td>42</td></tr><tr><td>Numeracy</td><td>50</td><td>56</td></tr></table> <p>3+ Sub-Level Shift 2024</p> <table><tr><td></td><td>Year 9</td><td>Year 10</td></tr><tr><td>Reading</td><td>59%</td><td>12%</td></tr><tr><td>Writing</td><td>67%</td><td>50%</td></tr><tr><td>Numeracy</td><td>46%</td><td>35.3%</td></tr></table>	Number of students	Year 9	Year 10	Reading	27	50	Writing	34	42	Numeracy	50	56		Year 9	Year 10	Reading	59%	12%	Writing	67%	50%	Numeracy	46%	35.3%	<p>overall school climate improvement.</p> <p>2.</p> <p>Target was not met</p> <ul style="list-style-type: none">• Students that had more consistent attendance demonstrated more positive shifts.• The transient nature of our school population made gathering 4 test points of data very difficult. In particular the final test point in Term 4 had significant gaps due to absences, particularly at Year 10.• Year 9 reading and numeracy had more positive shifts than in 2023 (9% and 20% respectively). This was the main focus of literacy/numeracy PLD delivered to staff.• A numeracy coordinator was hired which correlates with better performance in numeracy across the board.	<p>2. All Year 9 and 10 students will be tested using an assessment schedule in Reading, Numeracy and Writing.</p> <ul style="list-style-type: none">• Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students.• Target students will be selected based on the Term 1 data. These students will be tested again in Terms 2 and 3. All students will be tested in Term 4.• These target students will fall between 3B and 3P in Year 9. and 4B and 4P in year 10.• Students below these levels will be referred to the Learning Support Co-ordinators and be supported through the tiered system of learning support referrals. Numeracy and Literacy coordinators will be involved to help ascertain which students are truly in need of LSC support.• Kahui Ako Within School Leaders - Junior Transitions will help to coordinate data collection and analysis of the data. This is from both within WHHS and collecting from feeder schools.• Professional Learning Groups will be set up to discuss a variety of strategies to raise engagement and accelerate Literacy/Numeracy of Target students. Extra support will be provided through Staff PLD around Evidence to Accelerate hui so that data can be used robustly to look at meaningful literacy and numeracy interventions.• Kahui Ako Within School Leaders for Literacy and Numeracy will be available to help staff with integrating literacy and numeracy strategies in their programmes.
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<p>3 Every student will use the MyMahi tool to develop a pathway for future employment or training. (engagement tracked by MyMahi)</p> <ul style="list-style-type: none"> • Provide extended House Group time to explore aspirations and pathways in lead up to goal setting day. Parent teacher interviews will also be provided to engage with whanau. • Provide staff with MyMahi PLD with new features that benefit student aspirations. • Continue to encourage student activity with MyMahi usage through competitions and spot prize draws. • Embed this practice within the senior and junior school with termly challenges/ focus using the MyMahi tool. • Planning sheet for pathway options in relation to subject selection with support from HTG teachers to be completed by all students in Years 9-12 <p>4.</p> <ul style="list-style-type: none"> • 2024 To consult with all groups including <ol style="list-style-type: none"> 1. Families/Whanau 2. Students/Akonga 3. Iwi 4. Pasifika • Use of google suite tools to engage with stakeholders • Rongohia te Hau survey for stakeholders, Staff and Students to 	<p>3.</p> <ul style="list-style-type: none"> • Sessions covered in 2024: <ul style="list-style-type: none"> ○ MyMahi -(re)connecting ○ Setting SMART goals ○ Knowing my characteristics ○ MyMahi staff hui ○ Pathway Planner ○ Mid year goal review ○ Report Reflection ○ Accords day: WSL Senior Transition presentation to staff on MyMahi 2024. <p>4.</p> <ul style="list-style-type: none"> • Use of google suite tools to engage with stakeholders • Rongohia te Hau survey for stakeholders, Staff and Students to inform and improve teacher pedagogy. • Collaborating and consulting with Iwi kanohi ki te kanohi twice per year. • Student voice to be collected by prefect sub committees to see what 	<p>3.</p> <ul style="list-style-type: none"> • All students had access to log on and access to MyMahi • Regular Extended HTG times allocated for MyMahi and future career pathway planning were placed on the school calendar <p>4. Evidence: Available on social media posts.</p> 	<p>3. This target was achieved for 2024.</p> <ul style="list-style-type: none"> • Goal Setting day took place. • Every student was provided with the opportunity to engage with MyMahi during extended HTG time. All students were able to log in and access this platform. • All students attending WHHS accessed MyMahi via extended HTG times throughout the year. <p>4. This target was achieved with all stakeholders consulted. This was through the use of Google suite, Te Panui and social media platforms.</p> <ul style="list-style-type: none"> • The school met with local Iwi kanohi ki te kanohi both onsite and at their marae. • The Rongohia te Hau process was successful in that it led to a positive shift in staff pedagogy towards the 	<ul style="list-style-type: none"> • Evaluation Associates has been contracted by the government to help us review our systems and provide support. <p>3.</p> <ul style="list-style-type: none"> • Continue to provide extended House Group time to explore aspirations and pathways in lead up to goal setting day. Parent teacher interviews will also be provided to engage with whanau. • Provide staff with MyMahi PLD with new features that benefit student aspirations. • Promote MyMahi usage through competitions and spot prizes. Integrate this practice across junior and senior school with termly challenges and focused activities to enhance career planning and goal setting. • All Year 9-12 students to complete a pathway planning sheet linked to subject selection, supported by HTG teachers. Year 10 data is analyzed to highlight career interests, informing staff discussions and enhancing career guidance. • Engage Year 13 students in a survey to explore their perceptions, strengths, and aspirations. Identify career interests and opportunities to enhance existing career programs for greater student success. <p>4. Continue to embed the use of Google Suite tools to engage with stakeholders</p> <ul style="list-style-type: none"> • Rongohia te Hau survey for stakeholders, staff and students to inform and improve teacher pedagogy. • Collaborating and consulting with iwi kanohi ki te kanohi twice per year. • Student voice to be collected by prefect sub committees to see what events students would like on the
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<p>inform and improve teacher pedagogy.</p> <ul style="list-style-type: none">● Collaborating and consulting with Iwi kanohi ki te kanohi twice per year.● Student voice to be collected by prefect sub committees to see what events students would like on the Events calendar:<ul style="list-style-type: none">○ Academic○ Culture○ Sport○ Arts	<p>events students would like on the Events calendar:</p> <ul style="list-style-type: none">○ Academic○ Culture○ Sport○ Arts	<ul style="list-style-type: none">● The school met with local Iwi kanohi ki te kanohi both onsite and at Tamatekapua. <p>RtH 2024 Survey Data:</p> <table><tr><td rowspan="4"></td><td colspan="2">NUMBER OF OBSERVATIONS</td><td colspan="3">57/80</td></tr><tr><td colspan="2">% OF STAFF OBSERVED</td><td colspan="3">71%</td></tr><tr><td colspan="5">Pedagogy continuum</td></tr><tr><td>BASIC</td><td colspan="2">DEVELOPING</td><td colspan="2">INTEGRATING</td></tr><tr><td></td><td>None</td><td>Little</td><td>Some</td><td>Lots</td><td>Full</td></tr><tr><td>2024 Term 3 Wk 10</td><td>0</td><td>6</td><td>14</td><td>28</td><td>9</td></tr><tr><td></td><td colspan="2">20</td><td colspan="3">37</td></tr><tr><td>% (23T3 - 24T3)</td><td>(0% - 0)</td><td colspan="2">(37% - 36.3 %)</td><td colspan="2">(63% - 63.7%)</td></tr><tr><td>2023(T3)</td><td>0</td><td>8</td><td>13</td><td>12</td><td>24</td></tr></table>		NUMBER OF OBSERVATIONS		57/80			% OF STAFF OBSERVED		71%			Pedagogy continuum					BASIC	DEVELOPING		INTEGRATING			None	Little	Some	Lots	Full	2024 Term 3 Wk 10	0	6	14	28	9		20		37			% (23T3 - 24T3)	(0% - 0)	(37% - 36.3 %)		(63% - 63.7%)		2023(T3)	0	8	13	12	24	<p>fully integrated criteria in the CS & RP model.</p> <ul style="list-style-type: none">● The data from 2024 Term 3 observations shows a significant shift into the integrating and fully integrated category. This has risen from 46% of staff to 63% and is very positive. To have more staff enter fully integrated the school will be focussing on pedagogy that increases learning focussed relationships and student agency.● Prefects collected student voice to plan for their various activities in the school, having students participate in sport and other co-curricular activities.	<ul style="list-style-type: none">● Events calendar:<ul style="list-style-type: none">○ Academic○ Culture○ Sport○ Arts● Rongohia te Hau will occur annually in Term 3 to show growth teacher in Pedagogy● PLG’s will also continue to have a CS & RP as a focus area to support collective efficacy that align with school targets.● Evidence to Accelerate (E2A) PLD will be done with all staff as a form of student achievement tracking at a PLG & Faculty level in Term 2 and Term 3.● Continue to collaborate with iwi in how best to share school information and progress on a regular basis.● Continue to grow and resource the Communications Team.
	NUMBER OF OBSERVATIONS			57/80																																																			
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Planning for next year:	
Please refer to the 2025 Implementation Plan	

NELP:	<p>NELP - BARRIER FREE ACCESS</p> <p>Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>
Strategic Aims/goals:	<ol style="list-style-type: none">1. We identify and reduce barriers that impact on participation, engagement, learning and achievement.2. Our ākonga/ students are proficient in literacy, numeracy and in the use of digital technologies.3. Every student experiences success in NCEA.4. Every student meets our school wide goal of 90% attendance.5. We celebrate with our ākonga/students as they achieve.
Target:	<ol style="list-style-type: none">1. Attendance Targets:<ul style="list-style-type: none">○ Attendance target 90%○ To increase regular attendance by 15% from 36.8 to 51.85

2. Senior Achievement: 100% of NCEA level 1 students (who have been enrolled at WHHS for at least two terms in 2024 will gain literacy and numeracy)
3. Junior Achievement: Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.
4. Digital Technologies are provided to increase digital fluency
5. Table is for all students:

Year Level:	Target of Roll Achieving for 2023:
Year 11	80%
Year 12	90%
Year 13	75%
Literacy Year 11	90%
Numeracy Year 11	90%
University Entrance	50%

6. Attendance Target: 90%
To increase regular attendance by 15%
7. Every student's success or achievement is acknowledged or recognised.

Baseline Data:

1. 2023 Attendance 66.3
Regular Attendance: 36.85
2. Year 11 Literacy = 81.7% Year 11 Numeracy = 77%
- 3.

2023 Target students tested in:	% meeting target of 3+ sublevels shift	
	Year 9	Year 10
Reading	65	68
Writing	21	67
Numeracy	43	43

4.

Year Level:	Results 2023:
Year 11	69%
Year 12	75.5%
Year 13	66.7%
Literacy Year 11	82.1%

	Numeracy Year 11	80.7%
	University Entrance	39.8%

Actions What did we intend to do?	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine these outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year - where to next? <i>what do you need to do to address targets that were not achieved. Consider if these need to be included in your next</i>																																																
<div>1</div> <div>Attendance Targets:</div> <ul style="list-style-type: none">Attendance target 90%To increase regular attendance by 15% from 36.8 to 51.85 <ul style="list-style-type: none">Focus on strict application and monitoring of WHHS attendance procedures.Dean structure introduced to target and improve attendance at each year level. This will be tiered with year level deans and a senior and junior school dean.Attendance is a standing item at dean/house tutor meetingsNew role created to assist attendance team and attendance officer to collect truants and return them to class or to the duty dean as appropriate.Consequence system for truancy and punctuality to be embedded in the school.Government’s new attendance measures and self assessment tool to be used to hone WHHS procedures.Community liaison to inform SLT of specific barriers to student attendance and to access support and resources to mitigate barriers where possible.	<div>1.</div> <ul style="list-style-type: none">PLD provided to staff with WHHS attendance procedures.New Deans structure was introduced. This increased efficiency and monitoring of students' attendance and achievement.New attendance tracking report was created and sent out every 2 weeks to caregivers. This led to increased communications with home, informed parents and accurate attendance entries.New attendance position created to move students to class and frequent known truant locations. This combined with the consequence system reduced intermittent unjustified absence from 9.2% in 2023 to 7.4% in 2024.The WHHS attendance procedure and systems have been informed by the Government's new attendance measures and self assessment tool.Community Liaison has provided the SLT with information to support at risk students attendance. This has largely been through uniform provisions and health and guidance services.Attendance team had a strong focus on chronic truants and also students who had regular patterns of non attendance.	<table><tr><th colspan="3">Attendance Rates - Kamar</th></tr><tr><td></td><td>2023</td><td>2024</td></tr><tr><td>Whole School</td><td>66.3</td><td>70.8</td></tr><tr><td>Maori</td><td>60</td><td>65.2</td></tr><tr><td>NZ Eur</td><td>73.6</td><td>75.0</td></tr><tr><td>Year 9</td><td>70.7</td><td>69.9</td></tr><tr><td>Year 10</td><td>62.6</td><td>67.1</td></tr><tr><td>Year 11</td><td>68.1</td><td>73.5</td></tr><tr><td>Year 12</td><td>67.8</td><td>72.4</td></tr><tr><td>Year 13</td><td>57.9</td><td>71.4</td></tr><tr><th colspan="3">Regular Attendance</th></tr><tr><td></td><td>2023</td><td>2024</td></tr><tr><td>Term 1</td><td>46.7</td><td>44%</td></tr><tr><td>Term 2</td><td>34.2</td><td>36%</td></tr><tr><td>Term 3</td><td>28.7</td><td>37%</td></tr><tr><td>Term 4</td><td>37.8 % (24%) with MOE changes</td><td>30% - With MOE changes</td></tr></table>	Attendance Rates - Kamar				2023	2024	Whole School	66.3	70.8	Maori	60	65.2	NZ Eur	73.6	75.0	Year 9	70.7	69.9	Year 10	62.6	67.1	Year 11	68.1	73.5	Year 12	67.8	72.4	Year 13	57.9	71.4	Regular Attendance				2023	2024	Term 1	46.7	44%	Term 2	34.2	36%	Term 3	28.7	37%	Term 4	37.8 % (24%) with MOE changes	30% - With MOE changes	<div>1.</div> <ul style="list-style-type: none">This target was not met. Overall period attendance improved from 66.3% to 70.8%. Whilst the half day attendance rate has risen from 77.8% to 80.9%, The shift is positive but has not reached the target of 90%. The new Dean’s structure has had a positive impact especially in Terms 2 to 4. Term 1 the Dean’s were setting up new systems and processes to track and intervene where necessary.Cost of living has hindered attendance this year. Many students who have patterns of non attendance, this has been due to working to support their families or babysitting siblings whilst parents are working.Regular attendance target has not been met. However regular attendance has increased in 2024 with an increase in every term apart from Term 1 when compared to 2023. This is difficult to make comparisons due to MOE coding changes. The average regular attendance sits at 36.75% When using the Every Day Matters data from 2023 taking the coding changes into account. Regular attendance has increased from 33.25% to 36.75%.	<div>1.</div> <ul style="list-style-type: none">Focus on strict application of WHHS attendance proceduresDeans network targeted to improve attendance at each year levelAttendance is a standing item at Dean/House tutor meetingsConsequence system for truancy and lateness continuedGovernment’s new attendance measures and self assessment tool to be used to hone WHHS proceduresInterview tool refined for use by Deans/Attendance teamCommunication to the school community about the Stepped Attendance Response proceduresPrize draws and other incentives, linked to PB4L for students who have regular attendanceFortnightly attendance trackers to be emailed to parents/caregivers.
Attendance Rates - Kamar																																																				
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**2.Senior Achievement:
100% of NCEA L1 students students (who have been enrolled at WHHS for at least two terms in 2024 will gain literacy and numeracy)**

- Matakoka faculty will look at using alternative Literacy/Numeracy credits which are available in 2024-5
- Awarua Pathways will be trialed and possibly introduced into Year 11 study sessions as a digital platform for experiencing the level of testing required for the co-requisites.
- Workshops for Year 11 target students (those identified as 4b at the end of 2023) will be held prior to the first assessment opportunity.
- Workshops will be held for all students that have not achieved the co-requisites prior to the second assessment opportunity.
- Seek to appoint a numeracy coordinator to support identified students who are at risk of not achieving.

- Chronic truancy percentage decreased as a result from 2023 to 2024.

2. Senior:

- Term 1: 2023 Results Review meetings held. Students supported to gain NCEA if they were close to passing and only needed <10 credits to achieve before the 28 February deadline. Traffic lights created and released twice in term 1. Meetings were held with Deans and LSCs to work with students that may be struggling.
- Term 2: Traffic lights were released twice in term 2. An assessment week took place so that teachers could assess without interruptions. Meetings with Deans continued. First co-requisite was run, prior to which identified students were put through a one day course to work on their reading, writing or mathematics.
- Term 3: 0 Credit reviews were conducted to identify students most at risk. Traffic lights were released fortnightly for teacher tracking. Regular Senior Dean meetings continued weekly, and further block courses were offered for at risk students. Some students who were at risk regarding their credit totals were asked to come in during their study leave for catch ups. Many internal workshops during

Chronic Absence		
	2023	2024
Term 1	20%	18%
Term 2	25%	21%
Term 3	30%	22%
Term 4	39%	26%

	Literacy	Numeracy
Yes	90%	85%
No	10%	15%

2. Senior:

This aspirational target was not met. A number of programmes were put in place to support literacy and numeracy. Staff were released for one day workshops prior to both co-requisite Assessment events. Results show that these were largely ineffective. Much more effective was the programme at the end of the year that incorporated alternative standards (Geography/Religious Studies/Commerce). Awarua Pathways was used by some study teachers, but the actual impact was negligible. The numeracy coordinator was appointed and did work with some Year 11 students, but that role was mostly supporting Year 10s. The Year 11 Academic pathways Mentor also spent time going supporting students with the co-requisites.

2 Senior:

- Matakoka faculty will look at using alternative Literacy/Numeracy credits which are available in 2024-5
- Year plan of assessment dates created to help closely track achievement rates, particularly in subjects that can count towards literacy or numeracy.
- Once results of first co-requisite are released, look at putting students who do not achieve through week long catch up credit course with alternative standards (Geography/Religious Studies/Commerce)

<p>3.</p> <p>Junior Achievement: Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.</p> <p>All Year 9 and 10 students will be tested using an assessment schedule in Reading, Numeracy and Writing.</p> <ul style="list-style-type: none">Year 10 and Year 9 extension students will do the co-requisite standards in Numeracy and Literacy. They have two opportunities to do this.A cross-curricular numeracy and literacy approach aimed at helping Year 9 and 10 students prepare for the co-requisites is to be introduced.Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students.Target students will be selected based on the Term 1 data. These students will be tested again in Terms 2 and 3. All students will be tested in Term 4.These target students will fall between 3B and 3P in Year 9. and 4B and 4P in year 10.Students below these levels will be referred to the Learning Support Co-ordinators and be supported through the tiered system of learning support referrals.	<p>preliminary examinations were set up for portfolio based subjects such as art. Second co-requisite opportunity ran during this time.</p> <ul style="list-style-type: none">Term 4: Traffic lights were released fortnightly throughout Term 4. Dean meetings were used to help identify strategies to engage students at risk of not gaining their certificate. A Block course was run during study leave for students identified not to have level one numeracy and literacy consisting of four achievement standards offering an alternative pathway. <p>3.</p> <ul style="list-style-type: none">All students tested at the start of Term 1. Data also provided from feeder schools for some students. Target students established in each of the three disciplines.PLG groups established.Regular weekly meetings set up with literacy coordinator and later numeracy coordinator (once position filled).Target students tested in each of the three disciplines in each of the four terms.PLG groups set up to discuss, plan and implement AFL strategies.Whole school strategy of deliberate Do Nows to focus teachers on literacy and numeracy teaching within their subjects ran for two terms to embed the importance of lit/num teaching and different strategies with teachers.Numeracy coordinator hired and used to work particularly with those students needing support with the co-requisites.	<p>3.</p> <table><tr><td></td><td>Year 9</td><td>Year 10</td></tr><tr><td>Reading</td><td>59%</td><td>12%</td></tr><tr><td>Writing</td><td>67%</td><td>50%</td></tr><tr><td>Numeracy</td><td>46%</td><td>35.3%</td></tr></table> <table><tr><td>Number of students</td><td>Year 9</td><td>Year 10</td></tr><tr><td>Reading</td><td>27</td><td>50</td></tr><tr><td>Writing</td><td>34</td><td>42</td></tr><tr><td>Numeracy</td><td>50</td><td>56</td></tr></table>		Year 9	Year 10	Reading	59%	12%	Writing	67%	50%	Numeracy	46%	35.3%	Number of students	Year 9	Year 10	Reading	27	50	Writing	34	42	Numeracy	50	56	<p>3.</p> <p>This target was not achieved,</p> <ul style="list-style-type: none">Students that had more consistent attendance demonstrated more positive shifts.The transient nature of our school population made gathering 4 test points of data very difficult. In particular the final test point in Term 4 had significant gaps due to absences, particularly at Year 10.Year 9 reading and numeracy had more positive shifts than in 2023 (9% and 20% respectively). This was the main focus of literacy/numeracy PLD delivered to staff.A numeracy coordinator was hired which correlates with better performance in numeracy across the board.	<p>3. All Year 9 and 10 students will be tested using an assessment schedule in Reading. Numeracy and Writing.</p> <ul style="list-style-type: none">Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students.Target students will be selected based on the Term 1 data. These students will be tested again in Terms 2 and 3. All students will be tested in Term 4.These target students will fall between 3B and 3P in Year 9. and 4B and 4P in year 10.Students below these levels will be referred to the Learning Support Co-ordinators and be supported through the tiered system of learning support referrals. Numeracy and Literacy coordinators will be involved to help ascertain which students are truly in need of LSC support.Kahui Ako Within School Leaders - Junior Transitions will help to coordinate data collection and analysis of the data. This is from both within WHHS and collecting from feeder schools.Professional Learning Groups will be set up to discuss a variety of strategies to raise engagement
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<ul style="list-style-type: none">● Kahui Ako Within School Leaders - Junior Transitions will help to coordinate data collection and analysis of the data. This is from both within WHHS and collecting from feeder schools.● The school will advertise for a Numeracy coordinator to help with the testing, and strategies to raise levels.● Professional Learning Groups will be set up to discuss a variety of strategies to raise engagement and accelerate Literacy/Numeracy of Target students. <p>DigitalTechnologies are provided to increase digital fluency</p> <ul style="list-style-type: none">● Resource further ICT/digital devices to increase accessibility, learning and use by students.	<ul style="list-style-type: none">● Further secure devices for 2024 to support student learning● Year 11 Animation is planned for, resourced and well subscribed in 2024.● Higher spec machines have been purchased for Art as well as iPads for digital painting. Other devices have been reallocated to provide the specifications needed to cater for the various software used on site.● PLD was held and led by SLT to upskill staff on SMS, use of Google, and an introduction to AI platforms to support staff in their digital growth.	<ul style="list-style-type: none">● 100 additional devices have been acquired to support student learning.● Animation is continuing to grow as a subject with 76 students engaged in the subject in 2024.● Further set of High Spec Computers with dual monitors has been acquired to support the growth of the Technology area.● 60k of modern engineering equipment has been acquired to support students be industry ready.● Staff PLD provided through staff meetings and callback days.	<p>This target was achieved.</p> <ul style="list-style-type: none">● Upgrades to the ICT infrastructure took place and the school secured more devices for learners.● Year 9 Animation was successful and 26 of the students chose 10 Animation in 2023.● Higher spec machines (24) have been purchased to fit out one of the digital rooms.● PLD has been provided to upskill staff in use of KAMAR, Google and Excel.● Animation specialist has been employed.	<p>and accelerate Literacy/Numeracy of target students. Extra support will be provided through staff PLD around Evidence to Accelerate hui so that data can be used robustly to look at meaningful literacy and numeracy interventions.</p> <ul style="list-style-type: none">● Kahui Ako Within School Leaders for Literacy and Numeracy will be available to help staff with integrating literacy and numeracy strategies in their programmes.● Evaluation Associates has been contracted by the government to help us review our systems and provide support.												
<p>4. Every student experiences success in NCEA</p> <p>Table is for all students:</p> <table><tr><th>Year Level:</th><th>Target:</th></tr><tr><td>Year 11</td><td>80%</td></tr><tr><td>Year 12</td><td>90%</td></tr><tr><td>Year 13</td><td>75%</td></tr><tr><td>Literacy Year 11</td><td>90%</td></tr><tr><td>Numeracy Year</td><td>90%</td></tr></table>	Year Level:	Target:	Year 11	80%	Year 12	90%	Year 13	75%	Literacy Year 11	90%	Numeracy Year	90%	<p>4.</p> <ul style="list-style-type: none">● 2024 Data hui between Principal, DP Curriculum and each HoF. Strategies identified from these hui.● Traffic lights are drawn out regularly throughout the year and shared with staff.● Block courses offered for targeted Level 1 students.● Deans working with students in the red-zone.	<p>4.</p>	<p>4.This target was not met in 2024. An increase of 3.8% was seen in Year 13. Year 12 achievement decreased by 2.2%. Level One dropped 7.2%. Literacy and numeracy also declined by 0.2% and 3.5% respectively. There were some strategies implemented to help raise senior achievement. These included:</p> <ul style="list-style-type: none">● Moving to a Horizontal tutor system with Dean oversight● Time provided for portfolio subjects in preliminary exam week	<p>4.</p> <ul style="list-style-type: none">● Regular scheduled meetings with the Senior Dean to make sure that students at risk of not gaining a qualification are identified. Block courses to be made available for those in this area.● Data will be provided to House Tutor Group teachers to help them monitor the academic achievement of their students.
Year Level:	Target:															
Year 11	80%															
Year 12	90%															
Year 13	75%															
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Numeracy Year	90%															

11		<ul style="list-style-type: none">Catch up courses run for level 2 students in Term 3.Catch up courses run in Term 4 for level 2 students.Literacy/Numeracy/Level One Catch up courses run for in Term 4. Electronic data walls created to help identify which students need extra support.Learning support for students provided via LSCs.Staff wide PLD days held around changes to NCEA.MyMahi ran through tutor groups to link to subject selection and career choice.	<table><tr><th>Year Level:</th><th>Results 2024:</th></tr><tr><td>Year 11</td><td>66%</td></tr><tr><td>Year 12</td><td>75%</td></tr><tr><td>Year 13</td><td>72.1%</td></tr><tr><td>Literacy Year 11</td><td>82.6%</td></tr><tr><td>Numeracy Year 11</td><td>79.5%</td></tr><tr><td>University Entrance</td><td>38.8%</td></tr></table>	Year Level:	Results 2024:	Year 11	66%	Year 12	75%	Year 13	72.1%	Literacy Year 11	82.6%	Numeracy Year 11	79.5%	University Entrance	38.8%	<ul style="list-style-type: none">Block courses with alternative literacy and numeracy standards for those who struggled with the Co-requisite CAAs.Poor attendance was identified through the review process as a barrier to success in many curriculum areas.	<ul style="list-style-type: none">Identification of Year 11 target students based on the end of 2024 asTTle data in order to identify students who may struggle with co-requisites. Use of the Literacy and Numeracy Team and Academic mentoring teacher to help prepare them.For those most at risk of not achieving co-requisite exams, Deans to put in place plans that will see them gain their credits through alternative standards this year.Evaluation Associates has been contracted by the government to help us review our systems and provide support.Study Leave to be available for students with predominantly external programmes.Level One credits introduced into year 10 courses to give students a head start on NCEA Level One in Year 11.Attendance trackers, daily reporting and other attendance measures to lessen impact of non-attendance on results.
Year Level:	Results 2024:																		
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<div>University Entrance</div> <div>50%</div> <ul style="list-style-type: none">Regular scheduled meetings with Senior Dean to make sure that students at risk of not gaining a qualification are identified. Block courses to be made available for those in this area.Traffic Light Data will be provided to House Tutor Group teachers to help them monitor the academic achievement of their students.Identification of Year 11 targets students using the end of 2023 asTTle data in order to identify students who may struggle with co-requisites. Use of the Literacy Team and Academic mentor to help prepare them.For those most at risk of not achieving co-requisite exams, Deans to put in place plans that will see them gain their credits through alternative standards this year.Staff wide approach to try to have Year 10 students ready for co-requisite exams by Term 3.Study Leave to be available for students with predominantly external programmes. <div>5 Attendance Target: 90% To increase regular attendance by 15% from 36.8 to 51.85</div> <ul style="list-style-type: none">Focus on shifting students in the 81-89% group up to regular attendance.Further review into barriers to student attendance using interview tools.Review into how new Dean roles and structures are supporting attendance.Dean network to have a focus on improving attendance, with attendance a standing item at all Dean’s meetings.The use of attendance codes is monitored closely to ensure that they are accurate.	<div>5.</div> <ul style="list-style-type: none">Review of attendance data and procedures presented at callback day highlighting focus areas.Attendance procedures reviewed and distributedInterim Review done regarding new Deans roles.New attendance position created and appointedRegular attendance team meetings and notes distributed to Deans, attendance team and entered in Kamar.WHHS attendance procedures provided to staff and how to guides were made available to ensure timely and correct entries are made. This was	<div>5.</div> <ul style="list-style-type: none">This target was not met. Overall period attendance improved from 66.3% to 70.8%. Whilst the half day attendance rate has risen from 77.8% to 80.9%, The shift is positive but has not reached the target of 90%. The new Dean’s structure has had a positive impact especially in Terms 2 to 4. Term 1 the Dean’s were setting up new systems and processes to track and intervene where necessary.Cost of living has hindered attendance this year. Many students who have patterns of non attendance, this has been due to working to support their families or babysitting siblings whilst parents are working.Regular Attendance target has not been met. However Regular	<div>5.</div> <ul style="list-style-type: none">Focus on shifting students from the MOE defined groups toward regular attendance.Further review into barriers to student attendance using interview tools.Dean network to have a focus on improving attendance, with attendance a standing item at all Dean’s meetings.The use of attendance codes is monitored closely to ensure that they are accurate.The importance of timely marking of attendance registers emphasised to staff so that accurate notifications can be sent early each day.WHHS attendance procedures provided to staff and “how to guides” will be made available to ensure																

<ul style="list-style-type: none">• The importance of timely marking of attendance registers emphasised to staff so that accurate notifications can be sent early each day.• WHHS attendance procedures provided to staff and how to guides will be made available to ensure timely and correct entries are made. This is to be reinforced through the Deans system.• New role created to assist attendance team and attendance officer to collect truants and return them to class or to the duty dean as appropriate.• Consequence system for truancy and punctuality to be embedded in the school.	<p>reinforced through the Deans system and regular Thursday hui.</p> <ul style="list-style-type: none">• Presentation at staff hui and assemblies - consequence system• participation in audit review completed.• attendance notifications (MOE threshold for unjustified absence) - process designed and implemented and further refined.• Junior chronic absentees interviewed regarding reasons for absence using adapted tool from University of Victoria Melbourne and data processed	<table><tr><th colspan="3">Attendance Rates - Kamar</th></tr><tr><th></th><th>2023</th><th>2024</th></tr><tr><td>Whole School</td><td>66.3</td><td>70.8</td></tr><tr><td>Maori</td><td>60</td><td>65.2</td></tr><tr><td>NZ Eur</td><td>73.6</td><td>75.0</td></tr><tr><td>Year 9</td><td>70.7</td><td>69.9</td></tr><tr><td>Year 10</td><td>62.6</td><td>67.1</td></tr><tr><td>Year 11</td><td>68.1</td><td>73.5</td></tr><tr><td>Year 12</td><td>67.8</td><td>72.4</td></tr><tr><td>Year 13</td><td>57.9</td><td>71.4</td></tr><tr><th colspan="3">Regular Attendance</th></tr><tr><th></th><th>2023</th><th>2024</th></tr><tr><td>Term 1</td><td>46.7</td><td>44%</td></tr><tr><td>Term 2</td><td>34.2</td><td>36%</td></tr><tr><td>Term 3</td><td>28.7</td><td>37%</td></tr><tr><td>Term 4</td><td>37.8 % (24%) with MOE changes</td><td>30% - With MOE changes</td></tr></table> <table><tr><th colspan="3">Chronic Absence</th></tr><tr><th></th><th>2023</th><th>2024</th></tr><tr><td>Term 1</td><td>20%</td><td>18%</td></tr><tr><td>Term 2</td><td>25%</td><td>21%</td></tr><tr><td>Term 3</td><td>30%</td><td>22%</td></tr><tr><td>Term 4</td><td>39%</td><td>26%</td></tr></table>	Attendance Rates - Kamar				2023	2024	Whole School	66.3	70.8	Maori	60	65.2	NZ Eur	73.6	75.0	Year 9	70.7	69.9	Year 10	62.6	67.1	Year 11	68.1	73.5	Year 12	67.8	72.4	Year 13	57.9	71.4	Regular Attendance				2023	2024	Term 1	46.7	44%	Term 2	34.2	36%	Term 3	28.7	37%	Term 4	37.8 % (24%) with MOE changes	30% - With MOE changes	Chronic Absence				2023	2024	Term 1	20%	18%	Term 2	25%	21%	Term 3	30%	22%	Term 4	39%	26%	<p>Attendance has increased in 2024 with an increase in every term apart from Term 1 when compared to 2023. This is difficult to make comparisons due to MOE coding changes. The average regular attendance sits at 36.75% When using the Every Day Matters data from 2023 taking the coding changes into account. Regular attendance has increased from 33.25% to 36.75%.</p>	<p>timely and correct entries are made. This is to be reinforced through the Deans system.</p> <ul style="list-style-type: none">• Role created to assist the attendance team and attendance officer to collect truants and return them to class or to the duty dean as appropriate.• Staff PLD to be provided with regards to the attendance competition pilot (PB4L) focused on consistent attendance Vs other school student groups.• Consequence system for truancy and punctuality to be embedded in the school through the Deans structure.• Work with Rotorua Lakes Council to find a suitable use of land at the back of school to deter students from using it to truant and access shops.• Highlight attendance expectations with STP students and closely monitor attendance at both provider and school.
Attendance Rates - Kamar																																																																						
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<p>6. Every student’s success or achievement is acknowledged or recognised.</p> <ul style="list-style-type: none">• Taumata Rau - every student achieving their personal summit will be recognised (eg at regular achievement assemblies, Te Panui) for success• Academic Co-curricular Attendance Learning success and advancement• Celebrate student achievements through the communications team and publicly acknowledge students for their efforts on multiple platforms (share with the community).	<p>6.</p> <ul style="list-style-type: none">• Young Achievers, Recognitions, Academic Excellence awards, Junior Excellence awards/ Progress awards, Co-curricular awards and NZ representatives have all been celebrated via assemblies and on the school facebook and Te Panui.• Prize givings were all live streamed to allow for a wider audience to see their whanau receive acknowledgement for their achievement.• Social media platforms have been established on facebook & instagram via the school’s media and promotion team and now have regular posts going out to the community.• Heights Creative was run to showcase the school's strong arts community.	<p>6.</p> <p>This target was achieved. Students recognised for their achievements through:</p> <ul style="list-style-type: none">○ Assemblies (Principal and House)○ School facebook and instagram○ Student acknowledgment in Te Panui○ Certificates○ Prize Giving -streamed○ PB4L recognitions awards○ Daily Post articles	<p>6.</p> <ul style="list-style-type: none">• Continue to celebrate success of students and staff at regular achievement assemblies, in Te Panui,) for success in<ul style="list-style-type: none">○ Academic○ Co-curricular○ Attendance○ Learning success and advancement• Continue to celebrate student achievements through the communications team and publicly acknowledging students for their efforts on multiple platforms (share with the community).• Resource a new set of WHHS videos to highlight student success and what it is to be a Heights student.• Resource tangible rewards (badges etc) for other areas of the																																																																			

<ul style="list-style-type: none"> Appoint a communications staff member to share student successes and stories to our community. To be done in collaboration with the communications team. increase the visible acknowledgement of students' successes and representation through (badges, ties, noticeboard, certificates) 	<ul style="list-style-type: none"> New badges for academic success were given out to students. 	<ul style="list-style-type: none"> Evidence can be located in: <ul style="list-style-type: none"> Te Panui Facebook page and Social Media page Prizegiving recordings and Awards Lists. Advertisements Newspaper Articles. 		<p>school. This would include: Sports, Culture, Arts, Community Service.</p>
Planning for next year:				
Please refer to the 2025 Implementation Plan.				

NELP:	NELP - QUALITY TEACHING AND LEADERSHIP Objective 5: Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
Strategic Aims/goals:	<ol style="list-style-type: none"> We celebrate and accurately use Te Reo and Tikanga Māori in our daily interactions. We support our staff in their professional growth. Our self-review processes help us continually improve our practice. We support and develop the people that support and develop our students.
Target:	<ol style="list-style-type: none"> Increase staff use of Te Ao Maori in teaching and learning. Increased Te Reo use and references throughout the school and in planning. To continue to develop school waiata, haka and correct pronunciation. Provide PLD in the three focus areas of: <ol style="list-style-type: none"> Culturally Responsive and Relational Pedagogy. Assessment for Learning. Positive Behaviour for Learning. Support staff to increase their capacity in use of Te Reo. Trauma informed care Our self-review processes help us continually improve our practice. To increase staff capability in: <ol style="list-style-type: none"> Culturally Responsive and Relational Pedagogy. Assessment for Learning (Leadership and use of data in classroom practice).

	c. Positive Behaviour for Learning. d. Support staff to increase their capacity in use of Te Reo.
Baseline Data:	<ul style="list-style-type: none">46% of staff who were observed were operating in the integrating or fully integrated stages of effective teacher pedagogy in the last data collection; Term 1 2023 - Rongohia te Hau data

Actions What did we intend to do?	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine these outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year - where to next? <i>what do you need to do to address targets that were not achieved. Consider if these need to be included in your next</i>																											
<div>1. Increase staff use of Te Ao Maori in teaching and learning.</div> <div>2. Increased Te Reo use and references throughout the school and in planning.</div> <div>3. To continue to develop school waiata, haka and correct pronunciation.</div> <div><ul style="list-style-type: none">Staff to learn the updated waiata and school haka.Develop a new CR & RP lesson observation form for Staff that is inclusive of Te reo Māori.Encourage use of Te Reo in planning and teaching.</div> <div>1.<ul style="list-style-type: none">Signage, Murals, and Carvings to be incorporated into the new build, painting of the school and SIP project footpath.Year 13 student mural to be resourced, designed and completed.</div> <div>2.<ul style="list-style-type: none">School Waiata and Whare Kāhui haka to be taught through House coordinator, House leaders & Prefects, for School Waiata & Haka competition in Term 3.</div>	<div><ul style="list-style-type: none">Enhanced Culturally Responsive Practice: Redevelopment of the Classroom Observation Tool, including a Te Reo Māori continuum, increased staff focus on integrating reo Māori into classroom practice.</div> <div><ul style="list-style-type: none">Increased Staff Capability in Te Reo Māori: Nine staff participated in the <i>Te Ahu o te Reo Māori</i> PLD course, resulting in greater confidence and use of Te Reo Māori in everyday teaching.</div> <div><ul style="list-style-type: none">Strengthened Māori Performing Arts: Additional funding supported Kapa Haka tutors and <i>Te Roopu Manāki</i>, enabling a more polished and impactful Heights Creative performance.</div> <div><ul style="list-style-type: none">Sustained Commitment to Kapa Haka: Reappointment of the Kapa Haka tutor for 2025 and increased budget allocation reflect ongoing investment in student participation at the Te</div>	<div><table><tr><td colspan="4">Dialogic</td></tr><tr><td>Te Reo Māori</td><td>Cultural toolkit</td><td>FBA/FFA</td><td>Co-construction</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div> <div><p>Te Reo Māori Continuum for *2024</p><p>He Reo Taumata Rau - Google Docs</p><table><tr><td>Basic:</td><td>Instructional:</td><td>Contextual to the lesson:</td></tr><tr><td>Mōrena, Kia ora, Whakarongo, e noho, e tu, Haere mai, nau mai, Haere ra... * Refer to Staff resource He Reo Taumata Rau, Pg.2</td><td>Haere mai/ Kuhu mai, e noho, me mahi ā roopu koutou/ taki rua, taki toru, Ka kite āpōpō</td><td>Whakatauki, Reo specific to topic of learning happening (spoken) Eg 'Kaua e mate wheke, me mate Ururoa' - English lesson, HoF's to explain...</td></tr><tr><td colspan="3">List examples below of Te Reo Māori that you will use...</td></tr><tr><td>Basic:</td><td>Instructional:</td><td>Contextual to the lesson:</td></tr><tr><td></td><td></td><td></td></tr></table></div> <div>Increased Staff Capability in Te Reo Māori:<ul style="list-style-type: none">There have been a total of 20 Staff members over the last 4 years that have participated in Te Ahu o te Reo Māori.We have supported 4 staff members with Full time immersion studies.Purchased sets of Maori language dictionaries (He Kupenga Hao i te Reo) that are subject specific and distributed to Heads of Faculty for; Te Reo Pangarau (Maths) Te Reo Hauora (Health) Te Papakupu o Te Tikanga à-Iwi (Social Sciences) Te Reo Hanagrau (Technology) Te Papakupu o Te Reo Matatini</div>	Dialogic				Te Reo Māori	Cultural toolkit	FBA/FFA	Co-construction					Basic:	Instructional:	Contextual to the lesson:	Mōrena, Kia ora, Whakarongo, e noho, e tu, Haere mai, nau mai, Haere ra... * Refer to Staff resource He Reo Taumata Rau, Pg.2	Haere mai/ Kuhu mai, e noho, me mahi ā roopu koutou/ taki rua, taki toru, Ka kite āpōpō	Whakatauki , Reo specific to topic of learning happening (spoken) Eg 'Kaua e mate wheke, me mate Ururoa' - English lesson, HoF's to explain...	List examples below of Te Reo Māori that you will use...			Basic:	Instructional:	Contextual to the lesson:				<div>1.<ul style="list-style-type: none">Some opportunities to learn the updated school waiata were established early in 2024, however a more consistent approach to embedding this practice across the staff meetings into ‘Waiata Wednesdays’ need to be established.The whare Kāhui School haka was not taught / learned by staff in 2024 as the HoF for Te Akoranga was on sabbatical leave.</div> <div>2.<ul style="list-style-type: none">Increased use of Te Reo and references in planning has been achieved. This can be seen in staff unit planning and the increasing numbers of staff taking up Te Ahu o te Reo Māori professional development.</div>	<div>1-3.<ul style="list-style-type: none">Appoint a WSL Te Reo Maori for 2025.Appoint a new HoF for Te Akoranga Reo RuaAppoint a new Teacher aide for Te Akoranga Reo Rua.Appoint a new teacher of Te Reo Māori for Te Akoranga Reo Rua.Appoint a House Coordinator & House Leaders whose responsibility is to acknowledge, celebrate and incorporate the unique cultural significance of Te Arawa/ Whakaue House names.Encourage use of Te Reo Māori and Whakatau(ā)kī in planning and teaching via HoF Meetings with 2iC’s in charge of junior curriculum.</div>
Dialogic																															
Te Reo Māori	Cultural toolkit	FBA/FFA	Co-construction																												
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List examples below of Te Reo Māori that you will use...																															
Basic:	Instructional:	Contextual to the lesson:																													

4. Provide PLD in the four focus areas of:

4

a. Culturally Responsive and Relational Pedagogy

b. Assessment for Learning (AFL)

c. Positive Behaviour for Learning

d. Support staff to increase their capacity in use of Te Reo.

e. Trauma informed care

- CR & RP team to conduct annual RTH process to track growth in staff pedagogy and use data to plan future PLD for teacher growth with Integrated pedagogies.
- Establish PLG groups that focus on the schools key focus areas CR & RP, AFL & PB4L to develop teacher pedagogy and increase student agency. This is to also layer interventions and increase student practice of key skills.

a. Assessment For Learning

- AFL PLD to be led in Faculties
- AFL strategies to be visible in teacher planning and available to see in shared google drive
- Professional learning groups PLD and time to be utilised

4a

- We redeveloped the Classroom Observation Tool with HoF input to include a Te Reo Māori continuum, supporting culturally responsive teaching. This was shared with staff in January.
- The Pasifika Education Framework and 2023 Pasifika NCEA data were presented to staff, increasing awareness of Pasifika student needs and achievement patterns.
- As part of the Evidence to Accelerate (E2A) initiative, staff gathered and analyzed student voice, attendance, ethnicity, and achievement data from junior classes, identifying trends to inform teaching strategies.
- In PLG sessions, staff collaborated to address learning needs, supported by Individual Learning Pathway Reports and input from an external provider.
- Technology and Arts staff received targeted PLD, ensuring subject-specific strategies aligned with school-wide goals.

4b.


- AFL PLD - Departments monitoring senior and junior achievement using data.

(Literacy) Te Reo o Ngā Toi (Arts)

Te Reo Pūtaiao (Science)

- 65% of staff who were observed were operating in the integrating or fully integrated stages of effective teacher pedagogy in the last data collection; Term 3 2024.

RtH 2024 Survey Data:

	NUMBER OF OBSERVATIONS					57/80
	% OF STAFF OBSERVED					71%
	Pedagogy continuum					
	BASIC	DEVELOPING			INTEGRATING	
	None	Little	Some	Lots	Full	
2024 Term 3 Wk 10	0	6	14	28	9	
	20			37		
% (23T3 - 24T3)	(0% - 0)	(37% - 36.3 %)			(63% - 65%)	
2023(T3)	0	8	13	12	24	

4a.

- CR & RP Target achieved: The data from the Term 3 2024 observations shows more staff shifting into 'Integrating - Lots'. One of the key factors preventing more staff from shifting into 'Integrating - Full' was a need to observe more Te Reo Māori that was contextual to the lesson.
- The school will continue to focus on building Reo capacity & Pedagogy that increases learning focussed relationships and student agency.

4b.

- AFL PLD Target achieved with middle leadership and AFL

4a.

- CR & RP: Rongohia te Hau team to conduct annual process to track growth in staff pedagogy and use data to plan future PLD for Teacher growth in pedagogy.
- Establish PLG groups that focus on the schools key focus areas CR & RP, AFL & PB4L to develop teacher pedagogy and increase student agency.
- Build staff capacity with use of Te Reo Māori that that is contextual to the lessons alongside 2025 New appointee WSL Te Reo Māori.
- Further grow staff library with Te Reo Māori resources
- With Govt funding no longer available for Te Ahu o Te Reo Māori we will look to seek / resource or fund our own Te Reo Māori teacher to build staff capacity using Te Reo Māori.

4b.

- AFL PLD to be led in faculties.

<p>to layer data informed, deliberate acts of teaching. This is to increase student acceleration in reading, writing and math.</p> <ul style="list-style-type: none">● Target students to be monitored termly.	<p>Increased use of departments and PLGs to facilitate staff development in these areas.</p>		<p>champions receiving PLD to grow their leadership and use AFL.</p> <ul style="list-style-type: none">● Successful PLD application to focus on the use of AFL in the learning support areas of the school for 2023 and 2024.	<ul style="list-style-type: none">● AFL strategies to be visible in teacher planning and available to see in shared google drive.● Professional learning groups PLD and time to be utilised to layer data informed, deliberate acts of teaching. This is to increase student acceleration in reading, writing and math.● Target students to be monitored termly.														
<p>4c. Pb4L:</p> <ul style="list-style-type: none">● Work with SLT & PB4L team to develop and present a ‘Consequences for behavior’ plan based on Minor, Majors & Crisis Behaviours.● Work With PB4L Team and staff to promote a tiered reward structure for staff and students to easily follow. <p>4d. Increasing capacity and use of Te Reo</p> <ul style="list-style-type: none">● Support staff's Te reo Māori growth by providing release time to attend Te Ahu o Te reo Māori and continue to build a staff library with Te reo Māori resources to support learning the language. <p>4e. Trauma informed practice:</p> <ul style="list-style-type: none">● Trauma informed practice PLD will be provided to support the learning support areas of the school	<p>4c.</p> <ul style="list-style-type: none">● Expectations Reinforced: Cellphone procedures and behaviour expectations were clarified & reinforced through posters, notices, and a term 3 junior assembly, reducing repeated behaviour issues from 2023.● Behaviour Matrix & Core Value Cards: A Behaviour Matrix task for Years 9–12 was completed, and Core Value Cards school-wide were used to promote positive behaviour for learning.● Rewards Boosted Engagement: Spot prizes & major prize draws at the end of the term encouraged student participation.● Staff Engagement Promoted: Fortnightly emails shared Core Value Card data with staff, supporting consistency and ongoing encouragement.● Consistent Consequences for Truancy: The truancy-focused detention system was re-communicated to staff and students, supported by clear processes and easily accessible resources.● Data-Informed Practice: Behaviour trends from 2023 and 2024 were compared and shared with Deans. Assemblies addressed key patterns using this	<p><u>Core Value cards total 2024</u></p> <table><tr><th></th><th>Total Count</th><th>YR9</th><th>YR10</th><th>YR11</th><th>YR12</th><th>Yr13</th></tr><tr><td>2024</td><td>3361</td><td>1045</td><td>700</td><td>515</td><td>453</td><td>623</td></tr></table>		Total Count	YR9	YR10	YR11	YR12	Yr13	2024	3361	1045	700	515	453	623	<p>4c.</p> <p>Mahi Started - not completed:</p> <ul style="list-style-type: none">● A tiered Reward draft framework has been created and needs to be finalised with Year level deans and then all staff.● A draft version of a schoolwide consequence response for Minor Behaviours has been created and needs to be discussed at an SLT level before this is presented to staff	<p>4c</p> <ul style="list-style-type: none">● Work is ongoing with the Junior and Senior Dean, DP in charge of Discipline, to develop and embed a clear and transparent 'Consequences for Behavior' plan, focusing on Minor, Major, and Crisis Behaviors.● Continue to develop a tiered reward structure for both staff and students, ensuring it is straightforward to follow and supports positive behavior for learning● Trial an Attendance rewards pilot program, focused on consistent attendance- trial in Term 1 review early in Term 2, and refined based on feedback to ensure its effectiveness for the remainder of the year.
	Total Count	YR9	YR10	YR11	YR12	Yr13												
2024	3361	1045	700	515	453	623												

	<p>data, supporting targeted behaviour messaging.</p> <p>4d.</p> <ul style="list-style-type: none"> 2024 Te Ahu o te Reo PLD provided. 9 Staff in total participated in both semesters. 	<p>4d. He Kupenga Hao i te Reo</p> <p>Purchased sets of Maori language dictionaries that are subject specific and distributed to Heads of Faculty for; Te Reo Pangarau (Maths) Te Reo Hauora (Health) Te Papakupu o Te Tikanga à-Iwi (Social Sciences) Te Reo Hanagrau (Technology) Te Papakupu o Te Reo Matatini (Literacy) Te Reo o Ngà Toi (Arts) Te Reo Pūtaiao (Science)</p>	<p>4d.</p> <p>Support staff to learn and increase their capacity and use of Te Reo Māori. This target was achieved with the purchasing of Te Reo Maori resources for the staff library to support staff on their reo journey with Te Ahu o te Reo Māori.</p>	<p>4d.</p> <ul style="list-style-type: none"> Build staff capacity with use of Te Reo Māori that that is contextual to the lessons alongside 2025 new appointee WSL Te Reo Māori. Further grow staff library with Te Reo Māori resources With Govt funding no longer available for Te Ahu o Te Reo Māori we will look to seek / resource or fund our own Te Reo Māori teacher to build staff capacity using Te Reo Māori.
<p>5.</p> <p>Regular review:</p> <ul style="list-style-type: none"> Achievement review PB4L review Attendance review Strategic Review: <ul style="list-style-type: none"> CR & RP Strengthening Pedagogical Practice at WHHS AFL (PLG - literacy and numeracy) Emergent Review: <ul style="list-style-type: none"> New Deans structure Sports (Director) Peer support Cycle of review: <ul style="list-style-type: none"> Faculty and Special Projects/Units reporting to the board. Governance framework review will be in line with the triennial plan 	<p>5.</p> <p>Regular review:</p> <ul style="list-style-type: none"> Achievement monitoring completed monthly and EOY review shared with staff. PB4L review completed and shared with staff. Attendance monitoring completed monthly and EOY review completed and shared with staff. <p>Strategic Review:</p> <ul style="list-style-type: none"> CS & RP Strengthening Pedagogical Practice at WHHS review completed with Rongohia te Hou. AFL (PLG - literacy and numeracy) review completed <p>Emergent Review:</p> <ul style="list-style-type: none"> New Deans structure - Review completed and presented to the Board and staff. Sports (Director) review completed and presented to the Board. Peer support - Review not completed will be moved into 2025. <p>Cycle of review:</p>	<p>5.</p> <p>Evidence can be located in:</p> <ul style="list-style-type: none"> Board minutes Faculty reviews Unit holder reviews Achievement reviews 	<p>5.</p> <p>Regular review:</p> <ul style="list-style-type: none"> Review for achievement has been completed and data has been used to inform the implementation plan. Review for PB4L has been completed and data has been used to inform the implementation plan. Review for attendance has been completed and data has been used to inform the implementation plan. <p>Strategic review:</p> <ul style="list-style-type: none"> AFL review completed and looking to embed practices within the school and further align with CR & RP. Learning support review completed. Modifications made to referral form and ongoing MOE funded PLD to continue into 2023. <p>Emergent review:</p> <ul style="list-style-type: none"> Marau Haukainga TOD review completed and was successful. 	<p>5.</p> <p>Reviews for 2025:</p> <ul style="list-style-type: none"> Regular review: <ul style="list-style-type: none"> Achievement review PB4L review Attendance review Strategic Review: <ul style="list-style-type: none"> CR & RP Strengthening Pedagogical Practice at WHHS AFL (PLG - literacy and numeracy - Co-requisites) Emergent Review: <ul style="list-style-type: none"> Active As Peer support Cycle of review: <ul style="list-style-type: none"> Faculty and Special Projects/Units reporting to the board. Governance framework review will be in line with the triennial plan.

- 6. To increase staff capability in:**
- a. Culturally Responsive and Relational Pedagogy.**
 - b. Assessment for Learning (Leadership and use of data in classroom practice).**
 - c. Positive Behaviour for Learning.**
 - d. Support staff to increase their capacity in use of Te Reo.**
 - a. CR & RP: Continue to embed CR & RP pedagogy into schoolwide practice and measure staff shift towards fully integrated pedagogies. This will be supported through the PLG'S, annual RtH process & Targeted Evidence 2 accelerate hui to support faculties and staff
 - b. AFL
 - a. Provide PLD and dedicate time to embed AFL into junior planning and grow practices through the use of PLG.
 - b. Grow and embed AFL practices in the Learning Support Areas of the school. This will focus on using data to
 - inform practice, planning, IEP's, making the curriculum more accessible for diverse learners. Set up systems and procedures to support reflective practice.
 - This will be supported by the commencement of

- Faculty and Special Projects/Units reporting to the board.
- Governance framework review will be in line with the triennial plan.

Cycle of review:

- Faculty and special projects reported to the Board as per schedule.

Governance framework:

- Policies reviewed with support from specialist support.
- New triennial plan established.

6a. CR & RP

- PLD for CS & RP PLD (lesson observation tool) for new staff and PCT teachers.
- Targeted two Faculties who participated in an Evidence 2 accelerate hui.


6b. AFL

- PLD days for HoFs and AFL Champions were undertaken regularly.
- AFL strategies embedded in faculty schemes of work and placed on Google drive.
- PLD provided on how to raise Literacy Levels by Literacy Lead

6a. CR & RP

- 65% of staff who were observed were operating in the integrating or fully integrated stages of effective teacher pedagogy in the last data collection; Term 3 2024.
- In 2024, the percentage of staff identified with Integrating Pedagogies rose from 63% in Term 1 to 65% in Term 3, a 3% increase. This shift is particularly encouraging for the school, as adopting an integrating pedagogy after Term 1 for the rest of the year required staff to incorporate contextualized Te Reo Māori and or Whakatauki into their lessons.

RtH 2024 Survey Data:

 WESLEY ANG SCHOOL	NUMBER OF OBSERVATIONS			57/80	
	% OF STAFF OBSERVED			71%	
	Pedagogy continuum				
	BASIC	DEVELOPING		INTEGRATING	
	None	Little	Some	Lots	Full
2024 Term 3 Wk 10	0	6	14	28	9
	20			37	
% (23T3 - 24T3)	(0% - 0)	(37% - 36.3 %)		(63% - 65%)	
		21		36	
2023(T3)	0	8	13	12	24

6a. CR & RP

- This target was achieved. AP in charge of CS & RP along with WSL CS & RP delivered PLD on the CS & RP principles and the lesson observation tool. 12 staff members participated in this PLD across Term 2 and 3.
- DP in Charge of CS & RP along with DP in charge of Curriculum held E2A meetings in August with Maths & Science Dept. The purpose of the E2A hui's was to identify teaching pedagogies across the faculties that accelerate Māori learners. This target was not met as Māori learners at yr 11 achieved at a lower rate than non Māori.

6b. AFL

- This part of the target was achieved.
- A lot of planning went into aid the facilitation team for AFL.
- DP Curriculum worked with all faculties and AFL Champions to help embed AFL across the school.

6a. CR & RP

- Continue to embed CR & RP pedagogy into schoolwide practice and measure staff shift towards fully integrated pedagogies. This will be supported through the PLG'S, annual RtH process & Targeted Evidence 2 accelerate hui to support faculties and staff.

6b. AFL

- Provide PLD and dedicate time to embed AFL into junior planning and grow practices through the use of PLG.
- Grow and embed AFL practices in the Learning Support Areas of the school. This will focus on using data to inform practice, planning, IEP's, making the curriculum more

<p>twice termly learning support hui.</p> <p>c. PB4L</p> <p>i. Provide internal PLD to all staff in PB4L:</p> <ol style="list-style-type: none"> Processes Recognitions How it is implemented in new Deans structure <p>d.</p> <p>Support staff's reo Māori growth by providing release time to attend Te Ahu o Te reo Māori and continue to build a staff library of reo Māori resources to support learning the language.</p> <ul style="list-style-type: none"> TOD and callback days dedicated to PLD focus areas. 	<p>and increased structure for reading room activities.</p> <ul style="list-style-type: none"> PLD provided on what Literacy/Numeracy skills the students need and how each Faculty can support NCEA co-requisite achievement. Faculties had AFL focus in their faculty meetings. Clarity was found around the asTTle testing schedule, who, what, when and why. Large workspace for the Literacy team so that they could test more students at once and facilitate larger groups. 15 chromebooks provided to the Literacy team for asTTle testing. Increase time provided for faculties to collaborate and share knowledge and skills was provided through: <ul style="list-style-type: none"> Time allocated on Accord days, callback days, regular meeting schedule staff and faculty. Release time provided for school wide PLD in AFL, Te Ahu o te Reo Māori, Kahui Ako and AsTTle. <p>6c. PB4L</p> <ul style="list-style-type: none"> PB4L meetings did not take place in Term 1 due to the Traffic light setting. From Term 2 onwards PB4L meetings happened once a Term along with Monthly/ Termly behavioural data reports signposted in the staff room. <p>6d. Te Reo Capacity</p> <ul style="list-style-type: none"> Te Reo resources continue to be sourced and are available to all staff members in the school library. 	<p>6d. Te Reo Capacity</p> <p>9 staff participated in Te Ahu o Te Reo Māori for 2024. There have been a total of 20 Staff members over the last 4 years that have participated in Te Ahu o te Reo Māori</p>	<ul style="list-style-type: none"> Early adopters ran PLD sessions for other staff. Faculties used AFL language ubiquitously in faculty minutes and learning conversations <p>6c. PB4L</p> <ul style="list-style-type: none"> PB4L: A new junior recognition system was trialled and promoted and in reviewing the data it demonstrated improved positive behaviours and a decrease in behavioral issues. <p>6d. Te Reo Capacity</p> <ul style="list-style-type: none"> This target has been achieved through the provision of Te Reo resources, and the PLD has offered a variety of tools that accommodate the diverse needs, time availability, and skill levels of staff. 	<p>accessible for diverse learners. Set up systems and procedures to support reflective practice.</p> <ul style="list-style-type: none"> This will be supported by the commencement of twice termly learning support hui. <p>6c. PB4L</p> <ul style="list-style-type: none"> Provide internal PLD to all staff in PB4L: <ul style="list-style-type: none"> Processes Recognitions How it is implemented in new Deans structure <p>6d. Te Reo Capacity:</p> <ol style="list-style-type: none"> Encourage use of Te Reo Māori and Whakatau(ā)kī in planning and teaching. <ol style="list-style-type: none"> PLD to be provided on callback day Resources to be shared HoF's to work with faculty to incorporate into planning.
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				<ul style="list-style-type: none"> b. Build staff capacity with use of Te Reo Māori that that is contextual to the lessons alongside 2025 New appointee WSL Te Reo Māori. c. With Govt funding no longer available for Te Ahu o Te Reo Māori we will look to resource a Te Reo Māori tutor to build staff capacity using Te Reo Māori in their daily interactions and teaching. d. Further grow staff library with Te Reo Māori resources e. Create a new position and appoint a WSL Te Reo Maori to support staff reo capacity.
Planning for next year:				
Please refer to the 2025 Implementation Plan				

NELP:	NELP - FUTURE OF LEARNING AND WORK Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.
Strategic Aims/goals:	<ol style="list-style-type: none"> 1. Our students have the skills to be work ready. 2. We collaborate with industries, employers and tertiary providers in offering multiple pathways for our students. 3. We encourage our students to aim high and ignore stereotypes.
Target:	<ol style="list-style-type: none"> 1. Increase opportunities for students to participate in programs that will have them work ready, measured through participation rates. 2. Grow our existing networks and create an electronic directory of industries, employers and tertiary providers that the school works with. Increase providers by 10% 3. Students are aware of career/pathway opportunities and have developed a plan for their future.
Baseline Data:	Not Applicable



Actions What did we intend to do?	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine these outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year - where to next? <i>what do you need to do to address targets that were not achieved. Consider if these need to be included in your next</i>
<p>1 Increase opportunities for students to participate in programs that will have them work ready, measured through participation rates.</p> <ol style="list-style-type: none"> Look to extend programmes and networks that will have students work ready (Trades, Gateway, Construction Academy, Police Academy Programme, Puhoro, Career Navigator and Te Ao Haka). Embed the use of MyMahi throughout the school to increase student awareness of potential pathways. Provide dedicated times for students to access and engage with the MyMahi tool. Introduce an engineering club to support increased student aspirations and skills within local industries. <p>2 Grow our existing networks and create an electronic directory of industries, employers and tertiary providers that the school works with. Increase our providers by 10%</p> <ol style="list-style-type: none"> Continue to grow our list of available providers and networks that support Gateway, Trades and employment pathways. Provide extra support and collaboration with at risk 	<ol style="list-style-type: none"> <ul style="list-style-type: none"> Senior School - Manukura awards created focussing on core values and employability skills. Extended existing programmes. Career Navigator expanded into Year 9 and 10. The junior programme is called Stars Teina and is specifically focussing on personal growth and aspirations. MyMahi PLD was provided to the staff. Goal setting day with MyMahi focus was held. All students and staff have access and have been engaging with the app. Extended HTG time for staff to work with students was provided. Career Navigator grew to have a junior programme for the Matakaoa class. <ul style="list-style-type: none"> Work experience was provided through: <ul style="list-style-type: none"> Gateway: increased from 73 students in 2022 to 90 in 2023. Trades: increased from 83 students in 2022 to 96 in 2023. Other programmes eg Te Maru work experience. 	<ol style="list-style-type: none"> In 2024, the Trades & Gateway program experienced a 6.6% increase in student numbers, reaching a total of 96 students. Conversely, the Future Academy saw a 9.3% reduction in its student participation in 2024, with the total number decreasing to 87 students. 	<ol style="list-style-type: none"> <ul style="list-style-type: none"> Target was partially achieved at year 9 and 10 Target was achieved with the increase of the variety of programmes with the expansion of the Career Navigator course and the growth in Animation and Matakaoa Physical Education at Year 11. MyMahi target was achieved. Students and staff all have access and regularly use the App. <ul style="list-style-type: none"> This target was achieved with a local directory of providers and industries that support Trades, Gateway and work placements for students. This has seen an increase of local providers coming on board to support students' pathways. The school is forming a close relationship with local Māori tech companies. 	<ol style="list-style-type: none"> <ul style="list-style-type: none"> Look to extend programmes and networks that will have students work ready (Trades, Gateway, Construction Academy, Police Academy Programme, Puhoro, and Te Ao Haka, Roofing, Scaffolding). Embed the use of MyMahi throughout the school to increase student awareness of potential pathways. Provide dedicated times for students to access and engage with the MyMahi tool. Further promote the engineering club to support increased student aspirations and skills within local industries through new equipment and resources. <ul style="list-style-type: none"> Continue to grow our list of available providers and networks that support Gateway, Trades and employment pathways. Provide extra support and collaboration with at risk students by resourcing and employing an academic mentor that has dedicated hours to support the careers team.

<p>students by resourcing and employing an academic mentor that has dedicated hours to support careers.</p>	<ul style="list-style-type: none"> ● STAR funded courses also ran to assist in the provision of in-school programmes in non-conventional curriculum areas in support of students gaining skills to assist them in their pathway to education, training and employment. ● Careers Advisor has a local directory that they have established of providers that is a working document. 		<ul style="list-style-type: none"> ● It is a working document that can be added to. 	
<p>3 Students are aware of career/pathway opportunities and have developed a plan for their future.</p> <ol style="list-style-type: none"> 1. Guest speakers from different vocations are to be invited into school to showcase their profession, their journey and the pathway to get there. (Graeme Dingle and others). 2. Celebrate success (see above). 3. Embed the use of MyMahi and allocate time accordingly during HTG. Have incentives for student participation. 4. Goal setting day with MyMahi focus incorporated to provide structure for discussion. 	<p>3.</p> <ul style="list-style-type: none"> ● Celebration of Success - vocational awards handed out at prize giving, block courses and vocational programmes graduation. ● MyMahi PLD provided to all staff at staff hui and lunchtime tutorials by WSL. Time was allocated with extended HTG time for staff to work with students. ● Goal Setting day for MyMahi was completed. A templated structure was provided for subject choices that aligns with career pathways and student aspirations. 		<p>3.</p> <ul style="list-style-type: none"> ● This target was met, students were increasingly aware of career and pathway opportunities. This was supported by: <ul style="list-style-type: none"> ○ Careers Team ○ MyMahi App ○ Outside guest speakers from industry ● Students used the planning template and career pathway knowledge to inform decisions surrounding their subject selection. This was also aided by the school goal setting day whereby students identify possible career pathways. 	<p>3.</p> <ul style="list-style-type: none"> ● Guest speakers from tertiary providers and different vocations are to be invited into school to showcase their organisation, profession, their journey and the pathway to get there. ● Celebrate success (see above). ● Embed the use of MyMahi and allocate time accordingly during HTG. Have incentives for student participation. ● Goal setting day with MyMahi focus incorporated to provide structure for discussion. ● Fosters construction walkthroughs to have students exposed to the various employment opportunities in the construction industry.
<p>Planning for next year:</p>				
<p>Please refer to the 2025 Implementation Plan</p>				

Hauora:	KAHUI AKO ACHIEVEMENT CHALLENGE - HAUORA AND WELLBEING Objective 8: To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, students and whanau.
Strategic Aims/goals:	<ol style="list-style-type: none"> 1. Our students are physically well. 2. Our students are mentally and emotionally well. 3. Our students are connected and caring and will form positive relationships. 4. Our students have a strong sense of personal identity and lead meaningful lives. 5. Our students are environmentally aware.
Target:	<ol style="list-style-type: none"> 1. Increase participation in sport from 42% to 47%+ 2. Increase co-curricular participation from 55% to 65% 3. Students can express who they are, what their strengths are and have aspirations for the future 4. Students will demonstrate pride in their surroundings and environment (Measure: decrease general waste - feedback Kapai Kai) 5. At least 3 staff wellbeing events/recognitions per term. <ul style="list-style-type: none"> 1 x Board 1 x Senior Leadership 1 x WellbeingCommittee
Baseline Data:	Sport census data for sport participation: 42% in 2023 Co-curricular participation 55% in 2023

Actions What did we intend to do?	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the source of information the board used to determine these outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year - where to next? <i>what do you need to do to address targets that were not achieved. Consider if these need to be included in your next</i>
<p>1. Increase participation in sport from 42% to 47%+</p> <p>2. Increase co-curricular participation from 55% to 65% +</p> <p>1.</p> <ul style="list-style-type: none"> Introduce “Active As” student-led initiative which is to focus on increasing students participation in physical activity and the benefits that come from it. This will be in collaboration with Sport BOP and New Zealand Secondary Sports Council. Develop a sporting code, timeline of seasons and training for our school community. To provide increased clarity and expectations. <p>2.</p> <ul style="list-style-type: none"> Resource new and emerging events: <ul style="list-style-type: none"> Heights Creative Matariki Pasifika Festival E sports Waka Ama Other New house competition structure: House coordinator to produce a House Events calendar and schedule 2 events per term that coincides with end of year House points and house competition cups. Introduce a student led Peer Support programme for all Year 9 students as they enter WHHS. Student leaders to receive training in the previous year. 	<p>1.</p> <ul style="list-style-type: none"> Active As plan was submitted and the school received resources to support the growth of sport. New equipment was purchased to allow for increased student participation in sport at break times. Use of the “Voice of Rangatahi “ data allowed for identified sports that students wished to take part in to be planned for and provided. Timeline for seasons was created in conjunction from feedback from Teachers in Charge, Sport BoP calendar and NZSS calendar. <p>2.</p> <ul style="list-style-type: none"> Resources were secured to run/provide for: <ul style="list-style-type: none"> Heights Creative Pasifika Festival E sports Waka Ama Golf Mountain Biking New events in House competition created alongside traditional events to allow for two events per Term. New events were: Waka Ama, Lunchtime Sports, & Wearable Arts, Peer support programme was established with support of Guidance Team and Year 12 students from 2023. 48 students were trained. 	<p>1.</p> <ul style="list-style-type: none"> Sport Bay of Plenty Census results for 2024 show that student participation increased from 42% to 46.5% Sports Calendar and School Calendar. <p>2.</p> <ul style="list-style-type: none"> Successful running of Heights Creative on the 18th of September as part of the Aranui Maori Arts Festival. Pasifika outfits and resources were secured to allow for Heights Pasifika to compete and perform. New class computer suite purchased to allow for the continued growth of E-Sport. 2 x new W1 Waka Ama have been purchased to support the growth in this sport and course. Peer support programme was provided to the year 9 cohort. This involved 48 student leaders and supported 274 Year 9 students. Peer support training was completed by Year 12 leaders at 	<p>1.</p> <ul style="list-style-type: none"> This target was almost achieved. <ul style="list-style-type: none"> Participation in sport increased from 42% to 46.5% according to the Sport BoP Census. The Active As funding arrived in Term 3 which delayed the launch of the programme. Resources have now been purchased and activities can begin. This target was achieved. <ul style="list-style-type: none"> The Co-Curricular participation target was achieved. Participation went from 55% to 72%. <p>2.</p> <p>There is no specific target for this provision of events and Peer Support. These strategies support other aspects within the implementation plan such as co-curricular involvement, hauora, attendance and engagement.</p>	<p>1.</p> <ul style="list-style-type: none"> Resource 2 x sport activators to support introductory sporting experiences across the student body during break times. Sporting code to be built upon. This is to include: timeline of seasons and training for our school community. To provide increased clarity and expectations. <p>2.</p> <ul style="list-style-type: none"> Resource new and emerging events: <ul style="list-style-type: none"> Heights Creative Matariki Pasifika Festival E sports Culture Day Other further embed student led Peer Support programme for all Year 9 students as they enter WHHS. Student leaders are to receive training in advance of Year 9 students' arrival. Secure PLD for the guidance team. Resource a further guidance counsellor to increase support for students. Conduct a survey on Peer Support to track progress and value of the programme.

Tātaritanga raraunga

<ul style="list-style-type: none"> Keeping our kids safer online presentation and resources to be provided to the school community. Secure PLD for the guidance team. <p>Provision of:</p> <ul style="list-style-type: none"> Peer support programme to be implemented by current Year 13 leaders and a Year 12 Peer support camp planned for EOY to further develop senior cohorts capacity in leading peer support in 2025. House activities / Prefect organised events Co-curricular activities Community service opportunities Student lead initiatives and activities (Breakfast Club, Homework Club) School Groups (LGBTQIA+, Interact, Enviro Club etc) 	<ul style="list-style-type: none"> Keeping our kids safer online presentation took place in Term 2. PLD secured for the guidance team. Prefect committees were set up to promote and engage the student body in co-curricular activities. These were in Academic, Sport, Culture, Arts and Community areas. 	<p>the end of 2024 in preparation for</p> <ul style="list-style-type: none"> Over 80 whanau attended to support their student's/children's journey in using technology safely. Guidance team attended both internal and external PLD and the school also supported one staff member via time to complete further study. Provision of various groups and activities to support student hauora were maintained via school budgets. Heights Pacifica, Waka Ama etc. 		<p>Continue provision of:</p> <ul style="list-style-type: none"> Peer support programme to be implemented by current Year 13 leaders and a Year 12 Peer support training planned for EOY to further develop senior cohorts capacity in leading peer support in 2026. Active As reporting and application House activities / Prefect organised events Co-curricular activities Community service opportunities Student lead initiatives and activities (Breakfast Club, Homework Club) School Groups (LGBTQIA+, Interact, Enviro Club, Cultural Club etc)
<p>3.</p> <ul style="list-style-type: none"> Students can express who they are, what their strengths are and have aspirations for the future 	<p>3.</p> <ul style="list-style-type: none"> Staff have access to Marau Haukāinga through a locally developed resource - He Pataka Korero (Te Taumata o Ngati Whakaue Iho Ake) and aspects of this is used in Junior units of work. TIC of junior Curriculum to ensure HPK continues to be embedded within existing units of work. Use of MyMahi and pathway planning to identify strengths, goals and aspirations was planned for and provided set times through the school calendar. 	<p>3.</p> <ul style="list-style-type: none"> Marau Haukainga planning visible through faculty google drives shared with DP Curriculum. My Mahi used by all students and frequented regularly by students in planning for future pathways and subject selection. 	<p>3.</p> <ul style="list-style-type: none"> This target was achieved and faculties continue to incorporate Marau Haukāinga into units of work existing and new. This MyMahi target was achieved and the data was collated by the careers advisor to use as a guide for career interviews, pathway planning, and tertiary provider presentations. 	<p>3.</p> <ul style="list-style-type: none"> All Departments & Faculties will continue Marau Haukāinga units visible in classrooms Te Taumata o Ngati Whakaue Iho Ake - He Pataka Korero. TIC of junior Curriculum to ensure HPK continues to be embedded within existing units of work. Use of MyMahi and pathway planning to identify strengths, goals and aspirations.

Tātaritanga raraunga

- 4.
- **Students will demonstrate pride in their surroundings and environment (Measure: Decrease General Waste - feedback Kapai Kai)**
 - PB4L Tidy kiwi
Support student lead initiative with a tidy kiwi campaign at school that focuses on reducing rubbish waste.
- 5.
- **At least 3 staff wellbeing events/recognitions per term:**
1 x Board
1 x Senior leadership
1 x Wellbeing Committee
 - Whare Tapa wha recognition system in place for staff who take positive action in supporting their own wellbeing.
 - Wellbeing Committee to utilise staff voice and implement actions within the scope of the staff wellbeing budget. One action/initiative per term minimum.

- 4.
- Bins marked appropriately for recycling.
 - Enviro club trialled composting bin to see if it is a viable option to have throughout the school.
 - PB4L tidy kiwi initiative
- 5.
- Wellbeing committee was led by TIC wellbeing. Staff voice was collected for initiatives.
 - Budget approved to support initiatives.
 - Whare Tapa wha recognition system continued for staff who take positive action in supporting their own wellbeing. This was well received with 64 staff being recognised for their positive action.

4. Partially achieved with the PB4L reward card system

Core Value cards total 2024

	Total Count
2024	3361

YR9	YR10	YR11	YR12	Yr13
1045	700	515	453	623

5.

- 3+ x staff wellbeing events/recognitions occurred each term. These ranged from: resourcing events, wellbeing recognition, resourcing equipment to support wellbeing, teacher led initiatives “staff shout out” and funding flu vaccinations to protect staff from getting ill etc.
- positive uptake of staff wellbeing recognition system with 64 taking part and receiving their incentive.

- 4.
- Target was partially achieved. The uncertainty of the programme at the end of 2024 saw a reluctance from agencies to engage in sponsorship for a rewards system.

However, a competition to clearly mark recycling bins is underway.
- 5.
- This target was achieved with 3 x initiatives happening per term to support wellbeing.

- 4.
- Collaboration with Lakes Council and stakeholders to enrich the Heights environment
 - Use of resources and faculty planning to promote sustainability.
- 5.
- Continue to embed:
- Whare Tapa Wha recognition system in place for staff who take positive action in supporting their own wellbeing.
 - Wellbeing Committee to utilise staff voice and implement actions within the scope of the staff wellbeing budget. One action/initiative per term minimum.
 - Continue to resource staff wellbeing initiatives via the Board, Senior Leadership and Wellbeing Committee.

Planning for next year:

Please refer to the 2025 Implementation Plan

4. Kiwi Sport

Kiwi Sport is a Government funding initiative to support students’ participation in organised sport. In 2024, the school received total Kiwi Sport funding of \$33041.00 (excluding GST).

The funding was spent on:

- External coaches to enhance pupils core skills and increase confidence to participate in Team Sports.
- Engaging Sport Western Heights High School staff to upskill teachers in coaching methods for team sports.
- Purchasing equipment to enhance opportunities to deliver small sided game sessions within the curriculum, which encourage involvement and enjoyment of all students.
- Upskilled coaches by providing first aid courses for staff involved in coaching teams and groups.
- The number of students participating in organised sport has increased from 42% to 46.5% of the school roll.

5.
The following questions address key aspects of compliance with a good employer policy: For Western Heights High School

Good Employer Disclosure	
Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes. This is currently done through adhering to the collective agreement and meeting all Health and Safety requirements.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We ensure that all appointments are made following the relevant collective agreements. We ensure that all appointments are made following relevant collective agreements. All appointments follow a set process with a panel and adhere to our Personnel Policy and utilise the NZSTA templates.
How do you practise impartial selection of suitably qualified persons for appointment?	Yes. This is done through using both shortlisting and interview matrices/templates provided by NZSTA where a set criterion is established. Interviews are also conducted by a panel which is composed of diverse leadership within the school including Board when necessary.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	We are recognising the aims and aspirations of Maori through seeking stakeholder feedback, supporting study awards of Maori applicants and the provision of te reo through PLD. This has also been recognised through the promotion of Maori staff into leadership roles. There is the opportunity for staff to freely practice tikanga and engage with Te Ao Maori with support from the school e.g. resources (Te Reo Maori and Tikanga). We are recognising greater involvement of Maori in the Education service through engaging with local iwi regarding strategic planning, programmes and marau hau kainga opportunities and welcoming their support eg Puhoro Science Academy, Te Ao Haka, Waka Ama Course and He Pataka korero o Ngati Whakaue (Localised curriculum). With this comes a need to increase and target the numbers of Maori in education and opportunities to upskill. This has been supported by PLD opportunities, study awards as well as the recognition of speakers of Reo in our context.

Tātaritanga raraunga

How have you enhanced the abilities of individual employees?	This has been done through a collaborative professional growth cycle programme and extensive professional learning and development programmes both MOE and Board funded.
How are you recognising the employment requirements of women?	We recognise this by providing an environment that is non-discriminatory and supports equal opportunity. Staff have also received further training on unconscious bias from an outside consultant at the end of 2023.
How are you recognising the employment requirements of persons with disabilities?	We recognise this by providing an environment that is non-discriminatory and supports equal opportunity. Staff regularly engage with the “The Code of Professional Responsibility” and the “Quality Practice Template” as part of registration and collecting naturally occurring evidence. They have also received further training following 2022 PLD on the teacher code of responsibilities on unconscious bias, further enhancing a culture of inclusivity. When disabilities and/or health conditions present we adapt to allow for continued employment where possible.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	Yes	No
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

6.

How The School Has Given Effect To Te Tiriti o Waitangi:

Kei te hāngai pu tonu te kura o Rotohokahoka ki Te Tiriti o Waitangi. Kāore e kore na to 50% o ngā tauira Māori o te kura me te tūnga o te kura ki runga I te whenua o Ngati Whakaue, ka tika .me hōnore mātou ki ngā tikanga o Te Tiriti.

Teaching and Learning:

At Western Heights High School Te Ao Māori is woven in all that we do. There is a strong influence of Te Arawatanga and Ngati Whakauetanga in all curriculum areas. Access to Te Ahu o te Reo has been high with over 49 staff taking part. We have also supported 3 staff in to secure full immersion reo study awards.

Through our relationships with Iwi, local stories and places are important and are more than just icons. Wānanga at marae has helped strengthen our knowledge of pakiwaitara pertaining to our area. Te Arawa tikanga plays a prominent part in all that we do.

Whānau Engagement:

Acknowledging the pivotal role of whānau in shaping a student's educational journey. Regular hui, workshops, and cultural events are prominent in our timetable. Attendance at tangihanga also helps strengthen our ties to whanau and iwi. We also conduct a Rongohia te Hau survey annually whereby whānau provide their input as well as students and staff to inform teacher practice and planning.

Student Support and Wellbeing:

Western Heights High School is steadfast in its commitment to providing a nurturing and inclusive environment where all students can flourish. We offer pastoral care and counselling services that includes Te Whare tapa wha and Te Whare tapa rima concepts unique needs of Māori students.

Community Partnerships:

Through collaborative endeavours, cultural exchanges, and resource-sharing initiatives, we deepen our connections with the broader Māori community. Links with and support from the Ngati Whakaue Endowment Trust as well as other hapu based trusts contribute to the overall wellbeing of the school.

Continual Improvement:

Like everything, cultural engagement and knowledge continues to evolve. We actively seek feedback from students, whānau, and staff, ensuring that our initiatives remain aligned with the principles of partnership, participation, and protection articulated in Te Tiriti o Waitangi.

Conclusion:

Ahakoia kei te hoe tonu te waka, ka haere tahi tatou ko nga hau kainga ki to tātou kura. Nā ngā kōrerorero, nā ngā wānanga kei te haere torotika tātou katoa.