



Western Heights High School Annual Report 2025

1. Financial Statements 2025:
2. Board for 2025:

Rebecca Moore	Board Chair - Presiding member
Melissa Gordan	Parent Representative
Roger Ngatai	Parent Representative
Bahram Pishravi	Parent Representative
Andrew Hiscoke	Parent Representative
Dyllon Pederson	Staff Representative
Ella Hudson	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:	<ol 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 5% by the end of 2025.
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/Whānau
 - b. Students/Ākonga
 - c. Iwi
 - d. Pasifika

Baseline Data:

1. **Majors - PB4L**
(579 - 2024)
(771 - 2023)
2. **Crisis - PB4L**
(7 - 2025)
(7 - 2024)
(6 - 2023)

2024 Target students tested in:	% meeting target of 3+ sublevels shift	
	Year 9	Year 10
Reading	41	57
Writing	41	30
Numeracy	70	43

Planning for next year:

Please refer to the 2026 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. To reduce the number of major and crisis incidents by at least 5% by the end of 2025.</p> <p>2024 End of year baseline data: Majors - 579 Crisis - 7</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. 	<p>1. Major behaviours reduced to 317 in 2025 from 579 in 2024.</p> <ul style="list-style-type: none"> Crisis behaviours in 2025 remained at 7 - our 2024 crisis behaviours were also 7. Continued use of Yr Level Dean consequence system targeting truancy and cell phone use. Core Values Promotion & Rewards System: Core Value Cards and reward assemblies (Yr level assemblies) were successfully embedded school-wide, with student participation and regular prize draws at the end of each week, end of Term and end of year at Prizegiving. PB4L Data presented termly with visual presentations in assemblies and staff communications provided clearer expectations and increased transparency for both staff and students. 	<p>1.</p> <p>PB4L: <u>Majors</u> 317 - 2025 <u>Crisis</u> 7 - 2025</p> <ul style="list-style-type: none"> Stand down data 2025: 96 2024: 76 <p>Core Value cards total 2025</p> <table border="1" data-bbox="1219 993 1751 1108"> <thead> <tr> <th>Total Count</th> <th>YR9</th> <th>YR10</th> <th>YR11</th> <th>YR12</th> <th>Yr13</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>1415</td> <td>533</td> <td>365</td> <td>337</td> <td>108</td> </tr> </tbody> </table> <ul style="list-style-type: none"> PB4L Core value summary/ Positive PB4L Staff to student interactions <ul style="list-style-type: none"> Yr 9: 1415 = 21,225 staff initials Yr 10: 533 = 7,995 staff initials Yr 11: 365 = 5,475 staff initials Yr 12: 337 = 5,055 staff initials Yr13: 108 = 324 staff initials Major behaviours reduced to 317 in 2025 from 579 in 2024. Crisis behaviours in 2025 remained at 7 - our 2024 crisis behaviours were also 7. 	Total Count	YR9	YR10	YR11	YR12	Yr13	2025	1415	533	365	337	108	<ul style="list-style-type: none"> For Major behaviours there was a Percentage Decrease: 45.2% For Crisis Behaviours the percentage stayed the same from 2024 to 2025. This is understandable with only 7 events occurring. There was a reduction in Core value cards being used by students in Y10 - 13 in 2025. More clarity about the reward system at each year level could help to increase the use of core value cards in class with students and staff. 	<ul style="list-style-type: none"> Present pastoral/ behavioural data to staff to assist with next steps in mitigating behavioural incidents. Tiered reward structure to be embedded alongside core values reward system Continued regular year level assemblies will be timetabled to communicate school values, successes and expectations.
Total Count	YR9	YR10	YR11	YR12	Yr13											
2025	1415	533	365	337	108											

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

All Year 9 and 10 students will be tested using an assessment schedule in Reading, Numeracy and Writing.

- 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.
- Whole staff writing strategy adopted through PEEL scaffold.
- 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 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 to be created in Literacy and Numeracy and will be available to help staff with integrating literacy and numeracy strategies in their programmes.
- Utilise government support for literacy and numeracy via Evaluation Associates.

- 2.**
- Deans kept in the loop around target students and testing times.
 - Year 9 students tested at the start of Term 1, Year 10 data rolled on from the end of 2024 to identify students. Data also provided from feeder schools for some students. Target students established in each of the three disciplines.
 - PEEL PLD given start of Term 1
 - PLG groups established. Designed to discuss, plan and trial strategies for target students.
 - Regular meetings set up with literacy coordinator and numeracy coordinator.
 - Target students tested in each of the three disciplines in each of the four terms.
 - Names of students below target level given to LSCs to set up IEPs.
 - Kahui Ako within School leaders were used to help staff with planning around literacy and numeracy while the position lasted.
 - Eventual government support through Evaluation Associates was more focussed towards the senior end of the school.

2. Below is the average sublevel shift for target students where we were able to gather a T1 and T4 datapoint.

Year 9	
Reading	1.6
Writing	1.1
Numeracy	0.6

Year 10	
Reading	0.8
Writing	0.8
Numeracy	1.2

- 2.** This target was not achieved,
- Students that had more consistent attendance demonstrated more positive shifts.
 - The movement of target students out of the 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 2024 (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.

- 2.** All Year 9 and 10 students will be tested in Reading, Numeracy and Writing. This will be a mix of AsTTLe and SMART. **Please note: Western Heights High School will be transitioning to SMART during 2026.**
- Target students have been selected based on the Term 1 data. Year 9 target students will be retested in Term 2 and Term 3. Year 10 target students will be tested using SMART in Term 2 and Asttle in Term 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.
 - PLG's set up and focused on Literacy and Numeracy strategies. PLD and Guidance on using AI to create appropriate tasks in relevant contexts. 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.
 - Students below these levels are referred to the Learning Support Co-ordinators and supported through the tiered system of learning support referrals. Numeracy and Literacy coordinators will be engaged to support students.
 - Utilise government support for literacy and numeracy via provided PLD Eg. Scribo

3. Mymahi

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

- 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.
- Survey senior students to explore their perceptions, strengths, and aspirations. Identify career interests and opportunities for continued growth of career programmes and planning.

3. Mymahi

- **Sessions covered in 2025:**

- MyMahi -(re)connecting
- Setting SMART goals
- Knowing my characteristics
- Pathway Planner
- Mid year goal review
- Report Reflection

3. Mymahi

- All students had access to log on to MyMahi
- Regular Extended HTG times allocated for MyMahi and future career pathway planning were placed on the school calendar
- Students were supported to navigate Mymahi tasks by their House Tutor group teachers.

3. Mymahi

This target was achieved for 2025.

- 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.

3. Mymahi

- Re-engage students with MyMahi in the first week back at school to affirm pathway preparation and option selection.
- 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 whānau.
- Support HTG Tutors with MyMahi PLD and 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.
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4.
To consult with all groups including

- Families/Whanau
- Students/Akongā
- Iwi
- Pasifika

- 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 events students would like on the Events calendar:
 - Academic
 - Culture
 - Sport
 - Arts

4.
2025 RTH Survey's via Google suite with staff, students and whānau.

4.
Rongohia te Hau Survey Stats for 2024/25

2025 Rongohia te Hau Survey stats	
Whanau	94
Student	262
Teacher	74

4.
This goal was achieved via Google suite surveys with Rongohia te Hau as the Survey no.s from 2024 were;

- Whānau - 72
- Student - 158
- Teacher - 62

4.
Use of google suite tools to engage with stakeholders in preparation for strategic planning 2027 and beyond.

- 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 Events calendar:
 - Academic
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 - Sport
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Planning for next year:
Please refer to the 2026 Implementation Plan

NELP:	NELP - BARRIER FREE ACCESS Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy														
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"> o Attendance target 90% o To increase regular attendance to 60% 2. Senior Achievement: 100% of NCEA level 1 students (who have been enrolled at WHHS for at least two terms in 2025 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: <table border="1" data-bbox="486 793 1181 1285"> <thead> <tr> <th>Year Level:</th> <th>Target of Roll Achieving for 2025:</th> </tr> </thead> <tbody> <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 11</td> <td>90%</td> </tr> <tr> <td>University Entrance</td> <td>50%</td> </tr> </tbody> </table> 6. Attendance Target: 90% To increase regular attendance to 60% 7. Every student's success or achievement is acknowledged or recognised. 	Year Level:	Target of Roll Achieving for 2025:	Year 11	80%	Year 12	90%	Year 13	75%	Literacy Year 11	90%	Numeracy Year 11	90%	University Entrance	50%
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Literacy Year 11	90%														
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University Entrance	50%														

Baseline Data:

1. 2024 Attendance 70.8%

Regular Attendance: 44%

2. Year 11 Literacy = 80.3% Year 11 Numeracy = 83.6%

3.

2024 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 2024:
Year 11	61.8%
Year 12	75%
Year 13	7.2%
Literacy Year 11	81.9%
Numeracy Year 11	77.2%
University Entrance	38.8%

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>																																																																					
<p>Attendance Targets:</p> <ul style="list-style-type: none"> ● Attendance target 90% ● To increase regular attendance by 15% from 36.75 to 51.75 ● Focus on strict application of WHHS attendance procedures ● Deans network targeted to improve attendance at each year level ● Attendance is a standing item at Dean/house tutor meetings ● Consequence system for truancy and lateness continued ● Government's new attendance measures and self assessment tool to be used to hone WHHS procedures ● Interview tool refined for use by Deans/Attendance team ● Communication to the school community about the Stepped Attendance Response procedures ● Prize draws and other incentives, linked to PB4L for students who have regular attendance ● Fortnightly attendance trackers to be emailed to parents/caregivers. ● Highlight attendance expectations with STP students and closely monitor attendance at both provider and school. 	<p>1</p> <ul style="list-style-type: none"> ● The WHHS Attendance Management plan has been written and approved by the Board. It will be reviewed early in 2026. ● The MOE Stepped Attendance Response plan has been adapted for WHHS and is part of the attendance management plan. ● New attendance codes have been introduced and advice received from MOE has allowed us to be more discretionary in their application. The Board has delegated authority for the use of the Q (Board approved offsite learning) to the Principal. ● Teaching staff are more aware of the need to code attendance correctly ● Emailing caregivers to advise them that their child has fallen below the attendance target, resulting in a Ministry notification, has resulted in a swift response from caregivers 	<table border="1"> <thead> <tr> <th colspan="3">Attendance Rates - Kamar</th> </tr> <tr> <th></th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>70.8</td> <td>75.4</td> </tr> <tr> <td>Māori</td> <td>65.2</td> <td>70.1</td> </tr> <tr> <td>NZ Eur</td> <td>75.0</td> <td>80.9</td> </tr> <tr> <td>Year 9</td> <td>69.9</td> <td>76.4</td> </tr> <tr> <td>Year 10</td> <td>67.1</td> <td>72.2</td> </tr> <tr> <td>Year 11</td> <td>73.5</td> <td>78.8</td> </tr> <tr> <td>Year 12</td> <td>72.4</td> <td>76.0</td> </tr> <tr> <td>Year 13</td> <td>71.4</td> <td>73.9</td> </tr> <tr> <th colspan="3">Regular attendance</th> </tr> <tr> <th></th> <th>2024</th> <th>2025</th> </tr> <tr> <td>Term 1</td> <td>44%</td> <td>54%</td> </tr> <tr> <td>Term 2</td> <td>36%</td> <td>36%</td> </tr> <tr> <td>Term 3</td> <td>37%</td> <td>37%</td> </tr> <tr> <td>Term 4</td> <td>30% - with MOE changes</td> <td>49%*</td> </tr> <tr> <th colspan="3">Chronic Absence</th> </tr> <tr> <th></th> <th>2024</th> <th>2025</th> </tr> <tr> <td>Term 1</td> <td>18%</td> <td>14%</td> </tr> <tr> <td>Term 2</td> <td>21%</td> <td>24%</td> </tr> <tr> <td>Term 3</td> <td>22%</td> <td>23%</td> </tr> <tr> <td>Term 4</td> <td>26%</td> <td>13%*</td> </tr> <tr> <td colspan="3"><i>* Kamar figures for Term 4</i></td> </tr> </tbody> </table>	Attendance Rates - Kamar				2024	2025	Whole school	70.8	75.4	Māori	65.2	70.1	NZ Eur	75.0	80.9	Year 9	69.9	76.4	Year 10	67.1	72.2	Year 11	73.5	78.8	Year 12	72.4	76.0	Year 13	71.4	73.9	Regular attendance				2024	2025	Term 1	44%	54%	Term 2	36%	36%	Term 3	37%	37%	Term 4	30% - with MOE changes	49%*	Chronic Absence				2024	2025	Term 1	18%	14%	Term 2	21%	24%	Term 3	22%	23%	Term 4	26%	13%*	<i>* Kamar figures for Term 4</i>			<p>1.</p> <ul style="list-style-type: none"> ● Attendance target of 90% has not been met but overall attendance has increased by 5% to 75.4%. ● Regular attendance is challenging. The year started and ended strongly and within range of the target, but decreased in Terms 2 and 3. Regular attendance over the year was 33%. ● The same pattern can be seen for chronic truancy. Chronic truancy for the year was 21% ● Intermittent unjustified absence has continued to decline from 7.4% in 2024 to 6% in 2025 ● We have been slow to adapt to the change in attendance focus from an overall attendance rate (which has shown improvement) to the percentage of students within each threshold group. ● We have retained students on the roll for longer than we should have while we have continued to work with them to re-engage them at school. This has been detrimental to our 'chronic absentee' rate 	<p>1.</p> <ul style="list-style-type: none"> ● STAR initiative procedures, MOE directives and Student Management System changes are integrated into WHHS Attendance Management Plan and procedures ● A cohesive working relationship is developed with Te Taumata o Ngāti Whakaue Attendance Service ● The use of Attendance Service and In-school Attendance Service CMS is understood, developed and refined ● The use of attendance codes is understood, developed and refined, with staff training provided as necessary ● The role of our In-School Attendance Advisor is understood, developed and refined ● Threshold notifications are processed and appropriate referrals made ● Attendance is a standing item at Dean/house tutor meetings ● Teacher action is monitored to ensure that processes are followed accurately ● Consequence system for truancy and lateness continued ● Communication to staff and the school community about the Stepped Attendance Response procedures ● Prize draws and other incentives, linked to PB4L for students who have regular attendance ● Fortnightly attendance trackers to be emailed to parents/caregivers ● Attendance traffic lights are emailed to staff twice a term
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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 2025 will gain literacy and numeracy)**

- Matakaoa faculty will look at using alternative Literacy/Numeracy credits which are available in 2024-7
- 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)
- Whole staff writing strategy adopted through PEEL scaffold.
- Evaluation Associates has been contracted by the government to help us review our systems and provide support.

2. Senior:

- Matakaoa used the alternative credits effectively as part of their 2 year individual programmes.
- Year plan of assessment dates proved to be difficult to set up around things like portfolio subjects. We were able to use alternative means to track literacy and numeracy due to KAMAR updating how it reported on these.
- Students were put through catch up courses of alternative credits mid year and at the end of the academic year.
- A PEEL presentation was made to the whole staff at the start of the year as a scaffold for all staff to use when teaching extended writing.
- Evaluation Associates provided assistance in scaffolding response to Literacy and Numeracy achievement. This did not produce a great impact on the systems that we already had in place.

2. Senior:

	Literacy	Numeracy
Yes	90%	92%
No	10%	8%

Based on students attending for 2 terms + doing a full NCEA Level 1 program

2. Senior:

This aspirational target was not met.

The results in literacy are the same as 2024. Numeracy has improved by 7%.

A number of programmes were put in place to support literacy and numeracy.

We repeated the programme that incorporated alternative standards (Geography/Religious Studies/Commerce). This was done mid year and at the end of the year.

The numeracy coordinator worked with at risk Year 11 students. The Year 11 Academic pathways Mentor also spent time supporting students with the co-requisites.

Dedicated numeracy courses were set up in Mathematics - 11MATN for students identified as needing extra support with the co-requisites.

- Highlight attendance expectations with STP students and closely monitor attendance at both provider and school.
- Communication with caregivers regarding government expectations/consequences
- Clear communication with caregivers as set out in the AMP for each stage
- More rigid adherence to boundaries for interventions, including referrals and NEN
- Integration of In-School Attendance Service

2 Senior:

- Chart of NNN provided by Ministry of Education used to track students on an individual basis regarding literacy and numeracy
- Matakaoa faculty will use alternative Literacy/Numeracy credits which are available in 2024-2027
- Alternative literacy and numeracy pathways will be provided to students who miss out on the co-requisite or who are transient.
- Schoolwide PEEL writing strategy embedded to provide consistency and writing approach and layered learning opportunities.
- Dedicated numeracy courses in Mathematics to continue

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

All Year 9 and 10 students will be tested using an assessment schedule in Reading, Numeracy and Writing.

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- Utilise government support for literacy and numeracy via Evaluation Associates.

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- Deans kept in the loop around target students and testing times.
 - Year 9 students tested at the start of Term 1, Year 10 data rolled on from the end of 2024 to identify students. Data also provided from feeder schools for some students. Target students established in each of the three disciplines.
 - PEEL PLD given start of Term 1
 - PLG groups established. Designed to discuss, plan and trial strategies for target students.
 - Regular meetings set up with literacy coordinator and numeracy coordinator.
 - Target students tested in each of the three disciplines in each of the four terms.
 - Names of students below target level given to LSCs to set up IEPs.
 - Kahui Ako within School leaders were used to help staff with planning around literacy and numeracy while the position lasted.
 - Eventual government support through Evaluation Associates was more focussed towards the senior end of the school.

3. Below is the average sublevel shift for target students where we were able to gather a T1 and T4 datapoint.

Year 9	
Reading	1.6
Writing	1.1
Numeracy	0.6

Year 10	
Reading	0.8
Writing	0.8
Numeracy	1.2

- 3.** This target was not achieved,
- Students that had more consistent attendance demonstrated more positive shifts.
 - Students starting school or leaving throughout the year 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 2024 (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.

- 3.**
- All Year 9 and 10 students will be tested in Reading, Numeracy and Writing. This will be a mix of AsTTLe and SMART. **Please note: Western Heights High School will be transitioning to SMART during 2026.**
 - Target students have been selected based on the Term 1 data. Year 9 target students will be retested in Term 2 and Term 3. Year 10 target students will be tested using SMART in Term 2 and Asttle in Term 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.
 - PLG's set up and focused on Literacy and Numeracy strategies. PLD and Guidance on using AI to create appropriate tasks in relevant contexts. 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.
 - Students below these levels are referred to the Learning Support Co-ordinators and supported through the tiered system of learning support referrals. Numeracy and Literacy coordinators will be engaged to support students.
 - Utilise government support for literacy and numeracy via provided PLD Eg. Scribo

Digital Technologies are provided to increase digital fluency

- Resource further ICT/digital devices to increase accessibility, learning and use by students.
- Resource a subscription to School AI and provide PLD to staff.

4. Every student experiences success in NCEA

Table is for all students:

Year Level:	Target:
Year 11	80%
Year 12	90%
Year 13	75%
Literacy Year 11	90%
Numeracy Year 11	90%
University Entrance	50%

- 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.

Digital Technologies

- Further devices purchased for classrooms so that there is an operable chromebook for every students in the school
- SchoolAI was purchased as a tool for staff to use.
- PLD was held and led by SLT to upskill staff on AI platforms to support staff in their digital growth.

4.

- 2024 Data synthesis from Curriculum Area reports. Strategies identified from these to feedback to HoFs.
- Traffic lights 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.
- 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 at the beginning of Term Four.
- Learning support for students provided via LSCs.
- Staff wide PLD days held around changes to NCEA.

Digital Technologies;

- 100 + additional devices have been acquired to support student learning.
- New lease
- 30 new High Spec Computers with dual monitors have been ordered to support the growth of the Technology area.
- SchoolAI license was purchased and Staff PLD provided through staff meetings and callback days.

4.

Year Level:	Result 2025	Target of Roll Achieving for 2026:
Year 11	74.3%	80%
Year 12	80.6%	90%
Year 13	73%	75%
Literacy Year 11	80.3%	90%
Numeracy Year 11	83.6%	90%
University Entrance	37.9%	50%

Digital Technologies;

This target was achieved.

- Upgrades to the ICT infrastructure took place and the school secured more devices for learners.
- Animation is continuing to grow as a subject.
- 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, School AI, Google and Excel.

4.

This target was not met in 2025. An increase of 2% was seen in Year 13. Year 12 achievement increased by 8.6%. Level One increased 12.5%. Literacy declined by 1.6% Numeracy increased by 6.4%. There were some strategies implemented to help raise senior achievement. These included:

- Time provided for portfolio subjects in preliminary exam week
- 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. Improved attendance in 2025 contributed to better academic outcomes.
- Dedicated 11MATN numeracy classes.
- Kahui Ako in school teachers working with other teachers around literacy and numeracy.

Digital Technologie

- Resource further ICT/digital devices to increase accessibility, learning and use by students.
- Encourage the use of Google Gemini as the main AI platform for the school, both in class and in staff hui.

4.

- 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.
- Identification of Senior target students based on co-requisite data from 2025 (NNN provided by Ministry). 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.
- Study Leave to be available for students with predominantly external programmes.

<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 (e.g. transient students), Deans to put in place plans that will see them gain their credits through alternative standards this year. The catch up course to be run in mid year after results of first co-requisite CAA are available. ● Utilise government support for literacy and numeracy via Evaluation Associates. ● Whole staff writing strategy adopted through PEEL scaffold. ● 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. 	<ul style="list-style-type: none"> ● MyMahi through tutor groups to link to subject selection and career choice. ● Some subject areas were able to integrate Level One credits into their year 10 courses. 		<ul style="list-style-type: none"> ● Increased utilisation of the trades programme at Level 2. ● Level One credits at Year 10 had mixed results. A few students gained credits that could count to literacy, but in many areas the students were not ready for NCEA and needed to complete a Year 10 programme. 	<ul style="list-style-type: none"> ● Attendance trackers, daily reporting and other attendance measures to lessen impact of non-attendance on results.

NELP:	<p>NELP - QUALITY TEACHING AND LEADERSHIP</p> <p>Objective 5: Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning</p> <p>Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
Strategic Aims/goals:	<ol style="list-style-type: none"> 1. We celebrate and accurately use Te Reo and Tikanga Māori in our daily interactions. 2. We support our staff in their professional growth. 3. Our self-review processes help us continually improve our practice. 4. We support and develop the people that support and develop our students.
Target:	<ol style="list-style-type: none"> 1. Increase staff use of Te Ao Māori in teaching and learning. 2. Increased Te Reo use and references throughout the school and in planning. 3. To continue to develop school waiata, haka and correct pronunciation. 4. Provide PLD in the three focus areas of: <ol style="list-style-type: none"> a. Culturally Sustaining and Relational Pedagogy. b. Assessment for Learning. c. Positive Behaviour for Learning. d. Support staff to increase their capacity in use of Te Reo. e. Trauma informed care 5. Our self-review processes help us continually improve our practice. 6. To increase staff capability in: <ol style="list-style-type: none"> a. Culturally Sustaining 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.
Baseline Data:	<ul style="list-style-type: none"> ● Rongohia te Hau data was 46% in 2024; staff who were observed were operating in the integrating or fully integrated stages of effective teacher pedagogy in the last data collection-Term 3.

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 staff use of Te Ao Maori in teaching and learning.</p> <p>2. Increased Te Reo use and references throughout the school and in planning.</p> <p>3. To continue to develop school waiata, haka and correct pronunciation.</p> <p>1. Encourage use of Te Reo Māori and Whakatau(ā)kī in planning and teaching.</p> <ul 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. <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. ● 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. ● Further grow staff library with Te Reo Māori resources ● Create a new position and appoint a WSL Te Reo Maori to support staff reo capacity. ● Resource a new teacher aide for Te Akoranga Reo Rua. ● Resource a new teacher of Te reo Māori for Te Akoranga Reo Rua. <p>2. Signage, Murals, and Carvings to be incorporated into the new build, painting of the school.</p>	<p>1-2: Teaching staff were tasked to prepare & plan deliberate acts of teaching by integrating Te Reo Māori, Kaupapa Māori, and Whakatauākī within subject-specific topics and/or units of work. This aligns with Culturally Sustaining Pedagogies</p> <ul style="list-style-type: none"> ● Whanaungatanga relationships of care & connectedness ● Kotahitanga; power is shared ● Whakapapa; Culture counts, connection to prior learning. ● Appointed a WSL of Te Ao Maaori & conducted a Te reo Māori staff competency survey. Presented survey findings & next steps to staff. Actively sought a tutor of Te Reo Māori to support staff in their Reo proficiency. <p>Established a WHHS Te Wiki o Te reo Māori Challenge competition focussing on pronunciation with</p> <ul style="list-style-type: none"> - School Pepeha - Ko wai au - Whare Kāhui names - Waiata <p>Appointed Kōtihi Reo Consultants and established weekly Te Reo Māori PLD for staff in Term 4 from week 3 from 3.20-4.20pm.</p> <p>2.</p> <ul style="list-style-type: none"> ● Planning is underway in collaboration with local iwi and NZ MACI to have 5 pou carvings. 	<p>1-2: Te Reo Māori PLD</p> <ul style="list-style-type: none"> ● Staff Competency Survey: Conducted in Term 2. ● Te wiki o te reo Māori Challenge: Launched in September (Week 9/10). ● Weekly Staff Classes: Commenced in Term 4, Week 3, held every Tuesday from 3:20–4:20 PM. ● Cultural Competency and Te Reo Māori <p>Staff reflection on cultural competency was a continuous theme throughout the year:</p> <ul style="list-style-type: none"> ● Proficiency Survey: A voluntary survey of 62 staff members in Term 2 found that 65% were already using instructional Te Reo. Most staff (62.8%) identified as being at a "Beginner level," while 32.6% were at an "Intermediate level". ● Rongohia te Hau (RtH) Reflection: In preparation for classroom observations in Term 3, staff were asked to identify "Dialogic relationships" that accelerate learning through deliberate professional acts of teaching. ● Staff were challenged to move from "Integrating - lots" to "Integrating - full" by incorporating Te Reo Māori that is specifically contextual to their 	<p>1-2:</p> <ul style="list-style-type: none"> ● There was a decrease in the integrated and Fully Integrated pedagogies in RTH, from 46% (2024) to 41% (2025). This can be explained through the increased expectations of staff use of Te reo Māori that is Contextual towards lessons and/or Units of work. This was to move beyond basic/ instructional Te reo Māori. ● Faculties have continued to increase the use of Te Reo and Te Ao Māori references. This can be seen in staff unit planning and with staff commitment to PLD with weekly Kōtihi Reo language classes or staff accessing the reo resources in the school staff library. <p>3. New staff being appointed in 2025 in the Akoranga Faculty led to the further development of haka and waiata being paused whilst they learnt about the school and all haka and waiata. This will remain a focus area for 2026.</p>	<p>Provide Te Reo Māori PLD for staff with Kōtihi Reo Consultants</p> <ul style="list-style-type: none"> ● Review Kōtihi Reo PLD via Integrated pedagogies with Rongohia Te Hau survey. ● Termly student voice surveys to gauge levels of reo use in classrooms. ● Use of Te Reo Māori and Whakatau(ā)kī in planning and teaching. <ul 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. ● Further grow staff library with Te Reo Māori resources ● Signage, Murals, and Carvings to be incorporated into the new build, painting of the school. ● School Waiata and Whare Kāhui haka to be taught through House coordinator, House leaders & Prefects, for School Waiata & Haka competition.

- Year 13 student mural to be resourced, designed and completed.
3. School Waiata and Whare Kāhui haka to be taught through House coordinator, House leaders & Prefects, for School Waiata & Haka competition in Term 3.

4. Provide PLD in the three focus areas of:

- Culturally Sustaining and Relational Pedagogy
- Assessment for Learning
- Positive Behaviour for Learning

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

- Support, facilitate and lead Professional Development and staff pedagogy for all staff in relation to Relational Neuroscience.
- CS & 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 CS & RP, AFL & PB4L to develop teacher pedagogy and increase student agency. This is to also layer interventions and increase student practice of key skills.

4b. AFL

- Provide PLD and dedicate time to embed AFL by using Deliberate Acts of Teaching as agreed upon in PLG hui and that will be

4a. CS & RP; Rongohia te Hau (RtH) Process:

- Jan; Teacher only day presentation for Rongohia te Hau 2024
- June PLG mtg focus on CS&RP principles of *Whanaungatanga* (relationships), *Kotahitanga* (Working together on common aspirations/ goals), and *Whakapapa* (Connections to prior learning and outcomes)
- Te Reo Māori staff competency survey conducted.
- Te Reo Māori staff competency survey results presented to staff with possible next steps, resources identified and external Te reo Māori PLD actively sort to assist staff in reo Māori growth.
- Schoolwide Te wiki o te Reo Māori challenge.
- PLG's

4b.

- AFL PLD - Departments monitoring senior and junior achievement using data. Increased use of departments

subject matter within lessons or units of work.

4a. CS & RP; Rongohia te Hau (RtH)

- 70% of staff were observed, with 35.7% of staff operating at either integrating or fully integrated stages of effective teacher pedagogy in the last data collection; Term 3 2025.

RTH 2025:

	NUMBER OF OBSERVATIONS					56
	% OF STAFF OBSERVED					70%
	Pedagogy continuum					
	BASIC	DEVELOPING		INTEGRATING		
	None	Little	Some	Lots	Full	
2025 Term 3 Wk 10	3	11	14	10	10	
2024 Term 3 Wk 10	0	20		36		
	0	6	14	27	9	

4b.

- PLD given to all staff mid-year around exporting Markbooks into sheets in order to analyse and track student success and needs.

4a. CS & RP; Rongohia te Hau (RtH)

- Staff continue to extend their understanding of Te Reo Māori that is contextual to the lessons and or topics of work. 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.

- PLG groups successfully run around core classes.
- Faculties engaged with the use of data in hui with a focus on deliberate acts.

4a.

- CS & 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.
- Continue with PLG groups (Core & Option class staff groupings) that focus on the schools key focus areas CS & RP, AFL & PB4L to develop teacher pedagogy and increase student agency.
- Build staff capacity with use of Te Reo Māori by offering PLD to staff through Kōtihi Reo Consultants.
- Further grow staff library via staff referrals with Te Reo Māori resources for staff to access and use

4b. AFL

- Continue to provide PLD and dedicate time to embed AFL by using Deliberate Acts of Teaching as agreed upon in PLG hui and

<p>evident in Unit Planning for juniors.</p> <ul style="list-style-type: none"> ● 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 twice termly learning support hui. <p>4c. PB4L:</p> <ul style="list-style-type: none"> ● Provide internal PLD to all staff in PB4L: <ul style="list-style-type: none"> ○ Processes ○ Recognitions <p>4d.</p> <ul style="list-style-type: none"> ● 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. <p>4e.</p> <p>Support, facilitate and lead Professional Development and staff pedagogy for all staff in relation to Relational Neuroscience.</p>	<p>and PLGs to facilitate staff development in these areas.</p> <p>4c.</p> <ul style="list-style-type: none"> ● Core values & Behaviour Expectations reinforced via Yr level assemblies in 2025: Cellphone procedures, late & truancy consequences were clarified with staff and students & reinforced through school notices & Yr level assemblies assemblies. ● 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 at the beginning of the year. <p>4d. Increasing capacity and use of Te Reo</p> <ul style="list-style-type: none"> ● Appointed Kōtihi reo consultants in Term 4 to support staff's Te reo Māori growth by providing weekly classes on Tuesday. <p>4e.</p> <ul style="list-style-type: none"> ● Kahui Ako PLD provided with a focus on neuroscience and trauma informed practice 	<ul style="list-style-type: none"> ● PLG documents were completed with deliberate acts informed by data. ● E2As were run by faculties based around the use of data to explore strategies for acceleration in literacy and numeracy. Faculty minutes record these <p>4c.</p> <p>Core Value cards total 2025</p> <table border="1"> <thead> <tr> <th></th> <th>Total Count</th> <th>YR9</th> <th>YR10</th> <th>YR11</th> <th>YR12</th> <th>Yr13</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>2758</td> <td>1415</td> <td>533</td> <td>365</td> <td>337</td> <td>108</td> </tr> </tbody> </table> <p>4d. Increasing capacity and use of Te Reo</p> <p>WSL Future Steps & Development Plan to growth Staff Reo;</p> <p>4.e</p> <ul style="list-style-type: none"> ● School Calendar event for PLD for Kahui Ako and survey completed. 		Total Count	YR9	YR10	YR11	YR12	Yr13	2025	2758	1415	533	365	337	108	<p>4c</p> <ul style="list-style-type: none"> ● 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 ● A tiered reward draft framework has been created and needs to be finalised with Year level deans and then all staff. <p>4d. Increasing capacity and use of Te Reo</p> <ul style="list-style-type: none"> ● This target was achieved as support participate in Kōtihi reo staff PLD classes from Term 4, Week 3, held every Tuesday from 3:20–4:20 PM. 	<p>that will be evident in Unit Planning for juniors.</p> <ul style="list-style-type: none"> ● Further 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 twice termly learning support hui. <p>4c</p> <ul style="list-style-type: none"> ● Tiered reward structure embedded alongside Core values rewards system. ● Use Kamar Pastoral Data and Student Voice surveys, identifying specific behavioral trends and environmental triggers with faculties. <p>4d. Increasing capacity and use of Te Reo</p> <ul style="list-style-type: none"> ● Increasing capacity and use of Te Reo ● Te Reo will be supported through resourcing Reo classes for staff in Term 1 and 2 to build staff capacity using Te Reo Māori in their daily interactions and teaching. This will be done through beginner or advanced classes with the support of Kōtihi Reo Consultants.
	Total Count	YR9	YR10	YR11	YR12	Yr13												
2025	2758	1415	533	365	337	108												

<ul style="list-style-type: none"> ● Develop a one page 'cheat sheet' with strategies/ approaches for staff targeted at our Junior and Senior school students on Relational Neuroscience ● Measure the impact of relational neuroscience PLD following support provided to staff. <p>5.</p> <p>Regular review:</p> <ul style="list-style-type: none"> ● Achievement review ● PB4L review ● Attendance review <p>Strategic Review:</p> <ul style="list-style-type: none"> ● CS & RP Strengthening Pedagogical Practice at WHHS ● AFL (PLG - literacy and numeracy - Co-requisites) <p>Emergent Review:</p> <ul style="list-style-type: none"> ● Active As ● Peer support <p>Cycle of review:</p> <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. 	<ul style="list-style-type: none"> ● Review completed through the Kahui Ako ● ASL presentations and PLD <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 the Board and staff. ● Attendance monitoring completed monthly and EOY review completed and shared with the Board and 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"> ● Active As review completed and used to secure future funding and planning for 2026. ● Peer Support review completed and will be used to inform the 2026 programme. <p>Cycle of review:</p> <ul style="list-style-type: none"> ● Faculty and special projects reported to the Board as per schedule. <p>Governance framework:</p> <ul style="list-style-type: none"> ● Policies reviewed as per the triennial plan. 	<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 ● Attendance reviews and presentations ● Emergent 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"> ● CS & RP review completed and looking to embed practices within the school and further align with AFL. ● AFL PLG Review (Literacy and Numeracy) has been completed and used to inform the implementation plan. <p>Emergent Review:</p> <ul style="list-style-type: none"> ● Active As Review completed ● Peer Support Review completed 	<p>5.</p> <p>Reviews for 2026:</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"> ○ CS & RP Strengthening Pedagogical Practice at WHHS ○ AFL (PLG - literacy and numeracy - Co-requisites) ● Emergent Review: <ul style="list-style-type: none"> ○ Reo PLD for Staff ○ EOTC Safety Management Planning and Systems ○ SMART Tool ○ Attendance Management Plan ● 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.
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- 6. To increase staff capability in:**
- a. **Culturally Sustaining 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. CS & 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.
- b. AFL
 - a. Provide PLD and dedicate time to embed AFL by using Deliberate Acts of Teaching as agreed upon in PLG hui and that will be evident in Unit Planning for juniors.
 - 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 twice termly learning support hui.

- c. PB4L
 - a. Provide internal PLD to all staff in PB4L:
 - i. Processes
 - ii. Recognitions

6a. CS & RP

- PLG groups established with Target students focussing on the schools key goals; AFL, PB4L & CS&RP
- PLG group wānanga on Culturally Sustaining & Relational Pedagogies continued to be a focus twice a term in PLG's. Staff were asked to identify Their Target students and at various PKLG meetings focus on aspects of
 - CS&RP
 - AFL
 - PB4L

6b. AFL

- AFL PLD - Departments monitoring senior and junior achievement using data. Increased use of departments and PLGs to facilitate staff development in these areas.
- 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:
 - 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.

6c. Positive Behaviour for Learning.

- Behavior Expectations assemblies occurred each Term at all year levels. Assembly recognition process with core value cards and was re-iterated to students/ yr levels.

6a. CS & RP

70% of staff were observed, with 35.7% of staff operating at either integrating or fully integrated stages of effective teacher pedagogy in the last data collection; Term 3 2025.

RtH 2025 Survey Data:

	NUMBER OF OBSERVATIONS					56
	% OF STAFF OBSERVED					70%
	Pedagogy continuum					
	BASIC	DEVELOPING		INTEGRATING		
	None	Little	Some	Lots	Full	
2025 Term 3 Wk 10	3	11	14	10	10	
2024 Term 3 Wk 10	0	20		36		
	0	6	14	27	9	

6b. AFL

- PLD given to all staff mid-year around exporting Markbooks into sheets in order to analyse and track student success and needs.
- PLG documents were completed with deliberate acts informed by data.
- E2As were run by faculties based around the use of data to explore strategies for acceleration in literacy and numeracy. Faculty minutes record these

6c. Positive Behaviour for Learning.

- Improved buy in from students and staff with core value cards in Term's 2 & 3.

6a. CS & RP

- PLG groups successfully run around core classes.
- Faculties engaged with the use of data in hui with a focus on deliberate acts.

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.
- Early adopters ran PLD sessions for other staff.
- Faculties used AFL language ubiquitously in faculty minutes and learning conversations

6c. Positive Behaviour for Learning.

- This goal was achieved as there was an increase in students and staff using core value cards for recognition of positive behaviour.

6.

- a. CS & 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

b. AFL

- a. Provide PLD and dedicate time to embed AFL by using Deliberate Acts of Teaching as agreed upon in PLG hui and that will be evident in Unit Planning for juniors.
- 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 twice termly learning support hui.

c. PB4L

- a. Provide internal PLD to all staff in PB4L:
 - i. Processes
 - ii. Recognitions

<p>d. 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.</p> <p>e. TOD and callback days dedicated to PLD focus areas.</p>	<ul style="list-style-type: none"> • In Term 2 & 3 there was regular communication to staff via yr Level Dean meetings about core value cards no's. • PB4L Core value cards 5+ reward lunches occurred. • Attendance & PB4L Schoolwide Initiative: Launched in Week 2 of Term 3 (using Week 1 baseline data), with a progress update on Friday of Week 3. HTG winners were identified and a pizza lunch was organised for these students. <p>6d. Te Reo Capacity</p> <ul style="list-style-type: none"> • Appointed a WSL of Te Ao Māori. • Established a WHHS Te Wiki o Te reo Māori competition focussing on pronunciation with; <ul style="list-style-type: none"> - School Pepeha - Ko wai au - Whare Kāhui names - Waiata • Appointed Kōtihi Reo Consultants and established weekly Te Reo Māori PLD for staff in Term 4 from week 3 from 3.20-4.20pm. 	<ul style="list-style-type: none"> • Staff buy in acknowledging positive behaviour for learning during class time. • Improvement with some HTG in regards to their attendance. <p>6d. Te Reo Capacity:</p> <ul style="list-style-type: none"> • Conducted a Te reo Māori staff competency survey. Presented survey findings & next steps to staff. Actively sought a tutor of Te Reo Māori to support staff in their Reo proficiency. • Helped raised the profile of Te Reo Māori at school via social media to encourage and normalise the use of Te Reo Māori during Māhuru Māori. 	<p>6d. Te Reo Capacity:</p> <ul style="list-style-type: none"> • This target has been achieved through the appointment of a WSL Te reo Māori, continued provision of Te Reo resources, along with the appointment of an external provider Kōtihi Reo to support all staff Te reo Māori capacity. 	<p>d. PLD will be available in Term 1 and 2 to build staff capacity using Te Reo Māori in their daily interactions and teaching.</p> <p>e. Curriculum days and callback days dedicated to PLD focus areas.</p>
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Planning for next year:

Please refer to the 2026 Implementation Plan

NELP:	<p>NELP - FUTURE OF LEARNING AND WORK</p> <p>Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</p>
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> <p>a. 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).</p> <p>b. Embed the use of MyMahi throughout the school to increase student awareness of potential pathways.</p> <p>c. Provide dedicated times for students to access and engage with the MyMahi tool.</p> <p>d. Introduce an engineering club to support increased student aspirations and skills within local industries.</p> <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> <p>1. Continue to grow our list of available providers and networks that support Gateway, Trades and employment pathways.</p> <p>2. Provide extra support and collaboration with at risk students by resourcing and</p>	<p>1.</p> <ul style="list-style-type: none"> Extended existing programmes. The Construction School has increased areas of expertise to include scaffolding and roofing. Animation is now running through to Level 3. 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. Engineering club established and resources secured to support. <p>2.</p> <ul style="list-style-type: none"> Work experience was provided through: <ul style="list-style-type: none"> Gateway: <ul style="list-style-type: none"> 2025 - 96 students 2024 - 97 students Trades: <ul style="list-style-type: none"> 2025 - 88 students 2024 - 97 students In 2025, STAR funding was used to facilitate student transitions 	<p>1.</p> <ul style="list-style-type: none"> New assessments offered through the Construction School in roofing and scaffolding. Students in new Level 3 Animation subject. MyMahi PLD provided in staff hui and callback days. Engineering club took place with TIC in charge of Hard Materials, this club continues to grow in size. <p>2.</p> <p>In 2025, the Gateway program reached its target of 96 students, representing a slight 1.0% decrease from the 97 students enrolled in 2024. Conversely, the Trades Academy (Future Academy) saw its student participation decrease to 88 students in 2025, which is a 9.3% reduction from the 97 students recorded the previous year</p>	<p>1.</p> <ul style="list-style-type: none"> Target was achieved with the increase of the variety of programmes with the expansion of the construction school and the growth in Animation. MyMahi target was achieved. Students and staff all have access and regularly use the App. <p>2.</p> <ul style="list-style-type: none"> The school has demonstrated a commitment to a "10% increase" target in its providers; the introduction of the aviation and forestry sectors, along with the high level of pastoral care for at-risk students, shows that the program is successfully prioritizing high-value vocational pathways while continuing to maintain student retention. 	<p>1.</p> <ul style="list-style-type: none"> Look to extend programmes and networks that will have students work ready (Trades, Gateway, Construction Academy, Police (Cactus and Police programmes), Pūhoro, and Te Ao Haka, Roofing, Scaffolding. Further 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. <p>2.</p> <ul style="list-style-type: none"> Continue to grow our list of available providers and networks that support Gateway, Trades and employment pathways.

employing an academic mentor that has dedicated hours to support careers.

into further education and employment by providing diverse, "non-conventional" in-school programs—ranging from trades and technology to university-level papers—specifically designed to build practical skills and enhance the employability toolkit for a diverse student body

- The schools Careers Advisor has a local directory established of providers that is a living/working document.

3 Students are aware of career/pathway opportunities and have developed a plan for their future.

- 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 walk-throughs to have students exposed to the various employment opportunities in the construction industry.

- 3.
- Celebration of Success - vocational awards handed out at prize giving, block courses and vocational programmes graduation.
 - Staff had access to PLD for MyMahi at a lunchtime tutorial.
 - Time was allocated with extended HTG time for staff to work with students on goal setting, .
 - Goal Setting day for MyMahi was completed. A templated structure was provided for subject choices that aligns with career pathways and student aspirations.

3c. Extend HTG Mymahi Sessions covered in 2025:

- MyMahi -(re)connecting
- Setting SMART goals
- Knowing my characteristics
- Pathway Planner
- Mid year goal review
- Report Reflection

- 3c.
- This target was met, students were increasingly aware of career and pathway opportunities. This was supported by:
 - 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.

- 3c.
- 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 walk-throughs to have students exposed to the various employment opportunities in the construction industry.

Planning for next year:

Please refer to the 2026 Implementation Plan

Hauora:	<p>KAHUI AKO ACHIEVEMENT CHALLENGE - HAUORA AND WELLBEING</p> <p>Objective 8: To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, students and Whānau.</p>
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. 6. Staff wellbeing
Target:	<ol style="list-style-type: none"> 1. Increase participation in sport from 46.5% to 51.5%+ 2. Increase co-curricular participation from 72% to 77% 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 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:	<p>Sport census data for sport participation: 46.5% in 2024</p> <p>Co-curricular participation 72% in 2024</p>

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.</p> <p>a. Increase participation in sport from 46.5% + to 51.5%+</p> <p>b. Increase co-curricular participation from 72% to 77%</p> <p>a.</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>b.</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 <p>2.</p> <ul style="list-style-type: none"> ● 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. 	<p>1.</p> <ul style="list-style-type: none"> ● A second Active As plan was submitted and the school received resources to support the growth of sport. New equipment was purchased and 2 Sport Activators were employed ● Use of the “Voice of Rangatahi “ data has continued to be used to identify trends and patterns of participation to inform next steps ● Timeline for seasons was created in conjunction from feedback from Teachers in Charge, Sport BoP calendar and NZSS calendar. <p>b.</p> <ul style="list-style-type: none"> ● Resources were secured to run/provide for: <ul style="list-style-type: none"> ● Heights Creative - venue hire ● Pasifika Festival - costumes ● E sports -computer lab upgrade ● Waka Ama ● Golf - simulator and clubs ● Mountain Biking -c lass set <p>2.</p> <ul style="list-style-type: none"> ● New events in House competition created alongside traditional events to allow for two events per Term. Examples of new events were: Waka Ama challenge, Lunchtime Sports, Wearable Arts & puzzle competition. ● Peer support programme was continued with support of 	<p>1.</p> <ul style="list-style-type: none"> ● Sport Bay of Plenty data for 2024 shows that student participation increased 70% ● Sports Calendar and School Calendar formed in conjunction with Sport BoP. ● Co-curricular and sport participation stats on the student SMS. <p>b.</p> <ul style="list-style-type: none"> ● School budget data. ● Successful running of Heights Creative in Term 3. ● 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. <p>2.</p> <ul style="list-style-type: none"> ● Peer support programme was provided to the year 9 cohort. ● Peer support review provided from Guidance Team. ● Peer support training was completed by Year 12 leaders at the end of 2024 in preparation for ● Over 80 whānau attended to support their student’s/children’s 	<p>1.</p> <ul style="list-style-type: none"> ● This target was achieved. <ul style="list-style-type: none"> ○ Participation in sport increased from 46.5 to 70% according to the Sport BoP participation data. The Active As funding arrived. Sport activators were employed and participation increased. This was assisted with the inclusion of new sports. ○ The Co-Curricular participation target was achieved. Participation went from 72% to 78%. This target was achieved with growth in existing groups and the formation of new groups and students joining them eg Barista club. <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> <p>a.</p> <ul style="list-style-type: none"> ● Resource 2 x Sport Activators, and 1 Lead Sport Activator to support sporting experiences across the student body during break times. ● Seek to transition students from participating in physical activity to signing up to play a sport. ● Sporting code to be built upon. This is to include: timeline of seasons and training times with reduced clashes for our school community. To provide increased clarity and expectations. <p>b.</p> <ul style="list-style-type: none"> ● Resource new and emerging events: <ul style="list-style-type: none"> ○ Heights Creative ○ Pasifika Festival ○ E Sports ○ Culture Day ○ Other <p>2.</p> <ul style="list-style-type: none"> ● 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. ● Conduct a survey on Peer Support to track progress and value of the programme. ● Update the EOTC Safety Management Plan and Systems.

<ul style="list-style-type: none"> ● Conduct a survey on Peer Support to track progress and value of the programme. ● Resource a further guidance counsellor to increase support for students. ● Secure PLD for the guidance team that is focussed on adolescent health. <p>3. 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 and supports ● 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>4. Students can express who they are, what their strengths are and have aspirations for the future.</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. 	<p>Guidance Team and Year 12 students from 2024.</p> <ul style="list-style-type: none"> ● PLD secured for the guidance team. <p>3.</p> <ul style="list-style-type: none"> ● 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. ● Year 13 students trained as Peer Support Leaders. ● Active As secured further resources. ● School groups grew in number and size. <p>4.</p> <ul style="list-style-type: none"> ● Staff have access to a Ngāti Whakaue rich resource - He Pātaka Kōrero (Te Taumata o Ngati Whakaue Iho Ake) and aspects of this are used in Junior units of work. TIC of junior Curriculum to ensure HPK continues to be embedded within existing units of work. In addition staff have access to the following resources; <ul style="list-style-type: none"> ● He Reo Taumata Rau 	<p>journey in using technology safely.</p> <ul style="list-style-type: none"> ● Guidance team attended both internal and external PLD and the school also supported one staff member via time to complete further study. <p>3.</p> <ul style="list-style-type: none"> ● Provision of various groups and activities to support student Hauora were maintained via school budgets. Heights Pacifica, Waka Ama etc. <p>4.</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. Continued growth in this area was due to the securing of further resource and promoting such activities within the school.</p> <p>4.</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. Reo PLD and internal PLD has supported this. ● 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. 	<ul style="list-style-type: none"> ● Secure PLD for the guidance team that is focussed on adolescent health. ● Work with outside support organisations to further our networks in aiding student health (Taiohi Turama, REAL, NHS, and others). <p>3. 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 2027. ● Active As reporting and application ● House activities ● 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>4.</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. This will
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<ul style="list-style-type: none"> ● Use of MyMahi and pathway planning to identify strengths, goals and aspirations. <p>5. Students will demonstrate pride in their surroundings and environment</p> <ul style="list-style-type: none"> ● Enviro club, tree planting, sustainability units planned for: <ol style="list-style-type: none"> i. Collaboration with Lakes Council and stakeholders to enrich the Heights environment ii. Use of resources and faculty planning to promote sustainability. <p>6.</p> <p>At least 3 staff wellbeing events/recognitions per term:</p> <ul style="list-style-type: none"> 1 x Board 1 x Senior leadership 1 x Wellbeing Committee 	<ul style="list-style-type: none"> ● STAFF : Marau Hau Kāinga (whare Kāhui) ● PLG focus and resources provided on Whakatauki and Whakatauāki ● Paekupu - Maori Language (for some subject areas) Dictionaries via He Kupenga Hao i te Reo. <ul style="list-style-type: none"> ○ Te Reo Hauora ○ Te Papakupu o Te Tikanga-ā-Iwi ○ Te Reo Hangarau ○ Te Papakupu o Te Reo Matatini ○ Te Reo o Ngā Toi ○ Te Reo Pūtaiao <ul style="list-style-type: none"> ● Use of MyMahi and pathway planning to identify strengths, goals and aspirations was planned for and provided set times through the school calendar and extended house group times. <p>5.</p> <ul style="list-style-type: none"> ● Alleyway closed and planning in place to remove poplar trees. ● council commitment to support planting once trees are removed. ● faculties are beginning to include sustainability into their programmes of work eg: Animation with kaitiakitanga and textiles with wearable arts. <p>6.</p> <ul style="list-style-type: none"> ● 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 	<p>5.</p> <ul style="list-style-type: none"> ● Alleyway closed. School and council are collaborating on the removal of poplar trees and replanting . <p>6.</p> <ul style="list-style-type: none"> ● 3+ x staff wellbeing events/recognitions occurred each term. These ranged from: resourcing events, wellbeing 	<p>5.</p> <ul style="list-style-type: none"> ● Target is beginning to be achieved as they seek to work with council on the redevelopment of the land at the back of the school. <p>6.</p> <ul style="list-style-type: none"> ● This target was achieved with 3 x initiatives happening per term to support wellbeing. 	<p>include pathway planning at the beginning of the year for all students.</p> <p>5.</p> <ul style="list-style-type: none"> ● Enviro club, tree planting, sustainability units planned for ● Collaboration with Lakes Council and stakeholders to enrich the Heights environment by removal of poplar trees on the school boundary and replacing them with native plants. ● Use of resources and faculty planning to promote sustainability. <p>6.</p> <p>Continue to embed:</p> <ul style="list-style-type: none"> ● 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
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Tātaritanga raraunga

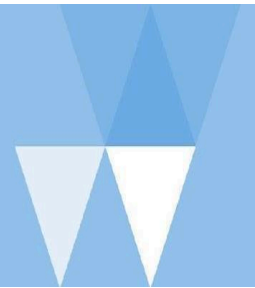
<ul style="list-style-type: none"> • Whare Tapa Wha recognition system in place for staff who take positive action in supporting their own wellbeing. • Wellbeing Committee to utilise staff voice and implement actions within the scope of the staff wellbeing budget. One action/ initiative per term minimum. • Continue to resource staff wellbeing initiatives via the Board, Senior Leadership and Wellbeing Committee. 	<p>take positive action in supporting their own wellbeing. This was well received with 64 staff being recognised for their positive action.</p>	<p>recognition, resourcing equipment to support wellbeing, teacher led initiatives “staff shout out” and funding flu vaccinations to protect staff from getting ill etc.</p> <ul style="list-style-type: none"> • positive uptake of staff wellbeing recognition system with 64 taking part and receiving their incentive. 		<p>within the scope of the staff wellbeing budget. One action/ initiative per term minimum.</p> <ul style="list-style-type: none"> • Continue to resource staff wellbeing initiatives via the Board, Senior Leadership and Wellbeing Committee.
<p>Planning for next year:</p>				
<p>Please refer to the 2026 Implementation Plan</p>				

4. Kiwi Sport

Kiwi Sport is a Government funding initiative to support students’ participation in organised sport. In 2025, the school received total Kiwi Sport funding of \$31283.50 (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 46.5% to 70% 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 Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	We are recognising the aims and aspirations of Māori through seeking stakeholder feedback, supporting study awards of Māori applicants and the provision of te reo through PLD (in conjunction with Kōtihi Consultants). This has also been recognised through the promotion of Māori staff into leadership roles. There is the opportunity for staff to freely practice tikanga and engage with Te Ao Māori with support from the school e.g. resources (Te Reo Māori and Tikanga). We are recognising greater involvement of Māori in the Education service through engaging with local iwi regarding strategic planning, programmes and Marau hau kāinga opportunities and welcoming their support eg Puhoro Science Academy, Te Ao Haka, Waka Ama Course and He Pataka korero o Ngati Whakaue (Localised curriculum). We are also collaborating with local iwi to have new carvings at the school that represent significant pou and the narratives that are attached to them. With this comes a need to increase and target the numbers of Māori 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.
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. We have planned to have further PLD in early 2026 as the profession moves to the new professional standards. 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 54% 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. Following the government funding cuts to Te Ahu o te Reo which had over 49 staff taking part. We have funded our own reo professional learning journey with the support of Kōtihi Consultants. Through our relationships with Iwi, local stories and places are important and are more than just icons. Hui 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. Planning is underway to secure 5 pou carvings that will be used to further strengthen student and staff understanding of marau haukainga.

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 whānau 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. We also collaborate with local providers to add further support for students.

Community Partnerships:

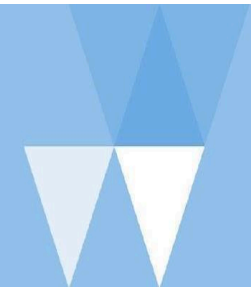
Through collaborative endeavours, cultural exchanges, and resource-sharing initiatives, we deepen our connections with the broader Māori community. Links with and support from the Ngati Whakaue Endowment Trust as well as other hapu based trusts contribute to the overall wellbeing of the school.

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 kāinga ki to tātou kura. Nā ngā kōrerorero, nā ngā wānanga kei te haere torotika tātou katoa.



7.

Principal Professional Coaching and Wellbeing Fund:

The \$12,000 from the beginning principles wellbeing fund and the two installments of \$6000 from the Principal Professional Coaching and Wellbeing fund have not been used by the principal. The figure of \$24,000 will be carried over through to 2026.