

STRATEGIC PLAN BASED ON NATIONAL EDUCATION AND LEARNING PRIORITIES



Strategic Plan

*for*

**Western Heights High School**

**2024 - 2026**

Principal's endorsement:	James Bracefield
Board of Trustees endorsement:	Daphne Williams
Submission date to Ministry of Education:	28/02/2024

## INTRODUCTORY SECTION

<b>Mission Statement</b>	<p>Western Heights High School will provide every opportunity for ākonga/ students to excel and reach their individual peaks.</p> <p>Taumata Rau - Heights through opportunity is a pepeha where every student has over 100 peaks that they are working on or are aspiring towards.</p> <p>Once they achieve one peak they look ahead to the next.</p>			
<b>Vision</b>	<p>Students, Staff, Board, Community and Iwi work together to enable ākonga/ students to attain excellence, achievement, wellbeing and be contributing members of our community.</p>			
<b>Core Values</b>	Co-operation	Creativity	Effort	Perseverance Resilience
<b>Principles</b>	<p>Everyone has the potential to achieve their personal best Education involves building mana</p> <p>Everyone deserves equal opportunity to participate and succeed Education involves developing the whole person</p>			
<b>Māori Dimensions and Cultural Diversity</b>	<p>We recognise the importance of Te Tiriti o Waitangi, tangata whenua, mana whenua and all other people.</p> <p>Every student will be aware of the dual cultural history of Aotearoa/NewZealand and the multi-cultural nature of our society.</p> <p>Our school provides instruction in Te Reo Māori for full time ākonga/ students through Te Akoranga Reo Rua and a Te Reo option at all year levels.</p> <p>We will consult with our Māori community through whānau hui, surveys of Māori parents and through Māori representation on the Board of Trustees. We will consult with our Pasifika community.</p>			
<b>Consultation Process</b>	<p>Western Heights High School consults with students, whānau, faculty, community and iwi every three years in regards to the strategic direction of the school. It also collects annual data through Rongohia te Hau from students, staff and whānau.</p> <p>The 2023 consultation results affirmed the Strategic Goals of Western Heights High School. Each goal formed in direct response to the attendance, pastoral, achievement and pathway data collected, aligning management, governance and community aspirations for our kura.</p>			

## NATIONAL EDUCATION LEARNING PRIORITIES IN THE WHHS SETTING

LEARNERS AT THE CENTRE	BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	HAUORA/HEALTH AND WELLBEING (Kahui Ako Focus)
<p><b>Objective 1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><b>Objective 2</b> 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>	<p><b>Objective 3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>Objective 4</b> Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><b>Objective 5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>Objective 6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>Objective 7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>Objective 8</b> To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, ākonga/students and whānau</p>
<b>OUR STRATEGIC GOALS 2024 - 2026</b>						
<p>1. Western Heights High School seeks to be a safe, affirming, and inclusive place for everyone.</p> <p>2. We help our ākonga/ students to achieve their personal best.</p> <p>3. We support our ākonga/ students and their whānau in reaching their aspirations.</p> <p>4. We are relationship driven.</p>	<p>1. We identify and reduce barriers that impact on participation, engagement, learning and achievement.</p> <p>2. Our ākonga/ students are proficient in literacy, numeracy and in the use of digital technologies.</p> <p>3. Every student experiences success in NCEA.</p> <p>4. Every student meets our school wide goal of 90% attendance.</p> <p>5. We celebrate with our ākonga/ students as they achieve</p>	<p>1. We celebrate and accurately use Te Reo and Tikanga Māori in our daily interactions.</p> <p>2. We support our staff in their professional growth.</p> <p>3. Our self-review processes help us continually improve our practice.</p> <p>4. We support and develop the people that support and develop our ākonga/ students.</p> <p>5. We connect with our learners and our whānau</p>	<p>1. Our ākonga/ students have the skills to be work ready.</p> <p>2. We collaborate with industries, employers and tertiary providers in offering multiple pathways for our ākonga/ students.</p> <p>3. We encourage our ākonga/ students to aim high and ignore stereotypes.</p>	<p>1. Our ākonga/ students are physically well.</p> <p>2. Our ākonga/ students are mentally and emotionally well.</p> <p>3. Our ākonga/ students are connected and caring and will form positive relationships.</p> <p>4. Our ākonga/ students have a strong sense of personal identity and lead meaningful lives.</p> <p>5. Our ākonga/ students are environmentally aware.</p>		

