

BELONGING	BELIEF	WELLBEING	LEARNING OUTCOMES
<p>Hold community consultation meetings regarding school identity and community aims and expectations for the school. Review school identity - including logo, motto values and house names.</p> <p>Continue to embed student agency and voice (co-construction) at all levels of WHS.</p> <p>Sustain and grow gains made with both student kapa haka activities. Support efforts with Pae Rangatahi and Manu korero.</p> <p>Grow our engagement with community users of our campus and facilities. Host community events for the wider learning community.</p> <p>Continue to deliver whole school 'belonging' events.</p> <p>Continue to strengthen staff cultural competencies (especially leadership) including understanding of local histories, tikanga and kapa haka through staff wide PLD.</p>	<p>High level and early attendance interventions for students who are below 70% (% half days). Look to shift the 'middle' towards 80-100%.</p> <p>The pastoral team leads the monitoring of attendance and develops interventions with tutors, mentors and whanau to engage students in high expectations. effective communication with attendance services.</p> <p>Review our student pathways through the school stages/years - in particular with the Y10 programme. Consider attendance and academic cut lines and use the profiles to inform academic planning for individual students.</p> <p>Continue to embed academic achievement monitoring with all staff. Focus on actions towards improved outcomes and reduce other distractions. Regular monitoring of student academic achievement data by middle leadership. Regular check-ins between DP-Learning and Pastoral Leaders. SLT meets with middle leaders fortnightly to maintain focus on student academic targets.</p> <p>ARONA - Maintain a focus on supporting students at risk of not achieving/underachieving.</p>	<p>Continue to recognise and prioritise the need for a balanced focus on student wellbeing and achievement.</p> <p>Embed consistent school wide behaviour management processes including de-escalation, referral systems, PB4L and RP - progressing towards consistent practice across the school. Increase community engagement with these initiatives.</p> <p>Embed pastoral care at all levels. Providing layers of support, including systems, people and initiatives to 'wrap around' students.</p> <p>Develop curriculum links that teach values and behaviour and promote teaching practices that enable learning in each classroom.</p> <p>Grow coaching teacher capacity for pastoral support and to address the above actions.</p> <p>Strengthen and regularly review staff wellbeing initiatives. Embed structures in Student Support including growing links with external agencies. Improve communication and follow up of actions.</p>	<p>Continue to strengthen teacher knowledge to support a modern and flexible curriculum with targeted PLD throughout the year to drive learning forward. Grow staff knowledge of inquiry learning is developed through staff wide PLD. Continue to grow staff capability and confidence to use e-learning platforms and deliver digital curriculum through staff wide PLD.</p> <p>Curriculum planning is further developed with a particular focus on NZ wide curriculum and NCEA changes.</p> <p>Self directed learning - Students are supported to take greater control of their learning including setting focussed goals and creating plans to get where they need. Identifying issues within their own practice and seek help for these. Students develop ownership over their learning. More time for this in our timetable.</p> <p>Review of the Y10 programme and its effectiveness within our system.</p> <p>Target NCEA Endorsement and M/E rates planning for targeted students Target students are engaged with expectations and a clear path to endorsement is identified.</p>
OUTCOMES			
<p>Community consultation meeting held (2x)</p> <p>Internal processes are required to demonstrate student voice is captured.</p> <p>Gains within maori performing arts are maintained or lifted.</p> <p>Increase community use of WHS campus.</p> <p>4 school belonging events each year.</p> <p>Staff continue to engage with cultural competencies efforts.</p>	<p>Senior Achievement Targets</p> <p>85% of Y11 students achieve L1 Literacy/Numeracy</p> <p>75% of Y12 students achieve L2 NCEA</p> <p>20% of L2 gained w merit or excellence endorsement</p> <p>15% of L3 gained w merit or excellence endorsement</p> <p>Accelerated junior progress targets</p> <p>70% of Y10 at 4A Reading</p> <p>70% of Y10 at stanine 4 in Numeracy.</p> <p>Attendance Target</p> <p>75% of student attendance rates are in the 80-100% range.</p>	<p>Pastoral focus at classroom level. Coaching teacher expectations documented and accountability measures in place. Values teaching is grown within this setting.</p> <p>NZCER Me and My School Survey continues positive trends. Maintain or Improve on results.</p> <p>Engage students and whanau in a comprehensive review of pastoral supports and systems.</p> <p>Review of student support is completed.</p>	<p>Actively engage staff with professional development opportunities that support the above actions. Continue to develop IT resources which facilitate 'on time' and individualised learning opportunities.</p> <p>Curriculum is further developed and reviewed to include L2 achievement and pathways beyond. Students are supported to take ownership over their own learning pathways</p> <p>Review of Y10 programme is completed..</p>