

7a	VISION: <i>We develop active and inspired lifelong learners who have a strong sense of belonging and belief.</i>			
7b - Goals	<p>BELONGING <i>We have a strong connection to WHS. We are an equitable school that meaningfully connects with our community.</i></p> <p>Improve community connections with an increased ownership of the school and its direction. (BPO 1 (d))</p> <p>Grow a culture of student and community agency. (BPO 1 (c))</p> <p>Strengthen cultural competencies of staff and students. (BPO 1 (d))</p>	<p>BELIEF <i>We empower each other towards excellence; achieving personal success through a culture of high support and high expectations.</i></p> <p>Strengthen a learning culture where every student counts and achieves their potential. (BPO 1 (a))</p> <p>Improve engagement, attendance and achievement outcomes for WHS students. (BPO 1 (c))</p>	<p>WELLBEING <i>We nurture each other towards improvement. Providing an environment that is safe and supports the wellbeing of all.</i></p> <p>Increase school-wide wellbeing and self-efficacy. (BPO 1 (b))</p> <p>To ensure a safe and inclusive environment that supports improved student learning and well-being. (BPO 1 (b))</p> <p>Consistent and fair behaviour management processes in place. (BPO 1 (b))</p>	<p>LEARNING <i>We are all learners. We will reflect being self directed, intentional and collaborative in our learning.</i></p> <p>Improve the quality of teaching at WHS (BPO 1 (a))</p> <p>To ensure learning is culturally sustaining, visible, deep and inclusive so as to improve student success. (BPO 1 (a))</p>
BPO	<p>1 (c) Waitara High School is inclusive of, and caters for, students with differing needs.</p> <p>1 (d) Waitara High School gives effect to Te Tiriti o Waitangi, including by -</p> <ul style="list-style-type: none"> - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; - achieving equitable outcomes for Māori students. 	<p>1 (a) Every student at Waitara High School is able to attain their highest possible standard in educational achievement</p> <p>1 (c) Waitara High School is inclusive of, and caters for, students with differing needs.</p>	<p>1 (b) Waitara High School -</p> <ul style="list-style-type: none"> - (i) is a physically and emotionally safe place for all students and staff - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; 	<p>1 (a) Every student at Waitara High School is able to attain their highest possible standard in educational achievement</p> <p>1 (d) Waitara High School gives effect to Te Tiriti o Waitangi, including by -</p> <ul style="list-style-type: none"> - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; - achieving equitable outcomes for Māori students.
7c	The WHS board has led a period of significant change, fresh approaches to school systems and post-lockdown learning. The school has consulted its community via enrolment, progress and exit interviews as well as regularly engaging with students directly. Key themes to come through were: holistic, balanced and personalised approaches for each student, a balance between challenge and supportive learning tasks, a focus on values education and learning dispositions as well as improving student confidence. This feedback has been synthesised to the goals stated above. The 4 strategic goals reflect the key levers which we have found essential to meet the needs of our learners and community.			
NELP	<p>Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Priority 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> <p>Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.</p>	<p>Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p>Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>

BELONGING	BELIEF	WELLBEING	LEARNING OUTCOMES
<p>Local Curriculum Partnership: Deepen partnerships with whānau to ensure the local curriculum explicitly reflects the histories and aspirations of the Waitara community and regional career pathways. (BPO 1(d): Giving effect to Te Tiriti o Waitangi & Local Curriculum).</p> <p>Student Agency & Co-construction: Further embed student voice in pedagogical design, allowing learners to influence how and what they learn, particularly in senior school stages. (BPO 1(c): Inclusive Needs).</p> <p>Community Campus Engagement: Expand school facility use by local groups and host four major "Belonging" events annually to reinforce the school's role as a community hub. (BPO 1(d): Community Connections).</p> <p>Whānau NCEA Partnerships: Establish regular communication with whānau to navigate the refreshed NCEA landscape and co-requisite requirements, ensuring they are active partners in academic planning (P&P). (BPO 2(a): High Aspirations & Partnering with Whānau).</p> <p>Sustaining Cultural Arts: Provide high-level support for Pae Rangatahi and Manu Korero to ensure cultural identity remains a source of pride and excellence. (BPO 1(d): Achieving Equitable Outcomes for Māori).</p> <p>Staff Cultural Competency: Continue professional development for leadership and staff in local histories and tikanga to ensure a culturally safe and responsive environment. (BPO 1(d): Instruction in Tikanga and Te Reo Māori).</p>	<p>Academic Coaching Model: Enhance the school-wide coaching model where every senior student has a dedicated staff member to monitor progress against specific NCEA targets. (BPO 1(a): Attaining Highest Possible Standard in Educational Achievement).</p> <p>NCEA Gender Disparity Mitigation: Utilize 2025 cohort data to implement targeted academic interventions for male students at Year 12, aiming to close the achievement gap identified in previous reports. (BPO 1(a): Educational Achievement).</p> <p>Senior Achievement Monitoring: Maintain a rigorous focus on supporting students at risk of underachieving through regular data monitoring by middle leadership and SLT. (BPO 1(a): High Support and High Expectations).</p> <p>Targeted Endorsement Planning: Identify and engage "target students" with clear paths to NCEA Merit and Excellence endorsements to lift performance above 2025 levels. (BPO 1(a): Educational Achievement).</p> <p>Whānau Academic Reporting: Conduct regular check-ins between DP-Learning and Pastoral Leaders to ensure academic targets and achievement data are communicated effectively to homes. (BPO 2(b): Monitoring and Reporting Student Progress).</p> <p>Pathway Transition Review: Review and refine student pathways through the senior school stages to ensure academic profiles inform effective individual planning. (BPO 2(b): Monitoring and Reporting Student Progress).</p>	<p>Attendance STAR Framework Implementation: Execute the tiered "Stepped Attendance Response" (STAR) to intervene early; includes daily 10:20 am whānau alerts and coaching teacher follow-ups for unresolved absences. (BPO 1(b): Physically and Emotionally Safe).</p> <p>Attendance Incentive Programs: Utilize "My Mahi" points for 100% weekly attendance and assembly "Prize Wheel" draws for students maintaining over 90% attendance. (BPO 1(b): Safe and Inclusive Environment).</p> <p>Year 10 Pastoral Systems Review: Conduct a comprehensive review of Year 10 pastoral support systems to improve engagement and reverse the downward trend in attendance for this cohort. (BPO 1(b): Student Rights and Welfare).</p> <p>Stand-down Frequency Evaluation: Critically evaluate the root causes of behavioral incidents to refine de-escalation strategies and reduce the high baseline of annual stand-downs (48 in 2024). (BPO 1(b): Eliminating Stigma, Bullying, and Discrimination).</p> <p>PB4L & Restorative Practice Consistency: Progress toward school-wide consistency in behavior management to ensure a predictable and supportive environment for all learners. (BPO 1(b): Safe and Inclusive Environment).</p> <p>External Agency Integration: Strengthen communication and follow-up with external support services to provide "wrap-around" care for students with high learning support needs. (BPO 1(c): Catering for Students with Differing Needs).</p>	<p>Curriculum Refresh & NCEA: Execute the heavy workload of aligning teaching and learning programs with the new NZ Curriculum and NCEA requirements for 2026. (BPO 2(b): National Curriculum Statements).</p> <p>NCEA Co-requisite Implementation: Prioritize Year 11 success in Literacy and Numeracy CAAs, embedding these foundation skills across a modern curriculum. (BPO 2(b): National Performance Measures).</p> <p>Reporting Compliance: Meet new government mandates for twice-yearly reporting to parents on student progress against the refreshed National Curriculum. (BPO 2(b): Monitoring and Reporting Student Progress).</p> <p>Year 10 Systems Review: Continue the robust review of Year 10 curriculum systems to ensure they provide a sufficient foundation for NCEA and senior study. (BPO 2(b): Teaching and Learning Programmes).</p> <p>Digital Curriculum Capability: Grow staff confidence in using e-learning platforms to provide individualized, "on-time" learning opportunities for all students. (BPO 2(a): Quality Teaching and Leadership).</p> <p>Inquiry Learning Development: Conduct staff-wide PLD on inquiry-based learning to foster self-directed learners who take ownership of their own goal setting. (BPO 2(a): Statement of National Education and Learning Priorities).</p>
OUTCOMES			
<p>Community Engagement: Increased community use of WHS campus and 100% attendance at the four scheduled school belonging events.</p> <p>Cultural Growth: Gains within Māori performing arts are maintained or lifted in Pae Rangatahi.</p>	<p>Senior Achievement (All Students): 80% achievement in NCEA Level 2 (lifting from 70.7% in 2025).</p> <p>Senior Achievement (Māori): 85% achievement in NCEA Level 2, maintain strong equity trend established in 2024.</p> <p>University Entrance: 40% of Year 13 students achieve UE (lifting from the 38.0% result in 2025).</p> <p>Endorsements: 18% average Merit or Excellence endorsement across L1-L3 (improving on 12.2% in 2025).</p>	<p>Attendance Target: 80% of student attendance rates are in the "Regular Attendance" range (>90% attendance), targeting the Year 10 cohort.</p> <p>Behavioural Safety: 15% reduction in stand-down frequency; NZCER Me and My School Survey continues positive trends.</p> <p>Review Goal: Completion of the Year 10 pastoral systems review by the end of Term 3.</p>	<p>NCEA Co-requisites: 90% achievement in Year 11 NCEA Literacy and Numeracy co-req (improving on 85.1% in 2025).</p> <p>Junior Progress: 75% of Year 10 students at or above curriculum expectations in Reading and Numeracy.</p> <p>Curriculum & Reporting Compliance: 100% compliance with government reporting requirements and successful implementation of NCEA changes.</p> <p>Review Goal: Completion of the Year 10 curriculum systems review and final report to the Board by Term 3.</p>