7a	**VISION:** *We develop active and inspired lifelong learners who have a strong sense of belonging and belief.*			
7b - Goals	**BELONGING** *We have a strong connection to WHS. We are an equitable school that meaningfully connects with our community.* **Improve community connections with an increased ownership of the school and its direction. (BPO 1 (d))** **Grow a culture of student and community agency. (BPO 1 (c))** **Strengthen cultural competencies of staff and students. (BPO 1 (d))**	**BELIEF** *We empower each other towards excellence; achieving personal success through a culture of high support and high expectations.* **Strengthen a learning culture where every student counts and achieves their potential. (BPO 1 (a))** **Improve engagement, attendance and achievement outcomes for WHS students. (BPO 1 (c))**	**WELLBEING** *We nurture each other towards improvement. Providing an environment that is safe and supports the wellbeing of all.* **Increase school-wide wellbeing and self-efficacy. (BPO 1 (b))** **To ensure a safe and inclusive environment that supports improved student learning and well-being. (BPO 1 (b))** **Consistent and fair behaviour management processes in place. (BPO 1 (b))**	**LEARNING** *We are all learners. We will reflect being self directed, intentional and collaborative in our learning.* **Improve the quality of teaching at WHS (BPO 1 (a))** **To ensure learning is culturally sustaining, visible, deep and inclusive so as to improve student success. (BPO 1 (a))**
BPO	1 (c) Waitara High School is inclusive of, and caters for, students with differing needs. 1 (d) Waitara High School gives effect to Te Tiriti o Waitangi, including by - - 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.	1 (a) Every student at Waitara High School is able to attain their highest possible standard in educational achievement 1 (c) Waitara High School is inclusive of, and caters for, students with differing needs.	1 (b) Waitara High School - - (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;	1 (a) Every student at Waitara High School is able to attain their highest possible standard in educational achievement 1 (d) Waitara High School gives effect to Te Tiriti o Waitangi, including by - - 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	**Priority 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. **Priority 5:** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	**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. **Priority 7:** Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.	**Priority 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. **Priority 3:** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	**Priority 4:** Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy **Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

BELONGING	BELIEF	WELLBEING	LEARNING OUTCOMES
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. Continue to embed **student agency** and voice (co-construction) at all levels of WHS. Sustain and grow gains made with both **student kapa haka activities.** Support efforts with Pae Rangatahi and Manu korero. Grow our **engagement with community users** of our campus and facilities. Host community events for the wider learning community. Continue to deliver **whole school 'belonging' events.** Continue to strengthen **staff cultural competencies** (especially leadership) including understanding of local histories, tikanga and kapa haka through staff wide PLD.	High level and early **attendance interventions** for students who are below 70% (% half days). Look to shift the 'middle' towards 80-100%. 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. **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. 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. **ARONA** - Maintain a focus on supporting students at risk of not achieving/underachieving.	Continue to recognise and prioritise the need for a balanced focus on student wellbeing and achievement. 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. **Embed pastoral care at all levels.** Providing layers of support, including systems, people and initiatives to 'wrap around' students. Develop **curriculum links that teach values and behaviour** and promote teaching practices that enable learning in each classroom. **Grow coaching teacher capacity** for pastoral support and to address the above actions. 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.	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. Curriculum planning is further developed with a particular focus on **NZ wide curriculum and NCEA changes.** **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. **Review of the Y10 programme** and its effectiveness within our system. **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.

OUTCOMES			
Community consultation meeting held (2x) Internal processes are required to demonstrate student voice is captured. Gains within maori performing arts are maintained or lifted. Increase community use of WHS campus. 4 school belonging events each year. Staff continue to engage with cultural competencies efforts.	**Senior Achievement Targets** 85% of Y11 students achieve L1 Literacy/Numeracy 75% of Y12 students achieve L2 NCEA 20% of L2 gained w merit or excellence endorsement 15% of L3 gained w merit or excellence endorsement **Accelerated junior progress targets** 70% of Y10 at 4A Reading 70% of Y10 at stanine 4 in Numeracy. **Attendance Target** 75% of student attendance rates are in the 80-100% range.	**Pastoral focus at classroom level.** Coaching teacher expectations documented and accountability measures in place. Values teaching is grown within this setting. **NZCER Me and My School Survey** continues positive trends. Maintain or Improve on results. Engage students and whanau in a comprehensive **review of pastoral supports and systems.** Review of student support is completed.	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. Curriculum is further developed and reviewed to include Y12/L2 in 2021 (qualification stage). Students are supported to take ownership over their own learning pathways Review of Y10 programme is completed..

Waitara High School - Baseline Data 2019-23

Data as at 1 March 2024

NCEA Results (Enrolment Based Cumulative Overall Results)

	2019	2020	2021	2022	2023	Notes (SEIB = School Equity Index Band)
L1 - all	70.3	69.7	59.6	72.7	**83.2**	Highest results ever (77.5 in 2017). 20% above national average. 40% above SEIB (double)
L 1 Māori	62.7	68.5	49.1	68.3	**78.9**	Highest results ever (68.5 in 2020). 27% above national average. 36% above SEIB (almost double)
L1 Lit	81.3	80.9	74.2	77.3	**89.5**	2nd highest results ever (93 in 2017). 7% above national average. 18% above SEIB
L1 Num	80.2	74.2	69.7	76.1	**87.4**	Highest results ever (87.3 in 2017). 5% above national average. 19% above SEIB
L2 All	73.7	72	74.3	72.3	**78.3**	2nd highest results ever (80.8 in 2017). 5% above national average (first time). 20 above SEIB.
L2 Māori	70.3	67.3	**77.5**	60.5	72.5	Good result. 8% above national average. 14% above SEIB
L3 All	44.4	**61.7**	57.1	56.3	52.9	15% below national average. 1.8 above SEIB.
L3 Māori	37.5	53.3	46.7	**58.6**	50	6% below national average. 1% below SEIB
UE	14.8	**31.9**	14.3	18.8	29.4	20% below national average. 13% above SEIB
UE Maori	6.3	23.3	10	24.1	**33.3**	Highest results ever (24.1 in 2022). 2 % above national average. 17% above SEIB

Percentage of students achieving NCEA with merit or excellence certificate endorsements

	2019	2020	2021	2022	2023 (Nat/SEIB)	
L1	12	12.9	17	14.1	**19** (48.2/23.7)	Better at Level 1 and much improved at Level 3 but overall still well below national averages.
L2	11.9	7.4	7.6	**14.9**	10.7 (38.5/14.9)	Results are comparable to SEIB.
L3	11.1	13.7	4.2	14.8	**33.3** (39.2/18.1)	This remains a restated goal.
Average*	11.7	11.3	9.6	14.6	**21** (41.9/18.9)	

*L1-3 Merit and Excellence combined % divided by 3 (Average decile 1-3 results in brackets 2017-22, School Equity Index Band - from 2023)

Junior Achievement - % of students at or above the appropriate level by end of year. (4P+ for Year 9s, 4A+ for Year 10s Reading & Writing/ Stanine 4+ for Math)

	2019 (Y9 - L2 in 2022)	2020 (Y9 - L2 in 2023)	2021 (Y9 - L2 in 2024)	2022 (Y9 - L2 in 2025)	2023 (Y9 - L2 in 2026)	Notes
Y9 Reading	45	33	**55.2**	49	24	Concerning data here but 2020 Y9 cohort also had low results but excelled by 2023.
Y9 Writing	-	44	**47.6**	37	38.5	Next steps: Continue Interventions (including DMIC / MST/ ALL/ Intensive reading support) which have all shown positive accelerated progress for previous cohorts over previous years.
Y9 Num	**51**	27	40	24	40.3	
Y10 Reading	**50**	18	25	67	31.1	Reading and writing accelerated progress is not as expected.
Y10 Writing	-	33	31	**50**	33.3	Next steps: Will need to be a key focus for Y11 in 2024.
Y10 Num	**57**	12.5	39	49	36.5	

Attendance Rates (by half days)

	2019	2020	2021	2022	2023	Notes
School	79.1	83.6	**85.3**	77.4	79.2	Funded contract is making good progress with lowest attendance cases.
Year 9	79.2	85.6	**88.1**	78.5	79	This method of reporting attendance data is not suitable for purpose beyond 2023.
Year 10	78.7	82.8	**83.7**	79.0	76.9	2024 will look to report using MOE terminology... regular, irregular absence, moderate absence and chronic absence. While regular attendance shows little movement the bulge at Moderate Absence is
Year 11	79.4	84	**84.6**	78.9	81.1	showing early signs of improving to irregular absence.
Year 12	**79.6**	81.7	**83.5**	79.8	79.9	
Year 13	76.6	83.9	81.4	69.5	**87.7**	Next Steps: Continue to review our performance in this area against best practice.
Māori	**77.3**	81.7	**84.4**	76.7	78.1	

NZCER Engagement Survey Data - Me and my school - Scale Scores by year level and gender

Engagement - Suspensions and Stand Downs

	2019	2020	2021	2022	2023	Notes
Stand downs	33	34	40	**32**	49	Top 3 SD reasons - Violence 27%, Substance abuse (incl vaping) 27%, Devices/IT infringements 16%
Suspensions	6	5	4	0	0	Zero Suspensions and exclusions is a positive.
Exclusions	3	1	2	0	0	Next steps: Ongoing explicit instruction related to behavioural expectations and restorative practices.

Population - School Roll (1 July)

	2019	2020	2021	2022	2023	Notes
School	368	370	367	388	390	The roll continues to grow as WHS lifts outcomes for its students and the community engages with our approaches to schooling.

GOALS / TARGETS / ACTIONS

BELONGING We all have a strong connection to WHS. We are an equitable school that meaningfully connects with its members and community. • Improve community connections with an increased ownership of the school and its direction. • Grow a culture of student and community agency. • Strengthen cultural competencies of staff and students. • Strategic Aims 1,3 and 4	WHO	INDICATORS OF PROGRESS	OUTCOMES	COMMENTS / NEXT STEPS
Establishing an iwi reference group and hold parent consultation meetings regarding school identity and community led outcomes.	DWB	Meetings/hui held with iwi and parents.	Our new bilingual Y9-10 class established in 2023 has enabled much more engagement from Maori parents.	Continue to strengthen in 2024.
Review school identity - including logo, motto values and house names.	DWB	A review of school identity and branding would be an outcome of iwi and parent meetings.	No progress.	Is it needed? The board to consider in 2024. Seek voice from the community.
Further embed student agency and voice (co-construction) at all levels of WHS.	SLT	Student voice is looked for and valued at all levels of school decision making.	Remains well embedded at all levels.	Completed for purposes of the annual plan but will need to be continually considered by all parties at WHS.
Embed kapa haka and its engagement in junior school.	DWB	Whole school is engaged in learning karakia, waiata and haka.	A real strength of the school now. It is the norm for all students. Also got a performance group to regionals this year for the first time in a long time.	Sustain haka competition and add to waiata.
Host community engagement events for the wider learning community.	DWB	Events are held.	Some small events were held but not really achieved. The campus has become more used by the community which has enabled engagement eg foodbank	Look to further grow community engagement and use of our campus in 2024.
Staff continue to strengthen cultural competencies including understanding of local histories, tikanga and kapa haka through staff wide PLD.	MSK/HKN	Staff attendance and engagement with PLD opportunities.	Staff stood at Kahui Whetu again and represented well (the best - but it's not a competition). Regular times each week are devoted to this and models its value to our students.	Continue to grow our capability, especially leadership.
BELIEF We empower each other towards excellence; achieving personal success through a culture of high support and high expectations. • Strengthen a learning culture where every student counts. • Improve engagement, attendance and achievement outcomes for WHS students. • Strategic Aims 1 and 2	WHO	INDICATORS OF PROGRESS	OUTCOMES	COMMENTS / NEXT STEPS
High level interventions for the 20% of students who are below 70% attendance (% half days)	KEY	Pastoral system identifies and targets the 20% students, develops interventions and tracking procedures.	Through 2023 'Regular' attendance numbers have remained on trend for previous years but the "bulge" in 'Moderate' has shifted to 'irregular'.	Continue to refine internal processes. Look to continue the trend of the bulge towards higher attendance.
SLT leads the monitoring of attendance and develops interventions with tutors, mentors and whanau to engage students in high expectations.	KEY	Tutors, mentors and whanau are engaged with monitoring attendance and initiating interventions.	Improving but still needs consistent performance.	Restated in 2024.
Embed **'Graduate Profiles'** to ensure that they incorporate attendance and academic cut lines and use the profiles to inform academic planning for individual students and use to guide the graduation process to create urgency.	HKN	LL and PL further develop our graduation profiles to reflect the needs of our students beyond their current level.	Work by staff has been great but 'Cut' lines have become a bit obsolete with students working across multiple levels with individual course programmes.	Reconsider this effort in 2024.
Continue to embed academic achievement monitoring with all staff. Focus on actions towards improved outcomes. Staff PLD on KAMAR summaries. Agenda time in LL/LA meetings to evaluate student academic achievement data. Regular check-ins between DP-Learning and Pastoral Leaders. SLT meets with middle leaders fortnightly to maintain focus on targets.	HKN	Evidence and action of this goal is shown in agenda/actions points from meetings. Academic monitoring has become a regular aspect of all meetings in particular from the end of T2 into T3	A real strength that has been a key contributor to great NCEA results.	Continue to work towards consistent approaches and expectations.
Investigate and develop structures to support students at risk of not achieving/underachieving. Academic mentoring is established to support students. Identify ways to develop intrinsic motivation.	HKN	LL/PL develop structures to support ARONA students.	ARONA students are targeted early in the year and expected to lift effort to achieve. A dedicated Y11 pastoral support was put in place to drive this. The 6th line has eased credit pressure per subject. Phones away has also been a significant help to ARONA students.	Continue to lift expectations to establish new norms. Grow on results of 2023.
SLT lead NCEA Endorsement planning for targeted students Target students are engaged with expectations and a clear plan to endorsement is identified.	HKN	Endorsement students are actively tracked and encouraged by LL's and PL's.	More students have achieved endorsement.	Continue to look to lift gifted students to higher levels of achievement.
ACHIEVEMENT and ATTENDANCE TARGETS				
85% of Y11 students achieve L1 Literacy/Numeracy	LL	As stated in the goal.	NUM 87.4% / LIT 89.5%	Restated in 2024 but noted this is a tracking number.
75% of Y12 students achieve L2 NCEA	LL	As stated in the goal.	78.3%	Restated in 2024 but noted this is a tracking number.
20% of L2 gained w merit or excellence endorsement	LL	As stated in the goal.	10.7%	Restated in 2024 but noted this is a tracking number.

	WHO	INDICATORS OF PROGRESS	OUTCOMES	COMMENTS / NEXT STEPS
15% of L3 gained w merit or excellence endorsement	LL	As stated in the goal.	33.3%	Restated in 2024 but noted this is a tracking number.
80% of Y9 students achieve at least 4P in reading	LL	As stated in the goal.	24%	Restated in 2024 but noted this is a tracking number.
70% of Y9 students achieve at least stanine 4 in numeracy	LL	As stated in the goal.	40.3%	Restated in 2024 but noted this is a tracking number.
80% of Y10 students achieve at least 4A in reading	LL	As stated in the goal.	31.1%	Restated in 2024 but noted this is a tracking number.
70% of Y10 students achieve at least stanine 4 in numeracy	LL	As stated in the goal.	40.3%	Restated in 2024 but noted this is a tracking number.
WELLBEING *We nurture each other towards improvement. Providing an environment that is safe and supports the well-being of our school community.* • *Increase school-wide wellbeing and self-efficacy.* • *To ensure a safe and inclusive environment that supports improved student learning and well-being.* • *Consistent behaviour management processes in place.* • *Strategic Aims 3 and 4.*	**WHO**	**INDICATORS OF PROGRESS**	**OUTCOMES**	**COMMENTS / NEXT STEPS**
Strengthen and regularly review staff wellbeing needs.	SLT	Improved staff wellbeing feedback / survey results.	Staff express begin valued by the organisation and well supported.	Staff wellbeing will continue to be a priority in 2024
Embed consistent school wide behaviour management processes including de-escalation, referral systems, PB4L and RP - progressing towards consistent practice across the school. Increase Iwi and community involvement.	KEY	School discipline systems are more consistent and staff/students reflect this in feedback.	Pastoral systems are working well. No suspensions.	Ongoing strengthening of support processes and growing capacity in coaching teachers.
Continue to recognise and prioritise the need for a balanced focus on student wellbeing and achievement.	SLT	School wide focus on wellbeing before achievement outcomes is evident in feedback.	Students are well supported to individual success. Continued excellent work by student support / pastoral staff	Focus for 2024 remains on informing the coaching teacher and consistency across all classes.
Embed pastoral care at all levels. Providing layers of support, including systems, people and initiatives to 'wrap around' students. Develop curriculum links that teach values and behaviour and promote teaching practices that enable learning in each classroom. Grow coaching teacher capacity for pastoral support. Embed structures in Student Support including growing links with external agencies. Improve communication and follow up of actions.	KEY	As stated in the goal.	Support and guidance for students remains a significant strength of the school and its staff. Developing classroom curriculum links needs further development.	Restated for 2024 with particular focus on supporting coaching teachers.
LEARNING TO LEARN *We are all learners and teachers. We will reflect on our own learning processes and competencies, being self directed, intentional and collaborative in our practices.* • *Improve the quality of teaching at WHS* • *To ensure learning is culturally sustaining, visible, deep and inclusive so as to improve student success.* • *Strategic Aims 1, 5 and 3*	**WHO**	**INDICATORS OF PROGRESS**	**OUTCOMES**	**COMMENTS / NEXT STEPS**
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.	HKN / LL	Actively engage staff with professional development opportunities with online teaching and learning platforms as well as flipped learning. Staff have increased confidence in the use of digital learning platforms.	WED PD has been very valuable to teachers. Intervention programmes are working well and supporting teachers and outcomes. Matauranga Maori continues to be a focus for the staff as well as NCEA change.	Restated in 2024
Continue to grow staff capability and confidence to use e-learning platforms and deliver digital curriculum through staff wide PLD. Including: Flipped learning, Digital literacy 2020 and Manaiakalani.	ALL	Develop student and staff online learning portals. All classes/courses will have key content online.	All staff are through DFI. A strength in foundation.	Restated in 2024
Curriculum is further developed focusing on - growing learning relationships, planning for success, building leadership and understanding and managing self.	HKN LL	Students are supported to take ownership over their own learning pathways.	An ongoing process with good progress being made.	Continue review with particular focus on NZ wide curriculum and NCEA changes.
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.	ALL	As stated in the goal.	Still successful on the whole; less students continuing on later in the year after 'seniors have left' but still an ongoing focus.	Continue to work on this aim in 2023.
Review of Y10 programme for 2022.	SLT	Ongoing review with SLT to ensure the Y10 programme is best practice.	Y10 Literacy is working well. The Y10 TT looks to align more with the senior TT. As part of a wider review, we aligned the Year 10 timetable to be work with in the senior timetable going into 2023; we've kept Y10 as traditional classrooms for academic purposes (ie to aim for accelerated learning ahead of NCEA); we're moving towards an increasing ability to cater to student learning needs by learning at different levels.	Ensure explicit layering of key social science skills and metacognitive literacy skills into the Y10 literacy programme. Continue to work through issues of curriculum coverage.