



2023-2025

strategic plan

*Kia Whakatāne
Au I Ahau!*

Our vision is for our students to show leadership,
determination, achievement and success.



**WHAKATĀNE
HIGH SCHOOL**

Review of the previous Charter and Strategic Plan was undertaken in 2021 and early 2022. This review included:

- An internal review based on the Educational Review Office (ERO) framework
- Range of student and whānau voice collected and analysed
- Partnership with ERO in developing a focus for evaluation in 2022-2024
- Literature review of the National Educational Learning Priorities (NELPS)
- Consultation with our Kahui Kaumatua group
- Review of the Kahui Ako (Community of Learning) goals

Consultation was undertaken in various ways including surveys, discussions, and workshops with a number of different stakeholders, including:

1. Leadership (Senior Leadership Team & Board of Trustees)
2. School Staff (teachers & support staff): regular surveys, 1 workshop
3. Students (all year levels): , TBC
4. Parents (existing and new enrolments): TBC
5. Māori Community: Kahui Kaumatua meetings

Information gained throughout the review has been used to consolidate the vision, strategic goals, values and touchstones contained within this document. It has shaped the foundations of the school's existing and developing pedagogy as well as identifying our key areas of focus for the next three years.

review and consultation	2
about us.....	4-5
vision.....	6
mission	7
school values	8
strategic overview.....	9
achievement.....	10
sport.....	11
charter goals 2022-2024	12-13
strategic plan 2022-2024.....	14-25
glossary.....	26





E ngā reo, e ngā mana, rau rangatira mā, ngā mātā Waka, tēnei te mihi maioha atu kia koutou katoa, piki mai rā, kake mai rā, nau mai haramai, ki te Kura Tuarua o Te Mānuka Tūtahi, ko te wawata me te tūmanako, ka tutuki pai ngā moemoeā, ā ia tauira, ā ia mātua. Kua hoki tātau e wareware kia rātau, kua ngaro atu i te tirohanga kanohi, ki ō tātau mate, moe mai rā koutou. Arohamutungakore kia koutou, ngā whanau pani.

Ka tū ake ahau i te tahi tapu o Pūtauaki, māwhiti taku titiro ki te whenua tapu e hora nei, ngā wai kaukau o ōku Mātua Tīpuna e rere koropikopiko nei ki te moana nui ā Toi, ka hoki mai Ki raro i te marumaru o Ngāti Awa, te Pou Whenua o tenei rohe, te Turangawaewae, Te Hāweawea o Taiwhakaea, Ko te Kura Tuarua o Te Mānuka Tūtahi.

Ko Ngāti Awa te iwi, te manawhenua, te reo karanga, koia nei te mana whakahaere i ngā akoranga Māori o te Kura nei. E mau tonu nei ki ngā kupu tuku iho a tō tātau Kuia a Wairaka, "KIA WHAKATĀNE AU I ĀHAU".

Whakatāne High School is guided by the tikanga of Mataatua.

Ngāti Awa is the iwi, the people, the manawhenua.

Ngāti Awa guide the teachings of Te Ao Māori within our school.

Whakatāne High School is a co-educational secondary school, located in the Whakatāne urban area. Students come to the School from across the Eastern Bay of Plenty with 30% travelling in from the surrounding rural area. Our history starts in 1920 with our establishment as a District High School and we became a full High School in 1950. The school has grown significantly over the last 5 years and the school roll is currently around 1110 with a teaching staff of over 80 teachers and 20 support staff.

Our school is over 100 years old and we celebrated our centennial in 2021 with over 600 ex-alumni. We have been the school of choice for generations in the Whakatāne District with many ex-students achieving locally, regionally, nationally and globally in a variety of ways.

We are focused on improving student outcomes and 'challenging students to achieve'. Our NCEA results have improved significantly and we are proud that our overall NCEA pass rates are significantly higher than national averages and averages for similar schools across NZ. We have a commitment to 'challenging ourselves to improve, being better than before', this means we relentlessly pursue ways to strengthen what we do as a school, as a staff member and as a student.

We value leadership and participation. We know that co-curricular activities like sport and student leadership support students to grow and thrive in life beyond school. We are proud of our participation in sports for staff and students which is higher than national averages.



Approximately 50% of our student population are of Māori descent. Students affiliate with Ngāti Awa, Ngāi Tūhoe, Te Whānau a Apanui, Te Arawa, Tūwharetoa and other iwi. This naturally leads to expressions of Māori culture being seen throughout our school and inside our learning programmes.

The quality of a school reflects the quality of its relationship with the community it serves. Whakatāne High School has always strived to have a genuine partnership with our families/whānau and community and has always recognised that this relationship is integral to improving the achievement outcomes of our students. The school has a strong relational culture. We believe that strengthening relationships and belonging at school is the cornerstone to successful outcomes. We know that when we have strong relationships, together we are strengthened individually and as a school. We are, as the Māori proverb below describes, like Kahikatea.

**E tu kahikatea, hei whakapae ururoa.
Awhi mai, awhi atu, tatou, tatou e.**

Kahikatea stand together, their roots intertwine, strengthening each other. We all help one another and together we will be strong.

Kia Whakatāne Au I Ahau!

Ko te tūruapō te Kura, kia whakapūawai anamata I ngā Ākonga I roto I āna mahi I te Kura, kia tutuki pai, ngā Kaupapa katoa.

Tino waimaria tō tātau Waka a Mataatua I tō tātau Kuia ia Wairaka.

Ko ēnei whakapūawaitanga, I roto I ngā akomanga, I te Kura, me ngā hononga ki te hāpori.

Ko te tikanga o tēnei korero, he whakaatu atu ki te marea, ngā kupu tuku iho ā tō tātau Kuia ē Wairaka, te tāmahine a tō tātau Koroua Rangatira ā Toroa, te Pou Matua ō te Tupuna Waka ā Mataatua, ko ngā korero tuku iho ā Ngāti Awa.

Nātemea I wehe atu ngā Tāne ki te tutaki atu ki te Hapū Oneone, ki te hau kainga, ki te tiroiro haere ki te whenua.

Kātahi ka timata te nekeneke haere o te Waka, I ngā ngaru, me te ia o te Awa, I runga tonu a Wairaka, ngā wāhine me ngā tamariki I te Waka, I ērā wā, kāhore e whakaaetia ngā wāhine, kia mau hoe, nā te Tāne kē tērā mahi, he tapu kē mā te wahine.

Ēngari, ngā te tino matakū ō Wairaka kei tino wāhia te Waka e ngā toka, ka tū ake ia, ka papoa atu te hoe, ka kī ake "KIA WHAKATĀNE AU I ĀHAU"

*Nāna I hoki mai te Waka ki uta!
Mai rāno I tērā, e mau nei ngā kupu whai mana o tēnei Kura, hei āki I ngā Ākonga, I ngā hautūtanga, whai mana, whai patae, me te angitūtanga.*



Our vision is for our students to show leadership, determination, achievement, and success. This is in class, at school, and in connecting and contributing to their community.

The essence of this statement is conveyed in Māori by the famous statement attributed to Wairaka, daughter of Toroa the chief of the ancestral Mataatua canoe, according to Ngāti Awa tradition. The canoe was anchored in the Whakatāne River while the men went ashore to assess the welcome they would be afforded by the tangata whenua. Meanwhile the changing tide dislodged the canoe from its moorings. The waka started to drift away with Wairaka, the other women and children aboard.

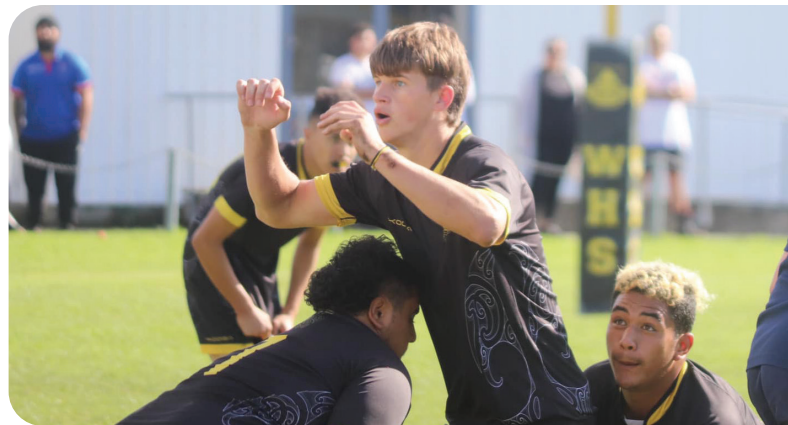
Women were not permitted to paddle the canoe under normal circumstances but rather than see the waka fall to the fate of the river's current and rocky outcrops, Wairaka called out "Kia Whakatāne Au I Ahau", which translates as "I will act as a man". She manoeuvred the canoe back to shore, therefore diverting a potential tragedy. Her famous saying has been the school's motto from its beginning and is now used to encapsulate the qualities of leadership, determination, achievement and success to which the vision alludes

Our mission is centred around two important philosophies.

“Challenging students to Achieve!”

**“Te Aki i ngā tauira
kia kaha, kia maia, kia
manawanui”**

We believe in the potential of every student. With our strengths based approach we work to challenge our students to be their best, to strive for their personal best and work towards their personal excellence. Our school expectations for learning are taught and support quality relationships, belonging and participation. Our teachers through the WHS Effective Teacher Profile engage in deliberate acts which support all students and ensure quality teaching. Our Student Mentors care for learners and their learning, so that our students have aspirations for their learning at school and beyond and a vision for success.



*“Challenging ourselves
(leaders and teacher)
to improve, to be
better than before.”*

**“Te āki ia tātau kia kaha
ake, kia maia ake, kia
manawanui ake I ngā wā
katoa”**

We believe that as leaders and teachers at the school we are constantly striving to improve what we do, but, we have not arrived. Reflection through a critical lens of what is happening at WHS helps us learn not only what we are doing well, but the areas we need to strengthen. Ongoing improvement is an important aspect of our mission. We are committed to the needs of every learner, ensuring that every child matters and no child is left behind.



Achievement (WHAINGA)

Ko ngā kete o te mātauranga, e pupuri ana I ngā tikanga o tō tātau Ao Māori, Ko te kete Tuauri, ko te kete Tuatea, ko te kete Aronui, ka tiritiria, ka pou pou, kia Papatūānuku, kia puta ai ki te Ira Tangata.

As students progress through Whakatāne High School, we expect all students to work hard to gather knowledge, skills and attitudes that will equip them to thrive in life beyond school. The three baskets of knowledge represent Māori knowledge, tikanga and history. These baskets were embedded into the Earth Mother Papatūānuku, so mankind could use that knowledge and strive for the best in life.



Respect (MANA)

Ko Pūtauaki te Maunga Tapu, e korowai ana I te hāpori nei, e hono ana ia tātau katoa, he mana ōrite tō te katoa, ahakoa ko wai koe?

We are under the umbrella of Putauaki Maunga, Ngāti Awa Iwi. At Whakatāne High School, we show respect by respecting ourselves, working together as one, and supporting each other, no matter who we are.



Responsibility (KAWENGA)

Ko tēnei taonga e mau tonu ai ngā Kupu tuku iho ā tō tātau Kūia, ē Wairaka, "KIA WHAKATĀNE AU I ĀHAU" E whakaatu ana mā ngā Tuakana ngā Taina e tiaki, mā tēnei ka noho haumaruru te Kura nei.

This statue holds strong to those words handed down to us from our ancestor Wairaka "Kia Whakatāne au i āhau". It indicates that our older students should take care of our younger students as leaders of our school. We also expect all students to be responsible for their learning, the school environment and wider community.



STRATEGIC OVERVIEW

2023-2025

VISION

- For our students to show leadership, determination, achievement, and success.

MISSION

- Challenging students to Achieve.
- Challenging ourselves to improve, to be better than before.

VALUES

- Achievement (*Whainga*)
- Respect (*Mana*)
- Responsibility (*Kawenga*)

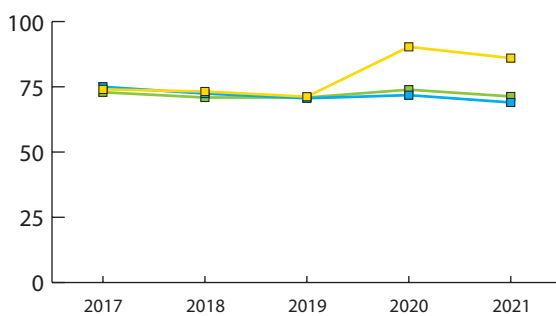
LEARNING PRINCIPLES

- **WHS Students thriving in the future of learning and work**
- **Quality teaching and leadership:** Quality Teaching and Leadership making the biggest difference for our learners.
- **Powerful partnerships:** Students with their whānau at the centre.
- **Relevant and connected curriculum:** Learning that is relevant to the interests and aspirations of young people.

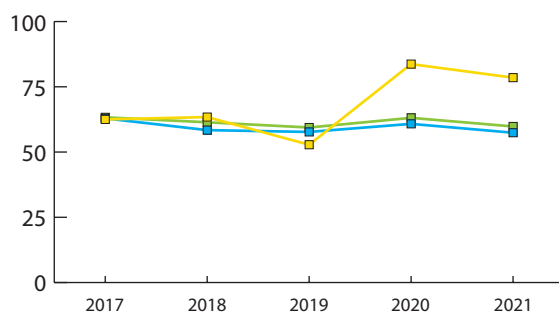


Whakatāne High School continues to make steady improvement across our overall academic measures. While results vary from cohort to cohort, the overall trend is positive. Whakatāne High School is performing above National and Decile averages. Our academic focus over the next three years will see an emphasis on increasing NCEA Level and University Entrance achievement for all learners ensuring equity of outcomes for all.

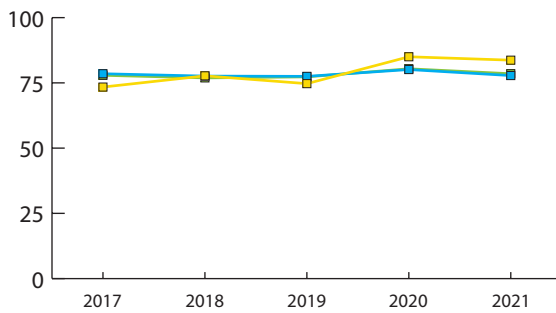
Year 11 - NCEA Level 1



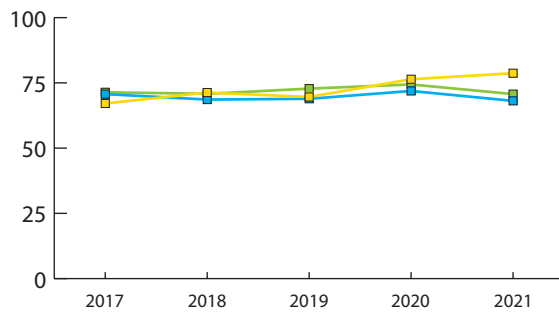
Year 11 - NCEA Level 1 - Māori



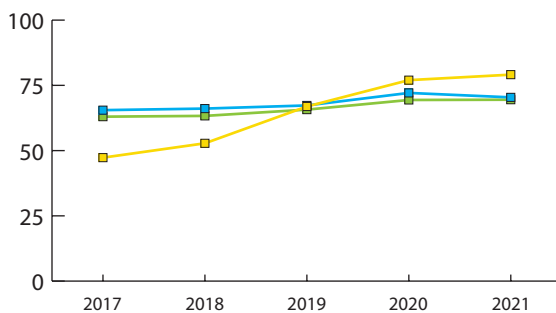
Year 12 - NCEA Level 2



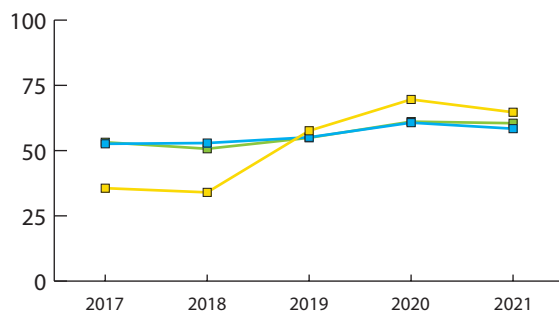
Year 12 - NCEA Level 2 - Māori



Year 13 - NCEA Level 3



Year 13 - NCEA Level 3 - Māori



■ Whakatāne High School
 ■ National
 ■ Decile 4

Over the last 5 years we have had a number of students represent the school in a wide variety of sports. We are proud of our sports participation as shown in the 2021 NZ and BOP Comparison data below.

State of Sport Participation - 2021 NZ and BOP Comparison (2020 stats)

School roll size - 1070

	WHS	BOP	NZ
Overall students	51%	44%	48%
Female students	50%	42%	45%
Male students	53%	46%	51%
Teaching staff	50%	27%	27%

We believe that Sport promotes wellbeing, health, our school values and develops a positive school culture. In addition, over the last four years, we have achieved the following:

	National Selection	National Achievements
2021*	7 students	19 students
2020*	4 students	13 students
2019	14 students	29 students
2018	10 students	25 students

* Covid-19 affected year



Our charter goals reflect what we want to achieve through our Vision, Mission, Values and Learning Principles

Te Tiriti o Waitangi

WHS will meaningfully acknowledge Te Tiriti, with a curriculum that develops understanding of Mātauranga Māori including Ngāti Awatanga.

WHS Students thriving in the future of learning and work

Coherence/ pathways

WHS will provide opportunities and programs for our young people so they can navigate their own path to their future learning and career pathway.

High expectations

WHS will ensure that our students progress in Numeracy and Literacy ensures they are ready for NCEA and are literate and numerate for life beyond school. WHS will ensure that all students and whānau are supported to successfully navigate NCEA and maximise outcomes at year 11-13.

Future focussed

WHS will ensure that our students strengthen their learning capabilities for living and lifelong learning. WHS will ensure that all our students will be able to walk comfortably in a bi-cultural New Zealand. WHS will ensure it collaborates with industries, employers and tertiary education providers to plan for successful transitions to enable all learners to succeed.

(See pages 14-16 for more detail)

Quality teaching and leadership: Quality Teaching and Leadership making the biggest difference for our learners.

Quality teaching

WHS will develop and ensure that teachers have a clear understanding of the Effective Teaching Profile. WHS will ensure it's Professional Learning and Development program strengthens teaching practises. WHS will ensure that our teachers and staff will build on their understanding of Mātauranga Māori, Te Reo Māori and Tikanga Māori

Quality student outcomes

WHS will ensure it's students achieve NCEA results above National averages. Students progress in Literacy and Numeracy at and above National rates of progress and attainment.

Quality leadership of learning

WHS will develop leadership to be adaptive experts and support the school to strengthen its practices. Data is used to strengthen what we do and respond to what we discover isn't working.

(See pages 17-20 for more detail)

Powerful partnerships: Students with their whānau at the centre.

High aspirations

WHS will work with all parents, whānau and students to have shared high aspirations for the achievement of ākonga / learners.

Relationships matter

WHS will ensure that students are supported in their wellbeing, mental health and to develop healthy relationships. Diversity and inclusivity is valued.

Community engagement

WHS will ensure we listen to the community, work with the community and engage in partnership with Iwi. Enabling us to design learning programs, pathways and interventions that will meet their needs and aspirations. Challenging students to achieve. Strengthening our connections in the community through sport, school relationships and business and industry.

(See pages 21-24 for more detail)

Relevant and connected curriculum: Learning that is relevant to the interests and aspirations of young people.

Student voice

At WHS student voice is valued and informs decision making across the school. Student voice will help us develop a curriculum that fits the aspirations and interests of the students.

Relevant and connected curriculum

WHS will ensure all learners / ākonga can see the relevance and connections between what they are learning and the real world. Through localised, national and global curriculum opportunities, through Mātauranga Māori, and through exposure to future opportunities.

(See page 25 for more detail)

WHS Students thriving in the future of learning and work

1.1 Coherence/ pathways. *WHS will provide opportunities and programs for our young people so they can navigate their own path to their future learning and career pathway*

ACTIONS	OUTCOMES
<p>Work with local industries and tertiary providers to enable pathways beyond WHS for our ākonga.</p> <p>Develop STAR, GATEWAY, STP and IEP programs that support internships and transitions in and out of school.</p> <p>All Student Mentors understand the curriculum opportunities for all learners at WHS.</p>	<ol style="list-style-type: none"> 1. Students engaging in authentic learning partnerships in and out of school. 2. Student Mentors are aware of opportunities for students as part of student pathway planning. 3. Student Mentors can help students navigate course selection so that they create a learning program that meets their needs and aspirations. 4. Careers education at all levels. Students see the relevance of subjects and the world of work. 5. Year level careers plans through mentors.

1.2 High expectations. *WHS will ensure that our students progress in Numeracy and Literacy ensures they are ready for NCEA and are literate and numerate for life beyond school.*

ACTIONS	OUTCOMES
<p>Departmental review of e-asTTle data to ensure literacy and numeracy support is available for ākonga through targeted actions.</p> <p>Literacy strategies are embedded in our classrooms and supported the PLC to develop teacher knowledge of key literacy strategies.</p> <p>Junior school literacy intervention support using testing data.</p> <p>School literacy plan supports cross school literacy strategies.</p> <p>Focus in Junior English classes is on Reading and Writing, and an understanding that literacy is an important tool for interacting with the world around them.</p> <p>Maths department engaged in Numeracy pilot.</p> <p>Providing Gifted and Talented and Scholarship opportunities</p>	<ol style="list-style-type: none"> 1. Staff are confident to teach and support basic literacy concepts. 2. Staff feel empowered to make decisions and problem solve literacy issues for students in their classes and know how to seek support. 3. Staff are able to access literacy tools to lift literacy in their classrooms. 4. Students will understand the basic mechanics of reading and writing. 5. A dedicated Literacy Teacher Aide will support classes with identified groups of low literacy students. 6. Numeracy pilot identifies next steps for development of plan to support students outcomes. 7. The Professional learning leaders will allow opportunities for teachers to learn about different processing for learning such as and provide access to experts for resourcing.

1.3 High expectations. *WHS will ensure that all students and whānau are supported to successfully navigate NCEA and maximise outcomes at year 11-13*

ACTIONS	OUTCOMES
<p>NCEA Information Evenings and Online resources for Whanau are available to help them understand NCEA.</p> <p>NCEA navigation offered through Mentors with use of Assay.</p> <p>Level 1 NCEA programme will be fully implemented.</p> <p>Staff and students engage in NCEA Level 2 pilots in readiness for 2024 introduction.</p> <p>Merit and Excellence identified students are supported to achieve academic goals.</p>	<ol style="list-style-type: none"> 1. Parents develop a better understanding of the mechanics of NCEA and in particular the NCEA change. 2. All Mentors can use Assay / KAMAR and understand how to support students through the NCEA qualification and set realistic goals. 3. The school can successfully implement the 2024 Level 1 implementation. 4. School is engaged in a range of L2 pilots. 5. WHS will work as an NCEA Change Hub. 6. ALP, Merit and Excellence students are supported in the raising achievement plan with targeted interventions. 7. Online learning community to add to the breadth of subjects available at WHS.



1.4 Future focussed. *WHS will ensure that our students strengthen their learning capabilities for living and lifelong learning by developing an Ākonga profile.*

ACTIONS	OUTCOMES
<p>Drawing on student, whānau voice and teacher voice we review the curriculum experiences of ākonga / learners to review the curriculum.</p> <p>Development of Design Thinking program and review.</p> <p>Review of 21st capabilities, including Whānau voice reflection. Development of an Ākonga profile.</p> <p>Review of these capabilities in the Ākonga profile and how we teach these across current curriculum.</p> <p>Students develop their Digital capability.</p> <p>Sustainability teaching and learning occurs across the school.</p>	<ol style="list-style-type: none"> 1. Curriculum review 2022/23 informs 2024 curriculum structure. Curriculum committee formed. 2. Implementation of Design Thinking processes into 2023 learning programs. 3. Students learning sustainability curriculum. For example through the NOS strand 'participating and contributing towards a sustainable future' in Science. 4. Mapping sustainability opportunities. Curriculum planning templates, look at opportunity for cross-curricular/ thematic approaches. 5. Develop participation in Enviroclub and identify practical tools (such as Solar panels) as a tool to teach sustainability. 6. Review STEAM data and reflect and respond with STEAM HOD's. This review informs curriculum structure. 7. Students have an understanding of what STEAM programmes are available and what this could look like. 8. Students have 1:1 access to a robust network. 9. All students are skilled at accessing and using Google Suite. 10. All students develop digital citizenship through a taught program.

1.5 Future focussed. *WHS will ensure that all our students will be able to walk comfortably in a bi-cultural New Zealand.*

ACTIONS	OUTCOMES
<p>Develop a plan with TAM about how opportunities all students have to walk comfortably in bi-cultural NZ beyond TAM.</p>	<ol style="list-style-type: none"> 1. All students will be offered a range of opportunities to engage in Te Aō Māori, understand Ngāti Awatanga and Mātauranga Māori.

Quality teaching and leadership: Quality Teaching and Leadership making the biggest difference for our learners.

2.1 Quality teaching. *WHS will develop and ensure that teachers have a clear understanding of the Effective Teaching Profile.*

ACTIONS	OUTCOMES
<p>Effective Teacher Profile developed and co-constructed with staff, community and students.</p> <p>Understanding of effective practices (deliberate acts), that are effective in WHS context.</p>	<ol style="list-style-type: none"> 1. The Effective Teacher Profile is collaboratively developed and reflects the priorities of a range of stakeholders. 2. All staff understand and are supported to deliver deliberate acts of teaching which support quality teaching. 3. Formative Assessment practises are unpacked for staff as part of deliberate acts of practice. 4. Dialogic and interactive teaching practices. 5. The Effective Teacher Profile is reviewed in response to observational and student voice data. 6. Teachers express a sense of ownership and understanding of the Effective Teacher Profile.

2.2 Quality teaching. *WHS will ensure its Professional Learning and Development program strengthens teaching practices.*

ACTIONS	OUTCOMES
<p>Grounded in research, PLD will continue to challenge teacher beliefs around race and discrimination and about what we know works to support students.</p> <p>PLD is responsive to identified needs and utilises teacher expertise and coaching to support teachers to process their learning and facilitate shifts in thinking and practice.</p>	<ol style="list-style-type: none"> 1. Pod leaders to develop the skills to review and support growth in their teams. 2. The Professional learning leaders meet regularly to support teacher growth cycles in which goals are reflected on regularly and next steps are planned.

2.3 Quality teaching. *WHS will ensure that our teachers and staff will build on their understanding of Mātauranga Māori, Te Reo Māori and Tikanga Māori.*

ACTIONS

Mātauranga Māori PLD for staff through COL.
 Continued support for staff to engage in Te Reo Māori and Tikanga Māori.
 Kahui Ako development of Mātauranga Māori toolkit to support teachers and staff.
 Increasing use of Mātauranga Māori, Te Reo Māori and Tikanga Māori by teachers and staff.
 Regular engagement in whole staff learning around Te Reo me ōna Tikanga Māori.

OUTCOMES

1. Staff are confident in Waiata / Powhiri.
2. Staff develop their confidence in using Te Reo Māori. Progression in the use of Te Reo Māori in our kura.
3. Audit of learning design indicates that Mātauranga Māori is embedded in curriculum design
4. Tikanga is evident in the school. Can be seen and heard. Improved knowledge of te reo Māori and tikanga Māori in our staff.
5. Audit of Mātauranga Māori including Ngāti Awa purakau curriculum opportunities shows that these ideas are embedded across the curriculum
6. Review of Te Aka Maatua will strengthen the program and this will be shared with the community.



2.4 Quality student outcomes. *WHS will ensure it's students achieve NCEA results above National averages. Students progress in Literacy and Numeracy at and above National rates of progress and attainment.*

ACTIONS	OUTCOMES
<p>Identify targeted interventions for raising achievement and progress in NCEA and Literacy and Numeracy.</p> <p>Departmental review focussed on student outcomes (achievement and progress).</p> <p>Formative Assessment practices are unpacked for staff.</p>	<ol style="list-style-type: none"> 1. UE is at or above expected outcomes for similar schools. 2. Level 1,2,3 pass rates continue to be above expected outcomes for similar decile schools. 3. Scholarship results of 3+ per year for targeted students. 4. Merit and Excellence endorsements continue to improve. 5. Leaders explicitly review outcomes for students through review with targeted departmental goals setting to address areas that need strengthening. 6. L1/2/3 and UE above National Averages for all and Māori students. 7. Publish results to community and action plans to strengthen outcomes. 8. Formative Assessment practice expectations are made clear to all staff and these are utilised across the school. Quality of Formative Assessment improves.

2.5 Quality leadership of learning. *WHS will develop leadership to be adaptive experts and support the school to strengthen its practises. Data is used to strengthen what we do and respond to what we discover isn't working.*

ACTIONS	OUTCOMES
<p>Teachers are provided with multiple opportunities to learn and process their learning about CRRP with others. Using student voice.</p> <p>High levels of accountability through Professional, collegial and challenging conversations between staff including regular collection and analysis of accurate, robust observational data and student voice.</p> <p>Effective tracking and monitoring by SLT, HOD's and mentors keeps a focus on achievement for all students.</p> <p>Building leadership capability to:</p> <ul style="list-style-type: none"> • Strategically think and plan • Evaluation of practices in relation to data • Building and sustaining collective leadership <p>Departmental goals setting based on NCEA data, self-review and professional growth cycle developed.</p> <p>SLT audit departmental reviews to check quality assurance.</p> <p>All HOD's present to the BOT.</p>	<ol style="list-style-type: none"> 1. Student voice used in reflection as part of the professional growth cycle. 2. Quality of reflection through professional growth cycle and impact of deliberate acts is evidenced. 3. Students express increasing confidence in themselves as learners. 4. Teachers are able to access assay/ KAMAR to understand students' achievement and progress and support themselves and students to set goals. 5. Quality of departmental review reflects the level of reflection. Departmental reviews are audited. 6. School leadership capability is developed and supported.

Powerful partnerships: Students with their whānau at the centre

3.1 High aspirations. *WHS will work with all parents, whānau and students to have shared high aspirations for the achievement of ākonga / learners.*

ACTIONS	OUTCOMES
<p>Review reporting process to strengthen Junior students' goal setting and communication with Senior students' whānau.</p> <p>Mentors regularly monitor student progress and achievement against individual student goals.</p> <p>Mentors/classroom teachers identify barriers to learning and consult with relevant parties to mitigate them.</p> <p>Learning programmes are developed to be responsive to the learning needs of all students.</p> <p>Review whānau voice.</p> <p>Development / review of whānau voice questions / survey to illicit areas the community considers.</p> <p>Cohesive Leadership programme developed.</p>	<ol style="list-style-type: none"> 1. Report writing streamlined to include academic feedback / feedforward and reporting on school values. 2. School values aligned to reporting for students. 3. All Senior students set Academic goals in relation to NCEA. These are monitored regularly. 4. Student Mentors meet with students/ whānau x 2 per year to set and review goals. 5. Ākonga and whānau will meet with mentor 2x a year as well as Meet the Teacher evenings to discuss navigation of NCEA with support of Deans. 6. Mentoring programme is reviewed to ensure students are well supported in their wellbeing and relationship management. 7. Students can have meaningful conversations about their achievement and progress. 8. All students understand leadership opportunities in the school. 9. Increasing numbers of students involved in explicit leadership opportunities in our school and community. 10. Community understand leadership opportunities from years 9-13. 11. Community are engaged with assessment and reporting systems to enhance learning outcomes. 12. Provide and promote opportunities for whānau to understand NCEA 13. Careers education occurs at all levels.

3.2 Relationships matter. *WHS will ensure that students are supported in their wellbeing, mental health and to develop healthy relationships. Diversity and inclusivity is valued.*

ACTIONS	OUTCOMES
<p>Pastoral team meets regularly to discuss wellbeing/relationship needs.</p> <p>Me and my school and / or Headz assessment data illustrates what needs there are in our school.</p> <p>Mentor programme is responsive to the wellbeing/relationship needs of students at each year level.</p> <p>Deans, mentors and counsellors can access professional development and resources to ensure they can meet the wellbeing needs of their students.</p> <p>SENCO/LSC identify at-risk learners most likely to disengage and liaise with staff and whānau.</p>	<ol style="list-style-type: none"> 1. Pastoral team completes and reviews me and my school / or Headz assessments to enhance our wellbeing programs. 2. Each year level has a wellbeing and relationship program delivered by all mentors at each year level. 3. Deans develop leadership capability through PLD. 4. Mentors have a greater understanding of the role and self-efficacy in their role. 5. All teachers know at-risk learners. LSC supports teachers to understand interventions to assist students' learning. 6. All at risk learners identified in the Raising Achievement Plan. 7. LSC and other support staff have clearly defined roles.



3.3 Community engagement. *WHS will ensure we listen to the community, work with the community and engage in partnership with Iwi. Challenging students to achieve*

ACTIONS	OUTCOMES
<p>Whānau voice will be collected about key strategic proposals and a review of whānau voice will inform school responses.</p> <p>Kahui Kaumatua group established to strengthen links with our Māori community.</p> <p>Whanau hui are conducted using the principles of the whare tapa wha model.</p>	<ol style="list-style-type: none"> 1. Whānau voice collected and reviewed. 2. WHS will listen to the stories of whānau that are not engaged and find alternative ways to partner around their child's learning. 3. Kahui Kaumatua group established to strengthen links with our Māori community. 4. Kahui Kaumatua group works with the school to strengthen Ngāti Awa tanga. 5. Te Aka Matua students have a greater connection to Ngāti Awa. 6. Kaumatua and Kuia are seen regularly at the kura and are respected by our taura. 7. Kaumatua and Kuia are represented on the BOT and other areas of decision making 8. Review of Te Aka Maatua will strengthen the program and this will be shared with the community.

3.4 Community engagement. *Listening to Whānau voice (and student), will enable us to design learning programs, pathways and interventions that will meet their needs and aspirations.*

ACTIONS

Ensuring the whānau are consulted about learning aspirations for their child.

OUTCOMES

1. Curriculum reflects the aspirations of Whānau.
2. Whānau voice used as part of curriculum review.
3. School proactively seeks the voice of Māori whānau.

3.5 Community engagement. *Strengthening our connections in the community through sport, school relationships and business and industry.*

ACTIONS

Sports plan is reviewed to be responsive to changing demographic needs of the school.
Links with local clubs/communities are strengthened.

OUTCOMES

1. Sport participation at 50% plus for staff and students.
2. High performing teams and athletes are well supported to achieve local, regional and nationally.
3. Teachers in Charge of sports are resourced to support identified codes.
4. Arts are actively showcased through a range of Arts and Cultural activities. Increase in participation in Arts.

Relevant and Connected Curriculum: Learning that is relevant to the interests and aspirations of young people.

4.1 Student voice. *At WHS student voice is valued and informs decision making across the school. Student voice will help us develop a curriculum that fits the aspirations and interests of the students.*

ACTIONS	OUTCOMES
<p>Development of Quality Teacher Interaction tool to gather student voice for the school to inform practice and professional growth for staff.</p> <p>Review of Quality Teacher Interaction tool to gather student voice for the school to inform practice and professional growth for staff.</p> <p>Refinement of Quality Teacher Interaction tool to gather student voice for the school to inform practice and professional growth for staff.</p>	<ol style="list-style-type: none"> 1. Teachers actively involve student voice in reflecting on their practice as part of the professional growth cycle. 2. Students voice will support the teachers and the school to identify shifts in practice(s) in the school. 3. Teachers using student voice to design curriculum.

4.2 Relevant and connected curriculum. *WHS will ensure all learners / ākongā can see the relevance and connections between what they are learning and the real world. Through localised, national and global curriculum opportunities, through mātauranga Māori, and through exposure to future opportunities.*

ACTIONS	OUTCOMES
<p>Drawing on student, whānau voice and teacher voice we review the curriculum experiences of ākongā / learners to review the curriculum</p> <p>School curriculum planning using WHS planning templates.</p> <p>Identification of local opportunities to reflect Whakatāne/Mataatua/Eastern Bay of Plenty in the curriculum.</p> <p>Centralised storage of planning.</p> <p>Audit of localised curriculum opportunities. Identify strengths and areas for strengthening.</p> <p>Centralised storage and audit of units to review level of localised curriculum and exposure to Mātauranga Māori.</p>	<ol style="list-style-type: none"> 1. Curriculum review 2022/23 informs 2024 curriculum structure. Curriculum committee formed. 2. Students feel engaged and connected with their learning. 3. Ensure consistency in planning through the WHS Unit plan template. 4. Develop plan for 2023. Continue to build connections with local business and industry. 5. Overview of Mātauranga Māori across our school through audit of learning programmes. Support identified for specific departments. 6. Staff feel more confident in Mātauranga Māori in our school.



BOT	Board of Trustees
COL	Community of Learning
CRRP	Culturally Responsive and Relational Pedagogy
HOD	Head of Department
KC	Key Competencies
LSC	Learning Support Coordinator
NCEA	National Certificate of Educational Achievement
PLD	Professional Development
SENCO	Special Education Needs Coordinator
SLT	Senior Leadership Team
STAR	Secondary Tertiary Alignment Resource
STEAM	Science, Technology, English, Arts, Mathematics
STP	Secondary Tertiary Programmes
TAM	Te Aka Mātua
UE	University Entrance
WHS	Whakatāne High School



Kia Whakatāne Au I Ahau!

Our vision is for our students to show
leadership, determination, achievement and success.