

WHHS IMPLEMENTATION PLAN 2025

WHHS acknowledges that many of the goals, targets and strategies are interrelated in achieving the various objectives of the NELP's

NELP - LEARNERS AT THE CENTRE															
Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Objective 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															
Strategic Goals 2024 - 2026	Target 2025	Core Strategies for Achieving Goals	Monitoring and Review												
Western Heights High School seeks to be a safe, affirming, and inclusive place for everyone.	<div>1. To reduce the number of major and crisis incidents by at least 5% by the end of 2025.</div> <div>2024 End of year baseline data: Majors - 579 Crisis - 7</div>	<ul style="list-style-type: none">5+ core values rewards system to be further embedded this year.Regular year level assemblies will be timetabled to communicate school values, successes and expectations.PB4L Behaviour matrix with consequences provided to staff & students.	Termly												
We help our students to achieve their personal best.	<div>1. Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.</div> <div>2025 DATA: No. of Target students:</div> <table><tr><th>Target</th><th>9</th><th>10</th></tr><tr><td>Reading</td><td>41</td><td>57</td></tr><tr><td>Writing</td><td>41</td><td>30</td></tr><tr><td>Numeracy</td><td>70</td><td>43</td></tr></table>	Target	9	10	Reading	41	57	Writing	41	30	Numeracy	70	43	<div>All Year 9 and 10 students will be tested using an assessment schedule in Reading. Numeracy and Writing.</div> <ul style="list-style-type: none">Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students.Target students will be selected based on the Term 1 data. These students will be tested again in Terms 2 and 3. All students will be tested in Term 4.Whole staff writing strategy adopted through PEEL scaffold.These target students will fall between 3B and 3P in Year 9. and 4B and 4P in year 10.Students below these levels will be referred to the Learning Support Co-ordinators and be supported through the tiered system of learning support referrals. Numeracy and Literacy coordinators will be involved to help ascertain which students are truly in need of LSC support.Kahui Ako Within School Leaders - Junior Transitions will help to coordinate data collection and analysis of the data. This is from both within WHHS and collecting from feeder schools.Professional Learning Groups set up to discuss a variety of strategies to raise engagement and accelerate Literacy/Numeracy of Target students. Extra support will be provided through Staff PLD around Evidence to Accelerate hui so that data can be used robustly to look at meaningful literacy and numeracy interventions.Kahui Ako Within School Leaders to be created in Literacy and Numeracy and will be available to help staff with integrating literacy and numeracy strategies in their programmes.Utilise government support for literacy and numeracy via Evaluation Associates.	Termly
Target	9	10													
Reading	41	57													
Writing	41	30													
Numeracy	70	43													
We support our students and their whānau in reaching their aspirations.	<div>1. Every student will use the MyMahi tool to develop a pathway for further education, employment or training.</div> <div>(Engagement tracked by MyMahi)</div>	<ul style="list-style-type: none">Continue to provide extended House Group time to explore aspirations and pathways in lead up to goal setting day. Parent teacher interviews will also be provided to engage with whanau.Provide staff with MyMahi PLD with new features that benefit student aspirations.Promote MyMahi usage through competitions and spot prizes. Integrate this practice across junior and senior school with termly challenges and focused activities to enhance career planning and goal setting.All Year 9-12 students to complete a pathway planning sheet linked to subject selection, supported by HTG teachers. Year 10 data is analyzed to highlight career interests, informing staff discussions and enhancing career guidance.Survey senior students to explore their perceptions, strengths, and aspirations. Identify career interests and opportunities for continued growth of career programmes and planning.	Twice per year												

We are relationship driven.	To consult with all groups including <ol style="list-style-type: none">1. Families/Whanau2. Students/Akonga3. Iwi4. Pasifika	<ul style="list-style-type: none">● Use of google suite tools to engage with stakeholders● Rongohia te Hau survey for stakeholders, Staff and Students to inform and improve teacher pedagogy.● Collaborating and consulting with Iwi kanohi ki te kanohi twice per year.● Student voice to be collected by prefect sub committees to see what events students would like on the Events calendar:<ul style="list-style-type: none">○ Academic○ Culture○ Sport○ Arts	Termly
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NELP - BARRIER FREE ACCESS												
Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs												
Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy												
Strategic Goals 2024 - 2026	Target 2025	Core Strategies for Achieving Goals	Monitoring and Review									
We identify and reduce barriers that impact on participation, engagement, learning and achievement	<div>1. Attendance Target: 90%</div> <div>2. To increase regular attendance by 15% from 36.75 to 51.75.</div> <div>2024 Data:</div> <div>Average attendance (half day): 80.9%</div> <div>Regular Attendance: 36.75%</div>	<div><ul style="list-style-type: none">● Focus on strict application of WHHS attendance procedures● Deans network targeted to improve attendance at each year level● Attendance is a standing item at Dean/house tutor meetings● Consequence system for truancy and lateness continued● Government’s new attendance measures and self assessment tool to be used to hone WHHS procedures● Interview tool refined for use by Deans/Attendance team● Communication to the school community about the Stepped Attendance Response procedures● Prize draws and other incentives, linked to PB4L for students who have regular attendance● Fortnightly attendance trackers to be emailed to parents/caregivers.● Highlight attendance expectations with STP students and closely monitor attendance at both provider and school.</div>	Attendance - monthly reporting to Board Attendance review - annually									
Our students are proficient in literacy, numeracy and in the use of digital technologies.	<div>1. Senior Achievement: 100% of NCEA Level 1 students (who have attended WHHS for at least two terms in 2025 will gain literacy and numeracy)</div> <table><tr><td></td><td>Literacy</td><td>Numeracy</td></tr><tr><td>Yes</td><td>90%</td><td>85%</td></tr><tr><td>No</td><td>10%</td><td>15%</td></tr></table> <div>2. Junior Achievement: Junior students that are identified as target students will experience acceleration of 3+</div>		Literacy	Numeracy	Yes	90%	85%	No	10%	15%	<div>1.<div><ul style="list-style-type: none">● Matakoa faculty will look at using alternative Literacy/Numeracy credits which are available in 2024-5● Year plan of assessment dates created to help closely track achievement rates, particularly in subjects that can count towards literacy or numeracy.● Once results of first co-requisite are released, look at putting students who do not achieve through week long catch up credit course with alternative standards (Geography/Religious Studies/Commerce)● Whole staff writing strategy adopted through PEEL scaffold.● Evaluation Associates has been contracted by the government to help us review our systems and provide support.</div></div> <div>2. All Year 9 and 10 students will be tested using an assessment schedule in Reading. Numeracy and Writing.<div><ul style="list-style-type: none">● Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students.</div></div>	Senior: Annually Junior: Monitoring twice per term and annual review
	Literacy	Numeracy										
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No	10%	15%										

	<p>sublevels in literacy and numeracy.</p> <p>3. Digital Technologies are provided to increase digital fluency</p>	<ul style="list-style-type: none">Target students will be selected based on the Term 1 data. These students will be tested again in Terms 2 and 3. All students will be tested in Term 4.These target students will fall between 3B and 3P in Year 9. and 4B and 4P in year 10.Students below these levels will be referred to the Learning Support Co-ordinators and be supported through the tiered system of learning support referrals. Numeracy and Literacy coordinators will be involved to help ascertain which students are truly in need of LSC support.Kahui Ako Within School Leaders - Junior Transitions will help to coordinate data collection and analysis of the data. This is from both within WHHS and collecting from feeder schools.Professional Learning Groups will be set up to discuss a variety of strategies to raise engagement and accelerate Literacy/Numeracy of Target students. Extra support will be provided through Staff PLD around Evidence to Accelerate hui so that data can be used robustly to look at meaningful literacy and numeracy interventions.Whole staff writing strategy adopted through PEEL scaffold.Kahui Ako Within School Leaders for Literacy and Numeracy will be available to help staff with integrating literacy and numeracy strategies in their programmes.Utilise government support for literacy and numeracy via Evaluation Associates. <p>3.</p> <ul style="list-style-type: none">Resource further ICT/digital devices to increase accessibility, learning and use by students.Resource a subscription to School AI and provide PLD to staff.															
Every student experiences success in NCEA.	<p>Table is for all students:</p> <table><tr><th>Year Level:</th><th>Target of Roll Achieving for 2025:</th></tr><tr><td>Year 11</td><td>80%</td></tr><tr><td>Year 12</td><td>90%</td></tr><tr><td>Year 13</td><td>75%</td></tr><tr><td>Literacy Year 11</td><td>90%</td></tr><tr><td>Numeracy Year 11</td><td>90%</td></tr><tr><td>University Entrance</td><td>50%</td></tr></table>	Year Level:	Target of Roll Achieving for 2025:	Year 11	80%	Year 12	90%	Year 13	75%	Literacy Year 11	90%	Numeracy Year 11	90%	University Entrance	50%	<ul style="list-style-type: none">Regular scheduled meetings with the Senior Dean to make sure that students at risk of not gaining a qualification are identified. Block courses to be made available for those in this area.Data will be provided to House Tutor Group teachers to help them monitor the academic achievement of their students.Identification of Year 11 target students based on the end of 2024 asTTle data in order to identify students who may struggle with co-requisites. Use of the Literacy and Numeracy Team and Academic mentoring teacher to help prepare them.For those most at risk of not achieving co-requisite exams (e.g. transient students), Deans to put in place plans that will see them gain their credits through alternative standards this year. The catch up course to be run in mid year after results of first co-requisite CAA are available.Utilise government support for literacy and numeracy via Evaluation Associates.Whole staff writing strategy adopted through PEEL scaffold.Study Leave to be available for students with predominantly external programmes.Level One credits introduced into year 10 courses to give students a head start on NCEA Level One in Year 11.Attendance trackers, daily reporting and other attendance measures to lessen impact of non-attendance on results.	<p>Monitoring with monthly reporting to the Board.</p> <p>Reviewed - Annually in achievement review.</p>
Year Level:	Target of Roll Achieving for 2025:																
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Every student meets our school-wide goal of 90% attendance.	<p>1. Attendance Target: 90%</p> <p>2. To increase regular attendance by 15% from 36.75 to 51.75</p> <p>2024 Data:</p> <p>Average attendance (half day): 80.9%</p>	<ul style="list-style-type: none">Focus on shifting students from the MOE defined groups toward regular attendance.Further review into barriers to student attendance using interview tools.Dean network to have a focus on improving attendance, with attendance a standing item at all Dean’s meetings.The use of attendance codes is monitored closely to ensure that they are accurate.The importance of timely marking of attendance registers emphasised to staff so that accurate notifications can be sent early each day.WHHS attendance procedures provided to staff and “how to guides” will be made available to ensure timely and correct entries are made. This is to be reinforced through the Deans system.	<p>Attendance - monthly reporting to Board</p> <p>Attendance review - Annually</p>														

	Regular Attendance: 36.75%	<ul style="list-style-type: none">● Role created to assist the attendance team and attendance officer to collect truants and return them to class or to the duty dean as appropriate.● Staff PLD to be provided with regards to the attendance competition pilot (PB4L) focused on consistent attendance Vs other school student groups.● Consequence system for truancy and punctuality to be embedded in the school through the Deans structure.● Work with Rotorua Lakes Council to find a suitable use of land at the back of school to deter students from using it to truant and access shops.● Highlight attendance expectations with STP students and closely monitor attendance at both provider and school.	
We celebrate with our students as they achieve.	1. Every student’s success or achievement is acknowledged or recognised.	<ul style="list-style-type: none">● Taumata Rau - every student achieving their personal summit will be recognised (eg at regular achievement assemblies, Te Panui) for success in:<ul style="list-style-type: none">○ Academic○ Co-curricular○ Attendance○ Learning success and advancement○ Leadership● Celebrate student achievements through the communications team and publicly acknowledge students for their efforts on multiple platforms (share with the community)● Appoint a communications staff member to share student successes and stories to our community. To be done in collaboration with the communications team.● increase the visible acknowledgement of students' successes and representation through (badges, ties, noticeboard, certificates).	Annually

NELP - QUALITY TEACHING AND LEADERSHIP

Objective 5: Meaningfully incorporate Te reo Māori and Tikanga Māori into the everyday life of the place of learning

Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

	Target 2025	Core Strategies for Achieving Goals	Monitoring and Review
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Strategic Goals 2024 - 2026			
We celebrate and accurately use Te Reo and Tikanga Māori in our daily interactions.	<ol style="list-style-type: none">1. Increase staff use of Te Ao Maori in teaching and learning.2. Increased Te Reo use and references throughout the school and in planning.3. To continue to develop school waiata, haka and correct pronunciation.	<ol style="list-style-type: none">1.<ul style="list-style-type: none">● Encourage use of Te Reo Māori and Whakatau(ā)kī in planning and teaching.<ul style="list-style-type: none">○ PLD to be provided on callback day○ Resources to be shared○ HoF's to work with faculty to incorporate into planning.● Build staff capacity with use of Te Reo Māori that that is contextual to the lessons alongside 2025 New appointee WSL Te Reo Māori.● With Govt funding no longer available for Te Ahu o Te Reo Māori we will look to resource a Te Reo Māori tutor to build staff capacity using Te Reo Māori in their daily interactions and teaching.● Further grow staff library with Te Reo Māori resources● Create a new position and appoint a WSL Te Reo Maori to support staff reo capacity.● Resource a new teacher aide for Te Akoranga Reo Rua.● Resource a new teacher of Te reo Māori for Te Akoranga Reo Rua.2.<ul style="list-style-type: none">● Signage, Murals, and Carvings to be incorporated into the new build, painting of the school.● Year 13 student mural to be resourced, designed and completed.3.<ul style="list-style-type: none">● School Waiata and Whare Kāhui haka to be taught through House coordinator, House leaders & Prefects, for School Waiata & Haka competition in Term 3.	Annually
We support our staff in their professional growth.	<ol style="list-style-type: none">1. Provide PLD in the three focus areas of:<ol style="list-style-type: none">a.Culturally Sustaining and Relational Pedagogyb. Assessment for Learningc. Positive Behaviour for Learningd. Support all staff to increase their capacity in use of Te Reo.e. Support, facilitate and lead Professional Development and staff pedagogy for all staff in relation to Relational Neuroscience.	<ol style="list-style-type: none">1.<ol style="list-style-type: none">a. CS & RP: Rongohia te Hau team to conduct annual process to track growth in staff pedagogy and use data to plan future PLD for Teacher growth in pedagogy.● Establish PLG groups that focus on the schools key focus areas CS & RP, AFL & PB4L to develop teacher pedagogy and increase student agency.● Build staff capacity with use of Te Reo Māori that that is contextual to the lessons alongside 2025 New appointee WSL Te Reo Māori.● Further grow staff library with Te Reo Māori resourcesb. Assessment For Learning<ul style="list-style-type: none">● AFL PLD to be led in Faculties● AFL strategies to be visible in teacher planning and available to see in shared google drive● Professional learning groups PLD and time to be utilised to layer data informed, deliberate acts of teaching. This is to increase student acceleration in reading, writing and math.● Target students to be monitored termly.c. Pb4L:<ul style="list-style-type: none">● Continue to develop a tiered reward structure for both staff and students, ensuring it is straightforward to follow and supports positive behaviour for learning.● Staff PLD to be provided with regards to the attendance competition pilot (PB4L) focused on consistent attendance Vs other school student groups.d. Increasing capacity and use of Te Reo	Annually

		<ul style="list-style-type: none"> With Govt funding no longer available for Te Ahu o Te Reo Māori we will look to resource a Te Reo Māori tutor to build staff capacity using Te Reo Māori in their daily interactions and teaching. <p>e. Relational Neuroscience informed practice:</p> <ul style="list-style-type: none"> Develop a one page 'cheat sheet' with strategies/ approaches for staff targeted at our Junior and Senior school students on Relational Neuroscience Measure the impact of relational neuroscience PLD following support provided to staff. 	
Our self-review processes help us continually improve our practice.	Complete all set reviews	<ol style="list-style-type: none"> Regular review: <ol style="list-style-type: none"> Achievement review PB4L review Attendance review Strategic Review: <ol style="list-style-type: none"> CS & RP Strengthening Pedagogical Practice at WHHS AFL (PLG - literacy and numeracy - Co-requisites) Emergent Review: <ol style="list-style-type: none"> Active As Peer support Cycle of review: <ol style="list-style-type: none"> Faculty and Special Projects/Units reporting to the board. Governance framework review will be in line with the triennial plan. 	Annually
We support and develop the people that support and develop our students.	<p>To increase staff capability in:</p> <ol style="list-style-type: none"> Culturally Sustaining and Relational Pedagogy Assessment for Learning (Leadership and use of data in classroom practice) Positive Behaviour for Learning. Support staff to increase their capacity in use of Te reo Māori 	<ol style="list-style-type: none"> CS & RP: Rongohia te Hau team to conduct annual process to track growth in staff pedagogy and use data to plan future PLD for Teacher growth in pedagogy. AFL <ol style="list-style-type: none"> Provide PLD and dedicate time to embed AFL by using Deliberate Acts of Teaching as agreed upon in PLG hui and that will be evident in Unit Planning for juniors. Grow and embed AFL practices in the Learning Support Areas of the school. This will focus on using data to inform practice, planning, IEP's, making the curriculum more accessible for diverse learners. Set up systems and procedures to support reflective practice. This will be supported by the commencement of twice termly learning support hui. PB4L <ol style="list-style-type: none"> Provide internal PLD to all staff in PB4L: <ol style="list-style-type: none"> Processes Recognitions With Govt funding no longer available for Te Ahu o Te Reo Māori we will look to resource a Te Reo Māori tutor to build staff capacity using Te Reo Māori in their daily interactions and teaching. TOD and callback days dedicated to PLD focus areas. 	Annually

NELP - FUTURE OF LEARNING AND WORK

Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Strategic Goals 2024 - 2026	Target 2025	Core Strategies for Achieving Goals	Monitoring and Review
Our students have the skills to be work ready.	<p>Increase opportunities for students to participate in programs that will have them work ready</p> <p>Measured through participation rates. (Trades, Gateway, Internal Programmes).</p>	<ol style="list-style-type: none">1. Look to extend programmes and networks that will have students work ready (Trades, Gateway, Construction Academy, Police Academy Programme, Puhoro, and Te Ao Haka, Roofing, Scaffolding).2. Embed the use of MyMahi throughout the school to increase student awareness of potential pathways.3. Provide dedicated times for students to access and engage with the MyMahi tool.4. Further promote the engineering club to support increased student aspirations and skills within local industries through new equipment and resources.	Annually
We collaborate with industries, employers and tertiary providers in offering multiple pathways for our students.	<p>Grow our existing networks and create an electronic directory of industries, employers and tertiary providers that the school works with.</p> <p>Increase providers by 10% - SC</p>	<ol style="list-style-type: none">1. Continue to grow our list of available providers and networks that support Gateway, Trades and employment pathways.2. Provide extra support and collaboration with at risk students by resourcing and employing an academic mentor that has dedicated hours to support careers..	Trades and Gateway monthly reporting to the Board. Annual review
We encourage our students to aim high and ignore stereotypes.	Students are aware of career/pathway opportunities and have developed a plan for their future.	<ol style="list-style-type: none">1. Guest speakers from tertiary providers and different vocations are to be invited into school to showcase their organisation, profession, their journey and the pathway to get there.2. Celebrate success (see above).3. Embed the use of MyMahi and allocate time accordingly during HTG. Have incentives for student participation.4. Goal setting day with MyMahi focus incorporated to provide structure for discussion.5. Fosters construction walkthroughs to have students exposed to the various employment opportunities in the construction industry.	Annually

KAHUI AKO ACHIEVEMENT CHALLENGE - STRENGTHENING IDENTITY AND WELLBEING			
Objective 8: To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, students and whānau			
Strategic Goals 2024 - 2026	Target 2025	Core Strategies for Achieving Goals	Monitoring and Review

Our students are physically well.	1. Increase participation in sport from 46.5% + to 51.5%+	1. <ul style="list-style-type: none"> Resource 2 x sport activators to support introductory sporting experiences across the student body during break times. Sporting code to be built upon. This is to include: timeline of seasons and training for our school community. To provide increased clarity and expectations. 2. <ul style="list-style-type: none"> Resource new and emerging events: <ul style="list-style-type: none"> Heights Creative Matariki Pasifika Festival E sports Culture Day Other further embed student led Peer Support programme for all Year 9 students as they enter WHHS. Student leaders are to receive training in advance of Year 9 students' arrival. Secure PLD for the guidance team. Conduct a survey on Peer Support to track progress and value of the programme. 	Annually
Our students are mentally and emotionally well.		<ul style="list-style-type: none"> Resource a further guidance counsellor to increase support for students. Secure PLD for the guidance team that is focussed on adolescent health. 	Annually
Our students are connected and caring and will form positive relationships.		Continue provision of: <ul style="list-style-type: none"> Peer support programme to be implemented by current Year 13 leaders and a Year 12 Peer support training planned for EOY to further develop senior cohorts' capacity in leading peer support in 2026. Active As reporting and application House activities / Prefect organised events and supports Co-curricular activities Community service opportunities Student lead initiatives and activities (Breakfast Club, Homework Club) School Groups (LGBTQIA+, Interact, Enviro Club, Cultural Club etc) 	Encompassed in other areas
Our students have a strong sense of personal identity and lead meaningful lives.	1. Students can express who they are, what their strengths are and have aspirations for the future	<ul style="list-style-type: none"> All Departments & Faculties will continue Marau Haukāinga units visible in classrooms. Te Taumata o Ngati Whakaue Iho Ake - He Pataka Korero. TIC of junior Curriculum to ensure HPK continues to be embedded within existing units of work. Use of MyMahi and pathway planning to identify strengths, goals and aspirations. 	Annually
Our students are environmentally aware.	1. Students will demonstrate pride in their surroundings and environment	Enviro club, tree planting, sustainability units planned for <ul style="list-style-type: none"> Collaboration with Lakes Council and stakeholders to enrich the Heights environment Use of resources and faculty planning to promote sustainability. 	Annually

Wellbeing For Staff.	At least 3 staff wellbeing events/recognitions per Term: 1 x Board 1 x Senior Leadership 1 x Wellbeing Committee	<ul style="list-style-type: none">● Whare Tapa Wha recognition system in place for staff who take positive action in supporting their own wellbeing.● Wellbeing Committee to utilise staff voice and implement actions within the scope of the staff wellbeing budget. One action/ initiative per term minimum.● Continue to resource staff wellbeing initiatives via the Board, Senior Leadership and Wellbeing Committee.	Annually
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