# Statement of Variance

## Western Heights High School Annual Report 2023

1. **Financial Statements 2023: Still awaiting financial statements from the auditor. These will be added once they are received.**
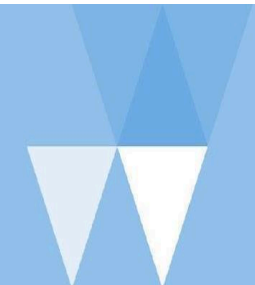2. **Board for 2023:**

| | |
|---|---|
| **Daphne Williams** | **Board Chair - Parent Representative** |
| **Melissa Gordan** | **Parent Representative** |
| **Roger Ngatai** | **Parent Representative** |
| **Rebecca Moore** | **Parent Representative** |
| **Andrew Hiscoke** | **Parent Representative** |
| **Dyllon Pederson** | **Staff  Representative** |
| **Finley English** | **Student Representative** |

### 3. Statement of Variance:

| School Name: | Western Heights High School | School Number: | 151 |
|---|---|---|---|

| NELP: | **NELP - LEARNERS AT THE CENTRE**<br><br>Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying<br>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 Aims/goals:** | 1. Western Heights High School seeks to be a safe, affirming, and inclusive place for everyone.<br>2. We help our students to achieve their personal best.<br>3. We support our students and their whānau in reaching their aspirations.<br>4. We are relationship driven. |
| **Targets:** | 1. To reduce the number of major and crisis incidents by at least 10% by the end of 2023.<br>2. Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.<br>3. Every student will use the MyMahi tool to develop a pathway for fuRongohia te Hauer education, employment or training. (engagement tracked by MyMahi)<br>4. To consult with all groups including<br>    a. Families/Whanau<br>    b. Students/Akonga<br>    c. Iwi |

| | d. Pasifika |
|---|---|
| **Baseline Data:** | 1. <u>2022 STATS:</u><br>    ● Majors - 378<br>    ● Crisis - 4<br>2. |

| 2022 Target students tested in: | % meeting target of 3+ sublevels shift | |
|---|---|---|
| | Year 9 | Year 10 |
| Reading | 25 | 5 |
| Writing | 17 | 5 |
| Numeracy | 12 | 5 |

# Statement of Variance

| Actions<br>What did we intend to do? | Outcomes<br>What happened? | Achievement of target & reasons for the variance<br>Why did it happen? | Evaluation<br>Where to next?<br><br>(2024 Plan) |
|---|---|---|---|
| 1<br><br>**To reduce the number of major and crisis incidents by at least 10% by the end of 2023.**<br><br>● Set up a senior reward system to complement the junior reward system that was a successful pilot in 2022.<br>● Consequence system for truancy and late students<br>● PLD at the start of the year focussing on PB4L and CR & RP:<br>Whakawhānaungatanga to establish more meaningful working | 1.<br><br>● PLD provided to staff on callback day. This focussed on the PB4L behaviour matrix, CR & RP.<br>● Launched Core Values card with the Year 11 Cohort.<br>● HOH Core Values assemblies took place and awards provided.<br>● Consequence system for truancy and late students took place and administered by the HOH<br>● Student voice collected: PB4L Prizes/ rewards and distribution.<br>● Behaviour Intervention Targeting Uniform, School Toilets & Speakers, all yr levels. | 1.<br>**Majors - 771**<br>   (533  - 2022)<br>   (378 - 2021)<br>**Crisis -  6**<br>   ( 4 - 2022)<br>   (166 - 2021)<br><br>● This target was not met. The increased awareness of the consequence and reward systems have led to increases in reporting both positive and negative behaviours.<br>● Major behaviours have increased by 41%. Majority being recorded in Term 1. This was predominantly  with students in the junior school who had difficulty learning the higher level of expectations | 1.<br>● Develop and embed a clear & transparent 'Consequences for behavior' plan based on Minor, Major & Crisis Behaviours.<br>● Continue to embed reward system across all year levels for positive behavior through weekly year level assemblies and develop a tiered reward structure for staff and students<br>● Track and update staff regularly with Core value card stats from each year level.<br>● Senior & Junior Dean to host core values  rewards lunch on a termly basis.<br>● Rob cope: Cyber Safety with our students event.<br>● Begin Peer Support programme to welcome the new Year 9 cohort. This is to build their confidence, |

| | | | |
|---|---|---|---|
| relationships with students<br>● Regular messaging through assemblies, notices and signage.<br>● Referrals to LSC for support and IBP's | ● Classroom walk throughs targeting Junior mainstream classes with core value card rewards<br>● Year 12 & 13 Manukura rewards: staff nomination. Students draw for prizes.<br>● Term 4: Term 4: Core Value & Manukura Rewards reminder to staff & students. Allocated senior prizegiving ipads | required for behaviour at high school.<br>● Crisis behaviours are continuing to stay low at 6 for the year. This is due to staff's timely intervention and mitigation when the behaviours are at the major level.<br>● Increased numbers of students with trauma have been presenting at school. So to have the number of transient students. This has required increased support to be put in place. | interpersonal skills and develop a shared understanding of the behavioural expectations of high school.<br>● Trauma informed practice PLD for staff who are working with at risk students who have suffered trauma. |

**2 Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.**

Early testing of students in all 3 disciplines
- Students are target at 3B/3P (9) and 4B/4P (10) in any discipline
- Target students tested at 4 points throughout the year.

**2.**
- All students tested at the start of Term 1. Data also provided from feeder schools for some students. Target students established in each of the three disciplines.
- PLG groups established.
- Regular meetings set up in weeks 2 and 8 of Each Term for 2023.
- Target students tested in each of the three disciplines in each of the four terms.

**2.** The target was not met

Target students were defined as: 3b/3p in Year 9 or 4b/4p in Year 10

| Number of Students | Year 9 | Year 10 |
|---|---|---|
| Numeracy | 65 | 68 |
| Reading | 21 | 67 |
| Writing | 43 | 43 |

**2.** All Year 9 and 10 students will be tested using an assessment schedule in Reading. Numeracy and Writing.
- 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

- ALL students tested again in Term 4.
- Initial data put into KAMAR markbooks by end of T1W4
- Professional Learning Groups (PLGs) will be established to layer deliberate acts of teaching to increase consistency, clarity and allow for increased practice.

- PLG groups set up to discuss, plan and implement AFL strategies.

Term 4 Shift Summary

| Year 9 | Positive Shifts | Proportion |
|---|---|---|
| | | 3+ sub level |
| Numeracy | 31 | 25.8% |
| Reading | 10 | 50.0% |
| Writing | 24 | 79.2% |

Term 4 Shift Summary

| Year 10 | Positive Shifts | Proportion |
|---|---|---|
| | | 3+ sub level |
| Numeracy | 29 | 20.7% |
| Reading | 24 | 37.5% |
| Writing | 18 | 55.6% |

**Data if we look at 2+ sub level shifts**

Term 4 Shift Summary

| Year 9 | Positive Shifts | Proportion |
|---|---|---|
| | | 2+ sub level |
| Numeracy | 31 | 61.3% |
| Reading | 10 | 80.0% |
| Writing | 24 | 95.3% |

Term 4 Shift Summary

| Year 10 | Positive Shifts | Proportion |
|---|---|---|
| | | 2 sub level |
| Numeracy | 29 | 48.4% |
| Reading | 24 | 70.8% |
| Writing | 18 | 72.3% |

- The results in Writing for both Year 9 and 10 target students reflected the extensive PLD that

- 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.
- 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.
- Advertise for a Numeracy coordinator to help with the testing, and strategies to raise levels.
- Professional Learning Groups will be set up to discuss a variety of strategies to raise engagement and accelerate Literacy/Numeracy of

| | | had taken place over the past few years. It was a targeted focus in 2020 and the skills and strategies learned through external PLD that was provided appears to have had a positive impact on Writing results. There were only a few students who fell into the target group for Year 9 Reading. Primary/intermediate schools had a heavy Reading focus; this will have contributed to this lower number. Numeracy continues to be an area that needs some more support.<br><br>● Students that had more consistent attendance demonstrated more positive shifts.<br>● The transient nature of our school population made gathering 4 test points of data very difficult.<br><br>● Looking at 2+ sub-level gains, the data shows a more positive trend. A 2+ sub-level shift is still considered acceleration. | 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.<br><br>● A cross-curricular Numeracy and Literacy initiative aimed at helping students prepare for the co-requisites to be introduced. |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **3 Every student will use the MyMahi tool to develop a pathway for future employment or training. (engagement tracked by MyMahi)**<br><br>● Extended House Group time to explore aspirations and pathways in lead up to goal setting day.<br>● Encourage student activity in the MyMahi app through competitions and spot draws.<br>● Embed this practice within the senior and junior school with Termly challenges/ Focus using the MyMahi tool.<br>● Planning sheet for pathway options in relation to subject selection with support from HTG teachers to be completed by all students in Years 9-12. | **3.**<br>Term 1: MyMahi Extended HTG<br>● (Re)connecting with MyMahi.<br>● Feb Setting Goals via MyMahi, preparation for Goal setting day.<br>● Goal Setting Day: Student Interview questions with HTG teachers.<br>Term 2: MyMahi Extended HTG<br>● Reports Reflection; attendance and Engagement tool feature on MyMahi app.<br>● Extended HTG MyMahi analytics Prize winners: Yr 9 - 13 Prizewinners.<br>Term 3: Pathway Planner introduced to students, Career Pathway questionnaire and Subject Selection completed<br>Term 4:<br>● Accords day: WSL Senior Transition presentation to staff on MyMahi moving from 2023 into 2024. | **3.** This target was achieved.<br>● Goal Setting day took place.<br>● Every student was provided with the opportunity to engage with MyMahi during extended HTG time. All students were able to log in and access this platform.<br>● All students attending WHHS accessed MyMahi via Extended HTG times throughout the year. | **3.**<br>● 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.<br>● Provide staff with MyMahi PLD with new features that benefit student aspirations.<br>● Continue to encourage student activity with MyMahi usage through competitions and spot prize draws.<br>● Embed this practice within the senior and junior school with termly challenges/ focus using the MyMahi tool.<br>● Planning sheet for pathway options in relation to subject selection with support from HTG teachers to be completed by all students in Years 9-12. |

| | | | |
|---|---|---|---|
| **4 To consult with all groups including**<br>- Families/Whanau<br>- Students/Akonga<br>- Iwi<br>- Pasifika<br><br>● Rongohia te Hau (RtH) survey for stakeholders, staff and students to inform and improve teacher pedagogy.<br>● Rongohia te Hau starting in Term 1, and re-visit in Term 3 to track progress.<br>● Collaborate with Iwi in how best to share school information and progress. | 4. Use of Google suite to consult with stakeholders regarding:<br>    ○ Property<br>    ○ ICT<br>    ○ Uniform<br>● Iwi consultation with WHHS Hau Kāinga regarding capital works, House names, new waiata and haka. Discussion also had regarding how best to communicate with iwi in the future and who.<br>● Term 1: Rongohia te Hau survey completed to obtain baseline data.<br>● Professional Learning Groups (PLG) established.<br>● Baseline data shared with staff.<br>● PLD provided termly to support observations and high impact strategies.<br>● Term 3 :Rongohia te Hau survey completed to obtain staff progress and shift.<br>● High impact strategies continued.<br>● Term 4: Staff presented with results and planned for 2024 | 4. This target was achieved with all stakeholders having been consulted. This was through the use of Google suite, Te Panui and social media platforms.<br>● The Termly pānui to iwi was paused in Term 1 and 2 due to fuRongohia te Hauer conversations with iwi on how best to communicate, and with whom. However, a pānui was sent out later in the year.<br>● The Rongohia te Hau process was successful in that it led to a positive shift in staff pedagogy towards the fully integrated criteria in the CR & RP model.<br>● The data from the Term 3 observations shows a significant shift into the integrating and fully integrated category. This has risen from 46% of staff to 63% and is very positive. To have more staff enter fully integrated the school will be focussing on pedagogy that increases learning focussed relationships and student agency. | 4. Continue to embed the use of Google Suite tools to engage with stakeholders<br>● Rongohia te Hau survey for stakeholders, staff and students to inform and improve teacher pedagogy.<br>● Collaborating and consulting with iwi kanohi ki te kanohi twice per year.<br>● Student voice to be collected by prefect sub committees to see what events students would like on the Events calendar:<br>○ Academic<br>○ Culture<br>○ Sport<br>○ Arts<br>● Rongohia te Hau will occur annually in Term 3 to show growth teacher in Pedagogy<br>● PLG's will also continue to have a CR & RP focus to support collective efficacy that align with school targets.<br>● Evidence to Accelerate (E2A) PLD will be done with all staff as a form of student achievement |

| | | | tracking at a PLG & Faculty level in Term 2 and Term 3. |
| | | **2023 - Term 3**<br>**CLASSROOM WALKTHROUGH OBSERVATIONS:**<br> | • Continue to collaborate with iwi in how best to share school information and progress on a regular basis.<br>• Look to grow and resource the Communications Team. |

| **Planning for next year:** |
| --- |
| Please refer to the 2024 Implementation Plan |

| **NELP:** | **NELP - BARRIER FREE ACCESS**<br>Objective 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs<br>Objective 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy |
| --- | --- |
| **Strategic Aims/goals:** | 1. We identify and reduce barriers that impact on participation, engagement, learning and achievement.<br>2. Our ākonga/ students are proficient in literacy, numeracy and in the use of digital technologies.<br>3. Every student experiences success in NCEA.<br>4. Every student meets our school wide goal of 90% attendance.<br>5. We celebrate with our ākonga/students as they achieve. |

| Target: | 1. Attendance Targets: |
| --- | --- |

**Target:**

1. Attendance Targets:
    - Attendance rate 90%
    - To increase regular attendance by 15%
2. Senior Achievement: 100% of students (who have been enrolled at WHHS for at least two terms in 2023 will gain literacy and numeracy)
3. Junior Achievement: Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.
4. Table is for all students:

| Year Level: | Target of Roll Achieving for 2023: |
| --- | --- |
| Year 11 | 80% |
| Year 12 | 90% |
| Year 13 | 75% |
| Literacy Year 11 | 90% |
| Numeracy Year 11 | 90% |
| University Entrance | 50% |

5. Attendance Target: 90%

   To increase regular attendance by 15%

6. Every student's success or achievement is acknowledged or recognised.

**Baseline Data:**

1. 2022 Attendance 69.9

   Regular Attendance

2. Year 11 Literacy = 81.7%   Year 11 Numeracy = 77%

3.

| 2022 Target students tested in: | % meeting target of 3+ sublevels shift | |
| --- | --- | --- |
| | Year 9 | Year 10 |
| Reading | 25 | 5 |
| Writing | 17 | 5 |
| Numeracy | 12 | 5 |

4.

| Year Level: | Roll Achieving for 2022: |
| --- | --- |
| Year 11 | 64.3 |
| Year 12 | 77.8 |
| Year 13 | 64.1 |
| Literacy Year 11 | 81.7 |
| Numeracy Year 11 | 77.0 |
| University Entrance | 38.2 |

| Actions<br>What did we intend to do? | Outcomes<br>What happened? | Achievement of target and reasons for the variance. | Evaluation<br>Where to next? |
| --- | --- | --- | --- |

| | |
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**1**

**Attendance Targets:**
- **Attendance rate 90%**
- **To increase regular attendance by 15%**
- Increase data and information of Year 9 students transitioning into school to be informed and have supports available.
- Increased focus on students that are not regular attenders through strict adherence to the WHHS Unjustified Non-Attendance Procedure
- Increased monitoring of staff data entry - accuracy and timeliness
- Clarification of processes for removing students from roll
- Continued participation in Engaging Youth Forum to collaborate with stakeholders and MOE.
- Data gathered from chronic absentees to establish reasons for absence.
- Regional Response Fund used in pilot programme for

**1.**
- Review of attendance presented at staff meeting
- Attendance procedures reviewed and distributed
- New attendance officer appointed
- Regular attendance team meetings and notes distributed to HOH, attendance team and entered in Kamar
- Whare Tapa Wha pilot
- Follow up of unmarked attendance
- New government measures discussed at SLT meeting and staff briefing
- Participation in audit review and processes refined in accordance with audit findings - ELX
- Attendance notifications (MOE threshold for unjustified absence) - process designed and implemented and refined
- Junior chronic absentees interviewed regarding reasons for absence using adapted tool from University

**1.**

| Attendance Rates - Kamar | | |
|---|---|---|
| | **2023** | **2022** |
| **Whole School** | 66.3 | 69.9 |
| **Maori** | 60 | 66.2 |
| **NZ Eur** | 73.6 | 77.8 |
| **Year 9** | 70.7 | 73.9 |
| **Year 10** | 62.6 | 71.8 |
| **Year 11** | 68.1 | 68.8 |
| **Year 12** | 67.8 | 71.9 |
| **Year 13** | 57.9 | 71.4 |
| **Regular Attendance** | | |
| | **2023** | **2022** |
| **Term 1** | 46.7 | 43.8 |
| **Term 2** | 34.2 | 26.3 |
| **Term 3** | 28.7 | 36.1 |
| **Term 4** | 37.8 | 34.4 |

- This target was not met. Overall attendance fell from 69.9% to 66.3%

**1.**
- Focus on strict application of WHHS attendance procedures
- Dean network targeted to improve attendance at each year level
- Attendance is a standing item at Dean/house tutor meetings
- Employment of an assistant attendance officer to collect truants and return them to class or to the duty dean as appropriate
- Consequence system for truancy and punctuality to be embedded in the school.
- 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

| | | | |
|---|---|---|---|
| targeted non attenders (Whare Tapa Wha pilot for Term 2). | of Victoria Melbourne and data processed<br>● Application made to Regional Response Fund for attendance | ● Disruption due to PPTA strike action and continued covid concern<br>● All types of absence increased (justified, unjustified, intermittent) slightly (by between -1.5%)<br>● Year 13 attendance reflects student being very selective in when they come to school and how long they stay for (ie working at home or in employment and only coming into school when necessary)<br>● Regular attendance increased in 2023. Increasing from 35.15% in 2022 to 36.85% in 2023. This is difficult to make comparisons due to lockdowns and the use of the F code in previous years - this distorts the attendance rate, especially at the senior school. | |
| **2.Senior Achievement:**<br>**100% of students (who have been enrolled at WHHS for at least two terms in 2023 will gain literacy and numeracy)**<br>● At risk students identified by APM and provided with TA support | **2. Senior:**<br>● Term 1: 2022 Results Review meetings held. Students supported to gain NCEA if they were close to passing and only needed <10 credits to achieve before the 28 February deadline. Traffic | **2. Senior:**<br>This aspirational target was not met, however when looking at those students who attended 100 days or more the school got very close to having all students pass.<br><br>| | Achieved | Total | % |<br>|---|---|---|---| | **2 Senior:**<br>● Year 10 extension students will do the co-requisite standards in Numeracy and Literacy. They have two opportunities to do this.<br>● A cross-curricular numeracy and literacy |

- Consolidate learning support tiered approach to implement teacher interventions, referrals and extra supports.
- Appoint a teacher aide that will specialise in supporting Year 11 students who are at risk and have gaps in learning due to Covid absences.

lights created which now included subject credit totals to help teachers judge where they could support students. These were released twice in term 1. Weekly meetings were held with APMs and Level Achievement Support to work with students that may be struggling. As a result block courses were put on for Level 1 and 2.
- Term 2: Traffic lights were released 4 times in term 2. Meetings with APMs continued and as a result more block courses were offered for L1 and L2
- Term 3: 0 Credit reviews were conducted in Term 3 Week 4 to identify students most at risk. Traffic lights were released weekly for teacher tracking. APM meetings continued weekly, and further block courses were offered for at risk students. Some students who were at risk regarding their credit totals were asked to come in during their study leave for catch

| | | | |
|---|---|---|---|
| Lit | 185 | 198 | 93.4 |
| Num | 187 | 198 | 94.4 |

Note: There were 82 Year 11 students who attended fewer than 100 days in 2023. Many of those did not gain Numeracy and/or Literacy and will be seeking to gain literacy and numeracy in 2024. .

initiative aimed at helping Year 9 and 10 students prepare for the co-requisites is to be introduced.
- Matakoa faculty will look at using alternative Literacy/Numeracy credits which are available in 2024-5
- Awarua Pathways will be trialed and possibly introduced into Year 11 study sessions as a digital platform for experiencing the level of testing required for the co-requisites.
- Workshops for Year 11 target students (those identified as 4b at the end of 2023) will be held prior to the first assessment opportunity.
- Workshops will be held for all students that have not achieved the co-requisites prior to the second assessment opportunity.
- Seek to appoint a numeracy coordinator to support identified

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| **3.** | ups. Many internal workshops during preliminary examinations were set up for portfolio based subjects such as art.<br>● Term 4: Traffic lights were released weekly throughout Term 4. APM meetings were held weekly where we identified strategies to engage students at risk of not gaining their certificate. Weekly achievement trackers were sent home to whanau. A "Close to Success" initiative was run after senior students went on study leave to catch those who were close to passing and needed extra credits. | | students who are at risk of not achieving. |
| **3.**<br><br>**Junior Achievement: Junior students that are identified as target students will experience acceleration of 3+ sublevels in literacy and numeracy.**<br><br>● Target students will be selected based on the Term 1 data. These students will be tested again in terms 2 | **3.**<br><br>● All students were tested with AsTTle at the start of Term 1. Data was also provided from feeder schools for some students. Target students were established in each of the three disciplines: 3b and 3p at Year 9 and 4b/4p at year 10. | **3.**<br>The target was not met<br><br>Target students were defined as:<br>3b/3p in Year 9 or 4b/4p in Year 10<br><br><br>| Number | Year 9 | Year 10 | | **3.**<br><br>● All Year 9 and 10 students will be tested using an assessment schedule in Reading. Numeracy and Writing.<br>● Use of Junior Dean and Year 9 and 10 Level Deans for Academic Monitoring of Junior students. |

- 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 LSC and be supported through the tiered system of learning support referrals.
- CoL WSL Junior Transitions will help to coordinate data collection and analysis of the data.
- Advertise for a numeracy coordinator to help with the testing, and strategies to raise levels.
- Professional Learning Groups (PLGs) will be set up to discuss a variety of strategies to raise Literacy and Numeracy Levels of Target Students within the context of AFL, CR & RP, PB4L etc.

- PLG groups were established around core subject teachers to implement and measure the impact of strategies around target students Regular meetings of these groups were set up in weeks 2 and 8 of Each Term for 2023.
- Term 2: Target students were tested again in each of the three disciplines. PLG groups met in Weeks 2 and 8 to discuss AFL strategies to be used with their target students.
- Term 3: Target students were tested again in each of the three disciplines. PLG groups met in Weeks 2 and 8 to discuss AFL strategies to be used with their target students.
- Term 4: Asttle testing was conducted for all junior students in order to measure the progress made.

| of Students | | |
|---|---|---|
| Numeracy | 65 | 68 |
| Reading | 21 | 67 |
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Term 4 Shift Summary

| Year 9 | Positive Shifts | Proportion |
|---|---|---|
| | | 3+ sub level |
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Term 4 Shift Summary

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Data if we look at 2+ sub level shifts

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- 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.
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- Professional Learning Groups will be set up to

Term 4 Shift Summary

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The results in Writing for both Year 9 and 10 target students reflected the extensive PLD that had taken place over the past few years. It was a targeted focus in 2020 and the skills and strategies learned through external PLD that was provided appears to have had a positive impact on Writing results. There were only a few students who fell into the target group for Year 9 Reading. Primary/intermediate schools had a heavy Reading focus; this will have contributed to this lower number. Numeracy continues to be an area that needs some more support.

Students that had more consistent attendance demonstrated more positive shifts.

The transient nature of our school population made gathering 4 test points of data very difficult.

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.

● A cross-curricular Numeracy and Literacy initiative aimed at helping students prepare for the co-requisites to be introduced.

**Digital:**
- Plan for increased resourcing of digital devices for 2022 to address the current digital divide and learning support needs in our community.
- Introduce a new subject at Year 9, Animation to grow into Year 10, 2023.
- Resource and upgrade digital devices and technology for the school to stay current. Higher spec machines and a laser cutter to be able to provide industry ready students.
- Run PLD to upskill staff in use of digital technologies.

**4. Table is for all students:**

| Year Level: | Target: |
|---|---|
| Year 11 | 80% |

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- 120 devices secured for 2023 to support student learning
- Year 10 Animation is planned for, resourced and well subscribed in 2023.
- Higher spec machines have been purchased for Art. Other devices have been reallocated to provide the specifications needed to cater for the various software used on site.
- Laser cutter acquired by Technology Faculty.
- PLD was held and led by DP Curriculum to upskill staff on SMS, use of Google to support staff in their digital growth.

**4.**
- 2022 Data hui between Principal, DP Curriculum and

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Looking at 2+ sub-level gains, the data shows a more positive trend. A 2+ sub-level shift is still considered acceleration.

This target was achieved.
- Upgrades to the ICT infrastructure took place and the school secured more devices for learners.
- Year 9 Animation was successful and 26 of the students chose 10 Animation in 2023.
- Higher spec machines (24) have been purchased to fit out one of the digital rooms.
- PLD has been provided to upskill staff in use of KAMAR, Google and Excel.
- Animation specialist has been employed.

**4.**

| Year Level: | Results 2023: |
|---|---|

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- Continue to resource the securing of digital devices in preparation for increased use and digital examinations.
- Investigate the possibility of securing higher spec machines to support the growth of Animation and DVCO
- Promote Yr 10 Animation so that student numbers necessitate a 2024 Yr 11 Animation class is running (26 students)
- Host an inter house Esports competition.

**4.**
- Regular scheduled meetings with the Senior Dean to make sure that

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| Year 12 | 90% |
| Year 13 | 75% |
| Literacy Year 11 | 90% |
| Numeracy Year 11 | 90% |
| University Entrance | 50% |

- Regular monitoring through traffic lights.
- APMs to work with focus groups of students who are at risk.
- HOF's to work with their Year 13 house group students and monitor progress.
- Block courses provided for students who have been hindered by:
  - Transience
  - Poor attendance
  - Learning disability/challenge
- Learning support assistance provided to identified students.

each HoF. Strategies identified from these huis.
- Traffic lights are drawn out regularly throughout the year and shared with staff.
- Block courses offered for targeted Level 1 students
- APMs working with students in the red-zone. HoFs taking that role with Year 13s.
- Catch up courses run for level 2 students in Term 3.
- Catch up courses run for Level 1 in Term 4. Electronic data walls created to help identify which students need extra support.
- Learning support for students provided via LSCs.
- Staff wide PLD days held around changes to NCEA.
- MyMahi runs through tutor groups to link to subject selection and career choice.

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|---|---|
| Year 11 | 69% |
| Year 12 | 75.5% |
| Year 13 | 66.7% |
| Literacy Year 11 | 82.1% |
| Numeracy Year 11 | 80.7% |
| University Entrance | 39.8% |

This target was not met in 2023. Slight increases were seen in all areas apart from Year 12. There were some strategies implemented to help raise senior achievement. These included:

- Regular weekly meetings between Achievement Pathway Mentors (APMs), DP Marau, Level 1 Teacher Aide Support
- Moving to a Horizontal tutor system
- Time provided for portfolio subjects in preliminary exam week
- No student failed to gain a qualification through lack of Literacy or Numeracy

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 2023 asTTle data in order to identify students who may struggle with co-requisites. Use of the Literacy Team and Academic mentoring teacher to help prepare them.
- For those most at risk of not achieving co-requisite exams, Deans to put in place plans that will see them gain their credits through alternative standards this year.
- Staff wide initiatives to try to have Year 10 students ready for co-requisite exams by Term 3 2024.

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- PLD on changes to NCEA and participation in NCEA pilot programmes.

- Introduction of MyMahi to highlight links between subjects and pathways. Set up a UE mentoring group to help raise UE levels.

**5 Attendance Target: 90%**
    **To increase regular attendance by 15%**

Increased focus on students that are not regular attenders through strict adherence to the WHHS Unjustified Non-Attendance Procedure

- Contact home by house tutors
- Referral to HOH and attendance team
- UA at 12 days or pattern of concern
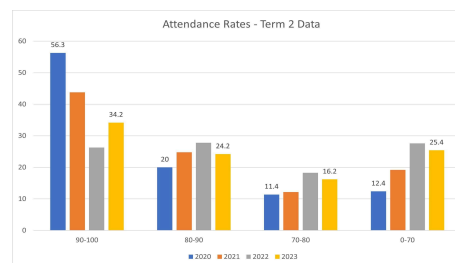- NEN at 20 days if under 16/removal from roll if over 16

Attendance included in PLG hui.

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**5.**

- Review of attendance presented at staff meeting
- Attendance procedures reviewed and distributed
- New process in place for removing students from roll
- New attendance officer appointed
- Regular attendance team meetings and notes distributed to HOH, attendance team and entered in Kamar
- Follow up of unmarked attendance
- Whare Tapa Wha pilot (SW/MA)
- New government measures discussed at SLT meeting and staff briefing

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- Poor attendance was identified through the review process as a barrier to success in many curriculum areas.

**5.**



Attendance Rates - Term 2 Data

- Overall attendance fell from 69.9% to 66.3%
- Regular attendance increased in 2023. Increasing from 35.15% in 2022 to 36.85% in 2023. This is difficult to make comparisons due to lockdowns and the use of the F code in previous years - this distorts the attendance rate, especially at the senior school
- Regional response fund application to support attendance was not successful in receiving any funding. This

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- Study Leave to be available for students with predominantly external programmes.

**5.**

- Focus on shifting students in the 81-89% group up to regular attendance
- FuRongohia te Hauer investigation into the reasons why students do not come to school using interview tool
- Dean system was introduced to focus on improving attendance, with attendance a standing item at all Dean's meetings with House Tutor Teachers.
- The use of attendance codes monitored closely to ensure that they are accurate
- The importance of timely marking of attendance

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| | • Presentation at staff briefing - consequence system<br>• participation in audit review<br>• processes refined in accordance with audit findings - ELX<br>• attendance notifications (MOE threshold for unjustified absence) - process designed and implemented and refined<br>• Junior chronic absentees interviewed regarding reasons for absence using adapted tool from University of Victoria Melbourne and data processed<br>• Application made to Regional Response Fund for attendance assistant to gather truants and return them to class | hindered support for intermittent unjustified attendance. | registers emphasised to staff so that accurate notifications can be sent early each day<br>• Employment of assistance attendance officer to locate and return truants to class, duty dean or home as appropriate<br>• Consequence system embedded and reviewed. |
| **6.**<br><br>**Every student's success or achievement is acknowledged or recognised.**<br><br>• Taumata Rau - every student achieving their personal summit will be recognised (eg at regular achievement assemblies, Te Panui) for success<br>• Academic | **6.**<br><br>• Young Achievers, Recognitions, Academic Excellence awards, Junior Excellence awards/ Progress awards, Co-curricular awards and NZ representatives have all been celebrated via assemblies and on the school facebook and Te Panui. | **6.**<br>This target was achieved.<br>Students recognised for their achievements through:<br>   ○ Assemblies (Principal and House)<br>   ○ School facebook and instagram | **6.**<br><br>• Continue to celebrate success of students and staff at regular achievement assemblies, in Te Panui,) for success in<br>   ○ Academic<br>   ○ Co-curricular<br>   ○ Attendance<br>   ○ Learning success and advancement |

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| Co-curricular<br>Attendance<br>Learning success and advancement<br><br>● Celebrate student achievements through the communications team and publicly acknowledge students for their efforts on multiple platforms (share with the community).<br><br>● Appoint a communications staff member to share student successes and stories to our community. To be done in collaboration with the communications team. | ● Prize givings were all live streamed to allow for a wider audience to see their whanau receive acknowledgement for their achievement.<br><br>● Social media platforms have been established on facebook & instagram via the school's media and promotion team and now have regular posts going out to the community.<br><br>● New Communications team member has been appointed for 2023. | ○ Student acknowledgment in Te Panui<br>○ Certificates<br>○ Prize Giving -streamed<br>○ PB4L recognitions awards<br>○ Daily Post articles | ● Continue to celebrate student achievements through the communications team and publicly acknowledging students for their efforts on multiple platforms (share with the community).<br><br>● Look to appoint a communications support staff member to share student successes and stories to our community. To be done in collaboration with the communications team.<br><br>● Look to have tangible rewards that students can have to highlight their successes and participation in school groups. (Badges, ties…) |

**Planning for next year**:

Please refer to the 2024 Implementation Plan.

| NELP: | NELP - QUALITY TEACHING AND LEADERSHIP<br><br>Objective 5: Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning<br>Objective 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce |
|---|---|
| Strategic Aims/goals: | 1. We celebrate and accurately use Te Reo and Tikanga Māori in our daily interactions.<br>2. We support our staff in their professional growth.<br>3. Our self-review processes help us continually improve our practice.<br>4. We support and develop the people that support and develop our students. |
| Target: | 1. Increase staff awareness and use of Heights tikanga.<br>2. Increased Te Reo use and references throughout the school and in planning.<br>3. To continue to develop school waiata, haka and correct pronunciation.<br>4. Provide PLD in the three focus areas of:<br>   a. Culturally Responsive and Relational Pedagogy.<br>   b. Assessment for Learning.<br>   c. Positive Behaviour for Learning.<br>   d. Support staff to increase their capacity in use of Te Reo.<br>5. Our self-review processes help us continually improve our practice.<br>6. To increase staff capability in:<br>   a. Culturally Responsive and Relational Pedagogy.<br>   b. Assessment for Learning (Leadership and use of data in classroom practice).<br>   c. Positive Behaviour for Learning.<br>   d. Support staff to increase their capacity in use of Te Reo. |
| Baseline Data: | ● 41% of staff were operating in the integrating or fully integrated stages of effective teacher pedagogy in the last data collection (Rongohia te Hau data) |

| Actions<br>What did we intend to do? | Outcomes<br>What happened? | Achievement of target and reasons for the variance.<br><br>Why did it happen? | Evaluation<br>Where to next? |
|---|---|---|---|
| 1. **Increase staff use of Te Ao Maori in teaching and learning.**<br>2. **Increased Te Reo use and references throughout the school and in planning.**<br>3. **To continue to develop school waiata, haka and correct pronunciation.**<br><br>• Have a callback day to promote Marau Haukainga and the new house names in early 2023 in collaboration with Ngati Whakaue.<br>• Internal PLD, WSL, Te Ao Māori lead focussing on:<br>a. How to incorporate Te Ao Māori into teaching and learning.<br>• Signage, murals, and carvings to be incorporated into the new build, | • Staff callback day Wednesday 25th of January: Continuation of consultation with iwi in regards to House name change, Ngāti Whakaue at Te Papaiouru Marae and Ohinemutu at Tamatekapua. Moreover, Rongohia te Hau introduction to all staff with Nyree King.<br>• Increased Te Reo Māori use and confidence through Te Ahu o te Reo Māori Professional Learning and Development course for teachers.<br>• Within School Leads (WSL) attended Professional Learning and Development for Te Tiratanga o Aotearoa.<br>• Appointment of Kapa Haka tutor for Te Roopu Manāki. | 1.<br>• Increased awareness and use of Heights tikanga was achieved. New resources were established and Professional Learning Development provided.<br><br>2.<br>• Increased use of Te Reo and references in planning has been achieved. This can be seen in staff unit planning and the increasing numbers of staff taking up Te Ahu o te Reo Māori professional development. We had the most staff participating in Te Ahu o te reo from the Kahui Ako schools. As a result those teachers felt more confident about using te reo Māori in their classroom.<br>• Maori references and implementing the cultural | 1-3.<br>• Appoint a House Coordinator & House Leaders whose responsibility is to acknowledge, celebrate and incorporate the unique cultural significance of Te Arawa/ Whakaue House names.<br>• Staff to learn the updated waiata and school haka.<br>• Develop a new CR & RP lesson observation form for Staff that is inclusive of Te reo Māori.<br>• Encourage use of Te Reo in planning and teaching.<br>• Signage, Murals, and Carvings to be incorporated into the new build, painting of the school and SIP project footpath.<br>• Year 13 student mural to be resourced, designed and completed.<br>• School Waiata and Whare Kāhui haka to be taught |

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| painting of the school and SIP project footpath.<br>• Pou Korero released 2 hours per week to teach haka and waiata to students.<br>• Te Ahu o Te Reo Māori PLD via Te Taumata Iho o Ngāti Whakaue: Cohort 1 in Term 1 and 2. Cohort 2 in Term 3 and 4.<br><br>**4. Provide PLD in the four focus areas of:**<br>    a. **Culturally Responsive and Relational Pedagogy**<br>    b. **Assessment for Learning (AFL)**<br>    c. **Positive Behaviour for Learning**<br>    d. **Support staff to increase their capacity in use of Te Reo.**<br><br>4<br>• Internal PLD for staff on new senior recognition system. | • Whare Kāhui Haka (Juniors) a number of scheduled practices leading up to Raa whakanuia (House Spirit day). Te Akoranga students, WSL, Te Ao Māori/ TIC Marau Haukainga assisted with cohort practices. Year 9 and 10 students performed whare Kahui haka as part of Raa Whakanuia (House Spirit day).<br>• Accord Teacher Only Day (TOD) WSL Te Ao Māori re-presented developed resources for He Reo Taumata Rau, He Kete Taumata Rau. TIC of Marau Haukainga presented 'Kingitanga day presentation'. Waikato University great example of a Marau Haukainga viewpoint from a Waikato Tainui perspective using Tongikura (Whakatauki) for student learning.<br><br>4<br>• Staff callback day held with Nyree King prior to Term 1 starting. This was the start of 80 hours of MoE funded PLD. | narrative have also been planned for in the Capital Works design for Te Maru.<br><br>**3.**<br>• Pou Korero was released 2 hours per week to support students to teach haka and waiata. This has begun and also student led lessons took place to support learning the whare kahui haka.<br><br>4a.<br>• CR & RP Target achieved: The data from the Term 3 observations shows a significant shift into the integrating and fully | through House coordinator, House leaders & Prefects, for School Waiata & Haka competition in Term 3.<br><br>4a.<br>• CR & RP: Rongohia te Hau team to conduct annual process to track growth in staff pedagogy and use data to plan future PLD for |

- Rongohia te Hau PLD for the CR and RP team.
- Internal PLD provided using the data from Rongohia te Hau data in conjunction with other school data.

- Term 1 Rongohia te Hau survey and observations carried out. Results shared with staff.
- HoF training in lesson observations.
- High Impact strategies identified by PLGs.
- Tikanga at WHHS presentations - School Waiata Taumta Rau actions with staff.
- Met with MOE Capital Works and cultural narrative has been embedded into designs of Te Maru and Science design.
- Localised curriculum was embedded via Staff callback day for Marau Haukainga in Term 1.
- Whare Kāhui Haka taught at 2023 yr 9 Camp and School Waiata practiced at morning briefing 'Waiata Wednesdays'.

integrated category. This has risen from 46% of staff at the beginning of the year to 63% and is very positive. To have more staff enter the fully integrated category. The school will be focussing on pedagogy that increases learning focussed relationships and student agency.



Teacher growth in pedagogy.

- Establish PLG groups that focus on the schools key focus areas CR & RP, AFL & PB4L to develop teacher pedagogy and increase student agency.

- Deliberate acts of teaching listed in planning documents.
- Internal PLD to be provided using the data from Rongohia te Hau in conjunction with other school data.

- Internal PLD for staff on new senior recognition system.

- Continue support for all staff wanting to upskill the Reo Māori via Te ahu o te reo Māori programme.
- Word of the week in both Te Reo Maori and sign language.
- Continue to add to the Te Reo Māori resources with the staff library to support staff.

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| **4b.**<br>• AFL PLD provided to HoFs and AFL Champion.<br>AFL strategies embedded into faculty schemes/units of work.<br>AFL strategies, effective use of data discussed in PLGs<br>• AFL PLD provided to learning support areas within the school to support:<br>○ Access to the curriculum.<br>○ Programme and curriculum development.<br>○ Use of data.<br>○ Systems and processes. | **4b.**<br>• AFL PLD - Departments monitoring senior and junior achievement using data. Increased use of departments and PLGs to facilitate staff development in these areas. | **4b.**<br>• AFL PLD Target achieved with middle leadership and AFL champions receiving PLD to grow their leadership and use AFL.<br>• Successful PLD application to focus on the use of AFL in the learning support areas of the school for 2023 and 2024. | **4b.**<br>• AFL PLD to be led in Faculties.<br>• AFL strategies to be visible in teacher planning and available to see in shared google drive.<br>• 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.<br>• Target students to be monitored termly. |
| **4c.**<br>• PB4L team to be established (cross school) and hold regular hui to review data and identify areas for support.<br>• Regular PLD opportunities for staff internally and PLD externally sought for PB4L team. | **4c.**<br>• PB4L PLD.<br>• DP in Charge of PB4L attended the Regional cluster meeting.<br>• PB4L PLD: Induction to new staff PB4L presentation went over Core values, Behaviour expectations, 4:1, Behaviour Matrix, Minor, Major & Crisis Behaviors outlined. Minor | **4c.**<br>• PB4L PLD target achieved.<br>• PB4L team has been created.<br>• Data has been presented to staff to inform behaviour matrix and areas of focus. | **4c**<br>• Work with SLT & Pb4L team to develop and present a 'Consequences for behavior' plan based on Minor, Majors & Crisis Behaviours.<br>• Work With Pb4L Team and staff to promote a tiered reward structure for staff |

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| | behaviour intervention strategies. Behaviour incidents process via Kamar.<br>● Behaviour intervention presentation given, targeting late students and Truancy; Rubbish & Rewards; Uniform - look smart, act Smart. Core values card presentation to staff. Prizes given at the end of every term. Junior school Term 4. Big ticket rewards at End of year Prize givings. | | and students to easily follow. |
| **4d.**<br>● Continue support for Te Ahu o te Reo programmes<br>● Word of the week in both reo and sign.<br>● Continue to add reo resources to the staff library to support staff. | **4d.**<br>● Te Ahu o te Reo PLD provided. Staff participated in both semesters.<br>● Further reo resources added to the staff library.<br>● Word of the week in both reo and sign was completed and resources added to staff drive. | **4d.**<br>Supporting staff to increase their capacity and use of Te Reo. This target was achieved with the purchasing of Rongohia te Hau Te Reo resources for the staff library and also supporting staff on their reo journey with Te Ahu o te Reo Māori. | **4d.**<br>● Support staff's Te reo Māori growth by providing release time to attend Te Ahu o Te reo Māori and continue to build the staff library with Te reo Māori resources to support learning the language. |
| **5. Our self-review processes help us continually improve our practice.**<br>1. Regular review<br>   Achievement review<br>   PB4L review | 5.<br>Regular review:<br>● Achievement monitoring completed monthly and EOY review shared with staff. | 5.<br>Regular review:<br>● Review for achievement has been completed and recommendations have | 5. **Reviews for 2024**<br>● Regular review:<br>  ○ Achievement review<br>  ○ PB4L review<br>  ○ Attendance review<br>● Strategic Review: |

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Attendance
1 Strategic Review:
　Learning support review EA
　PLD
　AFL

2 Emergent Review:
　Pilot programmes review
　(Numeracy Team pilot,
　Regional Response Fund
　Term 2 pilot)
　Kainga ora Housing /
　construction School.
　CR & RP (Rongohia te Hau)

3 Cycle of review:
　Faculty and Special
　Projects/Units reporting to
　the board.
　Governance framework
　review will be in line with
　the triennial plan.

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- PB4L review completed and shared with staff.
- Attendance monitoring completed monthly and EOY review completed and shared with staff.

Strategic Review:

- AFL review completed on EA PLD for Learning support review.

Emergent review:

- Numeracy Pilot did not go ahead as unable to secure staffing.
- Kainga ora Housing / construction School review completed.
- CR & RP (Rongohia te Hau) completed.

Cycle of review:

- Faculty and special projects reported to the Board as per schedule.

Governance framework:

- Policies reviewed with support from specialist support.
- New triennial plan established.

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been confirmed in the 2023 annual plan.

- Review for PB4L has been completed and recommendations have been confirmed in the 2023 annual plan.
- Review for attendance has been completed and recommendations have been confirmed in the 2023 annual plan.

Strategic review:

- AFL review completed and looking to embed practices within the school and further align with CR & RP.
- Learning support review completed. Modifications made to referral form and ongoing MOE funded PLD to continue into 2023.

Emergent review:

- Marau Haukainga TOD review completed and was successful.

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○ CR & RP Strengthening Pedagogical Practice at WHHS
○ AFL (PLG - literacy and numeracy)

- Emergent Review:
  ○ New Deans structure
  ○ Sports (Director)
  ○ Peer support

- Cycle of review:
  ○ Faculty and Special Projects/Units reporting to the board.
  ○ Governance framework review will be in line with the triennial plan.

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| **6. To increase staff capability in:**<br><br>   **a. Culturally Responsive and Relational Pedagogy.**<br>   **b. Assessment for Learning (Leadership and use of data in classroom practice).**<br>   **c. Positive Behaviour for Learning.**<br>   **d. Support staff to increase their capacity in use of Te Reo.**<br><br>1. Continue to embed CR & RP pedagogy into schoolwide practice. Targeted Evidence 2 accelerate hui to support faculties and/ or staff<br>2. Embed AFL into school systems and processes - hui templates and sub level planning and reporting. Refine systems of collecting Asttle data to have it readily available. Broaden scope to all teaching staff.<br>3. AFL PLD provided for the Learning Support Areas of the school. This will focus on using data to inform | 6a. CR & RP<br><br>● Scheduled CR & RP PLD (lesson observation tool) for new staff and PCT teachers.<br>● Targeted first two faculties who participated in an Evidence 2 accelerate hui.<br><br><br><br>6b. AFL<br><br>● PLD days for HoFs and AFL Champions were undertaken regularly.<br>● AFL strategies embedded in faculty schemes of work and placed on Google drive.<br>● PLD provided on how to raise Literacy Levels by Literacy Lead and increased | 6a. CR & RP<br><br>● This target was achieved. AP in charge of CR & RP along with WSL CR & RP delivered PLD on the CR & RP principles and the lesson observation tool. 12 staff members participated in this PLD across Term 2 and 3.<br>● AP in Charge of CR & RP along with DP in charge of Curriculum held E2A meetings in Aug with Maths & Science Dept. The purpose of the E2A hui's was to identify teaching pedagogies across the faculties that accelerate Māori learners. This target was not met as Māori learners at yr 11 achieved at a lower rate than non Māori.<br><br>6b. AFL<br><br>● This part of the target was achieved.<br>● A lot of planning went into aid the facilitation team for AFL.<br>● DP Curriculum worked with all faculties and AFL Champions to help embed AFL across the school. | 6a. CR & RP<br><br>● Continue to embed CR & RP pedagogy into schoolwide practice and measure staff shift towards fully integrated pedagogies. This will be supported through the PLG'S, annual RtH process & Targeted Evidence 2 accelerate hui to support faculties and staff.<br><br><br><br>6b. AFL<br><br>● Provide PLD and dedicate time to embed AFL into junior planning and grow practices through the use of PLG.<br>● 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 |

practice, IEP's, making the curriculum more accessible for diverse learners and systems and procedures.

4. Allow time for faculties to discuss and support each other through providing increased time for hui (regular meeting cycle, accord days and callback days).
5. TOD and callback days dedicated to PLD focus areas.
6. PB4L team to be established (cross school) and hold regular hui to review data and identify areas for support.
7. Regular PLD opportunities for staff internally and PLD externally sought for PB4L team.

Support staff's reo growth by providing release time to attend Te Ahu o Te Reo and beginning a staff library of reo resources to support learning the language.

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structure for reading room activities.
● PLD provided on what Literacy/Numeracy skills the students need and how each Faculty can support NCEA co-requisite achievement.
● Faculties had AFL focus in their faculty meetings.
● Clarity was found around the asTTle testing schedule, who, what, when and why.
● Large workspace for the Literacy team so that they could test more students at once and facilitate larger groups.
● 15 chromebooks provided to the Literacy team for asTTle testing.
● Increase time provided for faculties to collaborate and share knowledge and skills was provided through:
  ○ Time allocated on Accord days, callback days, regular meeting schedule staff and faculty.
  ○ Release time provided for school

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● Early adopters ran PLD sessions for other staff.
● Faculties used AFL language ubiquitously in faculty minutes and learning conversations

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learners. Set up systems and procedures to support reflective practice.
● This will be supported by the commencement of twice termly learning support hui.

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| | wide PLD in AFL, Te Ahu o te Reo Māori, Kahui Ako and AsTTle. | |
| **6c. PB4L** | **6c. PB4L** | **6c. PB4L** |
| ● PB4L meetings did not take place in Term 1 due to the Traffic light setting. From Term 2 onwards PB4L meetings happened once a Term along with Monthly/ Termly behavioural data reports signposted in the staff room. | ● PB4L: A new junior recognition system was trialled and promoted and in reviewing the data it demonstrated improved positive behaviours and a decrease in behavioral issues. | ● Provide internal PLD to all staff in PB4L:<br>○ Processes<br>○ Recognitions<br>○ How it is implemented in new Deans structure |
| **6d. Te Reo Capacity** | **6d. Te Reo Capacity** | **6d. Te Reo Capacity** |
| ● Te Reo resources sourced and have been added to the staff library.<br>● 2 callback days and 2 accord days were held in 2023. These all were based on the school's areas of focus and the new NCEA. | ● This target has been met through the resourcing of Te Reo resources and PLD has provided a range of tools that can be accessed to cater for a wide range of staff needs, time commitments and abilities. | a. Support staff's reo Māori growth by providing release time to attend Te Ahu o Te reo Māori and continue to build a staff library of reo Māori resources to support learning the language.<br>● TOD and callback days dedicated to PLD focus areas. |

| **Planning for next year:** |
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| Please refer to the 2024 Implementation Plan |

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| **NELP:** | **NELP - FUTURE OF LEARNING AND WORK**<br><br>Objective 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work. |
| **Strategic Aims/goals:** | 1. Our students have the skills to be work ready.<br>2. We collaborate with industries, employers and tertiary providers in offering multiple pathways for our students.<br>3. We encourage our students to aim high and ignore stereotypes. |
| **Target:** | 1. Establish employability skills recognition system through SMS.<br>2. Grow our existing networks and create an electronic directory of industries, employers and tertiary providers that the school works with.<br>3. Students are aware of career/pathway opportunities and have developed a plan for their future. |
| **Baseline Data:** | Not Applicable |

# Statement of Variance

| Actions<br>What did we intend to do? | Outcomes<br>What happened? | Achievement of target & reasons for the variance.<br><br>Why did it happen? | Evaluation<br>Where to next? |
|---|---|---|---|
| **1 Establish employability skills recognition system through SMS.**<br>1. Increase awareness of the seven employability skills through assemblies and PB4L recognitions and provide staff PLD on how to enter into SMS.<br>2. Look to extend programmes and networks that will have students work ready (Trades, Gateway, Construction Academy, Police Academy Programme, Puhoro, Career Navigator and Te Ao Haka)<br>3. Embed the use of MyMahi throughout the student body | 1.<br>● Senior School - Manukura awards created focussing on core values and employability skills.<br>● Extended existing programmes. Career Navigator expanded into Year 9 and 10. The junior programme is called Stars Teina and is specifically focussing on personal growth and aspirations.<br>● MyMahi PLD was provided to the staff.<br>● Goal setting day with MyMahi focus was held. All students and staff have access and have been engaging with the app. Extended HTG time for staff to work with students was provided. | 1.<br>● Target was partially achieved at year 9 and 10<br>● Target was achieved with the increase of the variety of programmes with the expansion of the Career Navigator course and the growth in Animation and Matakoa Physical Education at Year 11.<br><br>● MyMahi target was achieved. Students and staff all have access and regularly use the App. | 1.<br>● Senior recognition card for Yr 11 students that coincides with Employability skills. Employability skills and Pb4L core values alignment promotional material.<br><br>● Look to fund a canopy for the construction school so that it can run all weather to increase engagement and opportunity to practice skills learnt regularly.<br>● Continue to embed and grow existing programmes now that Covid restrictions have eased.<br>● Continue to embed the use of MyMahi and track |

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| | ● Career Navigator grew to have a junior programme for the Matakoa class. | | student use and engagement via MyMahi. |
| **2 Grow our existing networks and create an electronic directory of industries, employers and tertiary providers that the school works with.**<br>● Create a list of providers by which to grow our networks for Gateway, Trades and Employment.<br>● Continue collaborating with Pūtake Nui broker, Graeme Dingle Navigator Programme, NZ Police, E2E, Rotorua Youth Centre and local industries and employers. | 2.<br><br>● Work experience was provided through:<br>　○ Gateway: increased from 73 students in 2022 to 90 in 2023.<br>　○ Trades: increased from 83 students in 2022 to 96 in 2023.<br>　○ Other programmes eg Te Maru work experience.<br>● STAR funded courses also ran to assist in the provision of in-school programmes in non-conventional curriculum areas in support of students gaining skills to assist them in their pathway to education, training and employment.<br>● Careers Advisor has a local directory that they have established of providers that is a working document. | 2.<br><br>● This target was achieved with a local directory of providers and industries that support Trades, Gateway and work placements for students. This has seen an increase of local providers coming on board to support students' pathways. The school is forming a close relationship with local Māori tech companies.<br>● It is a working document that can be added to. | 2.<br><br>● Create a list of providers by which to grow our networks for Gateway, Trades and Employment.<br><br>● Continue collaborating with Pūtake Nui broker, Graeme Dingle Navigator Programme, Police, E2E, Rotorua Youth Centre and local industries and employers. |

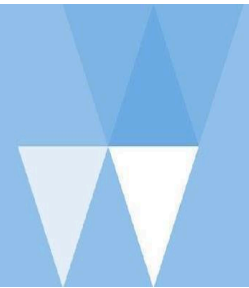| 3 | **Students are aware of career/pathway opportunities and have developed a plan for their future.**<br><br>1. Guest speakers from different vocations are to be invited into school to showcase their profession, their journey and the pathway to get there. (Graeme Dingle and others)<br>2. Celebrate success (see above).<br>3. Embed the use of MyMahi and allocate time accordingly during HTG. Have incentives for student participation.<br>4. Goal setting day with MyMahi focus incorporated to provide structure for discussion.<br>5. Messaging in assemblies and communications. | 3.<br><br>● Guest speakers provided via the Career Navigator Programme and the Graeme Dingle Foundation with their mentors from industry.<br>● Celebration of Success - vocational awards handed out at prize giving, block courses and vocational programmes graduation.<br>● MyMahi PLD provided to all staff on callback day and in staff hui by WSL. Time was allocated with extended HTG time for staff to work with students.<br>● Goal Setting day for MyMahi was completed. A templated structure was provided for subject choices that aligns with career pathways and student aspirations.<br>● Participation of the student body in the local Careers Expo. | 3.<br><br>● This target was met, students were increasingly aware of career and pathway opportunities. This was supported by:<br>  ○ Careers Team<br>  ○ MyMahi App<br>  ○ Careers Expo<br>  ○ Outside guest speakers from industry<br>● Students used the planning template and career pathway knowledge to inform decisions surrounding their subject selection.This was also aided by the school goal setting day whereby students identify possible career pathways and this was provided to the Head of house to aid in subject placement. | 3. Continue to:<br><br>● Guest speakers from different vocations are to be invited into school to showcase their profession, their journey and the pathway to get there. (Graeme Dingle and others)<br>● Celebrate success (see above).<br>● Embed the use of MyMahi and allocate time accordingly during HTG. Have incentives for student participation.<br>● Goal setting day with MyMahi focus incorporated to provide structure for discussion.<br>● Messaging in assemblies and communications. |
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**Planning for next year:**

Please refer to the 2024 Implementation Plan

| Hauora: | **KAHUI AKO ACHIEVEMENT CHALLENGE - HAUORA AND WELLBEING**<br><br>Objective 8: To embed the principles of Whare Tapa Rima in the attitudes and behaviours of staff, students and whanau. |
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| **Strategic Aims/goals**: | 1. Our students are physically well.<br>2. Our students are mentally and emotionally well.<br>3. Our students are connected and caring and will form positive relationships.<br>4. Our students have a strong sense of personal identity and lead meaningful lives.<br>5. Our students are environmentally aware. |
| **Target**: | 1. Increase participation in sport from 32% to 37%+<br>2. Increase co-curricular participation from 37% to 42% +<br>3. Students can express who they are, what their strengths are and have aspirations for the future<br>4. Students will demonstrate pride in their surroundings and environment  (Measure: decrease general waste - feedback Kapai Kai)<br>5. Well-being for staff - Collect Baseline data and then repeat the survey to track progress. |
| **Baseline Data**: | Sport census data for sport participation: 32%<br><br>Co-curricular participation 37% |

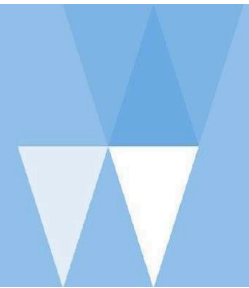| Actions<br>What did we intend to do? | Outcomes<br>What happened? | Achievement of target & reasons for the variance.<br><br>Why did it happen? | Evaluation<br>Where to next? |
|---|---|---|---|
| 1. **Increase participation in sport from 32% to 37%+**<br>2. **Increase co-curricular participation from 37% to 42% +**<br><br>1. Appoint a sports director to seek out opportunities to grow sport participation and resourcing to increase accessibility for all students.<br>2. Lunchtime activities to be provided by the sports coordinator and student leadership.<br>3. Travellers wellbeing and resilience programme for identified students<br>4. To use WHAM survey data to assist in informing decisions regarding student hauora in Key areas identified:<br>    a. Mental Health | ● The Sports Director was appointed to grow sport throughout the school.<br>● Prefect committees were set up to promote and engage the student body in co-curricular activities. These were in Academic, Sport, Culture, Arts and Community areas. These were also used to promote lunchtime activities and learning the school haka.<br>● Travelers resilience programme was completed with Year 9 students requiring that support.<br>● WHAM data was provided to WSL Hauora, Head of Health and Guidance to inform them of their programmes and services they offer.<br>● Guidance team was released from the teaching load to support the student body. | ● These targets were achieved<br>  ○ Participation in sport increased from 32% to 42%.<br>  ○ The Co-Curricular participation target was achieved. Participation went from 37% to 55.3%. | ● Introduce "Active As" student-led initiative which is to focus on increasing students participation in physical activity and the benefits that come from it. This will be in collaboration with Sport BOP and New Zealand Secondary Sports Council.<br>● Develop a sporting code, timeline of seasons and training for our school community. To provide increased clarity and expectations.<br>● Resource new and emerging events:<br>  ○ Heights Creative<br>  ○ Matariki<br>  ○ Pasifika Festival<br>  ○ E sports<br>  ○ Waka Ama<br>  ○ Other<br>● New house competition structure: |

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| b. Sexuality/ relationships education<br>c. Aspirations and connections to them<br>d. Drug education<br>5. Continue to release Guidance counselors from teaching load to increase support for students.<br><br>Provision of:<br>1. Peer support programme and Year 12 Peer support camp planned for EOY to develop senior cohorts capacity in leading peer support in 2024.<br>2. House activities / Prefect organised events<br>3. Co-curricular activities<br>4. Community service opportunities<br>5. Student lead initiatives and activities (Breakfast Club, Homework Club) | ● Extra guidance counsellor was employed part time to increase capacity.<br><br><br>● Year 12 Peer Support Camp took place in Term 4.<br>● Provision of various groups and activities to support student hauora were maintained via school budgets. |  | ● Introduce a student led Peer Support programme for all Year 9 students as they enter WHHS. Student leaders to receive training in the previous year.<br>● Keeping our kids safer online presentation and resources to be provided to the school community.<br>● Secure PLD for the guidance team.<br><br>Provision of:<br>● Peer support programme to be implemented by current Year 13 leaders and a Year 12 Peer support camp planned for EOY to further develop senior cohorts capacity in leading peer support in 2025.<br>● House activities / Prefect organised events<br>● Co-curricular activities<br>● Community service opportunities |

<table>
<tr><td></td><td></td><td></td><td><ul><li>Student lead initiatives and activities  (Breakfast Club, Homework Club)</li><li>School Groups (LGBTQIA+, Interact, Enviro Club etc)</li></ul></td></tr>
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| | | | |
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| 6. School Groups (LGBTQIA+, Interact, Enviro Club etc) | | | ● Student lead initiatives and activities  (Breakfast Club, Homework Club)<br>● School Groups (LGBTQIA+, Interact, Enviro Club etc) |
| **3 Students can express who they are, what their strengths are and have aspirations for the future**<br><br>1. Marau Haukāinga units visible in classrooms.<br>2. Te Taumata o Ngati Whakaue Iho Ake - He Pataka Korero. TIC of Marau Haukāinga to conduct an audit with Departments / TIC of junior Curriculum to ensure HPK continues to be embedded within existing units of work.<br>3. Use of MyMahi and pathway planning to | 3.<br>● Marau Haukāinga PLD held at Ohinemutu.<br>● TIC of Marau Haukāinga used Google Suite to audit faculties units of work.<br>● Year 13 students completed a  'career coaching' questionnaire.<br>● Year 9 - 12 completed a 'career pathway' questionnaire which looked at their subject choices, goal setting, and career plans. | 3.<br>● This target was achieved and faculties have incorporated  Marau Haukāinga into units of work existing and new.<br>● This target was achieved and the data was collated by the careers advisor to use as a guide for career interviews, pathway planning, and tertiary provider presentations. | 3.<br>● Marau Haukāinga units visible in classrooms.<br>● Te Taumata o Ngati Whakaue Iho Ake - He Pataka Korero. TIC of Marau Haukāinga to conduct an audit with Departments / TIC of junior Curriculum to ensure HPK continues to be embedded within existing units of work.<br><br>● Use of MyMahi and pathway planning to identify strengths and aspirations. |

| | | 4. | 4. | 4. |
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| 4 | **Students will demonstrate pride in their surroundings and environment (Measure:Decrease General Waste - feedback Kapai Kai)** <br><br> 1. Learning areas encouraged to include an environmental focus in their junior localised curriculum. <br> 2. The Free and Healthy Lunches programme is used to educate staff and students on environmental sustainability processes. Incentives used to encourage recycling. <br> 3. | • Bins marked appropriately for recycling. <br> • Enviro club trialled composting bin to see if it is a viable option to have throughout the school. <br> • The school collaborated with Kapai Kai to have an incentive system for putting rubbish in the correct bin. Assemblies held to educate staff and students of the system. | • Target was achieved. WHHS with the support of Kapai Kai operated a reward system where students were given prizes for recycling and putting waste in the bin. This reduced litter in the school and recycling was put in the appropriate bins | • PB4L Tidy kiwi <br> Support student lead initiative with a tidy kiwi campaign at school that focuses on reducing rubbish waste. |

The first row above the table reads: "identify strengths and aspirations."

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| **5 Well-being for staff - Collect Baseline data and then repeat the survey to track progress.**<br>● Wellbeing committee to be formed and led by TIC of staff wellbeing.<br>● Provide a recognition system for staff taking steps to improve their own wellbeing.<br>● Participate in COL run PLD on wellbeing. | 5.<br>● Wellbeing committee was formed by TIC wellbeing.<br>● Budget approved to support initiatives.<br>● Whare Tapa wha recognition system introduced for staff who take positive action in supporting their own wellbeing. This was well received with 64 staff being recognised for their positive action.<br>● COL PLD for staff wellbeing did not commence in 2023. | 5.<br>● This target was not able to be completed due to the Community of Learning (COL) shifting focus from wellbeing to trauma informed practice. This was because of staff changes with the original PLD provider. | 5.<br>● Whare Tapa Wha recognition system in place for staff who take positive action in supporting their own wellbeing.<br>● Wellbeing Committee to utilise staff voice and implement actions within the scope of the staff wellbeing budget. One action/ initiative per term minimum. |

**Planning for next year**:

Please refer to the 2024 Implementation Plan

**4. Kiwi Sport**

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwi Sport funding of $28,388.13 (excluding GST).

The funding was spent on:

- External coaches to enhance pupils core skills and increase confidence to participate in Team Sports.
- Engaging Sport Western Heights High School staff to upskill teachers in coaching methods for team sports.
- Purchasing equipment to enhance opportunities to deliver small sided game sessions within the curriculum, which encourage involvement and enjoyment of all students.
- Upskilled coaches by providing first aid courses for staff involved in coaching teams and groups.
- The number of students participating in organised sport has increased from 31% to 42% of the school roll.

**5.**

The following questions address key aspects of compliance with a good employer policy: For Western Heights High School

| Good Employer Disclosure |
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| **Reporting on the principles of being a Good Employer** |
| How have you met your obligations to provide good and safe working conditions? | Yes. This is currently done through adhering to the collective agreement and meeting all Health and Safety requirements. |

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| What is in your equal employment opportunities programme?<br><br>How have you been fulfilling this programme? | We ensure that all appointments are made following the relevant collective agreements.<br><br>We ensure that all appointments are made following relevant collective agreements. All appointments follow a set process with a panel and adhere to our Personnel Policy and utilise the NZSTA templates. |
| How do you practise impartial selection of suitably qualified persons for appointment? | Yes. This is done through using both shortlisting and interview matrices/templates provided by NZSTA where a set criterion is established. Interviews are also conducted by a panel which is composed of diverse leadership within the school including Board when necessary. |
| How are you recognising,<br><br>  – The aims and aspirations of Maori,<br>  – The employment requirements of Maori, and<br>  – Greater involvement of Maori in the Education service? | We are recognising the aims and aspirations of Maori through seeking stakeholder feedback, supporting study awards of Maori applicants and the provision te reo through PLD. This has also been recognised through the promotion of Maori staff into leadership roles. There is the opportunity for staff to freely practice tikanga and engage with Te Ao Maori with support from the school e.g. resources (Te Reo Maori and Tikanga). We are recognising greater involvement of Maori in the Education service through engaging with local iwi regarding strategic planning, programmes and marau haukainga opportunities and welcoming their support eg Puhoro Science Academy, Te Ao Haka, Waka Ama Course and He Pataka korero o Ngati Whakaue (Localised curriculum). With this comes a need to increase and target the numbers of Maori in education and opportunities to upskill. This has been supported by PLD opportunities, study awards as well as the recognition of speakers of Reo in our context. |

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| How have you enhanced the abilities of individual employees? | This has been done through a collaborative professional growth cycle programme and extensive professional learning and development programmes both MOE and Board funded. |
| How are you recognising the employment requirements of women? | We recognise this by providing an environment that is non-discriminatory and supports equal opportunity. Staff have also received further training on unconscious bias from an outside consultant. |
| How are you recognising the employment requirements of persons with disabilities? | We recognise this by providing an environment that is non-discriminatory and supports equal opportunity. Staff have also received further training following 2022 PLD on the teacher code of responsibilities on unconscious bias, further enhancing a culture of inclusivity. When disabilities and/or health conditions present we adapt to allow for continued employment where possible. |

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy | Yes | No |
|---|---|---|
| Do you operate an EEO programme/policy? | Yes | |
| Has this policy or programme been made available to staff? | Yes | |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | Yes | |
| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements? | Yes | |

| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | Yes | |
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| Does your EEO programme/policy set priorities and objectives? | Yes | |

**6.**

**How The School Has Given Effect To Te Tiriti o Waitangi:**

Kei te hāngai pu tonu te kura o Rotohokahoka ki Te Tīriti o Waitangi. Kāore e kore na to 50% o ngā tauira Māori o te kura me te tūnga o te kura ki runga I te whenua o Ngati Whakaue, ka tika .me hōnore mātou ki ngā tikanga o Te Tīriti.

**Teaching and Learning:**
At Western Heights High School Te Ao Māori is woven in all that we do. There is a strong influence of Te Arawatanga and Ngati Whakauetanga in all curriculum areas. Access to Te Ahu o te Reo has been high with over 40 staff taking part.

Through our relationships with Iwi, local stories and places are important and are more than just icons. Wānanga at marae has helped strengthen our knowledge of pakiwaitara pertaining to our area. Te Arawa tikanga plays a prominent part in all that we do

**Whānau Engagement:**
Acknowledging the pivotal role of whānau in shaping a student's educational journey. Regular hui, workshops, and cultural events are prominent in our timetable. Attendance at tangihanga also helps strengthen our ties to whanau and iwi.

**Student Support and Wellbeing:**

Western Heights High School is steadfast in its commitment to providing a nurturing and inclusive environment where all students can flourish. We offer pastoral care and counselling services that includes Te Whare tapa wha and Te Whare tapa rima concepts unique needs of Māori students.

**Community Partnerships:**
Through collaborative endeavours, cultural exchanges, and resource-sharing initiatives, we deepen our connections with the broader Māori community. Links with and support from the Ngati Whakaue Endowment Trust as well as other hapu based trusts contribute to the overall wellbeing of the school.

**Continual Improvement:**
Like everything, cultural engagement and knowledge continues to evolve. We actively seek feedback from students, whānau, and staff, ensuring that our initiatives remain aligned with the principles of partnership, participation, and protection articulated in Te Tiriti o Waitangi.

**Conclusion:**
Ahakoa kei te hoe tonu te waka, ka haere tahi tatou ko nga hau kainga ki to tātou kura. Nā ngā kōrerorero, nā ngā wānanga kei te haere torotika tātou katoa.