



WHANGANUI
HIGH SCHOOL

Annual
Implementation Plan
2024

Strategic Goal 1

- Developing our understanding of mātauranga Māori using kawa and tikanga in our teaching and learning.

Target	Actions	Evidence	Improvement in outcomes (reviewed mid-year and end-of-year)
<ul style="list-style-type: none"> • Te Ao Māori normalised within our school. • Focused professional learning development and professional growth for all staff regarding mātauranga Māori. 	<ul style="list-style-type: none"> • Ruruku in all staff meetings, assemblies, form times, prizegivings. • Developing te reo Māori basic proficiency for all staff. • Supporting staff to incorporate tikanga into daily life around school and into classrooms. • Professional learning sessions led by our Takitini Hauora Kāhui Ako Across-Sector-Lead and our Within-School-Leads team regarding culturally responsive and relational pedagogies. • Collaborative focus school-wide on: Whānau Ora (Engagement); Piki Ora (Māori achievement); Wai Ora (Transitions). • Invigorating our Whanganui High School Effective Teacher Profile. 	<ul style="list-style-type: none"> • An understanding of mātauranga Māori becomes part of normal everyday life at Whanganui High School. • More staff signing up for Te Ahu o Te Reo Māori courses (or similar). Over 35 staff members have completed courses so far. • Regular professional learning sessions led by our Takitini Hauora team at staff meetings throughout each term of the school year. • Regular Takitini Hauora presentations to Principal, Senior Leadership Team, Heads of Faculties, and the Board. • Strengthening of our Whanganui High School Effective Teacher Profile with more input from staff members. 	

Strategic Goal 2

- To prepare our school community effectively for the NCEA change programme and to ensure the development of future pathways for all students.

Target	Actions	Evidence	Improvement in outcomes (reviewed mid-year and end-of-year)
<ul style="list-style-type: none"> • NCEA Level 1 – 75% (64.6% in 2023) • NCEA Level 2 – 85% (77.5% in 2023) • NCEA Level 3 – 75% (65.1% in 2023) • University Entrance – 45% (32.6% in 2023) • To reduce disparities in NCEA achievement to under 5% between Māori and non-Māori students. • To improve NCEA Merit and Excellence Certificate Endorsements: <ul style="list-style-type: none"> Level 1 Merit & Excellence – 45% (37.1% in 2023) Level 2 Merit & Excellence – 35% (27.9% in 2023) Level 3 Merit & Excellence – 38% (29.8% in 2023) 	<ul style="list-style-type: none"> • All teachers to be fully involved in all aspects of the NCEA Change Programme and Mana ōrite mō mātauranga Māori – attendance at professional learning development sessions; attending subject specialist zoom meetings; contributing to new units of teaching and learning resources. • Full school-wide understanding of the importance of the literacy and numeracy learning matrices and the twice-yearly literacy and numeracy Common Assessment Activities. • Effective academic tracking and monitoring of all students to support all students in achieving to their full potential. • Individual learning plans set up for identified students who are most at risk of not achieving. • Consistent and constant communication and messaging with students and whānau by House Form teachers, subject teachers, Careers Adviser, House Deans and Academic Dean, Senior Leadership Team, and Principal. 	<ul style="list-style-type: none"> • Regular term-by-term tracking of academic progress. • Checkpoint data. • Disparities are reduced • Overall NCEA results improve • Lift in NCEA Merit and Excellence Certificate Endorsements. 	

	<ul style="list-style-type: none"> One-on-one meetings; family hui; increased attendance at Student Achievement Conferences; academic focus assemblies; emails home; academic focus newsletters home from Principal. 		
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Strategic Goal 3

- To promote and respond actively to student and staff hauora and well-being.**

Target	Actions	Evidence	Improvement in outcomes (reviewed mid-year and end-of-year)
<ul style="list-style-type: none"> Weekly LIFE goals across the entire school. To increase the number of students attending <u>more than 90%</u> of school days to <u>65% of our total school roll</u>. To reduce the number of students attending <u>less than 70%</u> of school days. To reduce the percentage of <u>unjustified absences</u> to fewer than 5% across all year levels. To have an <u>average attendance week-by-week of more than 90%</u> throughout all of 2024. <p>Term 1, 2023 – 86.8% average Term 2, 2023 – 83.1% average Term 3, 2023 – 83.5% average Term 4, 2023 – 79.8% average</p>	<ul style="list-style-type: none"> PB4L co-ordinator and PB4L team to develop ways to encourage the promotion of our essential school LIFE values in House Form classes and subject classes for all students and staff. Identify target groups of students whose attendance needs improvement (data from 2023 indicates that Year 10 students and Māori female students had significantly lower attendance than other groups of students). To involve and support students with lower attendance rates to set and achieve their own attendance goals. Utilising our professional learning groups to build the capacity of House Form teachers and subject teachers to 	<ul style="list-style-type: none"> Our school LIFE values are seen and heard by students and staff on a daily basis across the entire school. Constant weekly and monthly tracking and monitoring. Significant improvement in overall levels of attendance. Regular reporting regarding improvements to our community through newsletters, emails, letters and regular reporting to students, staff, and the Board. Increased active engagement in House Form classes and in all subject areas. Reduction in negative pastoral entries and an increase in positive recognitions. Regular reporting regarding hauora and well-being measures and 	

<ul style="list-style-type: none"> • Individual education plans for students with more complex neurodiverse needs requiring support from our SENCO and our Learning Support Centre. • Making the most effective use of information from our NZCER student and staff well-being surveys as well as Student Council surveys and regular student and staff surveys. 	<p>take action in culturally responsive ways to support improved attendance.</p> <ul style="list-style-type: none"> • Ensuring that raising attendance is part of our Whanganui High School effective teacher profile. • All teachers to monitor attendance rates of students in their own House Form classes and subject classes. • Collect student voice from students who have lower levels of attendance. • Identifying potential reasons for disengagement and supporting students through effective co-ordination and planning to ensure they remain on track and progress well with their education. • Identifying the most relevant overall themes, trends, and points of interest in student and staff surveys so that continual improvements can be made for student and staff hauora and well-being. 	<p>interventions to the Principal; Senior Leadership Team; Board; Staff; Students and our Community.</p>	
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