



**WHANGANUI**  
**HIGH SCHOOL**

**Annual  
Implementation Plan  
2025**

# Strategic Goal 1

- Practise mātauranga Māori through weaving tikanga (customs, procedures, protocols) into our teaching and learning.

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"><li>• Te Ao Māori normalised within our school.</li></ul>	<ul style="list-style-type: none"><li>• SLT, HOFs, Form teachers, Subject teachers</li></ul>	<ul style="list-style-type: none"><li>• All of 2025</li></ul>	<ul style="list-style-type: none"><li>• Whanganui High School Teacher Only Day morning 2025, before students begin, at Te Ao Hou Marae (learning about the marae and connections with the awa/whenua and ako in context).</li><li>• Ruruku in all staff meetings, assemblies, form times, prizegivings.</li><li>• Developing te reo Māori basic proficiency for all staff.</li><li>• Supporting staff to incorporate tikanga into daily life around school and in classrooms.</li><li>• Continue developing a Reo Māori resource bank of common kupu and rerenga kupu Māori (Māori words and phrases).</li></ul>	<ul style="list-style-type: none"><li>• An understanding of mātauranga Māori becomes part of normal every-day life at Whanganui High School.</li><li>• All teachers report increased use of kupu and rerenga kupu Māori in classes.</li><li>• Ongoing student voice shows increased use of reo Māori across the school.</li></ul>

<ul style="list-style-type: none"> <li>Focused professional learning development and professional growth for all staff regarding mātauranga Māori.</li> </ul>	<ul style="list-style-type: none"> <li>Principal MC, Deputy Principal MT, HOD Māori, Takitini Hauora Kāhui Ako ASL and WSL team.</li> </ul>	<ul style="list-style-type: none"> <li>All of 2025</li> </ul>	<ul style="list-style-type: none"> <li>Professional learning sessions led by Deputy Principal MT, HOD Māori, and our Takitini Hauora Kāhui Ako Across-Sector-Lead and our Within-School-Leads team regarding culturally responsive and relational pedagogies.</li> <li>Collaborative focus school-wide on: Wai Ora (Transitions); Whanau Ora (Engagement); Piki Ora (Māori achievement).</li> <li>Invigorating our Whanganui High School Effective Teacher Profile to ensure that class observations clearly identify the opportunities students have had to engage with mātauranga Māori.</li> </ul>	<ul style="list-style-type: none"> <li>More staff signing up for Te Ahu o Te Reo Māori courses (or similar). Over 40 staff members have completed courses so far.</li> <li>Regular professional learning sessions led by our Takitini Hauora team at staff meetings throughout each term of the school year.</li> <li>Regular Takitini Hauora presentations to Principal, Senior Leadership Team, and Heads of Faculties.</li> <li>Strengthening of our Whanganui High School Effective Teacher Profile to put more emphasis on observed class and teacher engagement with mātauranga Māori.</li> <li>Implementation throughout 2025 of the newly released Takitini Hauora Kāhui Ako Iwi Curriculum and revised implementation model.</li> </ul>
<ul style="list-style-type: none"> <li>Increasing the number of Māori Science students involved in the Pūhoro STEMM Academy (moving from one Year 11 group in 2024 to a Year 11 group and a Year 12 group in 2025).</li> </ul>	<ul style="list-style-type: none"> <li>HOF Science</li> </ul>	<ul style="list-style-type: none"> <li>All of the senior school year</li> </ul>	<ul style="list-style-type: none"> <li>HOF Science to contact Year 11 and Year 12 Māori Science students at the beginning of 2025.</li> <li>Register interest and commitment for the weekly tutorial sessions.</li> </ul>	<ul style="list-style-type: none"> <li>One Year 11 group of Māori Science students and one Year 12 group of Māori Science students signing up for regular weekly sessions with the Pūhoro STEMM Academy tutor and the HOF Science.</li> <li>Attending termly regional wānanga with other Māori Science students, teachers, and tutors.</li> </ul>

## Strategic Goal 2

- Focus on literacy and numeracy to ensure improved achievement levels.

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"> <li>• School-wide Literacy Team from the beginning of 2025.</li> </ul>	<ul style="list-style-type: none"> <li>• Newly appointed Literacy Leader/HOF English with the support of Principal MC and Deputy Principals LA and TD, all HOFs, and the Academic Dean.</li> </ul>	<ul style="list-style-type: none"> <li>• All of 2025</li> </ul>	<ul style="list-style-type: none"> <li>• <u>At least</u> one representative from each Learning Area on the Literacy Team as well as SLT representation from Principal MC and Deputy Principals LA and TD.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular Literacy Team meetings; presentations led by the Literacy Leader to HOFs &amp; SLT and whole staff; dissemination and regular practical application in all classes of professional learning development resources.</li> </ul>
<ul style="list-style-type: none"> <li>• Support programme for targeted literacy and numeracy support regarding NCEA co-requisite</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Leader/HOF English; HOF Mathematics; Academic Dean; Principal MC, Deputy Principals LA and SP in combination with PLD provider Evaluation Associates.</li> </ul>	<ul style="list-style-type: none"> <li>• All of 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying learners to provide tailored and targeted support to raise their literacy and numeracy skills.</li> <li>• Coaching and training of two staff members regarding how to implement successful tailored interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated learning and literacy and numeracy.</li> <li>• Further improvement in NCEA co-requisite Common Assessment Activities (CAA) results.</li> </ul>
<ul style="list-style-type: none"> <li>• Structured literacy approaches professional learning development.</li> </ul>	<ul style="list-style-type: none"> <li>• BOK (Science teacher) and CLS (English teacher)</li> </ul>	<ul style="list-style-type: none"> <li>• Terms 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Learning more about relevant structured literacy professional learning development at Years 7 and 8 level.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to assist students entering our school with clearly identified literacy needs.</li> </ul>
<ul style="list-style-type: none"> <li>• Curriculum request to Te Mahau for Curriculum Advisors support.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal MC, Deputy Principals SP, LA, MT, TD, Academic Dean, HOFs English,</li> </ul>	<ul style="list-style-type: none"> <li>• All of 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Working with SLT, HOFs English and Mathematics, and whole staff to grow our awareness and understanding of the Science of Learning (SoL), knowledge rich</li> </ul>	<ul style="list-style-type: none"> <li>• Working closely with the English and Mathematics Faculties to be ready to implement the refreshed learning areas of the New Zealand Curriculum.</li> </ul>

	Mathematics, and Social Sciences.		curriculum, refreshed learning areas, curriculum change.	<ul style="list-style-type: none"> <li>Engaging in evaluation of the ANZH and Te Ao Tangata/Social Sciences learning area to inform next steps forward for the Social Sciences Faculty.</li> </ul>
<ul style="list-style-type: none"> <li>NCEA Level 1 – 73%</li> <li>NCEA Level 2 – 81%</li> <li>NCEA Level 3 – 76%</li> <li>University Entrance – 48%</li> <li>To reduce disparities in NCEA achievement to under 8% between Māori and non-Māori students.</li> <li>To improve NCEA Merit and Excellence Certificate Endorsements:  Level 1 Merit &amp; Excellence – 40%</li> <li>Level 2 Merit &amp; Excellence – 35%</li> <li>Level 3 Merit &amp; Excellence – 35%</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Principal SP, Academic Dean, all of SLT, all HOFs, all House Deans</li> </ul>	<ul style="list-style-type: none"> <li>All of 2025</li> </ul>	<ul style="list-style-type: none"> <li>Effective academic tracking and monitoring of all students to support all students in achieving to their full potential.</li> <li>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.</li> <li>One-on-one hui; whānau hui; increased attendance at Student Achievement Conferences; academic focus assemblies; emails home; phone calls home; academic focus newsletters home from Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Regular term-by-term tracking and reporting of academic progress and follow-through with students.</li> <li>Checkpoint data at key stages during the year.</li> <li>Disparities are reduced in all areas</li> <li>Overall NCEA results improve</li> <li>Lift in NCEA Merit and Excellence Certificate Endorsements.</li> </ul>

# Strategic Goal 3

- **Actively engage and enhance hauora and well-being.**

Target	Led by	Timeline	Implementation Actions	Evidence and Success Indicators
<ul style="list-style-type: none"> <li>• Weekly LIFE goals across the entire school.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal TD and PB4L Co-ordinator.</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4, Term 1 onwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal TD, 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Our school LIFE values are seen and heard by students and staff on a daily basis across the entire school.</li> </ul>
<ul style="list-style-type: none"> <li>• To increase the number of students attending <u>more than 90% of school days to 60% of our total school roll.</u></li> <li>• To reduce the number of students attending <u>less than 70% of school days.</u></li> <li>• To reduce the percentage of <u>unjustified absences</u> to fewer than 5% across all year levels.</li> <li>• To have an <u>average attendance week- by- week of more than 87%</u> throughout all of 2025.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal TD, House Deans, House Form Teachers, all subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All of 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Identify target groups of students whose attendance needs improvement (based on current data and attendance patterns).</li> <li>• To involve and support students with lower attendance rates to set and achieve their own attendance goals.</li> <li>• Utilising our professional learning groups and our Takitini Hauora Kahui Ako ASL and WSL team to build the capacity of House Form teachers and subject teachers to take action in culturally responsive ways to support improved attendance.</li> <li>• All teachers to closely monitor attendance rates of students in their own House Form classes and subject classes – each subject teacher and House Form teacher to have three priority students that they focus on consistently throughout 2025 regarding attendance conversations and follow-through.</li> <li>• Collect student voice from students who have lower levels of attendance.</li> <li>• Individual education plans for students with more complex neurodiverse needs requiring support from our SENCO and our Learning Support Centre.</li> </ul>	<ul style="list-style-type: none"> <li>• Constant daily, weekly and monthly tracking, monitoring and follow-through with attendance levels.</li> <li>• Significant improvement in overall levels of attendance.</li> <li>• Regular reporting regarding improvements to our community through newsletters, emails, letters and regular reporting to students, staff, and the Board.</li> <li>• Increased active learning engagement in House Form classes and in all subject areas.</li> <li>• Weekly Attendance and Engagement hui held with Principal MC, SENCO, Deputy Principal TD, Attendance Services Officer, RTLB, Special Education Advisor – Te Mahau.</li> </ul>

<ul style="list-style-type: none"> <li>• Making the most effective use possible of information from our NZCER student and staff well-being surveys as well as Student Council surveys and regular student and staff surveys.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Principal LA, and PB4L Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• All of 2025</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Identifying the most relevant overall themes, trends, and patterns in student and staff surveys so that continual improvements can be made for student and staff hauora and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in negative pastoral entries and an increase in positive recognitions.</li> <li>• Regular reporting regarding hauora and well-being measures and interventions to the Principal, SLT, Board, staff, students and our wider community.</li> </ul>
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# Whanganui High School

## SENIOR LEADERSHIP TEAM PORTFOLIOS 2025

Martin McAllen (MC) Principal	Elizabeth Spooner (SP) Deputy Principal	Jenny Langrish (LA) Deputy Principal	Nola Todd (TD) Deputy Principal	Lisa Martin (MT) Deputy Principal
	AWA HOUSE	MAUNGA HOUSE	MOANA HOUSE	WHENUA HOUSE
<p><u>Line Manager for:</u> Deputy Principals; Business Manager; Principal's Executive Assistant; Academic Dean; Careers &amp; Vocational Studies; Counsellors &amp; Nurses; International Director; Learning Support &amp; Te Atawhai; Māori; Sports Director</p> <p><b>Year Level Overview – Year 13 (link with Academic Dean)</b></p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Achievement Targets &amp; Strategic Direction</li> <li>• Alignment of curriculum/ teaching/learning</li> <li>• Alternative Education (Managing School)</li> <li>• Annual Implementation Plan &amp; Strategic Plan &amp; Statement of Variance</li> <li>• Co-Chair HOF &amp; SLT Committee (link with SP)</li> <li>• Community and Iwi consultation and liaison</li> <li>• Confucius Institute</li> <li>• Digital Strategy (link with Network Administration Manager &amp; Business Manager)</li> <li>• Finance (link with Business Manager)</li> <li>• Head Students</li> <li>• Health and Safety</li> <li>• Houses Overview</li> <li>• Leading Change and Improvement</li> <li>• Māori &amp; Pasifika Overview (link with HOD Māori &amp; Takitini Hauora Team)</li> <li>• Media Communication &amp; liaison</li> <li>• Ministry of Education Liaison</li> <li>• Monitoring Leadership Focus progress against all Deputy Principal Portfolios</li> <li>• Overall School Culture</li> <li>• Property (link with Business Manager &amp; Property Manager)</li> <li>• Regular Reporting to the Board</li> <li>• Special Needs (link with SENCO &amp; SCT)</li> <li>• Staff Appointments</li> <li>• Supported Learning &amp; Progressive classes Overview (link with SENCO, Academic Dean, TD, HOD Vocational Studies / Progressive &amp; HOFs)</li> <li>• Teacher Registration &amp; Endorsement</li> <li>• Timetable (link with Timetabler, Business Manager &amp; MT)</li> <li>• Website Overview (link with Network Administration Manager)</li> </ul>	<p><u>Line Manager for:</u> Digital Technologies; ESOL; Languages</p> <p><b>Year Level Overview – Year 11</b></p> <p><b>Key Strategic Leadership Responsibility – Student Achievement</b></p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Academic Mentoring (link with MC &amp; Academic Dean)</li> <li>• Co-Chair HOF &amp; SLT Committee (link with MC)</li> <li>• Contributing Schools' Liaison</li> <li>• Curriculum Management – assessment &amp; examinations</li> <li>• Day Relief (link with MT)</li> <li>• Day-to-day School Calendar</li> <li>• Faculty Annual Reports (link with MC)</li> <li>• Future Focus Week Overview</li> <li>• Live Reporting &amp; Formal Reports</li> <li>• NCEA Change Programme (link with all of SLT, Academic Dean &amp; HOFs)</li> <li>• Prizegivings</li> <li>• Student Achievement Conferences (link with SLT &amp; Takitini Hauora Team)</li> <li>• School Tours &amp; Prospectus (link with MC)</li> <li>• Senior Student Achievement Data and Analysis (link with MC, Academic Dean &amp; HOFs)</li> </ul>	<p><u>Line Manager for:</u> English; Literacy Leader, Mathematics; Specialist Classroom Teacher</p> <p><b>Year Level Overview – Year 10</b></p> <p><b>Key Strategic Leadership Responsibility – Student Engagement &amp; Wellbeing</b></p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Emergency Procedures</li> <li>• EOTC Safety Management</li> <li>• Junior student Achievement Data and Analysis (link with Academic Dean &amp; HOFs)</li> <li>• New Staff Induction (link with SCT &amp; PB4L Co-ordinator)</li> <li>• Peer Mentoring</li> <li>• Police Youth Aid Liaison</li> <li>• Professional Growth Cycle (link with MC)</li> <li>• Professional Learning Development (link with MC and Business Manager)</li> <li>• Professional Learning Groups Overview</li> <li>• Provisionally Certificated Teachers Overview (link with SCT &amp; MC)</li> <li>• Prefect Team (link with MT)</li> <li>• Staff Voice (link with SCT &amp; MC)</li> <li>• Student Council (link with PB4L Co-ordinator &amp; MC)</li> <li>• Student Voice (link with PB4L Co-ordinator &amp; MC)</li> <li>• Well-being &amp; Hauora</li> </ul>	<p><u>Line Manager for:</u> PB4L Co-ordinator; Social Sciences; Performing &amp; Visual Arts</p> <p><b>Year Level Overview – Year 12</b></p> <p><b>Key Strategic Leadership Responsibility – Student Attendance</b></p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Enrolments &amp; Transition (link with PB4L Co-ordinator &amp; SENCO)</li> <li>• House Deans &amp; Pastoral Team Overview (link with MC)</li> <li>• Junior LIFE Diploma (link with PB4L Co-ordinator)</li> <li>• Priority Transitions (link with SP &amp; SENCO)</li> <li>• Programme and Overview</li> <li>• Roll Returns (link with MT &amp; MC)</li> <li>• RTLB &amp; MOE Te Mahau/ Learning Support (link with SENCO &amp; MC)</li> <li>• Supported Learning (link with MC, SENCO, Academic Dean &amp; HOFs)</li> <li>• Te Kura Overview</li> <li>• Year 13 Study Classes</li> </ul>	<p><u>Line Manager for:</u> Physical Education &amp; Health; Science; Technology</p> <p><b>Year Level Overview – Year 9</b></p> <p><b>Key Strategic Leadership Responsibility – Student Pathways</b></p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Active Supervision &amp; Active Duty Overview</li> <li>• Careers &amp; Vocational Studies Support (link with MC, Careers Advisor, and HOD Vocational Studies)</li> <li>• Course Structure and Selection</li> <li>• Day Relief Support (link with SP)</li> <li>• KAMAR Overview (link with Network Administration Manager)</li> <li>• Māori &amp; Pasifika (link with MC, HOD Māori &amp; Takitini Hauora Team)</li> <li>• Prefect team (link with LA)</li> <li>• Staff Electronic Handbook Overview (Staff Pages)</li> <li>• Student Subject Placement Overview</li> <li>• Timetable (link with MC, Timetabler &amp; Business Manager)</li> <li>• Transport / Bus Duty overview</li> </ul>